

Work-Family Balance and University Social Responsibility. Experiences of Women in Management Positions in Chilean Universities

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Conciliação entre trabalho-família e responsabilidade social universitária:
Experiências de mulheres em cargos de gerência em universidades chilenas

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Received: 20/12/17 Revised: 15/03/18 Accepted: 10/05/18 Published: 30/06/18

► **Abstract.** This research is aimed at analyzing the problem involved in reconciling work and family based on the experience of 10 women who hold management positions in two Chilean universities. A qualitative research approach and a semi-structured interview as the data collection technique were applied. The analysis of the results was performed by means of the procedures proposed by the Grounded Theory, identifying some elements that condition the balance between work and family responsibilities of the academic faculty interviewed. The main conclusion of the study proposes that the non-existence of policies and explicit institutional strategies for reconciliation force women in university executive positions to turn to the private sector for the support needed to carry out their jobs, becoming a barrier that conditions the professional life of the study subjects. Moreover, this aspect represents an important challenge for the strengthening of the universities' internal social responsibility through concrete actions that allow people who work in these institutions to be able to find a balance between their work and family roles.

Keywords:

work-family balance, social responsibility, higher education, qualitative research, equal opportunities

► **Resumen.** La presente investigación tiene como objetivo analizar la problemática de la conciliación trabajo-familia desde la experiencia de 10 mujeres que ocupan cargos directivos en dos universidades chilenas, considerando un enfoque de investigación cualitativo y a la entrevista semi-estructurada como técnica de recolección de la información. El análisis de los resultados se planteó mediante los procedimientos propuestos por la Teoría Fundamentada, identificándose algunos elementos que condicionan el equilibrio entre las responsabilidades laborales y familiares de las académicas entrevistadas. La principal conclusión del estudio plantea que la inexistencia de políticas y estrategias institucionales explícitas de conciliación, obliga a las mujeres que ejercen cargos directivos universitarios a buscar en la esfera privada los apoyos necesarios para desempeñar sus puestos de trabajo, transformándose en una barrera que condiciona la carrera laboral de las académicas entrevistadas. Este aspecto, a su vez, supone un importante desafío para el fortalecimiento de la responsabilidad social de las universidades en el ámbito interno, mediante acciones concretas que permitan a las personas que trabajan en las instituciones universitarias conciliar los roles laborales y familiares.

Palabras clave:
conciliación
trabajo-familia;
responsabilidad
social, educación
superior;
investigación
cualitativa;
igualdad de
oportunidades.

► **Resumo.** Esta pesquisa tem como objetivo analisar os problemas de conciliação entre trabalho e família a partir da experiência de 10 mulheres que ocupam cargos executivos em duas universidades chilenas, considerando uma abordagem de pesquisa qualitativa e a entrevista semiestruturada como técnica de coleta de dados. A análise dos resultados foi traçada a partir dos procedimentos propostos pela Teoria Fundamentada, identificando alguns elementos que condicionam o equilíbrio entre as responsabilidades trabalhistas e familiares das acadêmicas entrevistadas. A principal conclusão do estudo afirma que a ausência de políticas explícitas e estratégias institucionais para a reconciliação, obriga as mulheres que exercem cargos de direção universitária a buscar no meio privado o apoio necessário para levar a cabo o seu trabalho, tornando-se uma barreira que condiciona a carreira das acadêmicas entrevistadas. Este aspecto, por sua vez, representa um importante desafio para o fortalecimento da responsabilidade social das universidades no âmbito interno, por meio de ações concretas que permitam às pessoas que trabalham em instituições universitárias conciliar papéis de trabalho e família.

Palavras-chave:
reconciliação
trabalho-família;
responsabilidade
social, ensino
superior; pesquisa
qualitativa;
igualdade de
oportunidades.

