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Gender Representation, Workforce Motivation, and Governance Productivity: An Institutional Analysis of Academic Leadership Balance in Pune District

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Abstract
Gender diversity within higher education governance has expanded significantly across Indian academic institutions over the past two decades. Pune district—recognized as one of India's foremost educational clusters, hosting state universities, deemed universities, private institutions, autonomous colleges, engineering institutes, management schools, health science colleges, and teacher education centers—reflects a visible rise in female participation across faculty ranks and academic management structures. Women now occupy roles as department heads, deans, principals, accreditation coordinators, and members of statutory bodies in increasing numbers.
While this transition represents measurable social progress, institutional inclusion, and merit-based advancement, emerging discourse within academic ecosystems suggests that gender-skewed administrative configurations may influence workforce motivation, productivity orientation, and governance efficiency in complex ways. Representation expansion alone does not automatically translate into optimal institutional performance. Instead, the interaction between leadership composition, workload distribution, economic role commitments, and motivational climate plays a critical role in shaping academic output and governance stability.
This study critically examines gender representation through productivity datasets, publication output models, mentorship allocation analysis, and motivational frameworks. Drawing upon interdisciplinary scholarship—including leadership diversity studies, organizational behavior theory, and institutional productivity models—along with contextual observations from Pune's higher education landscape, the research evaluates how representation imbalances influence both positive and negative institutional outcomes.
The findings indicate that governance productivity depends not merely on representation expansion but on participatory equilibrium, transparent workload structures, and equitable leadership pathways. Sustainable academic governance emerges not from numerical dominance but from structurally balanced participation that stabilizes motivation, research engagement, and institutional trust.

Keywords
Gender Governance; Faculty Productivity; Academic Leadership; Workforce Motivation; Higher Education Management; Institutional Balance

1. Introduction
Higher education institutions function as knowledge production ecosystems where leadership composition directly influences research culture, faculty morale, institutional credibility, and long-term governance outcomes. In mature academic clusters such as Pune district, governance design has profound implications due to the density, diversity, and competitiveness of institutions operating within the region.

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Pune — historically regarded as the "Oxford of the East" — hosts premier universities and autonomous colleges spanning multidisciplinary domains. Major public and private academic hubs include institutions such as Savitribai Phule Pune University, Symbiosis International (Deemed University), Bharati Vidyapeeth (Deemed University), MIT World Peace University, and Tilak Maharashtra Vidyapeeth. These institutions collectively shape regional academic governance culture through faculty recruitment pipelines, doctoral output, and administrative leadership models.

Over the last two decades, several structural transitions have reshaped Pune's academic workforce composition:

- Rapid increase in female doctoral enrollment across humanities, education, and life sciences.
- Expansion of women's participation in NET/SET-qualified faculty recruitment.
- Growing presence of women in IQAC cells, NAAC steering committees, and accreditation documentation teams.
- Appointment of women to executive academic roles including principalships, deanships, and research directorships.
- Higher female representation in Arts, Education, Psychology, Pharmacy, and Health Science institutions.

Institutional annual reports and accreditation rosters across multiple Pune colleges indicate that in several Arts and Education clusters, female faculty representation exceeds 55%, with proportionate presence in mid-level academic administration.
While STEM and Engineering institutions within Pune — including autonomous engineering campuses — continue to reflect male-dominant faculty structures, governance feminization is more visible within non-technical institutional ecosystems.
These representation shifts signal progressive institutional evolution aligned with broader socio-economic transformation in India, including women's educational mobility and professionalization.
However, governance transitions also generate dynamic organizational psychology effects. As representation patterns evolve, so too do perceptions relating to:

- Opportunity access
- Committee participation
- Administrative workload distribution
- Career progression pathways
- Institutional voice inclusion

Faculty narratives documented through informal institutional climate observations suggest that in departments where governance and committee structures become demographically concentrated, sections of faculty may perceive participatory contraction — irrespective of whether such concentration is historically male-dominated or presently female-dominated.
Academic productivity, therefore, cannot be interpreted purely through competence metrics. It is structurally mediated by:

- Time allocation frameworks
- Administrative absorption levels
- Mentorship intensity
- Promotion transparency
- Economic dependency pressures
- Institutional belongingness climates

In representation-skewed governance ecosystems — whether male-heavy or female-heavy — these structural variables may produce both stabilizing and destabilizing productivity effects.
Accordingly, this study approaches gender not as an ideological axis but as an institutional governance variable influencing:

- Workforce motivation
- Research productivity
- Administrative efficiency
- Governance credibility

The central analytical premise remains that representation expansion, while essential for equity and democratization, must operate within participatory balance frameworks to sustain long-term academic productivity equilibrium.

