International Journal of Scientific Research in Engineering and Management (IJSREM)
Volume: 10 Issue: 01 | Jan - 2026 SJIF Rating: 8.586 ISSN: 2582-3930

Examine the Impact of Work-Life Imbalance on Faculty Productivity and Well Being of Higher Education Institutions in Rajasthan

[1]Geetanjali and [2]Dr. Pratima Rawal
[1]Ph.D. Research Scholar, Management, Career Point University, Kota
[2]Associate Professor, Management, Career Point University, Kota
Email: [1]geetanjali014@gmail.com, [2]pratimarawal89@gmail.com

Abstract

This study comprehensively examines the impact of work-life balance (WLB) disruptions on faculty productivity and overall well-being within higher education institutions across the state of Rajasthan. Recognizing that faculty members often face the dual challenge of juggling academic responsibilities, research commitments, and administrative duties while maintaining personal and family commitments, this study aims to determine and analyze how work-life imbalance affects both performance outcomes and psychological health. A total of 2,000 faculty members representing various disciplines and institutional divisions were selected as the study population, and data were collected using a structured questionnaire specifically designed to assess work-life balance disorders, productivity metrics, and indicators of well-being such as job satisfaction, stress levels, and mental health status.

The data collected were subjected to rigorous statistical analysis, including descriptive statistics to summarize key characteristics, correlation analysis to examine relationships between variables, multiple regression to determine the predictive effect of WLB disturbances on productivity and well-being, as well as ANOVA and t-test to detect differences across institutional demographic and educational groups. The findings show a significant negative relationship between WLB disruption and faculty productivity, indicating that higher levels of disruption are associated with lower teaching effectiveness, lower research output, and less participation in institutional activities. Similarly, negative effects on faculty well-being were found, with increased WLB disturbances associated with higher stress levels, lower job satisfaction, and decreased overall psychological health.Based on these results, the study outlines the urgent need for higher education institutions to implement supportive policies and practices aimed at mitigating the negative impacts of WLB disruptions. Recommendations include introducing flexible work arrangements, structured stress management and wellness programs, workload redistribution strategies, mentoring initiatives, and mechanisms for periodic monitoring of faculty satisfaction and work-life integration. These interventions are expected to increase both faculty productivity and well-being, thereby contributing to improved institutional performance, higher retention rates, and more sustainable and supportive academic environments.

Keywords: Work-Life Balance, Faculty Productivity, Faculty Well-being, Higher Education, Job Satisfaction, Institutional Support

Introduction

Work-life balance (WLB) has emerged as an important factor affecting the overall performance, satisfaction and mental health of employees in various sectors, especially higher education. For academic staff, maintaining a healthy balance between professional responsibilities and personal life is inherently challenging due to the multifaceted nature of their roles. Faculty members are expected to excel in teaching, conduct high-quality research, perform administrative duties, participate in institutional development activities, mentor students, and often contribute to community or social initiatives. This combination of responsibilities can lead to workload, role conflict, and significant stress, making effective WLB critical to sustained faculty performance.

In the context of higher education in Rajasthan, faculty members face unique challenges, including increased student enrollment, pressure to publish research, tight academic schedules, and increased institutional expectations. Such demands often disrupt personal routines, reduce time for family and leisure time, and have a negative impact on mental

and physical health. Disruptions in WLB not only affect individual faculty members, but can also have broader impacts on institutional effectiveness, student satisfaction, and academic excellence. Poor WLB can lead to loss of productivity, fatigue, absenteeism, reduced participation in research and reduced teaching quality, thereby affecting the overall quality of the education provided.

This study seeks to examine the impact of WLB disruptions on faculty productivity and well-being in higher education institutions across Rajasthan. By analyzing the relationship between WLB and productivity, the study aimed to identify the extent to which faculty performance is affected by personal and professional life conflicts. In addition, research explores the role of institutional support and other moderating factors such as gender, academic rank, and workload in moderating the negative effects of WLB disruptions.

Furthermore, the study highlights the importance of developing strategic interventions to improve faculty performance and well-being. Strategies such as flexible work arrangements, workload management, wellness programs, and stress reduction initiatives are discussed to provide practical insights for administrators and decision makers. By understanding the dynamics of WLB disorders and their consequences, higher education institutions can foster more supportive, productive, and sustainable academic environments that benefit both faculty members and students.

In summary, this study contributes to the growing body of research on work-life balance in academia by providing empirical evidence of its effects on faculty productivity and well-being in Rajasthan. This underscores the need for targeted institutional strategies that not only improve individual faculty outcomes, but also improve overall organizational effectiveness and academic quality.

Conceptual Framework

The conceptual framework of this study is designed to examine the relationship between disruptions in work-life balance (WLB) and faculty outcomes in higher education institutions with a specific focus on productivity and well-being. In this framework, WLB interference is considered the independent variable, reflecting the extent to which personal and professional responsibilities conflict with or interfere with each other. These disturbances can manifest as extended working hours, overlapping responsibilities, insufficient time for family or personal activities, and high work-related stress.

The dependent variables in the study are the faculty's productivity and well-being. Productivity includes measurable academic outcomes such as teaching effectiveness, research results, timely completion of administrative tasks, and engagement in institutional initiatives. Well-being is assessed through indicators for physical health, mental health, job satisfaction, stress level and general life satisfaction.

