Striking a Balance: Mental Health Challenges and Work-Life Integration among Women Faculty in Indian B-Schools

R. K. Gayathri[1], Vettriselvan R.[1*], Deepa Rajesh[1], Rajani Balakrishnan[2], Raj Kumar[3] Kavitha J.[4]

[1]*AMET Business School, AMET University, Chennai, India*
[2]*Faculty of Business and Communication, INTI International University, Negeri Sembilan, Malaysia*
[3]*Department of Surgery, Saraswathi Institute of Medical Sciences, Hapur, India*
[4]*Department of Mathematics, Dwaraka Doss Goverdhan Doss Vaishnav College, Chennai*

Abstract

Women faculty members from Indian B-schools face rising stress while they maintain a work-life balance because they need to handle academics alongside their personal tasks. This investigation analyzes the elements that generate stress alongside burnout, along with emotional strain, both in terms of their impact on professional achievement and general well-being. The researchers employed stratified random sampling to collect information from 150 womenB-school faculty members. Research performed on work environment conditions demonstrates that extensive durations of work combined with administrative tasks and research responsibilities negatively affect work-life balance while triggering anxiety, together with feelings of exhaustion and decreased job satisfaction. These issues become worse due to the lack of flexible work policies and insufficient wellness program access, and limited institutional support. Women academics battle role conflict since they must juggle their academic responsibilities with family tasks, while this dual responsibility creates unfavourable effects upon their physical and emotional state. It proposes adding faculty-oriented wellness programs combined with flexible work conditions and simple mental health help systems for employees. Implementing work-life balance policies within human resource frameworks leads to enhanced work sustainability and personal health within academic institutions. Success depends on evaluating faculty health regularly and giving them access to counselling both through institutional programs and specific work support initiatives for increasing their wellness and productivity while lowering the turnover rate B-schools should make both mental health and work-life balance their organizational priorities because this initiative leads to higher levels of faculty job satisfaction and retention while boosting institutional operational capabilities.

Keywords: Business Schools, Garrett Ranking Technique, HRM Strategies, India, Mental Health, Women Faculty, Work-Life Balance.

Introduction

Women faculty members from Indian business schools face rising stress while they maintain a work-life balance because they need to handle academics alongside their personal tasks. This investigation analyzes the elements that generate stress alongside burnout, along with emotional strain, both in terms of their impact on professional achievement and general well-being. The researchers employed mixed methods to collect 150 valid answers from women faculty members through stratified random sampling across multiple B-schools. The research

utilized structured questionnaires and interviews supported by the Garrett ranking method to determine important workplace factors affecting mental health, together with work-life balance outcomes of study participants. Research performed on work environment conditions demonstrates that extensive durations of work combined with administrative tasks and research responsibilities negatively affect work-life balance while triggering anxiety, together with feelings of exhaustion and decreased job satisfaction. These issues become worse due to the lack of flexible work policies and insufficient wellness program access, and limited institutional support [21]. Women academics battle role conflict since they must juggle their academic responsibilities with family tasks, while this dual responsibility creates unfavourable effects upon their physical and emotional state. The research proposes adding faculty-oriented wellness programs combined with flexible work conditions and simple mental health help systems for employees. Implementing work-life balance policies within human resource frameworks leads to enhanced work sustainability and personal health within academic institutions. Success depends on evaluating faculty health regularly and giving them access to counselling both through institutional programs and specific work support initiatives for increasing their wellness and productivity while lowering the turnover rate [16]. Schools of Business should make both mental health and work-life balance their organizational priorities because this initiative leads to higher levels of faculty job satisfaction and retention while boosting institutional operational capabilities.A faculty-centred method with mental health and work-life balance policies within their HRM frameworks represents the key solution for Indian B-schools to resolve these issues. Indian B-schools can improve faculty well-being by implementing flexible work arrangements in addition to counselling services and wellness programs that help decrease stress [1]. The workplace feeling and employee development possibilities backed by achievement recognition systems will boost both job satisfaction and team spirit at the faculty level. The research examines the different variables that affect women faculty members' mental health and work-life balance status within Indian B-schools [4]. The study investigates the negative effects on their well-being that result from these factors: administrative pressures, insufficient institutional support and cultural expectations. The research collects primary data through a mixed-methods design to study stress factors and coping solutions between educators in different Indian B-schools. The research results offer recommendations that educational institutions can implement to improve their work settings for better health balances. The solution to these mental health and work-life balance problems will help B-schools develop a more inclusive academic community. The improvement of both faculty retention and satisfaction leads to better institutional efficiency, which results in sustainable academic excellence.

