
The Role Of Work-Life Balance In Enhancing Career Development: An Empirical Study On Private Universities In Egypt

Engy Mohamed Mansour¹

Human Resources Management Department
October University for Modern Sciences and Arts (MSA), Egypt
Email: emmansour@msa.edu.eg

Adel Mohamed Zayed

Business Administration Department, Faculty of Commerce,
Cairo University, Egypt
Email: adel.zayed@eslsca.edu.eg

Abstract: This research aims to explore the relationship between work-life balance (WLB), career development (CD), organizational support, and gender within private universities in Egypt. While previous studies have mainly focused on the direct association between WLB and CD, this research goes further by investigating the moderating effects of gender and organizational support on this relationship, particularly in the context of private higher-educational institutions in an emerging economy. Despite the well-documented negative consequences of work-life imbalances, such as stress and health issues, which can impede personal relationships and career progress, there has been limited attention given to achieving WLB among academic staff in Egypt. Moreover, research on WLB in developing economies remains scarce, with most studies conducted in developed countries. To address these gaps, the author developed a conceptual model and employed a comprehensive descriptive research design that utilized both qualitative and quantitative methods. The research began with qualitative focus groups and in-depth interviews, followed by the distribution of 283 questionnaires to full-time academic staff members in private universities. The researcher employed quota sampling techniques, ensuring the representation of gender differences within the sample. Data analysis was conducted using SmartPLS software. The findings indicate a significant positive association between WLB and it provides valuable insights for teaching staff members and HR managers in private universities in Egypt, enhancing their understanding of the importance of WLB in fostering academic career development.

Keywords: work-life balance, career development, organizational support, gender, private universities, Egypt

JEL Codes: J16, I23, M54

¹**ORCID iD** [0009-0003-3186-2084](https://orcid.org/0009-0003-3186-2084)

Introduction

Nowadays, work-life balance is becoming a challenging issue, especially with the third wave of globalization as well as new technologies. It is a constant dilemma to achieve a balanced life; one that enriches your self-esteem and at the same time does not lessen the quality of your personal life. This issue occupies a lot of attention on all levels, as it affects each individual's life professionally, personally and more specifically concerning self-satisfaction, development, health, and the overall well-being of humans (Foley and Yue, 2005; Ford et al., 2007; Zulfiqar, 2013).

Many researchers pointed out that staff and personnel are the main pillars that create value within the education exchange environment. Therefore, studying WLB in higher education may impact the economy through graduate attributes, employability and contribution to scientific knowledge. That being said, the imbalances between work and life goals lead to diverse problems, ranging from stress to severe health issues that might impede one's relationships, performance at work as well and the whole quality of one's life. Therefore, researchers have exerted much effort to stand upon following the best means of maintaining a healthy work-life balance. Frone (2000) and Duxbury & Higgins (2001) called the imbalance of work-life a 'conflict', which refers to the inability to allocate time and energy efficiently between your personal and professional tasks, and roles in life. Still, so far fewer organizations succeeded in maintaining a healthy work-life balance for their employees, even though this success would lead to very positive impacts concerning the output of any organization (Beauregard Henry, 2009).

To elaborate on this, the ability of any employer to maintain the work-life balance for their employees leads to retaining these employees, gaining their loyalty, raising their motivation to be more productive, and assures their commitment and in return lowering the turnover and absence of these employees (Bonebright et al., 2000; Greenhaus et al., 2003; Lockwood, 2003; Gregory and Milner, 2009). Work-life balance refers to creating a balance between the work and lifestyle of an individual (Agarwal and Lenka, 2015). In this research, it will be measured using the scale adopted by the study of Helmle et al. (2014). Career advancement means the ongoing progression of an individual's career. It will be assessed using the dimensions (promotion, salary, and goal achievement) and scale adopted from (Arokiasamy et al., 2011). Organizational support was

operationalized by Arokiasamy et al. (2011) in terms of flexibility in work, promotional structure, career planning and rewards. Building on that, this study will tackle the role of work-life balance in enhancing career development, with a special focus on private universities in Egypt.

This comes in light of the conflicting responsibilities; various roles and demands distracted between family and job needs have been escalating, with very clear evidence in developing countries; like Egypt. More specifically, due to the importance of work-life balance which is becoming a pressing issue nowadays in Egyptian society, where all family members are urged to work to face the rising prices and increasing demands in an attempt to enjoy a better quality of life. Shedding light on Egypt's Higher Education strategic vision as stated by presidential directives, to enhance the ranking of our Universities on the global Landscape, as a matter of top priority and urgency. This research will help shed light on the dynamics of Egyptian Universities studying WLB which contributes to the achievement of sustainable development to the strategic vision of Egypt 2030. Additionally, this research will validate previous work regarding the learnings that were produced by HIC where the majority of available research was conducted and the proposed contextual environment of my research which is Egypt.

Literature review and hypotheses development

The Educational sector in Egypt is one of the most significant pillars that achieve a flourishing impact on the economic, social and moral aspects of Egypt. The core for improving any Academic Institution is through investing in human capital due to their remarkable importance and their participation as a fundamental part of Universities. This research explores the relationship between Work-life Balance and Career Development among university academicians, through different variables. Since work-life Balance has been the focus of Western culture, it's time for the literature to shed light on the Eastern-culture. Moreover, with the diversity of definitions, approaches and interpretations, Work-life Balance and Career Development require additional analysis for better standardization and investigation. Accordingly, this section presents the theoretical approaches and models of each variable.

Work-Life Balance

Tariq, Aslam, Siddique and Tanveer (2012) have found that the means to achieve the 21st-century targets, organizations concentrate on increasing methods produced by their workers, challenging employees and their devotion to fulfilling its cardinal targets. However, during this age where hyper competition exists, employees' work-life balance has been enormously affected at all managerial levels. This study works upon three aspects: an explanation of the balance between work and life, the essentiality it represents for the organizations as well as the diverse actions connected to it.