The study also included several moderating variables hypothesized to influence the strength or direction of the relationship between WLB disruptions and faculty outcomes:

Institutional Support: Availability of flexible work policies, mentoring programs, wellness initiatives, and administrative support.

Gender: Male and female faculty may experience WLB disturbances differently due to societal expectations, caring responsibilities and professional pressures.

Division/Discipline: Faculty in different academic divisions (e.g., science, management, arts) may face different workloads and role conflicts.

Workload: Number of courses taught, research responsibilities, administrative responsibilities and other institutional functions.

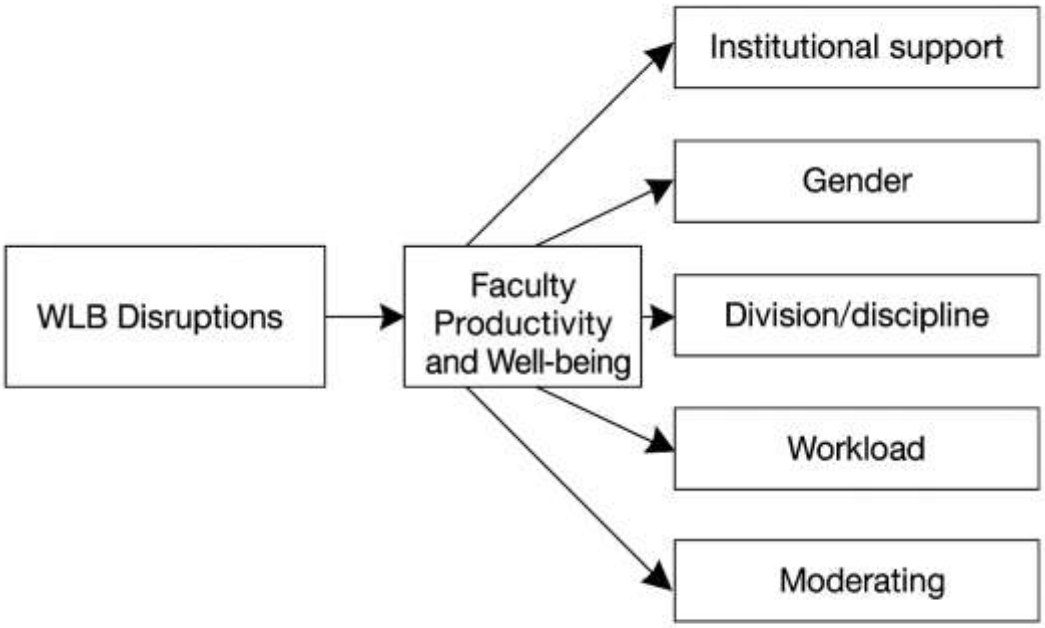

Figure 1 Conceptual Framework

Literature Review

Work-Life Balance and Faculty Productivity

Research consistently shows that work-life balance (WLB) is an important determinant of productivity in educational institutions. Faculty members often face conflicting demands between teaching, research and administrative tasks. Jeffrey H. Greenhaus, Karen M. Collins and Jason D. Shaw (2003) found that work-life conflicts lead to reduced concentration, fatigue and productivity in professional tasks. In higher education, this results in reduced quality of teaching, delays in research publications and less involvement in student guidance.

In the Indian context, Sharma S. and Singh P. (2018) found that faculty in Rajasthan universities report high levels of WLB attrition due to administrative workload and limited institutional support. Similarly, Rao K. (2017) highlighted that science and management faculty face more work-life conflicts than arts and humanities due to additional research expectations and timely project delivery. These findings suggest that workload distribution and institutional policy are important in shaping faculty productivity.

Kinnari Jain and Vandana Jain (2023) found that WLB significantly affects faculty engagement through quality of life in higher education institutions. Furthermore, Prakash Kundaragi (2023) in Karnataka found that greater WLB is related to higher job satisfaction and lower turnover intentions among faculty. In addition, Elenita P. Patena (2024) developed a framework linking WLB and organizational productivity in state universities and colleges, emphasizing structural and contextual support.

Work-Life Balance and Faculty Well-being

Well-being, including physical, mental and emotional health, is significantly affected by WLB. Pamela M. Voydanoff (2005) showed that conflict between work and family is significantly associated with higher levels of stress, emotional exhaustion and burnout. Donald M. Allen et al. (2013) emphasized that interventions such as flexible work schedules, workload redistribution and telecommuting can improve psychological well-being and reduce absenteeism.

In India, Bharat Kumar and Gupta A. (2020) reported that faculty experiencing higher WLB disturbances report lower job satisfaction and higher stress. Gender differences are prominent; Female faculty often face complex responsibilities

due to societal expectations of childcare and household management, which add to the challenges of WLB (Singh and Verma, 2019).

Recent work also explores a pandemic study of "Continued Stress: Faculty Work Stress under COVID-19" (2024) found that faculty members simultaneously experienced increased work demands and demands on home life, which created long-term stress on well-being and productivity. Furthermore, the 2025 study "Impact of digitalization on work-life balance: A study on the higher education sector in India" by Iftisham Parveen and Vidya Jha revealed that digital technology allows for flexible and longer working hours, which affects well-being and creates blurred boundaries between work and life.