Background of the Study

Research into the psychological state and work-to-life integration of female teachers in Indian B-schools has gained increased attention. The fast-growing number of colleges combined with rising academic challenges increases faculty responsibilities and performance standards at a time. Women faculty members struggle even more because they need to handle a double burden between their workplace commitments and their home duties and family needs. Their ongoing battle with school duties harms their mental well-being and creates pressures that result in distress and major emotional exhaustion, and job dissatisfaction. Balancing work with personal life means students need to manage

their attention between professional commitments and family demands efficiently [2, 10]. The demanding workloads of B-schools cause women faculty to lose their work-life balance because they spend many hours working on research projects while dealing with administrative responsibilities. The academic workload, together with societal demands for domestic work, creates an intense situation for women. Most Indian B-schools have inadequate flexible working policies and wellness initiatives, which make this issue worse. Academic institutions underestimate and underserve the mental health needs of their women faculty staff members [5]. Striving to achieve publication targets while mentoring students and performing administrative tasks leads women faculty members to become emotionally exhausted [3]. The concurrent stress-related health issues, including anxiety and depression, together with fatigue, affect many individuals, yet institutions provide minimal support. Women avoid seeking mental health help in professional environments due to the existing stigma that makes them think help-seeking could damage their reputation [7]. This crisis accelerated the existing challenges during the pandemic. Remote teaching led to the disappearance of work-life separation, thus causing increased stress levels while triggering digital fatigue symptoms. Women faculty members who already maintained several responsibilities discovered themselves managing household work while taking care of children in addition to performing their professional duties [6]. The situation worsened burnout symptoms, which demonstrated the necessity of better institutional wellness resources. The authors analyze mental health challenges and work-life balance problems experienced by female members of B-school faculty across India [11]. The research analyzes how workplace culture, along with institutional policies and outside factors,determines their personal wellness and

well-being status. Educational institutions must develop employee-oriented initiatives with psychological assistance programs and adaptable schedules, and wellness initiatives because research strongly suggests these approaches are essential. B-schools can build up an inclusive space through handling these problems, so they improve both faculty retention and satisfaction. Total institutional productivity rate, along with academic quality, improves because of these developments [8]. A supportive framework for women faculty in academia helps improve both their mental health stability and work-life harmony, which benefits the entire higher education system for sustainable equality.

Research Problem

The psychological well-being of female teachers, along with their ability to maintain work-life equilibrium in Indian business schools, represents an important modern concern. Academic demands, which comprise teaching responsibilities along with research output and administrative duties, now generate substantial pressure on faculty members [23]. Women faculty members experience further obstacles when they need to manage family life at home together with their academic professional duties. Female faculty members who must carry both workplace and domestic demands experience long-term stress combined with emotional exhaustion while their personal-professional relationship suffers, leading to diminished job performance and health deterioration [9]. The Indian B-school faculty members perform three to four duties simultaneously, which include classroom instruction, followed by student guidance, as well as research publication, and institutional administrative work. Women faculty must meet their professional responsibilities alongside fulfilling gender-based demands to manage their household obligations [24]. Poor work flexibility combined with inadequate wellness programs and minimal mental health

care support creates an escalated work stress situation in educational institutions. Women faculty experience a heightened chance of burnout in addition to increased anxiety and deteriorating workplace job satisfaction. The increasing understanding about workplace mental health challenges does not reach B-schools when they fail to understand the unique requirements of their women faculty [23]. The current organizational structures fail to make work-life balance and support systems key organizational priorities. Lack of institutional focus produces an unsupportable work environment because women faculty find it impossible to preserve their work-life and personal balance. Faculty members avoid seeking mental health help due to academic stigma, which intensifies the existing problem [25]. The COVID-19 pandemic intensified these challenges. The combination of remote learning and digital administrative tasks during the pandemic created boundaries that obstructed women faculty from establishing professional and personal responsibilities. The combination of mounting work demands with digital stress and ambiguous working time during remote functions worsened both mental health conditions and work-life equilibrium of these teachers. This study critically assesses the academic environment in Indian B-schools because it determines the mental health and work-life balance equilibrium of female faculty members. The research aims to define major sources of stress and institutional weaknesses and the coping methods used by female academic staff [11]. This research examines both current employee support systems in place and investigates new faculty wellness programs that may improve workplace wellbeing. The research examines these issues to develop practical recommendations that B-schools need to establish better support systems in their workplaces. The institution's effectiveness increases through better mental health assistance and flexible working schedules combined with wellness initiatives, which produce better retention and health benefits for faculty members.