In the last decade, university social responsibility has become established in Ibero-America as an important topic for higher education institutions of the region (Arango, Moncayo & Martí, 2015; Gaete, 2016; Martí & Martí-Vilar, 2013), with particular emphasis on the introduction of USR in university education related to citizenship (Gasca-Pliego & Olvera-García, 2011; Martí-Vilar et al., 2011; Martí Noguera, Moncayo & Martí-Vilar, 2014). There has been an important discussion on its integration as part of university extension or connection with the field (Beltrán-Llavador, Íñigo-Bajo & Mata-Segreda 2014; Moscoso & Vargas, 2013), and it has been especially relevant in the field of university management (Gaete, 2015; Vallaeys, 2014).

However, the internal sphere of social responsibility in universities is a little researched aspect in studies and analysis about its introduction in educational organizations, especially regarding the working relationship that university institutions have with their employees. Some relevant aspects of internal social responsibility are diversity management, equal opportunity in career development, prevention of occupational accidents and diseases, moral harassment, and freedom of association in labor unions (Gaete & Henríquez, 2016).

In the context of internal social responsibility, work-family balance (WFB) is becoming more popular among labor organizations, which have to manage and solve their employees' problems in a more efficient way, in order to balance job responsibilities with their personal and family commitments. This is because the conflict between work and family roles has negative effects at work, such as labor discontent, staff turnover, stress or depression in employees, among other consequences (Adame-Sánchez, González-Cruz & Martínez-Fuentes, 2016; Darcy, McCarthy, Hill & Grady, 2012; de Sivatte & Guadamillas, 2014; Haar, Russo, Suñe & Ollier-Malaterre, 2014; Richter, Näswall, Lindfors & Sverke, 2015).

Literature review of the topic includes various research areas that have been developed in recent years. According to Kossek, Balters, and Matthews (2011), this has had low impact in the improvement of working life quality. In this regard, there are many studies that analyze work-family enrichment, whereas other research studies focus on the most traditional perspective of the field: the work-family conflict (Chen & Powell, 2012; Kossek et al., 2011; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Pérez, Vela-Jiménez, Abella-Garcés & Martínez-Sánchez, 2015; Süb & Sayah, 2013; Tsionou & Konstantopoulos, 2015).

In this context, the proposal of Greenhaus and Beutell (1985) was one of the first systematizations that developed an analysis model for the work-family conflict. This model was the basis of a significant number of subsequent studies on said phenomenon (Beigi & Shirmohammadi, 2017; Michel et al., 2011; Ryan, Ma, Hsiao & Ku 2015; Tsionou & Konstantopoulos, 2015; Wharton, 2012).

LITERATURE REVIEW

According to specialized literature, actions that facilitate WFB have increased in human resources management policies of organizations in recent years (Adame-Sánchez et al., 2016; de Sivatte y Guadamillas, 2014; Pérez et al., 2015; Stock, Bauer & Bieling, 2014; Wharton, 2012). This is because organizations attempt to strengthen work environments that improve the life quality of people in their workplace, which has been reflected in growing interest among researchers who have studied different aspects related to WFB in labor organizations around the world within the last three decades (Allen, French, Dumani & Shockley, 2015; Darcy et al., 2012; de Sivatte & Guadamillas, 2014; Haar et al., 2014; Kossek et al., 2011; Michel et al., 2011; Pérez et al., 2015; Ruizalba, Soares, Vallespín Arán & González Porras, 2016; Shockley et al., 2017; Smidt, Pétursdóttir & Einarsdóttir, 2017; Stock et al., 2014; Süb & Sayah, 2013; Trefalt, Drnovsek, Svetina-Nabergoj & Adlesic, 2013; Tsionou & Konstantopoulos, 2015; Valk & Srinivasan, 2011; Wharton, 2012).

However, after analyzing the various areas and aspects included in studies and researches on WFB, Kossek et al. (2011) consider that their impact on real improvement of the problem consequences in employees has decreased.

Table 1

Main theoretical constructs on work-family balance

CONSTRUCT	DESCRIPTION
Work-family conflict	It arises from simultaneous pressures from the work and family domains that are incompatible in some respect—participation in both roles is difficult.
Work-family interference	It describes the extent to which employees' work (or family) demands interfere with their family (or work) responsibilities.
Work-family effects	Emotions, attitudes, skills, and behaviors established at work (or at home) that employees carry into their family (or work) life.