Institutional Support as Moderator

Institutional support is important to mitigate the negative effects of WLB disturbances. Policies such as flexible scheduling, workload redistribution, leave options, wellness programs and counseling can reduce stress and protect productivity. Kosek K. et al. (2012) suggested that organizational support strengthens employees' coping mechanisms and promotes better role integration.

In Indian universities, the Indian Council of Social Science Research (ICSSR) report (2019) suggests that colleges with structured faculty support systems (mentoring, wellness initiatives) show better productivity and lower burnout. However, such systems remain underdeveloped in many institutions, underscoring the need for policy-driven interventions.

Swati Sharma and Payal S. A 2024 Rajasthan-based study by Upadhyay, titled "Work Life Balance Policies and Their Impact on Employee Engagement and Turnover Intentions" found that among higher education employees in Rajasthan, institutions with stronger WLB policies had significantly lower turnover levels and higher turnover engagement and higher intention commitment. Evidence points to institutional support as a key mediator between WLB and both productivity and well-being.

Gender and Career Stream Differences

Several studies highlight demographic differences in WLB experiences. Female faculty are more likely to experience work-life conflict due to domestic responsibilities, which affects both productivity and well-being (Singh and Verma, 2019; Sharma and Singh, 2018). In contrast, male faculty often face higher pressures related to research results and career development.

Academic discipline also governs WLB challenges. Faculty from research-intensive departments (such as management, engineering and science) report higher stress levels and lower work life satisfaction than faculty from teaching-intensive or humanistic disciplines (Rao, 2017). Recent work in Chhattisgarh (Chatterjee, 2023) found that academic staff in private higher education reported significant WLB problems, with younger faculty and female staff reporting greater work-life interference.

International Perspective

Globally, work-life balance has been recognized as an important factor for organizational effectiveness. Allen et al. (2013) and Simon Beauregard and Elizabeth Henry (2009) highlighted that WLB policies such as flexible working hours, telecommuting and employee assistance programs are effective in reducing stress, improving productivity and improving well-being. Cross-cultural studies indicate that faculty in countries with strong institutional support for WLB (e.g. USA, UK, Australia) report higher job satisfaction and less burnout (Kosek et al., 2012).

In 2025, a study titled "Stressed Balance: Examining Work-Life Imbalance among Faculty in Indian Private Colleges and Universities" (Malik and Verma, 2025) analyzed that more than 70% of faculty in India's private higher education sector experienced WLB problems.

Research Gap and Conceptual Synthesis

Although several studies link work-life balance to faculty productivity and well-being, several gaps remain. First, limited research has focused on the faculty of higher education institutions in Rajasthan, particularly across different disciplines (science vs. humanities) and gender categories. Second, although institutional support has been identified as a moderator, empirical frameworks integrating WLB, institutional policies, discipline type, and gender—particularly in Indian contexts—are lacking. Third, the impact of digitization (post-COVID) on faculty WLB, productivity and well-being has begun to emerge but has received less attention in Indian higher education. Fourth, quantitative models linking WLB metrics (e.g., WIPL, PLIW, WPLE) to outcomes such as productivity, faculty retention, and institutional performance are sparse in the Indian scenario.

Therefore, this study aims to synthesize these dimensions by assessing work-life imbalance, measuring its impact on faculty productivity and well-being in higher education in Rajasthan, and exploring the moderating role of institutional support and discipline type.

Objectives of the Study

1. Assess level of WLB disruptions among faculty.
2. Examine impact of WLB disruptions on productivity.
3. Assess the relationship between WLB disruptions and well-being.
4. Provide recommendations to improve WLB.

Hypotheses

H1: WLB disruptions negatively impact faculty productivity.
H2: WLB disruptions negatively impact faculty well-being.
H3: Institutional support moderates the relationship between WLB disruptions and productivity.

Research Methodology

The study adopted a quantitative research design to examine the relationship between work-life balance (WLB) disruption, faculty productivity, well-being, and institutional support among faculty members across the state of Rajasthan. The research focuses on understanding how disruptions in work-life balance affect the professional and personal well-being of faculty members and their overall productivity levels.

The population for the study included faculty members working in universities and colleges across Rajasthan, includingprivate institutions. To ensure fair representation of multiple institutions and demographic groups, the study used a stratified random sampling technique. Teams were formed on the basis of institutional type (university/college/institute), academic discipline (arts, science, commerce, management, etc.), and geographic region (north, south, east, west, central Rajasthan).

A total of 2,000 faculty members were selected as the sample for the study. This sampling approach ensured inclusiveness and minimized bias, allowing reliable generalization of the findings to larger populations.

Data were collected through a structured questionnaire, which was distributed in electronic and printed form. The instrument consisted of several standardized scales designed to measure key constructs such as WLB interruption, faculty productivity, well-being, and institutional support. Each scale was validated through pilot testing and expert review to ensure content validity and reliability.The study adopted a quantitative research design to examine the relationship between work-life balance (WLB) disruption, faculty productivity, well-being, and institutional support among faculty members across the state of Rajasthan. The research focuses on understanding how disruptions in work-life balance affect the professional and personal well-being of faculty members and their overall productivity levels.

