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A Study on Work–Life Balance Issues and Strategic Solutions for Faculty Members in Educational Institutions of Ludhiana Region

Divya Bhatia[1]* & Jahangeer Ahmad Ganie[2]

Abstract

The purpose of this study is to investigate the problem of work–life balance and to suggest some practical solutions to ameliorate the problem of WLB for the faculty members of the educational institutions of Ludhiana area in order to bring improvement in their well-being, job satisfaction and effectiveness in teaching. The role of faculty members from government as well as private institutions is extremely significant in teaching, mentoring, research, student guidance and administration. But, with increasing workload, longer working hours, academic stress, and commitments, it can be challenging to keep a balance between work and life. Studies of higher education professionals show that workload, organizational support, occupational stress and institutional policy are all significant factors in achieving good work–life balance and that poor work–life balance can contribute to emotional exhaustion, satisfaction decrease and burnout. The objective of this study is to explore the major issues regarding work–life balance for faculty members, analyze the effects of work related and life related factors that influence faculty's work–life balance, and provide practical recommendations to enhance faculty's work–life balance. The study is conducted on primary data gathered with the help of a structured questionnaire from faculty members of educational institutes in Ludhiana region. It's focuses on workload, teaching duties, administrative duties, family obligations, flexibility, and organizational support. Previous literature indicates that faculty duties do not only involve classroom teaching, but also research, lesson preparation, evaluation, supervision and extension activities. Thus, institutions should take into account the multi-dimensionality of faculty's work and establish supportive systems to lessen stress and increase productivity. The study is important for this reason, because faculty members' work–life balance is directly linked to faculty members' health, motivation, teaching performance, and retention. The results should enable educational institutions to develop more effective policies, better management and create a better working environment. The study also suggests some strategic recommendations such as blending institutional support, administrative flexibility, and personal coping mechanisms to develop a balanced and sustainable academic work culture in the Ludhiana region.

Keywords: *Work–Life Balance, Educational Institutions, Workload, Well-Being, Job Satisfaction.*

1. Introduction

With its impact on employee well-being, job satisfaction, organizational commitment, and productivity, work–life balance (WLB) has emerged as a significant area of study. It is defined as a person's capacity to effectively manage their professional duties, personal and family life and to keep them physically and psychologically well (Bartlett et al., 2021). Maintaining a work–life balance is becoming more difficult in schools where faculty are required to serve a variety of roles beyond teaching, such as research, mentoring students, teaching curricula, administration, institutional service, and ongoing professional development.

[1]* *Assistant Professor, Gulzar Group of Institutions. divyabhatia682@gmail.com*
[2] *Assistant Professor, Gulzar Group of Institution.*

The higher education sector has dramatically changed in recent years, driven by globalization, digitalization, technological change, accreditation processes and a growing focus on research productivity. As a result, the Faculty are constantly expected to publish in top-rated journals, raise research funds, develop innovative teaching methods, supervise students and to participate in the development of the institution, while at the same time enduring their personal and family obligations (Hammoudi Halat et al., 2023). The growing demands of the working world have increasingly blurred the lines between work and personal life, leading to a focus on the need for professional work–life balance.

In the last few years, there has been an increasing trend in the academic world towards a higher demand and greater competitiveness. Workloads and publication pressures, administrative duties, and performance evaluations may cause faculty to devote more time outside their designated work hours to their professional duties, resulting in fewer opportunities to recover and be involved in family activities (Bartlett et al., 2021). Moreover, the widespread use of digital technologies and online communication has created an "always connected" work culture, further intensifying work–life imbalance among academicians (Ramachandaran et al., 2024).

But there is empirical evidence that these are the three main drivers of faculty member work–life balance: Excessive workload, time management, and mental health issues. The role overload is a common problem among faculty members in academic environments because of the simultaneous requirements of teaching, research, publishing, student supervision, and institutional duties, noted Ramachandaran et al. (2024). The Job Demands - Resources (JD-R) model suggests that high job demands combined with low levels of organizational and personal resources are associated with poor individual health outcomes such as stress, burnout, emotional exhaustion and low job satisfaction, and these outcomes also have an impact on organizational outcomes.