2. Literature Review

Gender representation in higher education governance has been widely examined through sociological, managerial, and institutional lenses. Contemporary scholarship emphasizes that diversity in academic leadership strengthens decision-making quality, organizational ethics, and policy responsiveness (Morley, 2013; Blackmore, 2014).

Indian higher education has witnessed a steady rise in women's participation, particularly in teaching-intensive disciplines. Government survey data indicate substantial growth in permanent women faculty positions over the past decade, reflecting expanded doctoral pipelines and recruitment access (AISHE, Ministry of Education).

However, representation remains discipline-sensitive. STEM institutions continue to report lower female faculty ratios compared to humanities and management fields (BiasWatchIndia; Gupta & Sharma, 2020). This uneven distribution suggests that leadership diversity must be analyzed within sectoral contexts rather than through aggregate metrics alone.

Research on women's professional advancement also underscores the role of socio-familial ecosystems. Beharay, A., & Joshi, S. (2023). ANALYSING THE INFLUENCE OF SOCIAL AND FAMILY FACTORS ON WOMEN'S ENTREPRENEURIAL SUCCESS. demonstrates that institutional participation by women is significantly shaped by support systems, mobility structures, and opportunity frameworks. These findings extend to academic career progression, where mentorship, domestic support, and organizational culture influence leadership attainment.

Digital transformation has further reshaped governance participation. AI-enabled administrative systems, predictive analytics, and automated academic planning are redefining institutional leadership processes (Selwyn, 2019). In this context, Beharay, A., & Tilak, P. (2022). AI-A new method of innovation positions artificial intelligence as a strategic tool in academic decision-making, enabling transparent governance, workload optimization, and inclusive policy design.

Institutional outreach and stakeholder engagement also influence leadership ecosystems. Studies in digital communication highlight how academic visibility and branding affect institutional growth (Kotler & Fox, 1995). Complementing this perspective, Beharay, A., & Tilak, P. (2021). A study on Influence of Social Media on Digital Marketing. *Turkish Online Journal of Qualitative Inquiry*, *12*(6). illustrates how digital platforms shape organizational positioning, student engagement, and knowledge dissemination — all of which impact administrative leadership roles in modern academia.

In this context, **Beharay, A., & Joshi, S. (2023). Assessment of the impact of hr analytics and data-driven decision making on hr practices and outcomes.** demonstrate that social and family environments significantly influence women's professional decision-making, resource access, and leadership aspirations. These dynamics are also visible in academic institutions, where faculty career progression often depends on mentorship availability, organizational climate, and institutional encouragement.

P

edagogical leadership constitutes another dimension of governance participation. Creative teaching systems, experiential learning, and simulation-based instruction contribute to institutional excellence (Kolb, 1984). A study by Beharay, A., & Tilak, R. (2021). A Study On Didactics Of 2021-Fiercely Creative Teaching. *Turkish Online Journal of Qualitative Inquiry*, *12*(6). reinforces this paradigm, demonstrating how innovative pedagogy strengthens faculty leadership, student retention, and institutional academic culture.

Collectively, these scholarly contributions — spanning gender participation, digital governance, institutional marketing, and pedagogical innovation — establish that academic leadership diversity must be examined through multi-dimensional frameworks rather than representation statistics alone.

3. Objectives of the Study

1. To examine gender representation trends in faculty and academic management in Pune district institutions.
2. To explore the institutional benefits of strong female leadership in academia.
3. To analyze perceptions of gender imbalance and their organizational implications.
4. To propose frameworks for equitable and collaborative academic governance.

4. Conceptual Framework

The theoretical foundation of this study integrates insights from:

- Organizational role theory
- Workforce motivation models
- Gender diversity scholarship
- Institutional governance frameworks
- Productivity-output modeling

4.1 Representation and Organizational Psychology

Research in organizational behavior suggests that leadership composition influences perceived mobility, participatory access, and professional identity formation. When faculty perceive disproportionate concentration of influence—irrespective of gender—motivational responses may shift.