This study, also, is based on valuable information, which are relevant to the theory and initiatives of the balance between work, and life analysis, which took place on a wide range of various literature reviews. It was revealed that applying a balance between work and life is highly essential for the hiring organizations as well as the hired employees, specifically in the recent compelling situations of organizations. Due to the increasing complexity in today's work and non-work lives, expectations are very high; demands are increasing so organizations have incorporated work-life balance initiatives to deal with emerging issues as child-care, eldercare along with many others (Spinks, 2004). Consequently, this helps the organizations to develop their efficiency, production capacity, challenge, and self-esteem and hence obtain a challenging state. Likewise, workers gained experiences through the increase of motivation at work, the enhancement of contentment, authority and ultimate responsibility towards the organization they belong to after applying the work-life balance concept.

Caramela (2018) stated that, nowadays, there are five methods to enhance equilibrium between work and life for the workers: first, the realization that there is no perfect balance; it tackles being realistic rather than perfect. In other words, some days' work may take longer time, whereas other days, relaxation and energy to practice hobbies may exist. Second, health is always a priority; it is the main concern. Third, work what you like; if your work is draining you, and you find interest away from it, then there is something wrong. Fourth, disconnecting from the moving world for sometimes won't hurt. Even if this unplugging is just a walk for some time. Finally, have a quality time for yourself. Your job is very important; however, it should not be your whole life. Surrounding yourself with the ones you love would be a nice chance to enjoy

your own time. It was announced that there are specific steps to improve the equilibrium between work and life, besides mentioning some benefits of this balance. There are five advantages for enhancing this balance once initiating the proper steps: first, suggesting a work-leisure plan by dividing the time appropriately between work and free time. Second, getting rid of any activities, which waste time and effort. Third, assigning extra time-consuming work to other individual. Fourth, having enough time for relaxation. Finally, set work as a priority; do not do tasks at the last moment and prioritize work.

Gender Impact on Work-Life Balance

Bharathi and Mala (2016) conducted a study on the factors influencing work-life balance (WLB) among female workers in an IT company in India. The research focused on 186 women employed in various IT companies in India and examined the impact of social media (SM) on their career lives. The study categorized the 42 WLB factors into five divisions: professional and personal obstacles, SM involvement, and professional and personal enhancers. The findings revealed that personal enhancers such as engaging in sports, maintaining a balanced diet and fitness routine, and pursuing hobbies were the most effective factors for achieving WLB. Working from home had a significant impact on professional enhancers. The study identified personal challenges, including poor self-care, lack of time spent with family, feelings of depression or constant stress due to long working hours, as the most burdensome component of WLB. Interestingly, the study found that the engagement with SM had no significant effect on WLB; it could either act as an obstacle or a .motivator

In a separate study, Doherty (2004) explored the role of work-life balance practices in facilitating the advancement of women to senior managerial positions, focusing on the challenges faced by women in the UK hospitality industry. The study highlighted the issue of extended working hours associated with management positions as a significant obstacle to women's career development. It emphasized that organizations supporting diverse management and implementing voluntary work-life balance initiatives can provide assistance to women during workforce shortages, thereby promoting women's advancement in management roles. The concept of equal opportunities was identified as a potential obstacle, as it brought attention to gender differences

and the need for special treatment for women. The study suggested the establishment of robust rights to ensure employee safety, particularly in cases where trade unions are not adequately represented. Furthermore, the study proposed the assignment of additional work to males rather than females to promote gender equality and enable individuals to manage their holistic lives effectively.

Career Development and Organisational Support

Egan, Upton, and Lynham (2006) conducted a study that emphasized the importance of career development (CD) as a key aspect of human resource development (HRD). They proposed a framework that explored various CD definitions and analyzed the objectives of career development in relation to HRD. The researchers suggested a "multilevel integration" approach and the use of related theory building to enhance the role of CD in HRD. Hite and McDonald (2008) discussed how CD, which has long been recognized as a fundamental element of HRD, has undergone significant changes in recent years. They highlighted shifting employer-employee loyalties, the rise of portable careers, and the increasing importance of subjective career goals.

HRD needs to adapt to these evolving trends and address the diverse needs of individuals and systems, marking a new era for CD and HRD. McDonald and Hite (2005) pointed out that work, careers, and organizations have undergone significant transformations in the past decade, resulting in a decline in career development research and performance. The article addressed the lack of discourse and practice in career development from an HRD perspective. The researchers proposed a framework to reintegrate career development into the HRD function and provide tailored learning activities that meet the demands of individuals and organizations in this dynamic environment.

Umamaheswari and Krishnan (2016) conducted a study that examined the impact of work-life balance, career development, and manager support on organizational commitment and retention among employees in the ceramic sanitaryware industry in India. They found that organizational commitment not only influences retention but also facilitates its development. Furthermore, organizational commitment partially mediates the relationship between the suggested factors and retention. The study also highlighted the need for

modifications in career development initiatives to meet the expectations of employees. Lazarova (2004) aimed to fill a theoretical gap in understanding the relationship between organizational support for career development, work-life balance, and retention. The study proposed a theoretical framework based on social identity theory and explored the links between engagement in career development and work-life balance practices. The results did not fully support the proposed framework but indicated the mediating role of career satisfaction and to some extent, work-life enrichment. The findings highlighted the importance of career satisfaction as a strong predictor of turnover intention.

Grzeda (1999) discussed the importance of vocational development experts being informed by a vocational development framework when addressing environmentally influenced vocational changes. The study examined Canadian executives and professionals whose positions had been abolished and found that vocational flexibility was primarily associated with three out of five career transition indicators.