These challenges were amplified during the COVID-19 pandemic as the shift to online and hybrid classes unfolded more rapidly. Teachers had to learn to respond to the digital platforms quickly and cope with more household duties and academic work. Flexible work arrangements provided greater autonomy but also led to an increasing overlap between professional and private life, longer workdays, technostress and constant digital connectivity (Hammoudi Halat et al., 2023; Ramachandaran et al., 2024).

The positive relationship between a healthy work–life balance and psychological well-being, resilience factors, job satisfaction, organisational commitment, and work performance and the negative relationship between poor work–life balance and psychological ill-being, stress, anxiety, depression, burnout, turnover intentions and reduced productivity have been shown in previous studies (Liswandi & Muhammad, 2023). Faculty well-being and organizational effectiveness are linked to institutional practices like flexible work policies, supportive leadership, manageable workloads, employee wellness programmes, and professional development opportunities (Bartlett et al., 2021).

Although research in this area is increasing, the studies conducted so far are mostly descriptive of the problem of work–life balance or have focused on mental health of academics. Fewer studies have looked at the problems associated with faculty work–life balance and at the institutionally based strategies that might contribute to improved employee well–being and organizational sustainability, especially in educational institutions in developing countries. This gap shows the necessity for further studies which combine problem identification and practical interventions.

For this reason, the present study, A Study on Work–Life Balance Issues and Strategic Solutions for Faculty Members in Educational Institutions, is designed to discuss the major issues that impact the work–life balance of faculty members and strategies that can be implemented by educational institutions to create healthier, more supportive and sustainable academic work environment. The results will be integrated into the ongoing research and useful suggestions will be offered to institutional leaders, policymakers, and HR practitioners to enhance faculty well-being, job satisfaction and organizational effectiveness.

2. Review of Literature

The evolving nature of work in higher education has increased the importance of work–life balance for faculty members and their families and caregivers. Academic professionals are expected to manage multiple and often competing responsibilities, including teaching, research, student mentoring, administrative duties, community engagement, professional development, and personal and family commitments. Bartlett et al. (2021) define work–life

balance as the capacity to effectively manage work and non-work demands while maintaining physical and psychological well-being. Their work suggests that the contemporary academic environment increasingly prioritizes productivity, publication output, and research grant acquisition over employee health and career–life balance, thereby contributing to overwork and reduced work–life balance. Similarly, Franco et al. (2021), in a systematic review of 53 studies, found that higher education teachers experience substantial work–life imbalance because of heavy workloads, performance evaluation systems, publication pressures, and administrative responsibilities. They emphasized that maintaining a healthy work–life balance is essential not only for faculty health and well-being but also for the quality, effectiveness, and long-term sustainability of higher education institutions.

Several interrelated factors influence faculty members' ability to achieve work–life balance, including workload, role conflict, organizational expectations, technological developments, career stage, institutional position, and work-related stress. Mayya et al. (2021) observed that the increasing complexity of higher education, technological advancement, growing student enrolment, and heightened expectations for research publications and professional service have significantly increased faculty workloads. Their findings also indicate that demographic characteristics such as gender and age shape perceptions of work–life balance, with women faculty members often experiencing greater challenges because of the simultaneous demands of professional and domestic roles. Ramachandaran et al. (2024) similarly identified excessive workload, inadequate time management, weak boundaries between work and personal life, and mental health concerns as prominent challenges among academics. Their phenomenological study further demonstrated that holding multiple institutional responsibilities can contribute to emotional exhaustion and diminished job satisfaction.