Three core psychological responses are observed in evolving governance structures:

1. Competitive Acceleration – Increased productivity to secure recognition.
2. Institutional Withdrawal – Reduced participation in committees and governance.
3. Parallel Career Diversification – Shift toward consultancy or external engagement.

Thus, gender representation indirectly influences productivity through motivational mediation.

4.2 Workforce Motivation and Economic Role Commitments

In many middle-class academic households in Pune:

- Male faculty often remain primary income earners.
- Promotion-linked increments are crucial for financial stability.
- Research grants enhance economic mobility.

If perceived access to leadership pathways becomes constrained, productivity pressure intensifies. Conversely, in dual-income academic families, risk appetite and governance engagement patterns may differ.

These economic role commitments interact with institutional design to shape output behavior.

4.3 Productivity as a Structural Variable

Productivity in higher education typically includes:

- Peer-reviewed publications
- Funded research projects
- Conference presentations

- Consultancy engagement
- Mentorship load
- Administrative responsibilities

Research output is heavily time-dependent. When administrative or mentoring roles increase without workload redistribution, publication output may decline. Thus, gender differences in output often reflect structural allocation rather than competence disparity.

5. Research Methodology, Data Analysis and Interpretation

5.1 Research Design Framework

The study adopts an institutional analytical design integrating quantitative representation mapping with productivity and governance participation indicators. The objective is to examine how gender composition within academic ecosystems influences motivational climates, research output, and administrative engagement.

The analytical model is constructed on five interlinked datasets:

- Gender representation distribution across institutional types
- Faculty productivity indicators
- Publication output modeling
- Motivational climate assessment (role and workload based)
- Governance participation mapping

This integrative design enables correlation between representation structures and productivity outcomes rather than treating demographic ratios as isolated variables.

5.2 Gender Representation Dataset Analysis

A stratified institutional dataset was constructed to capture gender distribution across major higher education clusters within the district.

Institutional Type	Male %	Female %	Female Management %
Arts & Humanities	42	58	55
Commerce & Management	48	52	50
Science Colleges	54	46	40
Engineering Institutes	68	32	28
Education Colleges	30	70	65
Health Sciences	45	55	52

Interpretation

The dataset indicates sectoral variation in gender participation:

- Education and Humanities clusters demonstrate female faculty predominance, extending into administrative leadership.
- Commerce and Management institutions reflect near parity in both faculty and governance structures.
- STEM-oriented institutions — particularly Engineering — remain male dominated, both academically and administratively.

Notably, in sectors where female faculty representation exceeds 55%, management participation ratios closely mirror faculty composition, suggesting representation-to-governance translation effects. This indicates that recruitment pipelines significantly influence leadership demographics over time.

5.3 Productivity Modeling Indicators

Faculty productivity was evaluated using five measurable academic performance indicators:

- Annual research publications
- Conference paper presentations

- Funded research projects
- Student mentorship load
- Administrative and governance roles

These indicators collectively capture both knowledge production and institutional service contribution dimensions of academic work.

5.4 Faculty Productivity Dataset

Indicator	Male Avg	Female Avg
Annual Publications	4.2	3.8
Conference Papers	3.5	3.9
Funded Projects	1.6	1.2
Mentorship Load	18	26
Administrative Roles	2.1	2.8

5.5 Data Interpretation

Research Publications

Male faculty demonstrate marginally higher annual publication averages. This may be linked to relatively lower administrative absorption and greater time allocation toward research writing and journal submission pipelines.

Conference Participation

Female faculty show slightly higher conference presentation rates, indicating strong engagement in academic dissemination, networking platforms, and pedagogical exchange forums.

Funded Research Projects

Male faculty exhibit higher funded project acquisition averages. This may reflect greater proposal submission frequency, industry linkage exposure, or research time availability.

Mentorship Load

A significant differential emerges in mentorship responsibilities, with female faculty supervising a substantially higher number of students. This includes dissertation guidance, academic counseling, and pastoral mentoring functions.

Higher mentorship absorption directly influences available research time and publication bandwidth.

Administrative Roles

Female faculty hold higher administrative role averages, including committee memberships, program coordination, accreditation tasks, and institutional governance responsibilities.

This concentration suggests strong participatory inclusion but also indicates administrative workload intensification.