Note: Adapted from "How Work-Family Research Can Finally Have an Impact in Organizations" by E. Kossek et al., 2011, Industrial and Organizational Psychology, 4(3), p. 358. Copyright 2011 by Society for Industrial and Organizational Psychology.

Based on Table 1, research studies on WFB analyze the effects of conflict between work and family roles of employees as a traditional perspective, yet recent studies in the field attempt to identify the positive effects on people regarding transfer of experiences, skills, or values between the work and family spheres (Pérez et al., 2015; Süb & Sayah, 2013). Similarly, Adame-Sánchez et al. (2006) note that most studies on this problem analyze the 1) internal and

external factors of the organization that influence the implementation of balance policies, and 2) benefits and results of said policies for the organization.

According to Haar et al. (2014), WFB can be defined as the “an individual’s perceptions of how well his or her life roles are balanced. [...], subjectively gauging balance between the work and the rest of their life” (p. 362). This definition shows a more holistic concept, based on the perception that each individual has of the balance between their work life and other roles that they perform, depending on personal values, priorities, and goals.

Other research studies on WFB highlight the importance of the cultural context of each country in personal experiences of employees for the design of balance policies, practices, or procedures (Allen et al., 2015; Berg, Ernst Kossek, Baird & Block, 2013; Den Dulk, Groeneveld, Ollier-Malaterre & Valcour, 2013; Haar et al., 2014; Ollier-Malaterre, Valcour, Den Hulk & Kossek, 2013; Shockley et al., 2017; Trefalt et al., 2013; Wharton, 2012). Furthermore, other studies acknowledge the importance of government support and public policies to implement WFB organizational strategies that are more effective (Berg et al., 2013; Cano, 2017; Trefalt et al., 2013).

There are studies on WFB that consider the perspectives of management positions as key informants, since employees in these positions spend long periods of time at work (Stock et al., 2014). Likewise, the study of Ruizalba et al. (2016) analyzes the importance of this topic in family-owned companies in Spain, determining its influence in the employees’ commitment and satisfaction, and highlighting the role of managers in the implementation of WFB policies in their companies.

The study of Adame-Sánchez et al. (2016) also analyzes the importance of WFB from the perspective of managers. The authors conducted a survey with 192 general managers and human resources managers of small and medium-sized enterprises in Spain, and identified that the potential benefits that companies can get in the market were a key factor to implement WFB policies. Human resources managers considered that the implementation of said policies was more attractive when they had a positive effect on the organizational performance.

Some studies, such as the one by Lawson, Davis, Crouter and O’Neill (2013), analyzed the case of hotel managers in the United States. Their research revealed that the organization’s expectations on the time spent at work affect the WFB of employees in this position, causing managers in this sector to quit. Moreover, in their study of women who work as basketball and volleyball coaches in Iran, Bolorizadeh, Tojari and Zargar (2013) observed that work-family conflict made these women abandon their career as professional coaches. Likewise, Ryan et al. (2015) studied work-family conflict in food service managers of American universities and found out that the conflict and role ambiguity created balance problems, causing a high turnover rate in this kind of job positions.

On the other hand, based on the perspective of the methodological approach used in the research field of WFB, Beigi and Shirmohammadi (2017) observed that the quantitative

research approach has been more predominant than the qualitative perspective within the last three decades. Besides, the authors analyzed 152 studies with a qualitative approach of the organizational management field and found out that over 30% included only women as key informants, whereas 76% used the personal interview as a data collection technique.