Work–life balance also varies according to career stage and institutional role. Owens et al. (2018) noted that changes in the structure and organization of higher education have created distinctive pressures for early-career, non-tenure-track, mid-career, and senior faculty members. New faculty members may struggle to simultaneously establish their teaching practices, develop research profiles, and adapt to institutional expectations. Non-tenure-track faculty may experience heavier teaching responsibilities, comparatively lower employment security, and fewer opportunities for career advancement, whereas tenured faculty members may encounter increasing expectations to assume leadership, administrative, and service responsibilities. These differences can influence job satisfaction and make it difficult to establish sustainable boundaries between professional and personal life. Institutional climate, collegial relationships, organizational support, and realistic expectations regarding academic roles are therefore important determinants of faculty well-being and work–life balance (Owens et al., 2018).

Technological advancement has further transformed the boundaries of academic work. The expansion of digital teaching, online learning platforms, and technology-mediated communication requires faculty members to adapt teaching materials, redesign courses, acquire new digital competencies, and remain accessible beyond conventional working hours. Although digital technologies can increase flexibility and facilitate remote work, they can simultaneously extend working hours and intensify expectations of constant availability. Consequently, technology may create a paradox in which greater flexibility is accompanied by weaker boundaries between work and personal life, thereby complicating the achievement of sustainable work–life balance (Owens et al., 2018).

The relationship between work–life balance and faculty well-being is particularly significant. Hammoudi Halat et al. (2023), in their review of research on university teachers' mental health, identified workload, research expectations, administrative responsibilities, mentoring demands, and institutional competitiveness as important contributors to stress, anxiety, depression, and burnout among academics. These challenges became more pronounced during the COVID-19 pandemic, when increased reliance on digital work further blurred the distinction between professional and domestic spaces. The authors emphasized the importance of supportive leadership, workload distribution, mental health services, and institutional initiatives designed to promote work–life balance. Supporting this evidence, Liswandi and Muhammad (2023), through a systematic review of 30 empirical studies, reported a positive association between work–life balance and psychological well-being, resilience, life satisfaction, job satisfaction, organizational commitment, and employee

performance. Conversely, poor work–life balance was associated with stress, anxiety, depression, sleep problems, burnout, intentions to leave employment, and reduced productivity.

Work–life balance is also closely associated with job satisfaction and organizational commitment. Agha et al. (2017), examining higher education teachers in Oman, found that both work interference with personal life and personal life interference with work negatively affected job satisfaction. In contrast, positive relationships between work and personal life were associated with greater employee satisfaction and organizational commitment. Their findings suggest that universities can strengthen faculty satisfaction and retention by adopting policies and practices that enable employees to manage professional and personal responsibilities more effectively. Flexible working arrangements and supportive institutional policies can therefore contribute not only to employee well-being but also to organizational effectiveness and retention.

The literature increasingly emphasizes that improving faculty work–life balance requires organizational rather than exclusively individual-level interventions. Bartlett et al. (2021) recommended realistic workload allocation, clear workplace boundaries, flexible work arrangements, mentoring, and institutional recognition of teaching and service contributions alongside research achievements. Such measures recognize work–life balance as a shared responsibility between employees and institutions rather than an outcome that faculty members must achieve independently. Franco et al. (2021) similarly emphasized the importance of organizational culture, supportive working environments, and policies that promote flexibility and reduce unnecessary occupational stress. Hammoudi Halat et al. (2023) further proposed comprehensive institutional systems involving leadership support, mental health awareness programmes, faculty training, counselling services, and employee assistance mechanisms.

Mentoring, social support, and self-care can complement institutional interventions. Owens et al. (2018) identified structured mentoring, supportive professional networks, mindfulness practices, physical well-being initiatives, and resilience-building activities as useful mechanisms for managing occupational stress and strengthening work–life balance. Mentoring can be particularly valuable for early-career faculty by providing professional guidance, emotional support, and assistance in navigating competing academic responsibilities. Universities can therefore contribute to sustainable faculty well-being by creating environments that provide career development opportunities, collegial support, and access to appropriate personal and professional resources.

