

Examine the Effect of Factors on Maintaining the Balance between Personal and Working Life among Indian Academics

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ABSTRACT

In dynamic and challenging scenario with Indian higher education, academics faced the growing challenges of maintaining a long term balance between work and life (WLB). The study examines large organizational and individual factors that affect WLB among faculty members in public and private universities in India. By using a cross-sectional survey design with 300 respondents, the study examines institutional support, time management practices and tension levels for job satisfaction and personal welfare. Female academics and private institutions reported high stress and low support levels. This paper focused on the need for time management training to improve welfare institutional policies, welfare programs for the faculty.

Keywords: Balance for working life, Indian academics, stress management, organizational assistance, time management, higher education, job satisfaction, faculty welfare, institutional policy, gender inequality.

I. INTRODUCTION

In India's developed education scenario, academics have caught a specific demand role that combines intellectual, administrative and advisory responsibilities. Institutions for higher education undergo rapid change - increase in expectations of students, technical integration, recognition requirements and global education competition - a teacher has expanded beyond traditional teaching. Today, faculty members are expected to increase course development, quality research publication, community engagement and institutional rules, often hard time limits with institutional support.

These versatile claims have created a growing concern for academics to maintain a healthy and durable balance. Unlike many

corporate roles, educational functions often spread some offices, such as grading, research writing and response to students in personal time. This phenomenon is further expanded by digitalisation and hybrid learning models by digitization and post-pandemic transition, which effectively dissolves the boundaries between professional and personal life.

The work academics has play important role in implications of balance between academics obligations and personal welfare for maintain the mental and physical health, but also taking care about the students' results, institutional productivity and long-term faculty storage. Stress, burnout, family conflict, dissatisfaction with work and low research productivity are often the results of poor functional integration.

The purpose of this study is to investigate the most important determinants that affect the balance between professional and personal life in reference to Indian academics. In particular, it examines:

- Stress levels due to institutional expectations and workloads.
- Efficiency in balance management practices and double responsibility.
- Organizational auxiliary mechanisms including human resources, welfare programs and management working.
- Personal welfare indicators, such as mental health, satisfaction and inspiration.

II. CONCEPTUAL FRAMEWORK

The conceptual structure of this study is based on the notion that the balance between working life between Indian academics has been shaped by organizational, personal and role conversation. The structure is established to restore principles such as Clarks Work/Family Borders

Theory (2000) and Green House and Alan Work Family Conflict Model (2011), and the Faculty members must identify three primary determinant groups affecting the balance of work.

1. Organizational Factors

These include structural and institutional factors that create work status and institutional auxiliary mechanisms for an education.

Main variable:

- Cost expectations
- Administrative duties
- Flexibility in the teaching program
- Holiday and welfare policy
- The availability of welfare programs
- Leadership Responsibility

Assumption: Institutional support and their flexibility leads to maintain a better balance between work and personal life than the high levels of institutional support and flexibility.

2. Personal Factors

These are internal copying mechanisms and time - related behavior that help the faculty navigating many requirements.

Main variable:

- Time management skills
- Targeted behavior
- Self -proclaiming and priority
- Workholism trend

Assumptions: Effective time management affects the balance between working life and personal life which reduces the stress.

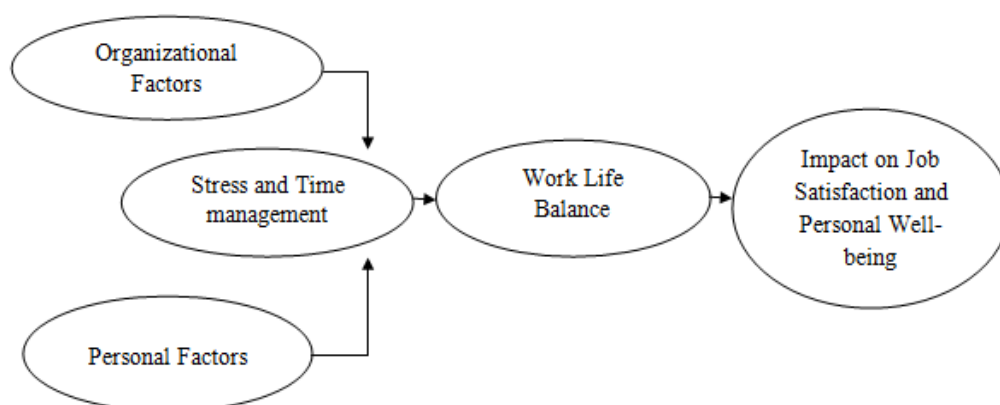
3. Well-being and Outcome Indicators

They represent the results of the interface between work and life, which are shown in professional satisfaction and personal health results.