Table 2

Examples of research studies on work-family balance with a qualitative approach

AUTHORS	PARTICIPANTS	DATA COLLECTION TECHNIQUE	RESEARCH QUESTION
Bloorizadeh et al. (2013)	35 women, professional volleyball and basketball coaches	In-depth interview	Which factors influence the work-family conflict?
Smidt et al. (2017)	32 early-career academics of the University of Iceland	Semi-structured interview	What is the effect of new public management principles in work-family balance among early-career academics?
Stock et al. (2014)	42 top executives	Semi-structured interview	What are the work-family balance patterns among top executives? How different are the work-family balance types regarding their success in the work and family domains?
Süb & Sayah, (2013)	23 contract workers of the IT sector in Germany	Semi-structured interview	How do contract workers organize their job and private life?
Valk & Srinivasan (2011)	13 female IT professionals	Semi-structured interview	How do work and family related factors influence the work of female IT professionals?

Note: Own elaboration.

Table 2 shows that most research studies with a qualitative approach used the semi-structured interview as a data collection technique in the field of WFB. This confirms one of the conclusions of Beigi and Shirmohammadi's study (2017), which states that most qualitative research studies on WFB use said technique. In this regard, Waters and Bardoel (2006) observed that, unlike individual interviews, focus groups are not often used as a data collection technique in studies within this field.

Hollenshead, Sullivan, Smith, August, and Hamilton (2011) indicate that research on WFB in the context of university institutions analyzes institutional policies that allow people to

balance both roles through different actions, such as stopping the tenure clock, working part-time, or negotiating with department chairs to modify job duties.

Waters and Bardoel (2006) analyzed the factors that influenced the decisions of employees not to use work-family policies in an Australian university. After conducting nine focus groups with a total of 76 employees, the authors identified a number of barriers that limited the use of said policies in this university, including lack of communication about the policies, high workloads, career repercussions, influence of peers, and administrative processes related to the policy implementation. The authors concluded that implementing WFB policies is not enough, since organizational commitment is needed to create a workplace culture that encourages their use.

Recently, Smidt et al. (2017) published their study conducted in the University of Iceland. They analyzed the importance of gender for WFB policies in said university institution. The authors explained that, though this problem affects all academic staff, it is generally less favorable to women in their role as researchers, since they were negatively affected for the sake of family obligations, unlike men in said university.

Finally, Richter et al. (2015) also conducted a research on WFB in the educational field, in which they analyzed the relationship between job insecurity and work-family conflict in Swedish teachers. After a statistical analysis, the authors found out that said relationship was slightly more important to women than to men.

This study analyzes WFB based on the experience of women in management positions in two Chilean universities. The main research question is the following: What elements determine the balance between the work and family responsibilities of women in university management positions? In this way, the objective is to analyze the elements that determine WFB based on perspectives and experiences of women in university management positions.

METHOD

Design

This study was carried out using a qualitative research design, in order to analyze the problem of WFB based on the work experiences and personal views of women in university management positions. Techniques and procedures of qualitative studies were used to improve understanding, i.e. to understand social phenomena from the view of parties who are directly related to the problem.

Context

This study considers the perspective of hermeneutic-interpretive paradigm through a

case study, which involves two universities that are part of the Consejo de Rectores de las Universidades Chilenas (CRUCH) in the city of Antofagasta, Chile, Universidad Católica del Norte (UCN), and Universidad de Antofagasta (UA). The university institutions included in the case study have institutional accreditation. UCN is a confessional and private university established in 1956, whereas UA is a secular and state institution established in 1981. However, UA follows the work that the Universidad Técnica del Estado (UTE) used to carry out in its Antofagasta branch since the 1970s.

Participants

The concept of structural or theoretical sample was applied to enrich the content quality based on the participants' experience rather than the number of participants in the research. According to Rodríguez, Gil, and García (1999), using a structural sample is beneficial since "the number of cases is not relevant, as their potential will help the researcher to really understand the theory of the area he or she is studying" (p. 49). Therefore, female academics that met the following criteria were included in the study: 1) working at UCN or UA; 2) having experience in university management positions (free choice or trust), such as Vice-Rector, Secretary General, Dean, or School Directors. Furthermore, the 10 participants that were key informants of the study differ in age, years of work experience, and areas of expertise; this situation enriches the research regarding experiences and perspectives gathered through the fieldwork interviews.