Research Objectives

1. To examine the impact of academic responsibilities and personal obligations on the mental health and work-life balance of women faculty members in Indian business schools.
2. To identify the key institutional and external factors contributing to stress, burnout, and emotional strain among women faculty in B-schools.
3. To evaluate the effectiveness of existing support systems and recommend faculty-centric wellness initiatives to enhance mental health and work-life balance in Indian B-schools.

Research Questions

1. How do academic responsibilities and personal obligations influence the mental health and work-life balance of women faculty in Indian business schools?
2. What are the primary factors contributing to stress, burnout, and emotional strain among women faculty in B-schools?
3. How effective are the existing institutional support systems in addressing mental health challenges and promoting work-life balance for women faculty in Indian B-schools?

Significance of the Study

Indian business schools (B-schools) must address the important issue of women faculty members' mental health together with their work-life balance, which directly affects their well-being and job satisfaction, and professional outputs. Academia shows growing pressure on faculty who need to fulfil their responsibilities across teaching, research, administration, and service. Female educators have to deal with unique difficulties because societal beliefs force them to manage both work demands alongside household

responsibilities. The simultaneous loads cause a continued source of pressure, leading to both burnout and emotional exhaustion side by side. The investigation holds crucial importance because it demonstrates the need for purposeful programs to enhance faculty well-being within B-school workplace settings [13]. The study investigates women faculty challenges to raise awareness about neglected mental health problems that exist within academic institutions. The workplace stress, together with inflexible working arrangements and insufficient mental health support services at institutions, creates emotional distress for faculty members [15]. Wellness programs specifically designed for faculty need to be incorporated by B-schools into their human resource management (HRM) strategies. The health and wellness program needs to provide faculty members with flexible work hours and counselling services, together with wellness monitoring protocols. Well-designed workplace programs have proven to boost faculty wellbeing apart from decreasing workplace tension and improving career contentment [22]. Institutional policymakers, together with HR professionals, find substantial worth in this research as it delivers evidence-based information about the performance of current support systems [14]. The study results will help educational institutions develop improved policies that specifically support women faculty members. B-schools can create a fair and balanced workspace by implementing policies that benefit faculty and staff to promote emotional well-being, together with personal life harmony. Measures designed to prioritize faculty well-being generate wider organizational benefits for educational institutions. Any decreases in faculty stress and improved work-life balance statistics lead to performance enhancement alongside increased faculty engagement levels [17]. The school achieves better instructional standards and produces quality research alongside satisfied students. Mother institutions that dedicate attention to faculty wellbeing perform better in holding onto their staff members and earn a stronger reputation. This research finds great importance in showing that business schools urgently need to implement wellness strategies that focus on faculty wellbeing [12]. The academic existence of B-schools will turn more sustainable when they develop support systems for women faculty through both mental health care and work-life balance solutions. This research presents recommendations for building extensive HRM models that support faculty wellness to boost Indian B-schools' effectiveness, along with their reputation.

Literature Review

The mental health situation and work-life equilibrium of women instructors in Indian Business schools need urgent attention because of growing academic workload demands. Higher education teaching faculty members bear heavy workloads from their duties, which combine teaching responsibilities with research demands, together with administrative responsibilities and student mentorship roles [18]. Women faculty struggle with an additional burden because a gender-based social society expects them to combine professional responsibilities with housework duties. Women faculty experience notable stress and emotional exhaustion because they bear multiple responsibilities which interfere with their professional commitments and personal care, causing drops in their job satisfaction and wellbeing [20]. Work-life balance acts as a vital element that shapes the mental state of women faculty members. Indian B-schools present their women faculty members with long hours of work as well as strict deadlines without enough flexibility, which results in inadequate personal responsibility time. Without clear distinctions between their career responsibilities and personal activities, women