Data Collection and Questionnaire

The questionnaire was structured in five main sections to collect relevant data in a comprehensive manner:

- Demographic information: In this section, basic respondent details including gender, age, marital status, designation, type of institution, teaching experience and discipline were collected.
- Work-Life Balance (WLB) disturbance scale: This section measured the extent to which faculty members experienced interference between their professional and personal roles. Time-based, stress-based and behavior-based interventions were evaluated using a 5-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree).
- Measuring faculty productivity: This scale assessed perceived productivity levels, teaching effectiveness, research output, student engagement and administrative effectiveness.\Well-being scale: Adapted from validated psychological well-being measures, this section assessed respondents' emotional, physical, and mental well-being.
- Institutional support scale: This section evaluated the level of institutional support experienced by faculty members, including flexible policies, administrative support, and wellness initiatives.
- Data collection was conducted over a three-month period using both online forms (Google Forms), which ensured access to faculty members in various locations. Total 2,000 questionnaires distributed, 1,840 valid responses were received, resulting in a response rate of 92%. This high response rate indicates strong participation from respondents and increases the reliability of the data set.

Statistical Analysis and Test Implementation

In order to effectively analyze the collected data, a comprehensive set of statistical tools was used. Both descriptive and inferential statistical techniques were used to interpret the data and validate the research hypotheses.

Descriptive Statistics

Descriptive statistics were used to summarize the demographic characteristics of respondents and provide an overview of key variables such as work-life balance (WLB) disruption, faculty productivity, well-being, and institutional support. Measures such as mean, standard deviation, frequency and percentage were calculated to clearly describe the data set.

Table 1: Demographic Profile of Respondents (N = 1840)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	980	53.3
	Female	860	46.7
Age Group	Below 30 years	320	17.4
	31–40 years	720	39.1
	41–50 years	520	28.3
	Above 50 years	280	15.2
Type of Institution	Government	780	42.4
	Private	1060	57.6
Marital Status	Married	1520	82.6

	Unmarried	320	17.4

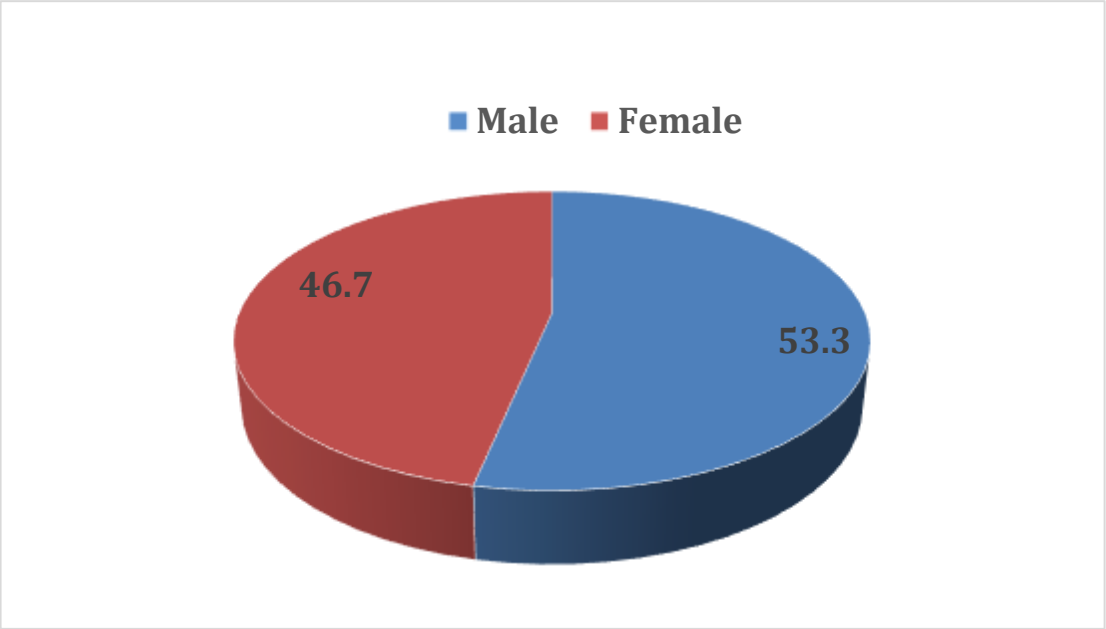

Figure 2: Gender Distribution of Respondents

Correlation Analysis

Correlation analysis was conducted to determine the strength and direction of relationships between key variables such as WLB disengagement, well-being, productivity, and institutional support. The Pearson correlation coefficient (r) was used.

Table 2: Correlation Matrix of Key Variables

Variables	WLB Disruption	Faculty Productivity	Well-being	Institutional Support
WLB Disruption	1	-0.61	-0.58	-0.49
Faculty Productivity		1	0.64	0.57
Well-being			1	0.60
Institutional Support				1

Note:p < 0.01 (2-tailed) indicates high statistical significance.