Data Collection Technique

The semi-structured interview was the data collection technique in order to gather the experiences of female university academics about the importance of the problem analyzed here. Quantifying or collecting data was not the objective; instead, we aimed to observe and understand the social phenomenon through the interviewees' experiences and perspectives. The interviews were individual, single-session, and focused on only one topic, in order to concentrate on the subject analyzed.

Procedure

Each interviewee was required to authorize the interview by signing an informed consent, which included the researcher information and the research objectives. It also guaranteed confidentiality and gratuity of informants' participation in the study. Moreover, a confirmation guide was included, considering two topics for the interviews: work experience in management positions and personal perception of WFB. This guide allowed the researcher to know the relevant aspects of the study during the interviews. Interviewees who did not provide much information about the topics provided were asked extra questions to guide the conversation towards the mentioned subjects.

Data Analysis

Grounded theory canons and procedures (Gaete, 2014) were considered for the analysis of transcripts. This allowed the researcher to reason from a narrative perspective; this reasoning was supported and explained by using fragments of the interviews, in order to identify the meaning that key informants gave to the problem analyzed. Four elements that affected balance between work and family responsibilities of the interviewees were studied: age of children, long shifts, work and family cost, and personal decision.

Results

Based on the results of this study, according to Figure 1, the main categories and subcategories that are relevant to WFB are described. The interviewees considered their careers as university managers when answering the questions.

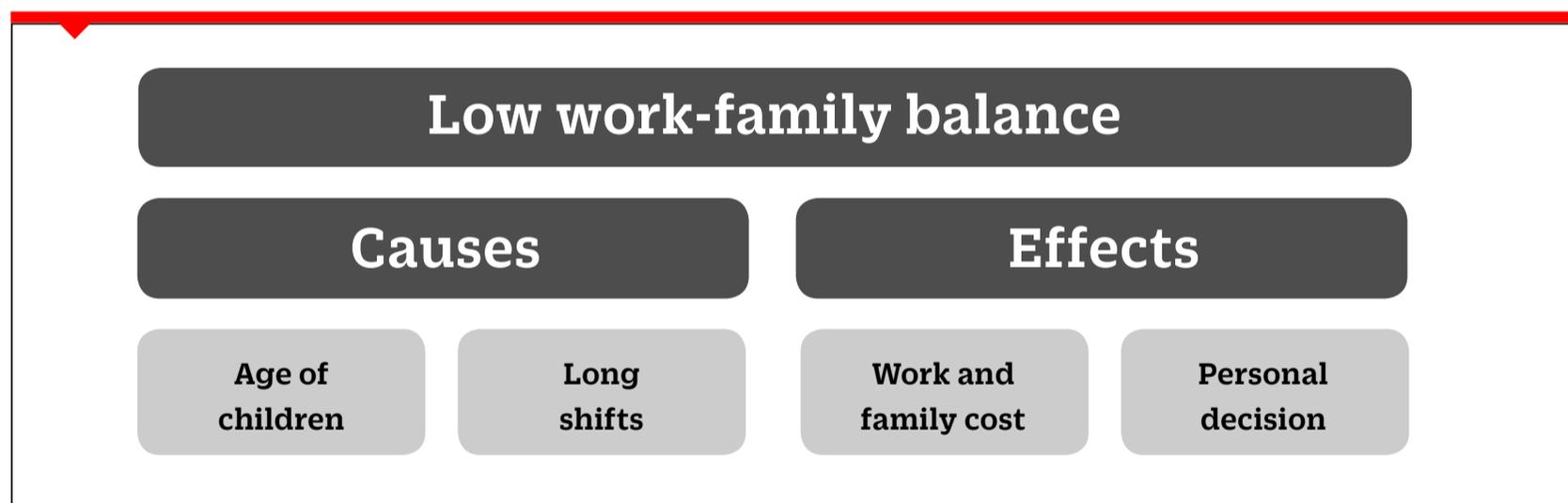


Figure 1. Relevant elements of work-family balance for university managers

Figure 1 shows the most relevant causes and effects related to WFB from the perspective of the interviewed university managers, considering the analysis procedures of the Grounded Theory. First, a microanalysis to identify any “incidents” in the interview transcripts is needed to determine what they really mean (Gaete, 2014, p. 158).