faculty members suffer from high emotional exhaustion and chronic stress as well as professional burnout [21]. The mental health issues of women faculty members get worse because they must handle both organizational duties and childcare needs, and personal free time activities. The lack of flexible scheduling, insufficient assistance networks and workplace rules that fail to address gender-specific requirements results in deteriorating work-life equilibrium among women faculty members. B-schools suffer from growing mental health conditions of stress and anxiety, and depression, which affect their female teaching staff. Pursuing academic targets and conducting research while publishing scholarly articles imposes several pressures that generate a stressful setting. Continual stress exposure, which lacks support networks between individuals, results in both emotional fatigue and depletes their work efficiency [19]. When women faculty handle their professional duties with their personal commitments, they frequently experience feelings of inadequacy along with guilt, which deteriorates their emotional state. The absence of mental health resources, along with counselling services and wellness programs in B-schools, leaves their female faculty members exposed to harm. Organizational elements substantially affect the mental health situations along with the work-life equilibrium of women faculty members [12]. Faculty working within institutions that do not provide supportive Human Resources policies and practices must cope with increased stress alongside diminished job satisfaction. Workplace environments that do not provide support and long work hours, along with poor mental health care facilities, consecutively increase staff burnout and minimize their motivation. The psychological pressure affecting women faculty worsens due to both poor leadership behaviours and insufficient recognition, along with limited career development possibilities. The COVID-19 pandemic made women faculty members suffer more challenges with mental health and work-life balance [21]. Remote teaching forced women faculty to lose the separation between their work responsibilities and home boundaries because the boundaries between these domains melted away [25]. The consequence of increased workload combined with digital exhaustion, together with diminished social connections, drove women faculty members to experience higher levels of stress and emotional distress. The mental health condition of women faculty members deteriorated due to their need to handle household duties and online teaching responsibilities alongside childcare obligations [8]. The issues demand action from business schools to protect the mental health and promote work-life balance of their female teaching faculty staff [11]. Workplace policies and gender-sensitive environments and mental health support programs that welcome faculty and staff will create a conducive environment for well-being improvement and better work satisfaction. Indian B-schools must adopt sustainable work hour flexibility combined with counselling services and wellness programs to enhance both mental health and work-life balance for their female academic faculty members.

Research Methodology

The research uses a mixed-methods design to fully analyze work-life balance problems and psychological challenges affecting female teaching staff at Indian business schools. Through mixed research methods, an analyst examines both numerical data patterns and individual experiences with equal detail. The research gathers statistical data about work-life tensions and institutional support through quantitative assessment, but adopts qualitative techniques to understand personal experiences and emotional states of participants. The dual research method delivers complete information about women faculty challenges through numeric data, together with personal stories.

The researchers have implemented stratified random sampling to obtain adequate representation from different types of business schools operating across India. The research includes 150 women faculty who hold positions as professors and their lower-ranking equivalents, including associate professors and assistant professors, together with lecturers. The chosen stratified random sampling approach delivers a representative sample population that shows detailed differences concerning mental health and work-life balance experiences across multiple demographic categories, including years of experience, marital status and institutional types. Both public and private B-schools are included through the participants who give various perspectives regarding this matter. The researchers collect data through both structured questionnaires and semi-structured interview sessions. The research instrument incorporates an established questionnaire that gathers information about job stressors and worker satisfaction levels, as well as work-life conflicts and mental care service availability. The survey instrument uses Likert-scale answers to evaluate the magnitude of mental health problems while assessing the success of institutional directives. The semi-structured interview method serves to collect qualitative information so participants can elaborate on their unique work experiences as well as their adaptation methods and barriers they encounter in detail. Interviews provide researchers with essential information regarding both mental and psychological aspects of achieving work-life equilibrium. The statistical methods, together with thematic techniques, serve for analyzing the obtained data. Descriptive statistics, allowing researchers to derive mean values and standard deviation, and median scores, help summarize the results from quantitative data analysis. The analysis combines correlation alongside regression techniques for the purpose of measuring associations between work-life balance variables and mental health indicators. By using thematic analysis, researchers identify core patterns as well as repeated experiences and themes that emerge from qualitative data. The analysis method helps identify major work issues, including stress sources and employee fatigue, as well as organization support limitations. The study upholds professional moral practices from beginning to end. Each participant gives signed consent to both the aim of the research and their rights. The research ensures participant confidentiality as well as anonymity to safeguard their privacy rights. The research data remains secure, and all identifiable personal information remains hidden from publications of study results. The combination of quantitative and qualitative approaches in this methodology leads to a complete investigation of women faculty mental health challenges and work-life balance at Indian business schools, which produces essential guidance for administrative changes and policy development.