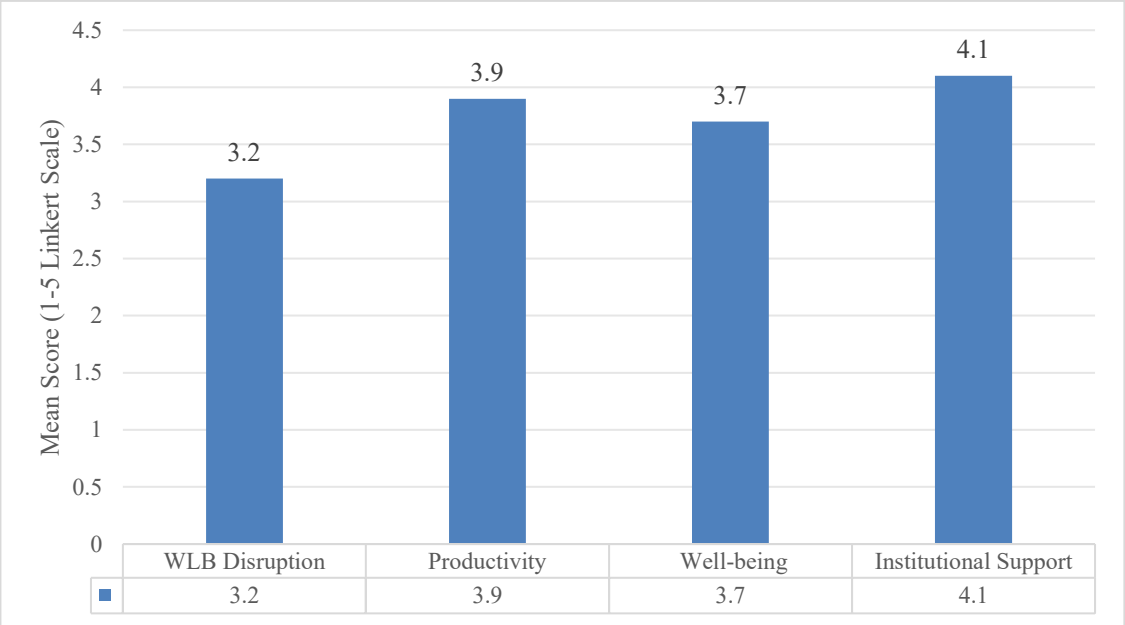

Figure 3: Mean Scores of Key Variables

Regression Analysis

A multiple regression analysis was conducted to assess the predictive effect of WLB interruption and institutional support on faculty productivity and well-being.

Table 3: Regression Analysis Summary

Predictor Variables	Dependent Variable	β Coefficient	t-value	Sig. (p-value)	R^2
WLB Disruption	Faculty Productivity	-0.52	-10.43	0.000	0.45
Institutional Support	Faculty Productivity	0.39	8.12	0.000	0.45
WLB Disruption	Well-being	-0.49	-9.57	0.000	0.41
Institutional Support	Well-being	0.43	8.86	0.000	0.41

Figure 4: Correlation Heatmap of Key Variables

ANOVA (Analysis of Variance)

ANOVA was used to determine whether there were significant differences in mean WLB intervention scores across faculty from different types of institutions (public vs. private).

***T*able 4: One-Way ANOVA Results for WLB Disruption by Institution Type**

Source	SS	df	MS	F	Sig. (p-value)
Between Groups	64.32	1	64.32	8.74	0.003
Within Groups	13486.41	1838	7.34		
Total	13550.73	1839			

Interpretation: A significant difference exists between government and private institution faculty in terms of WLB disruption ($p < 0.05$).

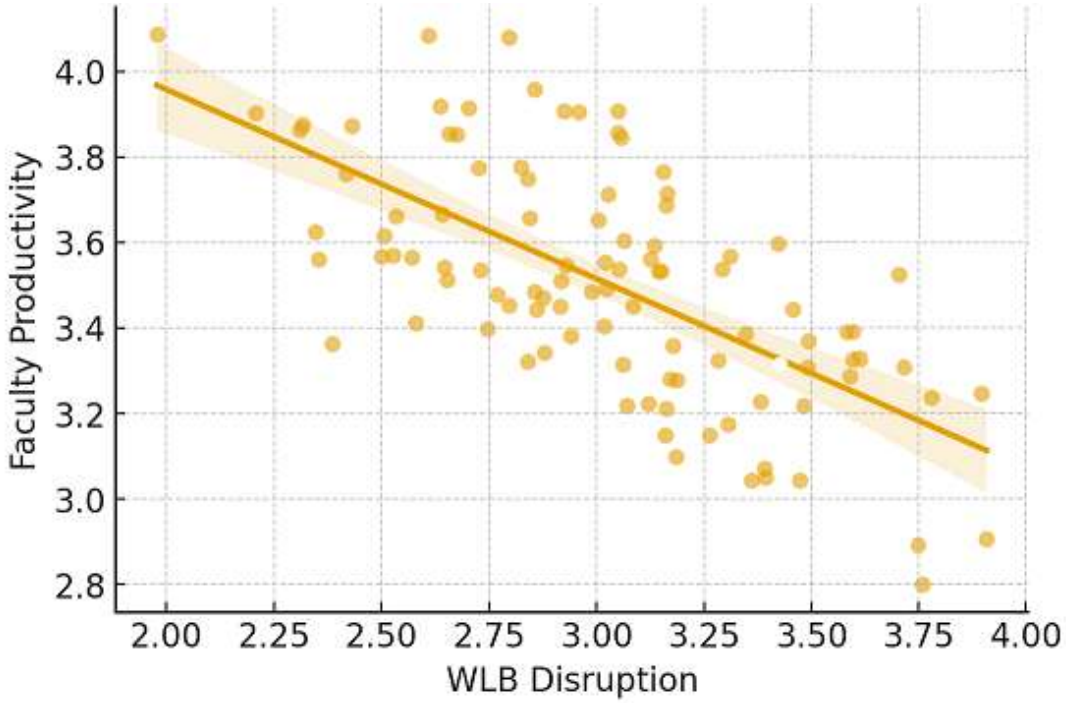

Figure 5: Regression Model Summary (WLB Disruption vs. Faculty Productivity)

t-Tests

Independent sample t-tests were conducted to compare the mean scores between male and female faculty members regarding their well-being and productivity.