Finally, organizational work–life balance policies should address the practical circumstances that shape faculty members' everyday experiences. Agha et al. (2017) emphasized the value of flexible working hours, family-related leave provisions, supportive workplace cultures, and human resource practices that prioritize employee well-being. Such policies can strengthen job satisfaction, organizational commitment, attendance, performance, and employee retention. Taken together, the literature indicates that faculty work–life balance is shaped by the interaction of individual, occupational, technological, and institutional factors. Sustainable improvement therefore requires higher education institutions to move beyond an exclusive emphasis on productivity and performance toward a more balanced organizational approach that recognizes employee well-being as a fundamental component of academic effectiveness and institutional sustainability.

3. Research Framework and Methodology

The present study is designed to examine work–life balance among faculty members working in educational institutions in the Ludhiana region. The study focuses on the challenges experienced by faculty members in managing professional and personal responsibilities and seeks to identify the factors that shape their ability to maintain an appropriate balance between work and non-work domains. In particular, the study examines the major work–life balance challenges faced by faculty members and analyses the influence of work-related and personal factors on their work–life balance. It further aims to develop practical strategies and recommendations that may contribute to improving faculty members' work–life balance, well-being, and job satisfaction. These objectives provide the basis for examining both the determinants and consequences of work–life balance within the higher education context.

Based on the objectives and the conceptual understanding developed from the existing literature, the study proposes four hypotheses. The first hypothesis assumes that work-related factors have a significant relationship with the work–

life balance of faculty members. The second hypothesis proposes a significant relationship between personal factors and faculty members' work–life balance. The third hypothesis examines whether work–life balance significantly influences the well-being of faculty members, while the fourth hypothesis assesses whether work–life balance significantly influences their job satisfaction. Collectively, these hypotheses provide an empirical framework for examining the relationships between occupational and personal conditions, work–life balance, and important employee outcomes.

Research methodology provides the systematic framework through which the objectives of a study are operationalized and its research questions or hypotheses are empirically examined. It specifies the research design, sources of data, sampling procedures, measurement instruments, and techniques used for data analysis and interpretation. In the present study, a descriptive and analytical research design has been adopted to examine the work–life balance challenges experienced by faculty members and to analyse the relationships between work-related factors, personal factors, work–life balance, well-being, and job satisfaction. The empirical orientation of the study enables the researchers to assess the experiences and perceptions of faculty members using systematically collected primary data.

The study primarily relies on primary data collected through a structured questionnaire comprising closed-ended questions and five-point Likert-scale items. The questionnaire was designed to obtain information on demographic characteristics and key dimensions of faculty members' professional and personal lives, including workload, working hours, administrative responsibilities, research pressure, family responsibilities, institutional support, stress, work–life balance, well-being, and job satisfaction. Secondary data were also consulted to establish the theoretical and empirical foundation of the study. These sources included peer-reviewed journal articles, scholarly research papers, books, published reports, and other relevant academic and institutional sources addressing work–life balance and related dimensions of employee well-being and job satisfaction.

The geographical scope of the study is restricted to educational institutions located in the Ludhiana region of Punjab. The study covers government and private colleges and universities, technical institutions, and professional educational institutions. The target population comprises faculty members, including assistant professors, associate professors, lecturers, and other teaching personnel representing different academic disciplines. A sample of 200 faculty members was selected through convenience sampling based on respondents' accessibility and willingness to participate in the survey. Although convenience sampling facilitates access to respondents within the specified study area, the findings should be interpreted with due consideration to the limitations associated with non-probability sampling.

For analytical purposes, the study considers workload, working hours, administrative responsibilities, research pressure, family responsibilities, institutional support, and gender as key explanatory variables. Work–life balance is treated as the principal outcome variable in examining the influence of work-related and personal factors. In addition, well-being and job satisfaction are considered important outcome variables for assessing the broader consequences of work–life balance. This analytical structure enables the study to examine both the factors associated with work–life balance and its potential implications for faculty members' personal and professional outcomes.