Once the microanalysis was completed, the coding stage was carried out to group the various incidents identified in the previous stage under common concepts. In order to do so, we considered orientations of specialized WFB literature, and established two large categories for analysis: causes and effects related to the work-family conflict.

Based on Figure 1 and the experiences of the interviewed university managers, the “Causes” category had two subcategories: age of children and long shifts. Likewise, the “Effects” category had two subcategories: work and family cost, and personal decision. These aspects are analyzed in the following paragraphs by using different fragments of the research interviews.

CAUSES

Age of children

One of the first aspects emphasized in the research interviews was related to motherhood, especially to the importance of the ages of interviewed university managers' children, as a relevant factor for WFB in university management positions:

When taking positions like Vice-Rector or Rector, in a family with really young children, I believe that women decide to step back, since our children really need us when they're very young (I1).

I made my woman and mother quality worth it. People didn't say anything, I made them realize. In 2006, I had children of three and six years old, so they needed a mom next to them, in spite of taking a university management position (I3).

When they have young children, the interviewees find it more difficult to balance their work and family lives in management positions. This situation improves as their children get older and become more independent, allowing the female academics to carry out management tasks without major family obstacles:

Based on my experience, having children who are not that young (high school students) is beneficial when taking demanding positions that consume many hours. My grown-up daughters at home often say "Mom, you're doing too much." Therefore, the family cost is high (I1).

I have grown-up children of 18 and 19, who manage to live without their mom 24/7. I also have an 11-year-old child, and I wish I could say I have the freedom to skip work and go to the parent-teacher meeting or attend weekly celebrations, but I can't because of the workload (I4).

The age of children is one aspect that affects women in management positions at the analyzed universities. This situation should be considered in university policies and WFB strategies, by supporting their employees through the growth and development stages of their children, with actions related to time spent at work and work organization: flexible hours or telework, temporary reduction of hours, paid breastfeeding breaks, breastfeeding areas at work, among others.

Furthermore, other studies analyze the importance of the age of children as an aspect that affects WFB (Cooklin et al., 2015; Milkie, Kendig, Nomaguchi & Denny, 2010; Richter et al., 2015). They conclude that said situation is especially relevant for working mothers with children of up to five years old, which confirms what the interviewed managers described here.

Long Shifts

A second cause affecting WFB that is described in the transcripts is long working shifts, which are often required in management positions:

[A management position] requires extra hours compared to normal work shifts. Women always have children and a family waiting for them at home, so I believe we may not want to commit to these positions (I2).

I believe that we can organize our homes in two or three days, which is the length of trips, unless we go on intense trips that last for more than a week. I also believe that men have to take roles as well, so managers should be supported by their families (I6).

The extended shifts that managers have in order to perform their functions is another aspect analyzed in some studies on WFB (Lawson et al., 2013; Stock et al., 2014). This is related to different situations, such as meeting trips out of the city, generating obstacles for women when balancing work and family in management positions. According to some interviewees, this requires family support:

That wasn't the case for me, I don't have to travel very often in my position. My children aren't that young, it hasn't been a problem. I like getting away from home some days, meet and see other people... It's important to connect with colleagues (I6).

Men are not likely to experience this problem, because they can have their personal life completely apart from their professional life. For women, it is very hard to separate both aspects. I mean, professional and personal lives are connected and cannot be separated. You have to choose, and I chose work (I9).

Nevertheless, among the experiences of the interviewed female managers, there are examples of the positive effects of WFB in their careers:

Being a woman is beneficial. I attend my children's school activities and nobody questions it. Instead, they understand that I am the mother [...]. I'd say that the Rector doesn't experience this. I'd say that people in the central office have always treated me right as a woman. They've respected and valued my work as a professional woman, and I have nothing to complain about. They understand me as a woman and as a mother (I3).

It is clear that this is an example of a positive attitude of the university's highest authority. However, this seems to be an isolated experience. This should be transformed into a policy that allows all university staff to have these special permissions.