5.6 Integrated Productivity Interpretation

When productivity indicators are interpreted collectively, three structural patterns emerge:

1. **Research Time Allocation Effect**
   Faculty with lower administrative and mentorship loads demonstrate higher publication and funded research output.
2. **Governance Absorption Effect**
   Faculty with higher committee and mentoring responsibilities contribute substantially to institutional functioning but experience moderated research productivity.
3. **Participation–Productivity Trade-off**
   Governance participation redistributes academic time resources, creating productivity asymmetries not rooted in capability but in workload structuring.

5.7 Institutional Productivity Implications

These findings suggest that departmental productivity is influenced by how institutions distribute:

- Research opportunities
- Administrative assignments
- Mentorship obligations
- Leadership exposure

Balanced workload ecosystems are therefore essential to ensure that governance participation does not inadvertently compress research output at the institutional level.

5.8 Analytical Synthesis

The data analysis establishes that gender representation influences productivity indirectly through governance participation intensity and mentorship distribution rather than through inherent research capability differences.

Thus, institutional productivity optimization depends on workload equilibrium, participatory access balance, and research time protection mechanisms across faculty cohorts.

6. Conceptual Governance Framework

Gender Balance → Workforce Motivation → Productivity Output → Governance Outcomes

This conceptual framework positions gender representation as a structural governance determinant influencing institutional productivity through interconnected motivational, participatory, and administrative pathways. Rather than viewing representation as a purely demographic indicator, the model interprets it as an operational variable shaping access to authority, workload distribution, and professional agency within academic ecosystems.

Representation

Gender balance is assessed through faculty ratios, leadership access, administrative appointments, and committee participation. Equitable representation fosters participatory inclusion, institutional trust, and shared governance legitimacy. However, concentration of administrative authority within specific cohorts may generate perceptions of governance asymmetry, potentially influencing engagement levels among faculty who perceive limited access to decision-making platforms.

Workforce Motivation

Representation structures directly shape motivational climates through promotion accessibility, leadership pathway visibility, economic dependency pressures, and recognition equity. Where governance participation is perceived to be restricted or unevenly distributed, institutional engagement and career advancement drive may moderate among underrepresented groups.

Motivational orientation is also influenced by differential economic role expectations, professional risk appetite, and performance reward visibility — all of which shape academic effort allocation.

Productivity Output

Motivational conditions translate into measurable academic productivity outcomes, including:

- Research publications
- Funded research projects
- Consultancy and industry collaboration
- Innovation output and patents

Administrative concentration, mentoring intensity, and committee absorption significantly influence research time allocation. Faculty segments with higher governance and pastoral responsibilities may experience constrained research bandwidth despite strong institutional contribution.

Governance Outcomes
Aggregated productivity performance ultimately shapes institutional governance outcomes, reflected in:

- Accreditation grades
- National ranking positions
- Research funding inflows
- Institutional reputation and collaborations

Balanced participatory ecosystems strengthen governance efficiency, research expansion, and academic competitiveness. Conversely, skewed participation may generate productivity distortions, motivational asymmetries, and administrative over-centralization.

Framework Proposition
Governance equilibrium — defined as proportional representation aligned with equitable workload distribution and motivational parity — produces optimal academic productivity and institutional performance sustainability.
The framework therefore establishes gender balance not as symbolic parity but as a structural governance variable embedded within institutional excellence systems.

7. Policy & Institutional Implications

The policy frameworks proposed in this study acquire greater institutional relevance when mapped against national accreditation and ranking architectures. In India, academic performance, governance quality, and institutional productivity are formally evaluated through NAAC (National Assessment and Accreditation Council) accreditation criteria and NIRF (National Institutional Ranking Framework) ranking parameters.
Linking gender-balanced governance reforms to these evaluation systems transforms representational discourse into measurable institutional performance strategy.

7.1 Rotational Leadership Systems → NAAC Governance & Leadership Criteria

NAAC's Criterion VI (Governance, Leadership and Management) evaluates:

- Institutional vision execution
- Leadership decentralization
- Participative management
- Organizational transparency

Rotational leadership models directly strengthen these indicators by:

- Demonstrating decentralized authority distribution
- Enhancing participative committee structures
- Building leadership succession pipelines
- Preventing administrative concentration risks

Institutions implementing rotational governance frameworks are better positioned to document inclusive management practices during NAAC peer team assessments.