The collected data were systematically coded, classified, and tabulated prior to statistical analysis. Descriptive techniques, including frequency and percentage analysis, were used to summarize the demographic characteristics and response patterns of the respondents. Mean analysis was employed to assess the overall tendencies in responses to relevant Likert-scale items. Correlation analysis was used to examine the direction and strength of relationships among the major study variables, while comparative analysis was applied where appropriate to identify variations across relevant respondent characteristics. Tables and graphical presentations were used to facilitate the systematic presentation and interpretation of the findings. The statistical analysis was undertaken to provide empirical evidence for evaluating the proposed hypotheses and to support the attainment of the study objectives.

Overall, the methodological framework integrates the study objectives, hypotheses, data collection procedures, and analytical techniques into a coherent empirical design. By examining both work-related and personal determinants and assessing their relationship with work–life balance, well-being, and job satisfaction, the study seeks to provide a comprehensive understanding of the challenges experienced by faculty members in educational institutions of the Ludhiana region. The findings are expected to provide an evidence-based basis for recommending institutional and

individual-level measures that can promote healthier work environments, strengthen faculty well-being, enhance job satisfaction, and support sustainable work–life balance.

4. Result and Discussion

The reliability of the questionnaire was performed and presented in Table 1. The measurement of internal consistency (Cronbach's Alpha) for the 20 items is 0.907, which is well above the recommended value of 0.70, suggesting high internal consistency and that the instrument is highly reliable.

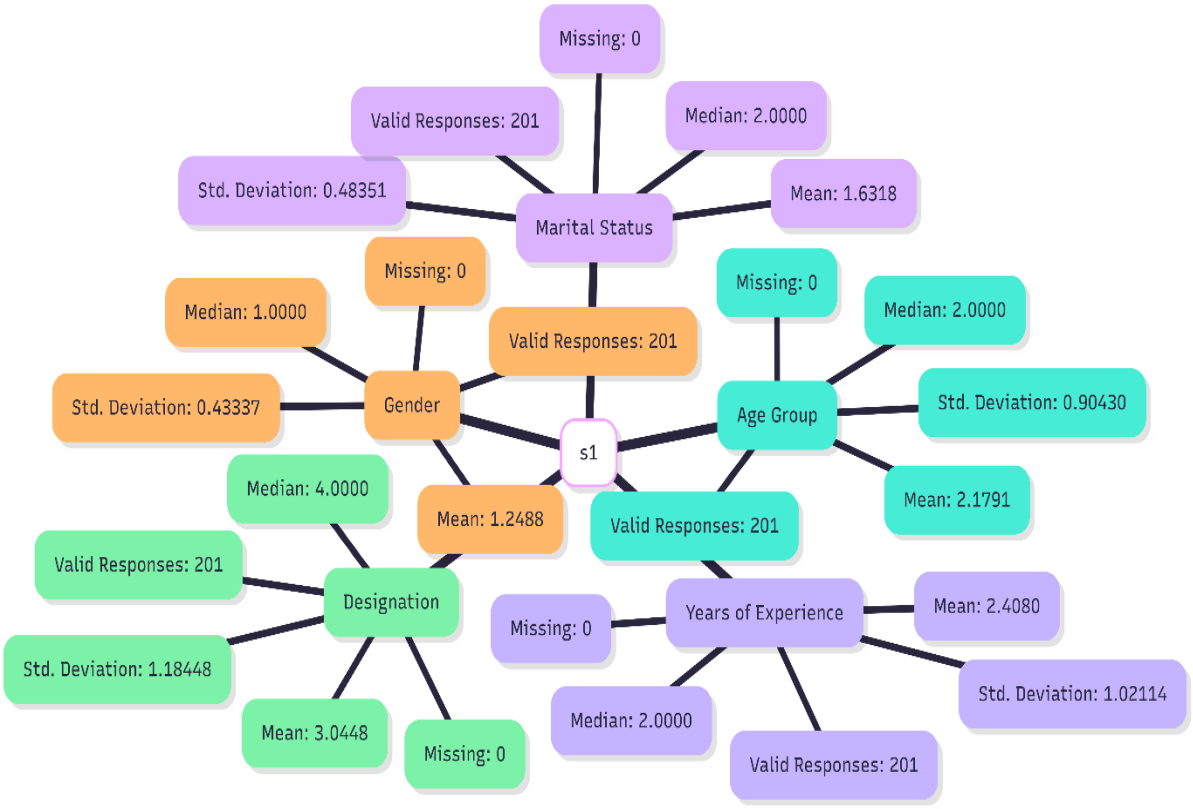
Table 1: Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.907	20