According to the literature, it is important that universities institutionally commit to strengthening the organizational culture, in order to facilitate actions that improve WFB (Waters & Bardoel, 2006). This will enable the implementation of more effective policies, preventing

managers from quitting because of the strain involved in their functions, as shown in many studies on WFB in management positions (Bolorizadeh et al., 2013; Lawson et al., 2013; Ryan et al., 2015).

EFFECTS

Work and Family Cost

First of all, some of the interviewed university managers mention that taking management positions involves family costs for women:

From my point of view as a woman, I feel that these positions are very demanding. The family cost is not lower, and maybe this is why women do not seek to take these positions, in my opinion (I1).

A man wouldn't question himself about family cost, because he'd understand that he helps his family by taking high hierarchy or powerful positions. He wouldn't question himself, yet he'd stick to what his family expects. I imagine that his wife would congratulate him for achieving the Vice-Rector position. My husband congratulates me as well, but I spend less time with my family now. They used to spend time with me, and thought it was natural. This involves family cost and it's important to me (I4).

Likewise, it is possible to identify in the interviews that the lack of effective WFB policies makes women postpone career aspirations that would lead them to take higher management positions in universities.

I don't know how to explain this situation. Perhaps, as women, we don't want to take more complex positions because we've been told that we should care about our families [...]. This might be a reason not to achieve the Dean position (I2).

At one point I said, "Yes, OK." However, I'm not going to postpone my family. If I have to postpone my academic career because of my family, I'd deliberately do it. I wouldn't blame others. It is my decision at the end of the day (I3).

Once you've entered the system, it was your decision. There was an offer to become Vice-Rector. Sure, this could be a race, like saying, "Hey, I would like to continue as Vice-Rector, and then become Rector." Something like that. The truth is that family cost makes me question this decision all the time (I4).

Moreover, one of the main consequences of taking a management position identified by our interviewees is related to the amount of time they no longer share with their families (husband and children) because of the extended shifts required by their high management positions.

Difficulties to balance work and family in the universities analyzed have consequences that affect both children and other family members:

You're not willing to distance yourself from your husband and your talks, to arrive tired from work, to only talk about "Hear what is happening at work." You would like to walk around La Costanera and have life quality (I4).

The few women who achieve high management positions, especially high state management, don't sacrifice their family, they balance and take three roles: work, family, and personal. They're willing to do it. This is my situation and I don't victimize myself. I wouldn't give up my family for a position. Instead, I would try to do my best at work and at home (I7).

From my personal point of view, some women avoid these positions because of their children, husband, and home. It depends on their decision and on how life works for them (I9).

Difficulties that arise from the lack of organizational strategies for WFB generate important costs for people and their close relatives. This takes place also in the analyzed universities and affects job stability:

Many honorary professors with families had to quit because their spouses considered that the university did not value their work, respect them, or pay them well. They considered that the payment was not fair and that they spent the whole day at work. I believe that the university does not care about protecting its employees. You give your whole life here (I10).

Based on the statements gathered through the experiences of the interviewed university managers, it is possible to note that this study shows consequences that are described by Pérez et al. (2015) as a lack of resources, especially the amount of time that female interviewees need to fulfill their work and family roles. In this regard, the authors remark that labor organizations must manage to move from the work-family conflict towards the work-family enrichment, which is described in recent studies in this field (Chen & Powell, 2012).

This enrichment perspective introduces organizations to the challenge of creating positive synergies between their employees' work and family roles. The objective is to "explain the relation between flexible human resources practices and its influence on employees' satisfaction levels" (Pérez et al., 2015, p. 18). This would allow employees to generate skills based on the work-family relation in order to use them in both aspects of their lives indistinctly.

Personal Decision

A second consequence of the work-family conflict that was emphasized in the transcripts is related to the efforts that some interviewees have to make as managers. Based on the WFB perspective, this is a matter of personal decision and effort in order to balance both roles:

Here in the university with my colleagues, when I have had female senior managers, we have behaved similarly, strengthening our families and working here. I do believe that being an academic is a matter of calling, yet it's a job that allows you to balance your family (I3).