The findings supported the role of vocational development experts in promoting professional flexibility among employees, which better equips them to navigate potential career changes. Templer and Cawsey (1999) argued that the evolving nature of work, business communication, and the community necessitates a re-conceptualization of career development. They emphasized the inadequacy of traditional human resource management models in addressing the dynamic reality of career development in today's competitive business environment. The researchers provided new examples of career development within the context of career reality portfolios, offered implications for human resource management practices, and recommended directions for future research.

Based on the literature review, previous research has extensively studied the relationship between work-life balance and career development. However, little research has explored this relationship considering gender and organizational support as moderators, particularly in the context of private educational institutions in Egypt.

Research Methodology

This section introduces the used methodology. It shows how the research questions were addressed through mixed methods (quantitative-questionnaire & qualitative-interviews) exploratory sequential design approach was used in the data-collection phase to obtain better understanding of the research relationships between the main key variables. Through the pervious section literature was studied, while the boundary of the research was addressed to prevent irrelevant data collection and is explained in details in this section.

In details, it tackles the relationship of work-life balance and Career Development taking 2 moderators in concern (Gender and Organizational Support). For exploring such a comprehensive topic, in a rarely tackled sector Private Higher Education in Egypt. This section demonstrates the conceptual framework, how the hypotheses was formulated, the research questions, and the definitions of variables, the research design, how the qualitative data was gathered. This research aims to answer 3 main questions in the context of private higher education academics in Egypt these questions are:

- Does work-life balance affect career development within private universities in Egypt?
- Does Organizational support moderate the relationship between WLB and CD?
- Does the Gender moderate the WLB-CD relationship?

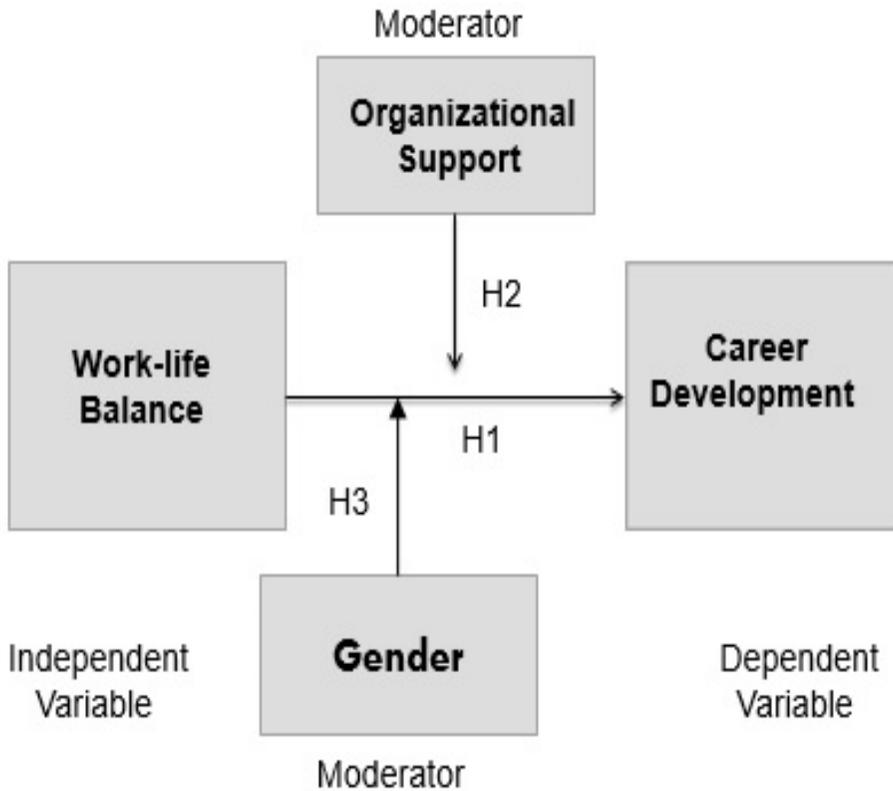


Fig. 1. Conceptual Framework
Source: The authors

The research population involves male and female academic full-time staff members working in the Higher Education private sector in Egypt. This includes academics working in a wide range of faculties that is grouped into several grouping: Practical faculties such as Arts and Design, Computer Sciences and Engineering Medical faculties such as: Dentistry, Pharmacy, Medicine and Physical Therapy Theoretical faculties such as: Languages, Mass Communication and Management Sciences. It moreover comprehends different academic levels of starting from Master holders, PHD holders and Associate Professors and professors working in Private Egyptian universities. The Target Population (Universe “6822”) (Erasmus Feb 2017) is all the staff within the private universities in Egypt. Research Sample: 362 academic staff members agreed to answer our questionnaire from a total number of 400 staff members, given a response rate of 90.5%. Sampling technique: According to (Malhotra, 2007), the quota sampling technique was used, because the researcher put into

consideration, while collecting the data that the sample reflects in the gender differences. Work-life balance refers to creating a balance between work and life style of an individual (Agarwal and Lenka, 2015). In this research, it will be measured using the scale adopted by the study of Helmle et al. (2014). Research on work and life areas in the work-life domain has been categorized into four sectors: organizational responses to work-life conflict (WLC), the gendered nature of work-life issues, WLC, and work-life balance (Allen, 2000). Initially, work-life research focused on the impact of organizational services and policies designed to help employees with work and life conflicts. This literature discusses the role that organizations had in helping improve the conflict that employees felt from the demands of the work and home roles. Career advancement means the ongoing progression of an individual's career. It will be assessed using the dimensions (Career Goal Progress, Professional Ability Development, Promotion Speed, and Remuneration Growth) and scale adopted by (Weng et al., 2010). Studying the dependent variable of this research in a relatively common environment. Aiming to examine the impact of globalization on private higher education in Malaysia.