Source: *Author's Calculation*

The mean for the scale statistics is 51.0398, with a variance of 228.148 and a standard deviation of 15.10458, which suggests a moderate variation in the responses. There were no excluded responses for all 201 cases which demonstrated that the data were suitable for further statistical analysis.

Figure 1: Frequency Distribution of Demographic Respondents



Source: *Author's Creation*

Figure 1 shows the descriptive statistics of the demographic profile of respondents based on 201 valid responses with no missing data. The mean age group is 2.1791 (SD = 0.90430) indicating that the respondents mostly belong to the middle age categories. Gender, Mean = 1.2488, SD = 0.43337, has a low variability. This means there is a dominant category in the sample. Designation (Mean = 3.0448, SD = 1.18448) and years of experience (Mean = 2.4080, SD =

1.02114) represent moderate diversity, indicating a demographically varied sample suitable for further statistical analysis.

Table 2: Correlations Between TWLB, and IWRF (Teachers Work Life Balance And Impact of Work-Related Factor

Variables	TWLB	IWRF
TWLB (Total Work–Life Balance)	1.000	0.747***
IWRF (Impact of Work-Related Factors)	0.747***	1.000
Significance (2-tailed)	–	< 0.001
Sample Size (N)	201	201

Source: *Author's Calculation*

As per table 2 the descriptive statistics and the correlation analysis between the Teacher Work–Life Balance (TWLB) and the Impact of Work-Related Factors (IWRF) based on 201 responses are presented in Table 3. TWLB has a mean of 13.2935 (SD = 5.62391) and IWRF has a mean of 13.4129 (SD = 5.34917) with moderate variation in responses. The Pearson correlation coefficient is found to be 0.747 which shows a strong positive relationship between the variables. The correlation is statistically significant ($p < 0.001$) indicating that work-related factors are significantly related to teacher work–life balance.

Table 3: Correlations Between TWLB, and IWRF (Teachers Work Life Balance and Improving work life balance)

Correlations			
		TWLB	IWLB
TWLB	Pearson Correlation	1	.747***
	Sig. (2-tailed)		<.001
	N	201	201
IWLB	Pearson Correlation	.747***	1
	Sig. (2-tailed)	<.001	
	N	201	201
***. Correlation is significant at the 0.001 level (2-tailed).			

Source: *Author's Calculation*

Interpretation

Table 3 presents the descriptive statistics and correlation analysis between Teacher Work-Life Balance (TWLB) and Improving Work-Life Balance (IWLB) based on 201 responses. The mean of TWLB is 13.2935 (SD = 5.62391) and the mean of IWLB is 13.4129 (SD = 5.34917), which indicates a moderate variation in responses. The Pearson correlation coefficient (r = 0.747) indicates a strong positive relationship between the variables. There was a statistically significant association ($p < 0.001$) between efforts to improve work–life balance and better teacher work–life balance.