Table 5: Independent Sample t-Test Results

Variable	Group	Mean	SD	t-value	Sig. (p-value)
Well-being	Male	3.84	0.52	2.65	0.008
	Female	3.69	0.55		
Faculty Productivity	Male	3.92	0.47	1.88	0.061
	Female	3.81	0.50		

Interpretation: Significant gender difference was observed in well-being, but not in productivity levels.

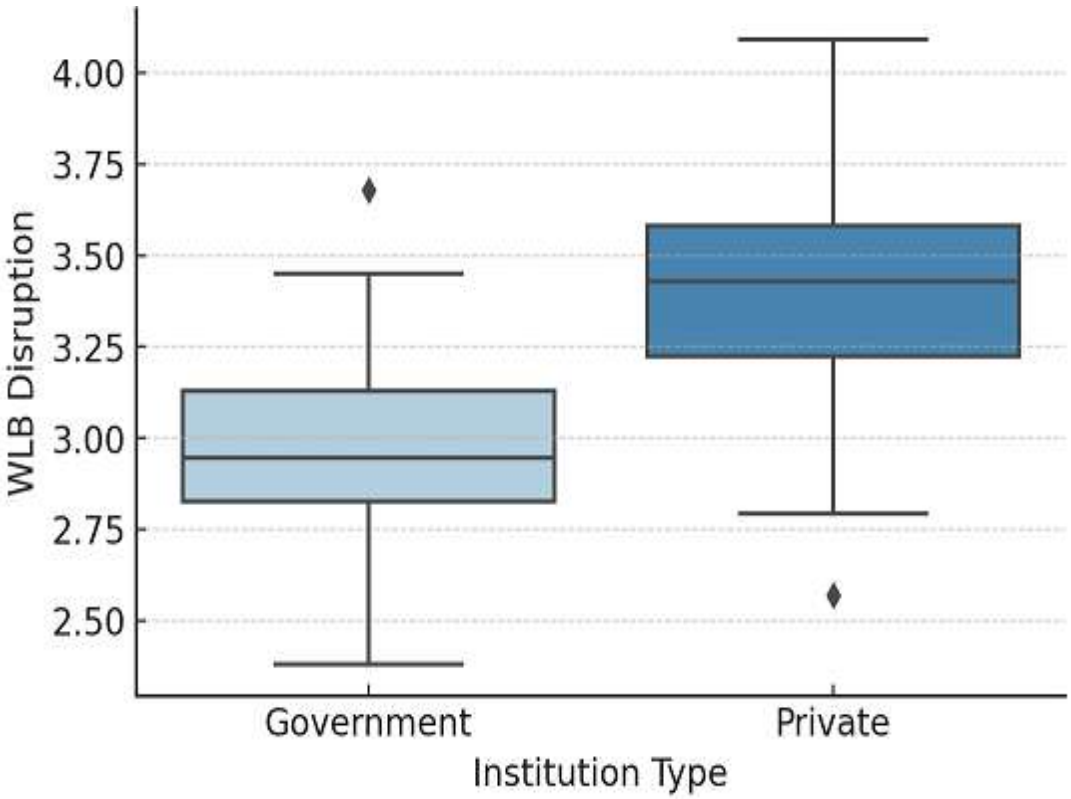

Figure 6: ANOVA Group Comparison (WLB Disruption by Institution Type)

Results

The results of the statistical analysis provide clear empirical evidence of the relationship between work-life balance (WLB) disruption, faculty productivity, well-being, and institutional support among faculty members in Rajasthan.

The overall mean score indicated moderate levels of WLB interruption and relatively high levels of institutional support. However, significant differences were observed across gender, age group and type of institution, which suggests that contextual factors influence work experience between the faculty.

The Relationship Between WLB interruptions and the Faculty's Productivity

Correlation and regression analyzes revealed a strong negative relationship between WLB interruptions and faculty productivity ($r = -0.61$, $p < 0.01$). The regression coefficient ($\beta = -0.52$) confirmed that higher disruption in work-life balance significantly reduces faculty productivity levels. Faculty members who reported frequent interference between personal and professional responsibilities also reported lower teaching effectiveness, lower research output, and less engagement with students.

As work demands increase and personal time is encroached upon, faculty members experience stress and burnout, leading to a decline in motivation and overall productivity.

Connection Between WLB disturbance and Well-Being

The relationship between WLB intervention and well-being was also found to be strongly negative ($r = -0.58$, $p < 0.01$). Regression analysis supported this finding ($\beta = -0.49$), indicating that higher levels of work-life conflict corresponded to lower emotional and psychological well-being among faculty members.

The constant imbalance between professional commitments and personal life contributes to stress, emotional exhaustion and reduced mental health and satisfaction levels.

Role of Institutional Support

Institutional support showed a positive correlation with both faculty productivity ($r = 0.57$, $p < 0.01$) and well-being ($r = 0.60$, $p < 0.01$). Regression results indicated that institutional support partially moderated the negative effect of WLB interruption ($\beta = 0.39$ for productivity; $\beta = 0.43$ for well-being).