The impact of globalization and the development of a knowledge-based economy have extremely affected the landscape and purposes of higher education in Malaysia. The major trend is the reforming and restructuring of private higher education in Malaysia to make it more competitive, especially on a global level. Numerous approaches are put in place as Malaysia's strategic objective is to be the (World Educational Hub) to appeal to students with a local university with international standards (Arokiasamy et al., 2011). Organizational Support Organizational support theory (OST) proposes that employees form a generalized perception concerning the extent to which the organization values their contributions and cares about their well-being (Kurtessis, et al. (2017).

In terms of flexibility in work, promotional structure, career planning and rewards were operationalized by (Arokiasamy et al. (2011). In this current section of our research, it is dedicated to explaining the hypotheses. It is designed to test if the stated relationships have been proved previously, actually existed or not. Given the objectives of the Research:

- To study the effect of Work-life Balance on career development

- To measure the moderation effect of organizational support on the relationship between WLB and CD
- To measure the moderation effect of gender on the WLB-CD relationship

Within full-time academics in private universities in Egypt, using selected tools and techniques. Various hypotheses will be analyzed throughout the study, among which are the following:

H1. Work-life Balance positively affects Career Development

H1. a. WLB positively affects career goal progress

H1. b. WLB positively affects professional ability development

H1. c. WLB positively affects promotion speed

H1. d. WLB positively affects remuneration growth

H2. Organizational support moderates the relationship between WLB & CD

H2. a. Flexibility in work moderates the relationship between WLB and CD

H2. b. Promotional Structure moderates the relationship between WLB and CD

H2. c. Career planning moderates the relationship between WLB and CD

H2. d. Rewards moderate the relationship between WLB and CD

H3. Gender moderates the WLB and CD relationship

• Every research topic requires data and information to formulate it effectively (Walliman, 2011). Researchers must provide readers with relevant facts, statistics, industry background, historical evidence, and other pertinent information about the topic. To gather this information, researchers rely on two types of data: primary data and secondary data. Primary data involves direct interaction with the targeted sample from the total population, and it is considered more reliable as it is closer to the topic (Walliman, 2011).

- In this study, primary data was collected using various approaches. Questionnaires were distributed online and in physical copies among academic staff to test the impact of work-life balance (WLB) on career development (CD). In-depth interviews were conducted with Human Resources Managers working in the private higher education sector in Egypt, who served as Subject Matter Experts. Focus groups were also conducted with lecturers and professors to discuss the role of organizational support in the relationship between WLB and CD.
- The questionnaire for the study was compiled from recent literature in English, without any modifications made by the researchers. The sample consisted of academic staff from private universities in Egypt, who were asked to answer the questionnaire based on their real-life experiences. The questionnaire was divided into three sections, each exploring a variable (dependent and independent) and the moderators.
- The dependent variable section focused on four aspects of work-life balance: career goal process, professional ability development, promotion speed, and remuneration growth (Weng et al., 2010). The independent variable, work-life balance, was measured through five questions assessing various components such as family support, spouse support of choice of work, positive impact on family, and success in work (Adopted from Helmle et al., 2014). The questionnaire also included questions to assess the moderators. The first moderator was organizational support, and the questions assessing this moderator were adopted from Eisenberger et al. (2001) and Guan et al. (2014). The second moderator was gender, considering the dual-earner society in Egypt, and its impact on the relationship between CD and WLB.
- The questionnaire was published online in a private university in Egypt, and academic staff were invited to participate. Participants were given the option to provide their email addresses if they were interested in receiving the key findings and outcomes of the survey. Additionally, hard copies of the questionnaire were distributed to 20 private universities in Egypt, selected based on specific criteria. Offering undergraduate bachelor degrees on at least a four-year program

- Being Accredited by the Ministry of Higher Education in Egypt
- Conducting physical classes on campus not online form of education
- Managed by a Board of trustees, not by Governmental institutions
- Abiding with the rules of the Supreme Council of Private Universities in terms of the number of academic staff about number of students (to ensure a common workload)
- Graduating at least four cohorts from several disciplines and faculties

Accordingly, academics fitting such criteria are asked to determine their degree of agreement or disagreement with a specific statement given on a 5-point Likert scale (1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5=strongly agree). In-depth Interviews: Another method of gathering primary data is conducting in depth interviews with subject matter experts in the field, in our research interviews were conducted with two Human resources managers of different universities. The findings of the interviews were by some means common as hiring component academic calibres are rare to attract. Listed below are the main outcomes of the interviews.

1. Staff appointed/head-hunted from various universities find it difficult to blend into the culture of a different university.
2. Retaining academics became very hard as competition now is not only with other private universities but also with newly launched International universities.
3. W.L.B as a concept when it comes to the operational side –faces a lot of challenges as special contracts – tailored programs-limited schedules-non working summer semester.
4. Due to the relatively remote location of Private Universities (i.e: Ismailia Desert Road-Wahaat Road), academics usually have a lot of personal commitments that force them to leave work earlier (for childcare and elderly care purposes).
5. The percentage of females in certain faculties are higher than males so this affects their academic progress due to family issues.