Table 4: ANOVA Results for Regression Teacher Work-Life Balance and Improving Work Life Balance Regression Test:

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3531.665	1	3531.665	251.538	<.001b
	Residual	2794.017	199	14.040		
	Total	6325.682	200			
a. Dependent Variable: TWLB						
b. Predictors: (Constant), IWLB						

Source: *Author's Calculation*

Table 4 presents the regression analysis examining the impact of Improving Work–Life Balance (IWLB) on Teacher Work–Life Balance (TWLB). The model is statistically significant ($F = 251.538$, $p < 0.001$), indicating that IWLB significantly predicts TWLB. The regression sum of squares (3531.665) explains a substantial proportion of the variation

in TWLB. The unstandardized coefficient (B = 0.786) and standardized beta (β = 0.747) indicate a strong positive effect. The t-value of 15.860 ($p < 0.001$) further confirms that improving work–life balance significantly enhances teacher work–life balance.

Table 5: ANOVA Results for Regression Teacher Work-Life Balance and Improving Work Life Balance Regression Test:

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3531.665	1	3531.665	251.538	<.001b
	Residual	2794.017	199	14.040		
	Total	6325.682	200			
a. Dependent Variable: TWLB						
b. Predictors: (Constant), IWLB						

Source: *Author's Calculation*

Table 5 presents the regression analysis examining the effect of Improving Work–Life Balance (IWLB) on Teacher Work–Life Balance (TWLB). The regression model is statistically significant ($F = 251.538$, $p < 0.001$), indicating that IWLB significantly predicts TWLB. The regression sum of squares (3531.665) explains a substantial proportion of the variation in TWLB. The unstandardized coefficient (B = 0.786) and standardized beta (β = 0.747) indicate a strong positive effect. The t-value of 15.860 ($p < 0.001$) further confirms that improving work–life balance significantly enhances teacher work–life balance.

5. Conclusion

The present study, "A Study on Work–Life Balance Issues and Strategic Solutions for Faculty Members in Educational Institutions of Ludhiana Region," examined the work–life balance challenges experienced by faculty members and explored practical strategies for improving their professional and personal well-being. The findings reveal that maintaining a healthy work–life balance remains a significant concern for academicians due to increasing workload, administrative responsibilities, extended working hours, research expectations, and family commitments. These challenges not only affect faculty members' personal lives but also influence their job satisfaction, well-being, and overall professional effectiveness. The statistical analysis supports the study objectives and hypotheses. The reliability analysis confirmed that the research instrument possessed excellent internal consistency (Cronbach's Alpha = 0.907), indicating that the collected data were reliable for analysis. Correlation analysis revealed a strong and statistically significant positive relationship between work-related factors and teacher work–life balance ($r = 0.747$, $p < 0.001$), thereby supporting the first hypothesis. Similarly, initiatives aimed at improving work–life balance also demonstrated a strong positive association with teacher work–life balance ($r = 0.747$, $p < 0.001$). Furthermore, regression analysis confirmed that improving work–life balance significantly predicts teacher work–life balance ($F = 251.538$, $p < 0.001$), highlighting the effectiveness of institutional interventions in enhancing faculty well-being. Overall, the study concludes that work–life balance is influenced not only by individual coping mechanisms but also by organizational practices and institutional support. Educational institutions should therefore adopt comprehensive strategies such as equitable workload distribution, flexible work arrangements, supportive leadership, faculty wellness programmes, counselling services, and policies that encourage professional and personal balance. Such initiatives can reduce occupational stress, improve job satisfaction, enhance teaching effectiveness, and contribute to faculty retention and institutional excellence. The findings provide valuable insights for educational administrators, policymakers, and human resource professionals seeking to develop sustainable work environments that promote faculty well-being and long-term organizational performance. Future research may extend this study by including a larger geographical area, employing probability sampling techniques, and examining additional variables such as organizational culture, leadership style, digital workload, and psychological resilience to obtain a more comprehensive understanding of faculty work–life balance.

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