I see an obstacle in balancing your life with so many areas. In the personal area, you think about how this successful development affects you in traditional terms, how it is compatible with other areas that I want to live. You find problems there, because you have to start delegating duties to other staff members [...] and people who have to replace you in other areas, and it's not possible. Maybe another person can clean and cook, but he or she cannot do other things (I4).

According to some interviewed managers, not bringing work to home is a clear example of the importance of personal decision as a factor that influences WFB.

I haven't brought work to home these years, because my personal time is only mine. I do what I have to do here in my time. The problem is that if you want to make progress on the report here, you almost have to hide or go somewhere without interruptions (I10).

Some institutional elements that facilitate WFB in management positions become relevant, such as updated position descriptions, clear work schedules, activity planning, etc. According to Michel et al. (2011), these aspects become "work role stressors", which include conflicts and role ambiguity, role overload, and excessive time demands to perform the roles.

Those factors can lead to a work-family conflict that currently affects labor organizations, analyzed by many recent studies.

DISCUSSION

As previously mentioned, the specialized literature states USR proposes a model that has interested many people in Ibero-America within the last decade. It has become important in the education of responsible citizens in universities, as well as in the way in which said institutions connect with their environment by means of university extension or connection with the field (Arango et al., 2015; Gaete, 2016; Gasca-Pliego & Olvera-García, 2011; Martí-Vilar et al., 2011; Martí & Martí-Vilar, 2013; Martí, Martí-Vilar & Almerich, 2014).

However, the internal aspect of USR is a less developed area in its implementation in

universities, though many authors regard university management as a relevant topic for the socially responsible behavior of university institutions, including it in their strategic plans or through processes of impact reports (Arango et al., 2015; Gaete, 2015; Olarte-Mejía & Ríos-Osorio, 2015; Vallaeys, 2014). Nevertheless, the application of USR in human resources management within the universities is a little explored topic in research studies and applications of the university field.

In this regard, WFB as an expression of the USR internal aspect (Gaete & Henríquez, 2016) is a relevant topic these days, as it affects work and family roles, which are really important for people in the 21st century. This is a postindustrial, globalized society with constant economic, social and environmental crisis, in which life quality at work is a crucial aspect. Therefore, the right balance between work and family responsibilities becomes an important and ongoing challenge for organizations, which have to commit to making concrete efforts in order to set a proper organizational culture to implement WFB policies and strategies.

The literature review allows us to confirm that WFB is a topic of growing interest in the scientific field within the last few decades. There are many studies and researches on role conflict or work-family responsibilities that address the amount of time that people have to sacrifice to perform the other role. However, there are recent studies analyzing the positive impacts or resources that WFB brings to people, which some authors call “work-family enrichment” (Chen & Powell, 2012, Pérez et al., 2015).

Based on the results of this study, it is observed that lack of clear organizational policies and strategies related to WFB makes women in university management positions look for necessary support in the private sphere in order to carry out their functions, especially when they have really young children. These results confirm other research studies that consider said aspect a key element to strengthen WFB (Cooklin et al., 2015; Milkie et al., 2010; Richter et al., 2015).

In this study, another cause that affects difficulties to achieve a better WFB is related to extended shifts that are required by management positions in any organization. This result is similar to other studies and researches' results, which regard this situation as a factor that becomes an obstacle, significantly affecting the careers of the interviewed academics (Bolorizadeh et al., 2013; Lawson et al., 2013; Ryan et al., 2015; Stock et al., 2014), and making them postpone or refuse management positions due to the high family and personal cost involved in taking such work responsibilities.

Based on the results of this exploratory research, it is recommended that upcoming studies identify actions or instances that could facilitate WFB within the university field in a more efficient way, such as nursery childcares or protected schedules, so that people in university management positions can balance their work and family roles. Telework strategies and flexible hours could also be implemented in order to reduce the impact of long working hours, which are required by these positions in any labor organization.

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