6. Turnover rates in certain majors such as Marketing and Finance. PhDs are very rare to find as they prefer to work in the market for better salary packages and usually prefer part-time opportunities rather than Full-time.
7. Career development in certain faculties with extremely demanding practical fields such as professors in Broadcasting for the faculty of mass communication and another example that is worth mentioning is hiring a Fashion lecturer in the faculty of arts and design are extremely hard to attract. As they prefer to be professors of practice, stuck in the middle of the career goal progress.
8. Organizational support perception when it comes to wellbeing is so hard to be classified. It is a personal perception how the organization supports his/her well-being.
9. Remuneration Growth, is very hard to satisfy academics due to life demands and the continuous comparison with their peers who are working in the corporate field.
10. Promotional speed as one of the pillars of career development is mainly beyond the H.R team control, as academics are obliged to follow the rules and regulations of the supreme council of private universities.
11. The professional ability and development section usually faced difficulties before the newly announced promotion rules, there were several demands (i.e travel funds, financial support for publishing, and paid sabbatical leaves) for academics in the supporting departments. That won't add to the university ranking.
12. Encouraging academics to continuously gain new job-related knowledge is not the core of the Human Resources team. It's a part form their direct supervisors and managers' role. HR teams in such cases offer several training programs to senior staff to encourage them to capitalize on the learning curves and knowledge base of their subordinates.

Focus groups were used as arrangements of group interviews that benefit from communication between the researcher and participants from the targeted group (Full-time academic staff members) in order to generate data. While group interviews are frequently used as a quick and useful way to collect data from several people at the same time, focus groups explicitly use interaction as part of the method. This clearly shows that instead of asking each participant to answer a question in turn, they are encouraged to talk to one another, share experiences, talk about their challenges, exchange anecdotes and comment on each other's practices and points of view. In the beginning of the fall semester, two rounds of focus groups were conducted to capitalize on their outcomes. Each focus group was attended by 12 full-time academic staff members, from different faculties, the female participation rate is 65% versus 35% for males. Listed below are the most significant comments that were mentioned in the group meetings:

- A very valid example on how organizational support leads to career progress and accelerates promotion was a staff member from the faculty of language S.R 44” mentioned *“It was much easier for me in the last year of my promotion to a Professor- which was a milestone in my academic career -to only teach one course but to several groups from different faculties. I had more time to work on my research for my promotion, I developed the course content and learning outcomes only once, and prepared one exam. Thanks to the dean of my faculty for being super supportive.”*
- Another staff member talked about organizational support in a different perspective. G.H 38” *“Thanks to the central research lab and the bioequivalence center that are available of campus for free that helped me a lot and saved time during the practical work of my PhD studies.”*
- WLB initiatives were implemented in the form of reducing administrative tasks, offering a sabbatical semester off, exemption from proctoring duties for academics who are close to get promoted to a higher academic rank. H. A 36” declared *“if it weren’t for the administrative tasks (national and international accreditation duties) that I was excused from my head of department, I was going to miss the comprehensive exam of my PhD. This shows how our well-being is important for the organization and this led me to work even harder after obtaining my degree “*

- Benefits such as “junior summer camps” on campus during the months of summer added a lot to the welfare and gave academicians especially females the opportunity to work with their kids, while they are engaged in useful activities. *H.M 41’ commented “Thanks to the HR team if it weren’t for the Camps that were conducted last summer, I wouldn’t have made it to the summer semester Thank God I did my work effectively and my kids enjoyed the fact that they are joining m to work”.*

- Certain policies need to be revised and updated such as the travel fund allowance and the payment of publishing internationally, as a major pillar in organization support that accelerates career growth. *M.M 45’ talked about her experience saying “The travel fund allowance was more than enough before the devaluation of the Egyptian pound and the increase in the amount since then is not enough, additionally the rules for getting promoted to an associate Professor require international publishing which still costs a lot.”*

- It was mentioned by several staff members working in faculties with a medical background, precisely Pharmacy and Dentistry suffer a lot when it comes to WLB. They are overwhelmed with teaching duties in the morning and practical jobs in their clinics/pharmacies in the afternoon. *S.K 48’ Declared “I barely see my kids, even in weekends I need to be working on preparing my lectures for the coming week. While on public holidays I sometimes have emergency cases.”*

- One of the staff participating who preferred to be anonymous (female 55’), who has been in the academic field for the past 15 years, and was previously working in a multinational for 12 years, *stated “Working in such a rewarding field keeps me motivated whenever, I’m in class and seeing my students growing and glowing...this gives me the sense of achievement and I see this as the most important component of WLB. Unlike working in the corporate world you see the outcome of your work at the end of the year”.*

Data analyses and findings

Since the data has been collected via one instrument, a structured questionnaire, a common method bias (CMB) can affect the study results. To check the effect of the CMB, a Harman's one factor approach has been adopted. Using Exploratory Factor Analysis (EFA), the researcher runs all the measurement items to discover the variance percentage of the first factor. Table 4.4. Illustrates the results of Exploratory Factor Analysis. As can be seen from table 1, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.918 which exceeds the minimum value 0.6.

Table 1. Exploratory Factor Analysis results

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.811	41.581	41.581	10.811	41.581	41.581
2	2.737	10.525	52.106	2.737	10.525	52.106
3	1.676	6.447	58.553	1.676	6.447	58.553
4	1.407	5.411	63.964	1.407	5.411	63.964
5	1.170	4.501	68.465	1.170	4.501	68.465
6	1.127	4.334	72.799	1.127	4.334	72.799
7	.838	3.223	76.022			
8	.685	2.634	78.656			
9	.646	2.483	81.139			
10	.517	1.989	83.128			

11	.480	1.846	84.974
12	.471	1.812	86.786
13	.418	1.606	88.392
14	.373	1.436	89.828
15	.334	1.285	91.112
16	.320	1.229	92.342
17	.289	1.112	93.454
18	.262	1.007	94.461
19	.247	.950	95.411
20	.206	.793	96.204
21	.204	.783	96.987
22	.181	.695	97.682
23	.172	.660	98.342
24	.162	.625	98.967
25	.148	.569	99.537
26	.120	.463	100.000

Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.918

Bartlett's Test of Sphericity; Approx. Chi-Square = 5226.511, df= 325, p. value = 0.000

As well as the Bartlett's test is significant at a confidence level of 99.9%. This means the sample is adequate to run the analysis. (Field, 2009). Furthermore, all of the measurement items have been loaded on 6 factors that have initial eigenvalues more than 1. This is theoretically supported since the

conceptual model has 4 dimensions of the dependent variables, 1 interactional moderator variable, and 1 independent variable. The 6 components/factors have 72.299% of the model variance. The first factor has 41.581% of the whole model variance. Since the first factor has a variance of less than 50% of the whole variance, a common method bias is not an issue in this study. (Jordan and Troth, 2020; Podsakoff, 2003).