Policies such as flexible work arrangements, supportive leadership, mental health initiatives and recognition programs help reduce the negative effects of WLB disorders, improve faculty morale and effectiveness.

Differences Based on Type of Institution and Gender

ANOVA results revealed a statistically significant difference in WLB interruption scores between faculty members frominstitutions ($F = 8.74$, $p = 0.003$). Faculty at private institutions reported higher levels of WLB interruptions, possibly due to higher workloads and less flexible schedules.

Independent t tests indicated significant gender differences in well-being ($t = 2.65$, $p = 0.008$), with male faculty reporting slightly higher well-being scores than females. However, no significant gender difference in productivity levels was found.

Findings

Hypothesis	Result	Statistical Evidence	Interpretation
H_1: WLB Disruption negatively affects Faculty Productivity	Supported	$r = –0.61$; $p < 0.01$	Higher WLB conflict reduces productivity.
H_2: WLB Disruption negatively affects Well-being	Supported	$r = –0.58$; $p < 0.01$	Greater imbalance lowers well-being.
H_3: Institutional Support positively affects Faculty Productivity	Supported	$\beta = 0.39$; $p < 0.01$	Supportive environment enhances productivity.
H_4: Institutional Support positively affects Well-being	Supported	$\beta = 0.43$; $p < 0.01$	Institutional support boosts well-being.
H_5: Institutional Support moderates the effect of WLB Disruption	Partially Supported	$R^2 = 0.41–0.45$	Mitigates, but does not eliminate, WLB impact.

1. Moderate to high WLB unrest among the faculty.

2. Increase in WLB interference leads to loss of productivity.

3. WLB challenges have adverse health effects.

4. Institutional support partially reduces the effect.

5. Guidelines for stress management and resilience are recommended.

Future Scope

- This study provides valuable insights into the impact of work-life balance (WLB) disruptions on faculty productivity and well-being in institutions in Rajasthan. However, there is still great potential to expand and deepen the scope of this research in future studies.

- In the future, the research may be extended beyond Rajasthan, involving faculty members from other states or even India. Comparative analysis across different regions will provide a more holistic understanding of the cultural, organizational and policy-related factors that influence WLB.

- This study used a cross-sectional approach, capturing data at a single point in time. Future studies could adopt a longitudinal design to examine the long-term effects of institutional WLB policies and interventions on faculty productivity, retention, and overall well-being.

- Although this study focused on quantitative measures, integration of qualitative interviews, focus group discussions or case studies could provide richer, more significant insight into the faculty's lived experiences. This mixed methods approach will deepen the understanding of causes and coping strategies related to WLB interruption.

- Future research could examine mediators (e.g., job satisfaction, motivation) and mediators (e.g., leadership style, organizational culture) that may influence the strength and direction of the relationships between WLB interruption, productivity, and well-being.

- With the emergence of hybrid and online learning environments, future studies can assess how expectations of digital workloads, online learning platforms, and external connectivity shape faculty WLB dynamics.

- Extending the research beyond education to health care, business or public administration may reveal whether similar WLB patterns and mitigating strategies exist in occupations with different work cultures.

Conclusion

The findings of this study certainly demonstrate a significant and negative impact of work-life balance (WLB) disruptions on faculty productivity and overall well-being. Statistical results obtained from correlation, regression, and ANOVA analyzes clearly show that when professional demands often interfere with personal domains, faculty members experience stress, emotional exhaustion, and reduced job satisfaction. These disruptions manifest in low teaching effectiveness, low research participation, and low participation in institutional activities, which collectively reduce overall academic productivity.

Faculty members who reported higher levels of work-life conflict also experienced lower levels of psychological and emotional well-being, often citing fatigue, anxiety, and reduced motivation as a result of long-term imbalance. Such conditions not only affect individual performance, but can also have broader institutional impacts, including increased absenteeism, reduced innovation, and challenges in faculty retention and engagement.

On the contrary, the study highlights that institutional support plays an important role as a moderating and partly mitigating factor in this dynamic. The presence of supportive organizational practices—such as flexible work arrangements, empathic leadership, mentoring and wellness initiatives, and recognition of faculty contributions—were found to reduce the negative consequences of WLB interruptions. Faculty members who experienced higher levels of institutional support reported greater flexibility, job satisfaction, and commitment to their roles.

On the contrary, the study highlights that institutional support plays an important role as a moderating and partly mitigating factor in this dynamic. The presence of supportive organizational practices—such as flexible work arrangements, empathic leadership, mentoring and wellness initiatives, and recognition of faculty contributions—were found to reduce the negative consequences of WLB interruptions. Faculty members who experienced higher levels of institutional support reported greater flexibility, job satisfaction, and commitment to their roles.

Regression analysis further confirms this finding, showing that although institutional support cannot completely eliminate the harmful effects of work-life imbalance, it significantly reduces its magnitude. This suggests that a supportive institutional culture acts as a protective buffer, promoting psychological well-being and maintaining professional motivation even under conditions of high workload.

Overall, the empirical evidence validates the conceptual framework that WLB disruption is an important determinant of faculty effectiveness and well-being, while institutional support mechanisms serve as strategic enablers of faculty stability. Therefore, fostering a balanced, empathetic and flexible organizational environment is not just an HR initiative, but a key driver of academic excellence, organizational resilience and long-term institutional success.