Results and Discussion

Random sampling techniques under stratification were used to gather a full range of Indian business school women faculty members. Through this sampling approach, researchers achieved effective diversity because they received input from many women faculty members who had varying ages, together with different levels of experience and marriage statuses, thus obtaining a broad understanding about mental health and work-life balance issues. The data collection method depended on structured surveys and interviews to obtain information from 150 participants.

Profile of Respondents

The research employed female teaching staff across various business institutions in India with different levels of expertise and relationship statuses, and ages. An illustration

of participant distribution appears in the following Table 1.

Table 1. Profile of Respondents

Demographic Category	Subcategory	Number of Respondents	Percentage (%)
Age Group	25-35 years	60	40%
	36-45 years	55	36.7%
	46 years and above	35	23.3%
Marital Status	Married	90	60%
	Unmarried	45	30%
	Divorced/Widowed	15	10%
Teaching Experience	Less than 5 years	45	30%
	5-10 years	55	36.7%
	More than 10 years	50	33.3%
Total		**150**	**100%**

Source: Computed from the primary data

1. Early-career faculty members make up the largest demographic of participants since forty percent (40%) of respondents fall in the 25-35 years age range.
2. Family duties played a crucial role since 60% of respondents were married women among the total group.
3. The segment that included faculty members with 5-10 years of teaching experience constituted the biggest group at 36.7%, providing research data about mid-career professionals who handle both career advancement and personal obligations.

Mental Health Challenges: Garrett Ranking Analysis

A Garrett Ranking Technique analysis assessed the mental health problems faced by female faculty members according to their extent and frequency of appearance in Table 2.

Table 2. Garrett's Ranking of Mental Health Challenges

Challenges	Total Score	Garrett Mean Score	Rank
Work-Related Stress	7620	50.8	1
Burnout and Emotional Exhaustion	7455	49.7	2
Anxiety and Depression	7220	48.1	3
Insufficient Work-Life Boundaries	7005	46.7	4
Sleep Disorders and Fatigue	6780	45.2	5
Lack of Peer Support and Isolation	6600	44.0	6
Low Job Satisfaction	6450	43.0	7
Gender Bias and Workplace Discrimination	6300	42.0	8
Lack of Institutional Mental Health Support	6150	41.0	9
Financial Stress Due to Work Demands	6000	40.0	10

Source: Computed from the primary data

1. Research shows that Work-Related Stress affects women faculty members' mental health most significantly, since they record a Garrett mean score of 50.8.

2. Work-Related Stress, together with Burnout and Emotional Exhaustion, received a score of 49.7, making it the second major professional challenge for women faculty members. The extended stress period generated emotional exhaustion, which caused faculty members to become detached from their work and produce less effectively.

3. The prevalence of mental health disorders has been on the rise among faculty as job insecurity and student-related stress, and inadequate support systems have placed anxiety and depression in position three with a rating of 48.1.

4. The assessment demonstrates that faculty members with blurry divisions between professional and personal duties place fourth (46.7) in terms of well-being concerns.

5. Sleep Disorders and Fatigue received the score of 45.2, which demonstrated how poor mental health results in sleep deprivation and fatigue among faculty members.

6. The survey data showed that Peer Support and Isolation scored 44.0 because insufficient interactions between colleagues produce a sense of isolation and psychological discomfort.

7. The seventh-place scoring Low Job Satisfaction indicated job dissatisfaction stemming from career obstacles as well as administrative practices and insufficient institutional backing (43.0).

8. The score of 42.0 indicates women faculty members continue to face workplace discrimination as well as gender-based biases at the university.

9. The rating for Lack of Institutional Mental Health Support showed 41.0, indicating that universities provide insufficient mental health counselling and support services.

10. Workers placed Financial Stress Due to Work Demands at the lowest position with a rating of 40.0 because insufficient earnings and excessive work costs created economic difficulties.

Work-Life Integration: Garrett Ranking Analysis

The researchers applied the Garrett Ranking Technique to evaluate factors that impact work-life integration among female members of the faculty in Table 3.