Table 2. Spearman's correlation analysis results of the study variables

Variables	Work-life balance	Career Goal Progress	Professional Ability Development	Promotion Speed	Remuneration Growth	Career Development	Organizational support	Gender
Work-life balance	1.000							
Career Goal Progress	.499**	1.000						
Professional Ability Development	.431**	.754**	1.000					
Promotion Speed	.439**	.491**	.497**	1.000				
Remuneration Growth	.264**	.299**	.408**	.485**	1.000			
Career Development	.518**	.791**	.838**	.786**	.697**	1.000		
Organizational support	.428**					.714**	1.000	
Gender	.030					-.056		1.000

** . Correlation is significant at the 0.01 level (2-tailed).

As can be noted from Table 2, the work-life balance has a significant positive relationship with career development and its four dimensions and organizational support as well. These relationship correlation coefficients range from 0.264 with remuneration growth, which is weak, to 0.518 with career development, which is moderate. Unlikely, the relationship between the work-life balance and the respondent's gender is not significant. Moreover, the relationships between organizational support and the work-life balance is significantly positive and moderate by 0.428. In the next stage of the inferential analysis this coefficient represents the lack of multicollinearity between the independent and the moderator variables since it is less than 0.5 (Hair et al., 2020).

Table 2 explores the direction and significance of the relationship among the study variables via Spearman's correlation test at a confidence level of 95%. As well as, the relationship between the organizational support and career development is significant positive and strong by 71.4%. Finally, the respondent's gender has no significant relationship with the work-life balance nor the career development. To test the direct and indirect relationships, researcher adopts the Structure Equation Modeling (SEM) analysis. SEM can be conducted using Covariance Based CB-SEM or Partial Least Squares PLS-SEM. (Hair et al., 2011; 2014; 2016). The measurement model in figure 2. reveals that all latent variables are reflectively- low order measured. Regarding the career development, the researcher adopted a disjoint-two-stage approach to validate the construct from its dimensions in a reflective-reflective high order construct methodology (Sarstedt et al., 2019). The gender variable is a single item, therefore, there is no need to include it in the CCA.

Figure 2. Measurement model

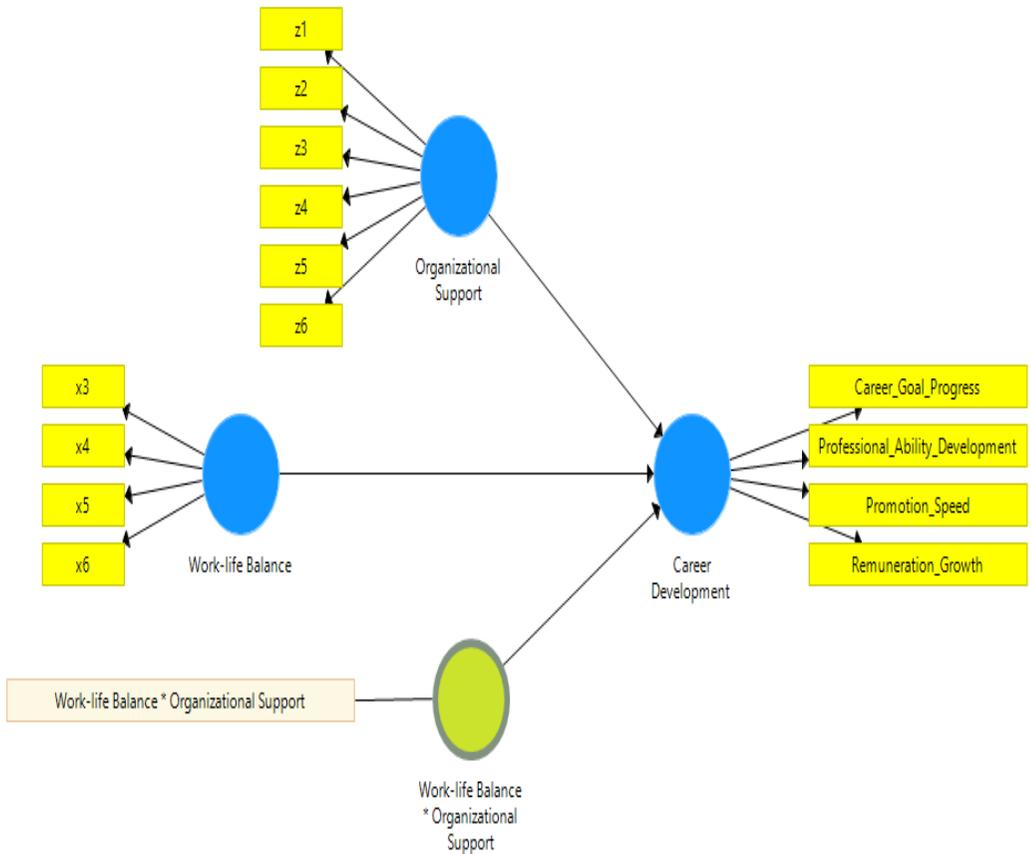


Table 3 illustrates item loadings for the study constructs that must be higher than 0.4 and it is recommended higher than 0.708. If the item loading is less than 0.4 it must be removed. (Hair et al., 2014).