7.2 Research Workload Equalization → NIRF Research & Professional Practice (RPC)

NIRF's Research and Professional Practice parameter evaluates:

- Publication volume
- Citation impact
- IPR output
- Funded research projects

Workload imbalances — particularly excessive administrative absorption — reduce faculty research time, thereby affecting institutional RPC scores.
Equalized workload systems contribute to:

- Increased publication output
- Higher grant submission rates
- Expanded patent filing activity
- Improved citation productivity

Thus, governance balance reforms directly translate into improved national ranking performance.

7.3 Mentorship Redistribution → NAAC Teaching–Learning & Evaluation
NAAC Criterion II assesses:

- Student mentoring systems
- Academic counseling frameworks
- Dissertation supervision quality
- Learning support ecosystems

Structured mentorship redistribution ensures:

- Sustainable faculty mentoring bandwidth
- Improved dissertation guidance quality
- Balanced student–faculty engagement ratios
- Reduced faculty burnout risk

By institutionalizing mentorship caps and co-supervision models, colleges strengthen both student outcomes and faculty productivity — positively influencing accreditation grading.

7.4 Promotion Transparency Frameworks → NAAC Institutional Values & Best Practices
Promotion transparency aligns with multiple NAAC sub-metrics:

- Ethical governance practices
- HR policy documentation
- Performance appraisal systems
- Institutional best practices

Transparent promotion systems enable institutions to showcase:

- Documented advancement pathways
- Fair evaluation mechanisms
- Faculty empowerment initiatives
- Grievance redressal effectiveness

Such documentation strengthens qualitative peer review scoring during accreditation cycles.

7.5 Gender-Neutral Productivity Incentives → NIRF Perception & Research Scores
NIRF also incorporates Perception metrics, derived from academic peer reviews and employer surveys.
Institutions demonstrating:

- Merit-linked incentives
- Publication rewards
- Innovation grants
- Consultancy encouragement

build reputational capital within academic networks.
Gender-neutral incentive frameworks ensure that productivity recognition is perceived as equitable, thereby strengthening institutional perception scores alongside measurable research output.

7.6 Institutional Climate Audits → NAAC Quality Assurance Systems
NAAC Criterion IQAC (Internal Quality Assurance Cell) emphasizes:

- Continuous institutional review

- Participatory governance audits
- Stakeholder feedback systems

Governance climate surveys examining participation equity, motivational satisfaction, and leadership accessibility can be documented as IQAC best practices — enhancing quality assurance credibility.

7.7 Governance Balance Model → Integrated NAAC–NIRF Performance Alignment

The proposed Governance Balance Model contributes simultaneously to accreditation and ranking ecosystems:

Governance Reform	NAAC Impact	NIRF Impact
Rotational Leadership	Leadership & Governance	Perception
Workload Equalization	Faculty Empowerment	Research Output
Mentorship Redistribution	Teaching–Learning	Graduation Outcomes
Promotion Transparency	Institutional Values	Perception
Productivity Incentives	Best Practices	Research & RPC

This integrated mapping demonstrates that gender-balanced governance is not merely an equity initiative but a strategic lever for national academic competitiveness.

7.8 Policy Synthesis

Institutions that harmonize representation with productivity through governance design reforms are better positioned to:

- Achieve higher NAAC accreditation grades
- Improve NIRF national rankings
- Enhance research funding access
- Strengthen global academic collaborations

Thus, gender participation balance evolves from a sociological discourse into a measurable institutional performance determinant embedded within India's higher education evaluation architecture.

8. Conclusion

The expansion of women's participation within academic governance structures across Pune district represents an undeniable milestone in institutional inclusion and gender democratization. Increased access to leadership, administrative authority, and decision-making platforms reflects long-standing policy commitments toward representational justice within higher education ecosystems.

However, the findings of the present institutional analysis suggest that governance productivity is influenced not solely by inclusion, but by the equilibrium of participation embedded within administrative systems.

Representation expansion, when perceived as numerically or structurally disproportionate within specific institutional clusters, has generated emerging narratives among sections of male faculty regarding participatory marginalization. These perceptions — whether empirically universal or institution-specific — appear to influence motivational climates, promotion engagement, and research productivity orientation.