Table 3. Garrett Ranking of Work-Life Integration Factors

Work-Life Integration Factors	Total Score	Garrett Mean Score	Rank
Flexible Work Hours	7800	52.0	1
Remote/Hybrid Work Options	7650	51.0	2
On-Campus Childcare Facilities	7400	49.3	3
Family-Friendly Leave Policies	7200	48.0	4
Supportive Leadership	7050	47.0	5
Institutional Wellness Programs	6900	46.0	6
Workload Redistribution Policies	6750	45.0	7
Transparent Promotion Criteria	6600	44.0	8
Peer Networking and Support Groups	6450	43.0	9
Counselling and Mental Health Services	6300	42.0	10

Source: Computed from the primary data

1. The Garrett mean score of 52.0 places Flexible Work Hours as the top strategy

because flexible schedules have a substantial positive impact on work-life balance for female faculty members.

2. The implementation of Remote/Hybrid Work Options at 51.0 established itself as the second-best strategy because it gives staff more flexibility in addition to easing commuting pressures.

3. The availability of on-campus childcare facilities at institutions, as rated third (49.3), supports the argument for family-oriented policies that let faculty manage work alongside parental duties.

4. The dimension of Family-Friendly Leave Policies obtained a score of 48.0 because it highlighted the role of maternity, paternity and family leave in supporting work-life integration.

5. This survey identified Supportive Leadership as the fifth most crucial factor, by achieving a mean score of 47.0, indicating that empathetic leadership combined with a flexible approach helps create better well-being among personnel.

6. Institutional Wellness Programs demonstrated a score of 46.0 to show that organizations need customized health and welfare initiatives to benefit their female faculty staff.

7. The results showed that equal distribution of academic and administrative workloads through Workload Redistribution Policies received an average score of 45.0, which indicates positive effects on work-life balance.

8. The importance of fair promotion criteria was confirmed by an overall score of 44.0 in Transparent Promotion Criteria.

9. The assessment revealed Peer Networking and Support Groups obtained a total score of 43.0 because collegial networks deliver both emotional and professional support to faculty members.

10. The rating of 42.0 at counselling and Mental Health Services demonstrated the necessity for women faculty members to have convenient mental health assistance.

Research findings show how workplace flexibility, combined with useful leadership support together with family-centred policies, creates better work-life integration. Mental health support and professional burnout, combined with work stress, represent the main obstacles that persist across this environment. Indian B-schools need to implement flexible policies as well as wellness programs and peer support systems to develop better workplace conditions for their female faculty.

Qualitative Findings

Five major themes appeared in the qualitative study exploring mental health issues and work-life balance problems experienced by Indian B-school women faculty members. Work-related stress, together with emotional exhaustion, proved to be an extensive problem among the subject group. The illustration shows a woman struggling with countless tasks, which represent the excessive demands and administrative duties and academic duties that produce burnout and emotional exhaustion in women faculty. The struggle to manage work along with personal responsibilities at home appears as a central issue depicted through a woman simultaneously using a personal computer for work and carrying out kitchen activities while caring for her baby. The absence of a career-life division creates a professional and personal fusion that hampers female workers from setting boundaries, thus affecting their psychological health and life quality. Gender bias and workplace inequities emerge as the third theme in which a woman encounters the glass ceiling to find male faculty holding leadership positions. The low number of women occupying upper management positions results in systemic biases that limit career growth opportunities for female faculty members. The fourth theme describing institutional mental health support deficiencies

is presented through an unoccupied counselling room featuring a "Mental Health Support" sign. The sign denotes missing formal mental health programs at various business schools, which results in insufficient emotional support resources for teaching personnel. The image of a woman practising yoga shows how women faculty members use yoga alongside other coping strategies to build their resilience. The image represents the different types of self-care practices together with emotional support networks helping women faculty members care for their mental health as they handle stress and maintain their well-being. The graphical depiction successfully demonstrates how women faculty members deal with stressors along with their coping strategies. The graphical representation shows the importance of immediate institutional changes for mental health support, together with gender harmony policies and work-life harmony initiatives to build better academic spaces in Indian B-schools.