Table 3 Items reliability of the study variables

Indicators/variables	Career Development	Organizational Support	Work-life Balance
Career_Goal_Progress	0.812		
Professional_Ability_Development	0.859		
Promotion_Speed	0.799		
Remuneration_Growth	0.674		
x3			0.741
x4			0.781
x5			0.688
x6			0.789
z1		0.797	
z2		0.891	
z3		0.867	
z4		0.822	
z5		0.882	
z6		0.909	

Table 3 shows that all the observed variables have item loadings higher than 0.708 except the remuneration growth at the career development latent variable and the x3 at the work-life balance. However, the decrease of each of these indicators can be substituted by the increase of the other indicators at the same construct. As well as each of these two indicators has an item loading higher

than 0.4. However, items x1, and x2 have been eliminated due to low item loadings. Therefore, item reliability has been established.

Construct validity can be assessed through two measures. First, Convergent validity using Average Variance Extracted AVE. Second, discriminant validity using either Fornell Larcker criterion (Hair et al., 2016) or Heterotrait-monotrait (HTMT) ratio of correlation (Henseler et al., 2015). Convergent Validity aims to test to what extent the items within the variable are related and measuring the same thing. A construct has convergent validity if the Average Variance Extracted (AVE) is equal to or higher than 0.5. (Hair et al., 2010; 2014). Where, the discriminant Validity aims at showing that the foreigner items that are not associated with the variable is far from and not related to the variable and measuring something different. Discriminant validity is established if the square root of the AVE of each construct is higher than the correlation between this construct and each other construct at the same model using Fornell-larcker criterion. As well as, the HTMT ration of correlation between each pair of variables is less than 0.85. Table 4 illustrates the constructs' validity assessment in the measurement model.

Table 4. Validity assessment of the study variables.

Variables	Average Variance Extracted (AVE)		
Career Development	0.622		
Organizational Support	0.743		
Work-life Balance	0.564		

Variables	Fornell-Larcker criterion		
	Career Development	Organizational Support	Work-life Balance
Career Development	0.789		
Organizational Support	0.716	0.862	
Work-life Balance	0.508	0.353	0.751

Variables	HTMT _{0.85}		
	Career Development	Organizational Support	Work-life Balance
Career Development			
Organizational Support	0.835		
Work-life Balance	0.618	0.405	

In table 4, each latent variable has AVE higher than 0.5. Thus, all constructs have convergent validity. Moreover, the square root of each AVE of each latent variable is higher than the correlation between this variable and each other

variable at the same model. Accordingly, the discriminant validity has been established based on Fornell-Larcker criterion. Finally, the discriminant validity has been confirmed since the HTMT ratio of correlation among each pair of variables is less than 0.85.

There are two analyses to assess the construct reliability. To assure the internal consistency, the researcher depends on Cronbach's alpha and Composite reliability CR. CR is more appropriate test when applying SEM. (Hair et al., 2010). The satisfactory level of construct reliability is 0.6. Table 5 shows the construct reliability using the CR.

Table 5. Reliability assessment of the study variables.

Construct	Cronbach's alpha	Composite Reliability
Career Development	0.794	0.867
Organizational Support	0.930	0.945
Work-life Balance	0.748	0.838

As can be seen from table 4.9, all constructs are reliable based on the either the Cronbach's alpha or CR since all coefficients are higher than 0.7. To this end, the researchers confirm the validity and reliability assessment of the measurement model based on Confirmatory Composite Analysis (CCA). Therefore, the latent scores of this valid and reliable construct will be used to test the proposed hypotheses at the structural model (Hair et al., 2020).

To test the significance of the analyzed relationship, P. value of the relationship should be less than 0.05. t-value should be higher than 1.96. Moreover, Beta β illustrates the direction of the relationship (positive or negative), and Beta value illustrates the magnitude of the relationship. (Hair et al., 2010). Table 6 illustrates the results of direct relationships test.

Table 6. Direct relationships analysis:

H	Path	Beta	t-value	P. value	Result
1	Work-life Balance -> Career Development	0.527	12.765	0.000	Supported***
1a	Work-life Balance -> Career Goal Progress	0.496	9.469	0.000	Supported***
1b	Work-life Balance -> Professional Ability Development	0.474	9.540	0.000	Supported***
1c	Work-life Balance -> Promotion Speed	0.403	9.027	0.000	Supported***
1d	Work-life Balance -> Remuneration Growth	0.200	3.055	0.001	Supported**

***Significance level is 99.9%, p value < 0.001, t value ± 3.21 .

**Significance level is 99%, p value < 0.01, t value ± 2.58 .

*Significance level is 95%, p value < 0.05, t value ± 1.96 .

As can be seen from table 6, the work-life balance has a significant positive impact on career development by 52.7%, therefore H1 is supported at a confidence level 99.9%.

Also, the work-life balance has a significant positive impact on career goal progress by 49.6%, therefore H1a is supported at a confidence level of 99.9%.

Moreover, the work-life balance has a significant positive impact on professional ability development by 47.4%, therefore H1b is supported at a confidence level of 99.9%.

In addition, the work-life balance has a significant positive impact on the promotion speed it by 40.3%, therefore H1c is supported at a confidence level of

99.9%. Finally, the work-life balance has a significant positive impact on the remuneration growth by 52.7%, therefore H1d is supported at a confidence level 99%. The interaction effect of the organizational support was examined as a continuous moderator variable using the Product Indicator (PI) approach with two-stage single-item latent scores. Table 7 presents the results of the interaction effect of organizational support.

The findings indicate that organizational support plays a significant role in moderating the relationship between work-life balance and career development. The interaction effect of organizational support suggests that higher levels of organizational support enhance the positive impact of work-life balance on career development.