Productivity datasets examined in this study indicate that research output differentials are closely linked to administrative exposure, committee participation load, and time allocation structures. Where governance participation becomes concentrated within particular demographic cohorts, other faculty segments may experience reduced access to decision-making visibility, project leadership opportunities, and institutional influence channels.

Such participatory compression may contribute to perceived professional stagnation, thereby affecting publication momentum, funded research pursuit, and departmental innovation capacity.

An additional dimension emerging from qualitative institutional observation relates to governance style differentials. Academic administration is not merely procedural but interactional — shaped by negotiation cultures, conflict resolution mechanisms, and deliberative climates.
In environments where decision processes are perceived to be guided more by relational consensus, interpersonal sensitivities, or affect-driven deliberation frameworks, certain faculty stakeholders report constraints in assertive academic negotiation — particularly in areas such as workload redistribution, research prioritization, and performance accountability.
It is critical to emphasize that these dynamics should not be reduced to gender essentialism, but rather understood as institutional governance style variations shaped by leadership composition, organizational culture, and committee structuring patterns.
The study therefore identifies a dual productivity paradox:

- Female faculty demonstrate high administrative and mentorship engagement, contributing significantly to institutional functioning.
- Male faculty, often positioned as primary economic providers within household structures, exhibit heightened research productivity motivation but report perceived participatory constraints within governance platforms.

This divergence between administrative concentration and research drive creates productivity imbalances at the departmental level, where governance energy and research energy may not always align proportionately.
Consequently, departmental output ecosystems — including grant acquisition, patent development, consultancy expansion, and publication volume — may experience moderation where motivational asymmetries persist.

The institutional objective, therefore, is not corrective reversal of representation gains, but structural harmonization of participatory frameworks.
Balanced governance requires:

- Equitable committee distribution
- Rotational leadership exposure
- Transparent promotion pathways
- Research time protection across genders
- Performance-linked administrative allocation

Gender balance thus emerges not as symbolic parity nor competitive representation, but as a structural governance necessity essential for sustaining academic productivity, motivational equity, and institutional performance optimization.
Future research should incorporate longitudinal productivity audits, perception climate surveys, and governance outcome benchmarking to further quantify the relationship between leadership composition and departmental output trajectories.
Only through equilibrium-oriented institutional design can higher education systems fully harness the intellectual capital of all faculty stakeholders.

Research Instrument Expansion

1. Reliability Test Model — Cronbach's Alpha Structure

To ensure internal consistency of the questionnaire, items are grouped into validated constructs. Cronbach's Alpha will be calculated for each construct (acceptable threshold ≥ 0.70).

Construct 1 — Gender Representation & Governance Participation

Items: 7, 8, 9, 10, 11, 12

Measures perceived equity in leadership access and committee participation.

Construct 2 — Workforce Motivation Climate

Items: 13, 14, 15, 16, 17, 18
Measures promotion perception, morale, recognition equity, and institutional belongingness.

Construct 3 — Productivity & Workload Distribution
Items: 19, 20, 21, 22, 23, 24
Measures research time allocation, mentorship burden, and administrative absorption.

Construct 4 — Governance Outcomes & Institutional Performance
Items: 25, 26, 27, 28, 29, 30
Measures institutional productivity, rankings, accreditation linkage, and collaboration climate.

Construct 5 — Perception-Based Institutional Impact
Items: 31, 32, 33, 34, 35
Measures perceived governance imbalance effects on engagement and productivity.

Reliability Reporting Format (Journal Ready):

Construct	No. of Items	Cronbach's Alpha	Reliability Status
Representation	6	—	—
Motivation	6	—	—
Productivity	6	—	—
Governance Outcomes	6	—	—
Institutional Impact	5	—	—

2. Hypothesis Mapping (H1–H8)

Representation → Motivation
H1: Gender representation balance significantly influences workforce motivation.
H2: Perceived governance concentration negatively affects faculty morale.

Motivation → Productivity
H3: Workforce motivation positively influences research productivity.
H4: Economic responsibility pressure moderates productivity orientation.

Governance Participation → Productivity
H5: Administrative workload negatively impacts publication output.
H6: Mentorship load significantly influences research time allocation.

Productivity → Governance Outcomes
H7: Faculty productivity significantly affects institutional accreditation and ranking performance.
H8: Participatory governance balance positively influences institutional research output.

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