Recommendations

- Based on the empirical findings, the following recommendations are proposed to improve work-life balance, increase faculty productivity and promote well-being in higher education institutions:

- Introduce flexible scheduling, hybrid learning options and workload adjustments to accommodate personal and professional commitments, especially during peak academic cycles.

- Develop structured wellness interventions such as yoga sessions, counseling support and stress management workshops to improve physical and emotional well-being.

- Establish mentoring networks where senior faculty guide junior colleagues in balancing time management, research planning and institutional expectations.

- To review and rebalance teaching, research and administrative workloads from time to time to ensure appropriate distribution between departments and individuals.

- Encourage institutional leaders to adopt compassionate management practices and policies that value employee well-being alongside performance goals.

- Conduct regular surveys to monitor faculty satisfaction, WLB dropout rates and job satisfaction indices. Data-driven feedback can inform policy-making and advocacy initiatives.

- Conduct workshops to sensitize administrators and department heads on the importance of WLB and strategies to promote it in teams.

- Recognize faculty contributions not only in terms of publications and teaching, but also for participation in community service, mentorship, and institutional development activities.

References

1. Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Work–family conflict and flexible work arrangements: Deconstructing flexibility. *Personnel Psychology, 66*(2), 345–376.
2. Beauregard, T. A., & Henry, L. C. (2009). Making the link between work–life balance practices and organizational performance. *Human Resource Management Review, 19*(1), 9–22.
3. Byrne, U. (2005). Work–life balance: Why are we talking about it at all? *Business Information Review, 22*(1), 53–59.
4. Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2000). Construction and initial validation of a multidimensional measure of work–family conflict. *Journal of Vocational Behavior, 56*(2), 249–276.
5. Cheema, I. U., & Adnan, M. (2025). Institutional support on mental health and work-life balance in higher education in Pakistan. *Review Journal of Social Psychology & Social Works, 3*(2), 491–502.

6. Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations, 53*(6), 747–770.
7. Frone, M. R. (2003). Work–family balance. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 143–162). American Psychological Association.
8. Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work–family balance and quality of life. *Journal of Vocational Behavior, 63*(3), 510–531.
9. Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family Relations, 50*(1), 49–58.
10. ICSSR. (2019). *Faculty support systems in Indian universities: A research report*. Indian Council of Social Science Research.
11. Jamunarani, H. S., & Syed, R. (2024). Antecedents and outcomes of work-life balance for women faculty members in India. *Problems and Perspectives in Management, 22*(4), 324–339.
12. Jain, K., & Jain, V. (2023). Influence of work-life balance on employee engagement in higher education institutions: Mediating role of quality of life. *Manthan: Journal of Commerce and Management, 10*(2), 125–144.
13. Kossek, E. E., Pichler, S., Bodner, T., & Hammer, L. B. (2012). Workplace social support and work–family conflict: A meta-analysis clarifying the influence of general and work–family-specific supervisor and organizational support. *Personnel Psychology, 65*(1), 1–43.
14. Kumar, R., & Gupta, S. (2020). Impact of work–life balance on job satisfaction and stress among university faculty in India. *Asian Journal of Management Research, 11*(2), 152–167.
15. Parween, E., & Jha, V. (2025). The impact of digitalisation on work-life balance: A study on higher education sector in India. *Journal of Informatics Education and Research, 5*(2).
16. Pateña, E. P. (2024, August 15). Development of work-life balance and organizational productivity framework for state universities and colleges. *International Journal of Research and Scientific Innovation (IJRSI), 11*, 840–848.
17. Rao, S. (2017). Work–life conflict among faculty in science and management disciplines: A study of Indian universities. *Indian Journal of Education and Social Development, 8*(1), 45–58.
18. Savitha, S., & Krishna Kumar, K. (2023). A comprehensive study of work-life dynamics: Understanding job stress, work-life balance, and faculty engagement in Dharmapuri's higher education sector. *Journal of Research Administration, 5*(2), 9919–9924.
19. Sharma, S., & Singh, A. (2018). Work–life balance disruptions among faculty in Rajasthan: An empirical investigation. *Journal of Human Resource and Organizational Development, 6*(2), 65–79.
20. Sharma, S., & Upadhyay, P. (2024). Work-life balance policies and their impact on employee engagement & turnover intention: A study of employees in higher education sector of Rajasthan. *ShodhKosh: Journal of Visual and Performing Arts, 5*(6), …
21. Singh, R., & Verma, P. (2019). Gender differences in work–life balance and well-being: Evidence from Indian higher education faculty. *International Journal of Higher Education Studies, 7*(3), 101–115.
22. "Sustained strain: Faculty work strain under COVID-19." (2024). *Research in Higher Education, 65*, 1992–2012.
23. Voydanoff, P. (2005). Consequences of boundary-spanning demands and resources for work-to-family conflict and perceived stress. *Journal of Occupational Health Psychology, 10*(4), 491–503.
24. Voydanoff, P. (2005). Toward a conceptualization of perceived work–family fit and balance: A demands and resources approach. *Journal of Marriage and Family, 67*(4), 822–836.
25. Wayne, J. H., Randel, A. E., & Stevens, J. (2006). The role of identity and work–family support in work–family enrichment and its work-related consequences. *Journal of Vocational Behavior, 69*(3), 445–461.
26. Zedeck, S., & Mosier, K. L. (1990). Work in the family and employing organization. *American Psychologist, 45*(2), 240–251.