Furthermore, the study conducted a Multi Group Analysis to explore the potential moderation effect of gender on the relationship between work-life balance and career development. The results of the Multi Group Analysis indicate that gender does not moderate the relationship between work-life balance and career development. This suggests that the impact of work-life balance on career development is consistent across genders in the context of the study.

Overall, the findings provide robust evidence supporting the positive relationship between work-life balance and various aspects of career development, including career goal progress, professional ability development, promotion speed, and remuneration growth. The results also highlight the importance of organizational support in facilitating the positive impact of work-life balance on career development.

It is important to note that the study has certain limitations. The research was conducted in a specific context, focusing on private universities in Egypt. Therefore, the generalizability of the findings to other academic institutions or different cultural settings may be limited. Additionally, the study focused on full-time academics, excluding part-time academics and staff working abroad. Future research should consider a broader sample that includes various types of academic employees and institutions.

Table 7. The interaction effect of organizational support

H	Path	Beta	t-value	P. values	Result
2	Work-life Balance * Organizational Support -> Career Development	0.019	0.411	0.681	Not supported

According to the findings presented in Table 7, the interaction effect of organizational support did not show a significant positive impact on the relationship between work-life balance (WLB) and career development (CD), with a marginal increase of 1.9% at a 95% confidence level. It is recommended that future studies on WLB in Egypt should be expanded to include public universities and incorporate comparative statistics to discern differences between the two sectors. Establishing a healthy work-life balance is expected to have a positive and significant influence on career development. Gender was found to be an insignificant moderator in the WLB-CD relationship. Furthermore, organizational support did not demonstrate a significant positive effect on the connection between work-life balance and career development.

Table 8 reveals that work-life balance has a significant positive impact on career development, accounting for 50.5% at a 99.9% confidence level in the male group, while the female group shows a 57% impact at a 99.9% confidence level for the same relationship. This indicates that the female group has a slightly higher effect than the male group, with a difference of 6.5%. However, this difference is not statistically significant at a 95% confidence level.

Table 8. Path differences according to the gender groups

		Beta	Beta	Group (1)	
H	Paths/path difference	Group (1)	Group (2)	-	Result
		Males	Females	Group (2)	
3	Work-life Balance -> Career Development	0.505***	0.570***	-0.065	Not supporte r

***Significance level is 99.9%, p value < 0.001, t value ± 3.21 .

**Significance level is 99%, p value < 0.01, t value ± 2.58 .

*Significance level is 95%, p value < 0.05, t value ± 1.96 .

Results:

The results of this research indicate a strong positive relationship between work-life balance (WLB) and career development, specifically in terms of career goal progress, professional ability development, promotion speed, and remuneration growth. The findings also reveal that organizational support plays a significant role in facilitating this relationship. However, the study found that gender does not moderate the relationship between WLB and career development.

Discussion:

The discussion section provides an in-depth analysis and interpretation of the research findings. It highlights the theoretical and practical contributions of the study, as well as the limitations and recommendations for future research. The research contributes to the existing literature on work-life balance and career development by addressing several gaps. Firstly, it clarifies the concepts of work-life balance in the context of technological advancements and dual-earner families. The study demonstrates that work-life balance has evolved with changes in technology, allowing employees to work longer hours and remain connected to work even outside of official working hours.

Secondly, the study focuses on the academic sector, which is a less studied area compared to other sectors. By examining the relationship between work-life balance and career development in private universities in Egypt, the research sheds light on the specific context and dynamics of the academic profession.

Thirdly, the research explores the relationship between work-life balance and career development in an Eastern culture, specifically in Egypt. This contributes to the literature by providing insights into how work-life balance influences career development in a cultural context that may differ from Western cultures.

The discussion also highlights the role of line managers in promoting work-life balance and career development for employees working limited hours. It emphasizes the importance of line managers in creating a supportive work environment and addressing gendered beliefs that may hinder career development for employees working reduced hours.

Overall, the discussion emphasizes the significance of work-life balance in academic institutions and its potential benefits for individuals, line managers, and organizations. It underscores the need for implementing family-supportive programs, introducing flexible benefits, promoting work-life balance initiatives, and providing training programs and gender empowerment measures in academic institutions.

Conclusion:

Based on the research findings, it can be concluded that work-life balance has a positive impact on career development in private universities in Egypt. The study confirms a strong positive relationship between work-life balance and career development, specifically in terms of career goal progress, professional ability development, promotion speed, and remuneration growth. Organizational support is identified as a significant factor in facilitating this relationship. However, the study found that gender does not moderate the relationship between work-life balance and career development. This suggests that the impact of work-life balance on career development is consistent across genders in the context of private universities in Egypt.

The research contributes to the existing literature by providing theoretical and practical insights into the relationship between work-life balance and career

development in the academic sector. It clarifies the concepts of work-life balance, explores the dynamics of work-life balance in an Eastern culture, and highlights the role of line managers in supporting career development for employees working limited hours.

The study has several limitations. It was conducted in private universities in Cairo and Giza, limiting the generalizability of the findings to other regions and types of institutions. The focus was on full-time academics, excluding part-time academics and staff working abroad. Future research should consider a broader sample and include a comprehensive study of the higher education sector, including public and private universities.

In conclusion, the findings of this research provide valuable insights for human resources practitioners in higher education in Egypt. The study recommends implementing family-supportive programs, introducing flexible benefits, promoting work-life balance initiatives, and providing training programs and gender empowerment measures to enhance career development. It emphasizes the importance of recognizing and supporting the work-life balance needs of academics and creating a supportive work environment. By implementing these recommendations, private universities can foster the career development and well-being of their academic staff, leading to increased productivity and satisfaction.

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