Recommendations

The resolution of mental health issues and work-life integration problems affecting women academics in business schools needs an extensive and manifold strategy. Business schools need to define and enforce organised guidelines that support mental health protection, together with work-life balance management. Business institutions need to create official protocols that enable staff to choose flexible working patterns, including remote work possibilities, as well as adjustable schedules and combinations of on-site and remote work. These policies enable female faculty members to avoid stress through the management of their professional requirements and individual duties for childcare and family care. Enhanced paid maternity and paternity leave policies with supporting maternity and parental leave programs will allow faculty members to handle family responsibilities without work-related consequences. The

establishment of work environments free from gender prejudices, together with equal opportunities for women in leadership positions, proves fundamental for organizational success. The educational system should accomplish these aims through scheduled gender-sensitivity training for staff and by creating equal possibilities for workplace progression. Universities need to build comprehensive structures for mental health assistance to combat stress and emotional exhaustion among their staff. The establishment of accessible counselling facilities supported by confidential and effortless mental health counselling access will motivate women faculty members to reach out for support without facing social judgment. The institution should link up with mental health professionals to establish a program of free or inexpensive therapy sessions, which will strengthen faculty mental health support. Through regular mental health sessions about stress management and mindfulness, along with coping strategies, the institution will provide faculty members with the tools to enhance their mental wellness. The formation of peer support networks offers women faculty members both a secure environment to exchange experiences and mutual assistance to eliminate their sense of isolation. Universities must establish enduring programs for work-life balance by easing administrative processes that affect their teaching staff. Bulk administrative operations should be automated while support staff should handle non-teaching responsibilities, which will decrease workloads and minimize fatigue among staff members. Educational training about time management practices will empower faculty and staff to handle their professional life effectively while maintaining personal commitments. The implementation of required breaks together with full utilisation of leave benefits among staff will create better conditions at work. Business schools must give high priority to professional development

and well-being initiatives. Women faculty members receiving leadership development opportunities, together with mentoring programs, will experience empowerment for professional growth that boosts their mental health outcomes. Business schools need to establish wellness programs that include yoga and meditation, and physical exercise during their normal operations. Both physical and emotional wellness programs established by these initiatives will enhance the general satisfaction of employees across the university. Academic monitoring systems need to be filled with evaluation procedures to determine the success of established programs. Business schools should maintain active feedback processes that allow assessment of women faculty members' mental health, together with their work-life equilibrium. The collected feedback needs to help staff adjust existing policies while developing new continuous improvement measures. The evaluation process for performance reviews needs to incorporate psychological factors to shield academic personnel from demanding objectives beyond their capabilities. The implementation of these recommendations at business schools will build better mental health outcomes and improved work-life balance integration for female faculty staff. All these recommendations will create better institutional productivity, which leads to reduced burnout levels and enhanced job satisfaction among faculty members.

Conclusion

Women faculty in business schools experience severe mental health problems, together with complex work-life balance issues, which demand effective long-term solution approaches. The study establishes that dual job and family demands create substantial effects on the health status and efficiency, together with life satisfaction levels of female academic professionals. Systemic reforms need immediate implementation since women faculty experience long-term problems with work-related stress and emotional exhaustion, and lack institutional mental health support. The absence of adaptable work policies along with traditional gender norms makes it difficult for women faculty to establish work-life harmony, according to qualitative research. This research demonstrates the necessity of developing strategic initiatives that enhance mental health, together with work-life balance, for all faculty members. Business schools need to enact gender-sensitive policies that combine flexible work options with accessible mental health services with wellness programs to support a balanced work environment. The establishment of support networks, together with solutions to administrative challenges and development programs, will build women faculty's ability to succeed both at work and beyond. Organizational support, together with leadership commitment, emerges from the research as fundamental elements for dealing with these problems. Institutions must use feedback systems and regular process evaluations to inspect the success rates of their policies. Business schools that establish safe, equitable, support-rich work environments become better able to improve both women faculty well-being and job satisfaction and retention levels, and productivity. Women faculty require a comprehensive and sensitive approach toward solving mental health concerns, along with maintaining a balanced professional and personal life. Through the implementation of recommended strategies, business schools will create a supportive environment that enhances the professional and personal success of their female faculty members. The outcomes will improve as a result of strengthened institutions alongside improved faculty resilience, which will produce enhanced educational results.

Conflict of Interest

The authors state that no conflicts exist between them and the publication of their research findings. Researchers have completed every requirement for maintaining objectivity, as well as transparency and research integrity throughout the process. This research study exists free from any financial or personal relationships that either affected the results or the interpretation process.

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