Key indicators:

- Job satisfaction
- Mental and physical health
- Work engagement
- Burnout and Fatigue

Assumption: Balance with poor working life affects both professional production and personal welfare.



III. LITERATURE REVIEW

Hutji and Mishra (2022) found that Indian academics reported high emotional fatigue due to continuous pressure to publish and perform administrative functions. Lack of institutional system improves stress to support mental health or policy from time to time. His findings also emphasize the leaders' role in managing the expectations of the allegations.

Joshi and Bhatnagar (2021) examined gender -specific challenges in higher education and found that female academics were incompatible with responsibility, causing more intensity in their

working life struggles. He also said that women report high feelings of crime while prioritizing their careers and contributing to emotional stress.

Kumar and Verma (2023) examined how flexible schemes, support and research institutions for childcare are more satisfied and productive faculties. His research faculty supports the implementation of institutional policy.

In a comparative study, Lee and Ghosh (2021) found that Asian faculty members (including India, China and South Korea) reported low levels of alleged balance between work and life

compared to their Western colleagues due to severe institutional hierarchy and expectations of claims.

Naidu et al. (2023) used a longitudinal data set to show that the burnout between the faculty is often cumulative, where young faculty members report high early inspiration, but the resolution has increased after three years in institutions that are unmatched.

Patel and Singh (2022) emphasized where sudden changes for online teaching blurry traditional time structures, and helped to work differently than personal life. Faculty members found the students e-post messages or educational work late at night, which caused digital fatigue.

Rana and Sharma (2023) found that consultation on welfare programs, coverage of mental health insurance, including yoga, is greatly corrected with better faculty's participation and little absence. Institutions investing in emotional welfare used employees' participation and morals.

Roy and Thomas (2024) discovered the effect of hybrid academic models on the WLB post-pandemic. He found that flexibility in distance education improved the integration of working life for something, at the same time expanded to others, especially where digital units were poorly controlled.

Turner and Jackson (2020) conducted a qualitative study in the UK and Australia and found that academics had an important factor in maintaining institutional support-specific SAW-specific viewing in terms of flexible function. His study shows similar conclusions from Indian contexts despite cultural differences.

Objective

1. To understand the working state between academics in India and the current balance between life.
2. To identify important factors that affect WLB.
3. To assess the impact of tension and time management on job satisfaction and personal welfare.
4. To examine the role of organizational policy and support systems.

Hypothesis

- H1: There is a significant connection between academics and organizational support and balance between work and life.
- H2: Time management greatly affects the balance between academics.
- H3: High stress levels are negatively correlated with job satisfaction among academics.

IV. RESEARCH METHODOLOGY

Research Design

A quantitative, cross-sectional study design was used to investigate the balance between work and life between Indian academics. The primary equipment used for data collection was a structured questionnaire designed to capture both objective and ideological information from the respondents. The purpose of the study is to find out how different institutional, psychological and individual factors affect the balance between work and personal life.

Sample Size

A total of 300 academics were chosen through random samples from 15 universities in five major Indian states : Delhi, Rajasthan, Punjab, Gujarat and Madhya Pradesh

Questionnaire design

The questionnaire consisted of five main segments, each closed (5-point floating scale) and open questions:

1. **Demographic data** - Age, gender, experience, marital status, dependent, institute type.
2. **Stress indicators** - Measures included emotional fatigue, physical symptoms and pressure from the time limit.
3. **Time management strategies** - Questions focused on planning habits, priority skills and goal settings.
4. **Organizational factors** - These include composition, culture, management, politics and working environment that create the behavior and performance of the employees.
5. **Personal factor:** These include a person's personality, approach, inspiration, skills and experiences that affect how they react to the organizational environment.

A pilot test was performed with 30 academics to limit clarity and reliability. The alpha point for the crown back for the main parameters was between 0.78 and 0.86, indicating strong internal stability.

Data analysis technique

Data was analyzed using IBM SPSS version 25. The following statistical techniques were used:

- Descriptive numbers (meaning, standard deviations, frequencies) were used to understand accused properties and general trends.
- Correlation analysis was used to detect the relationship between stress, time management and balance between work and life.

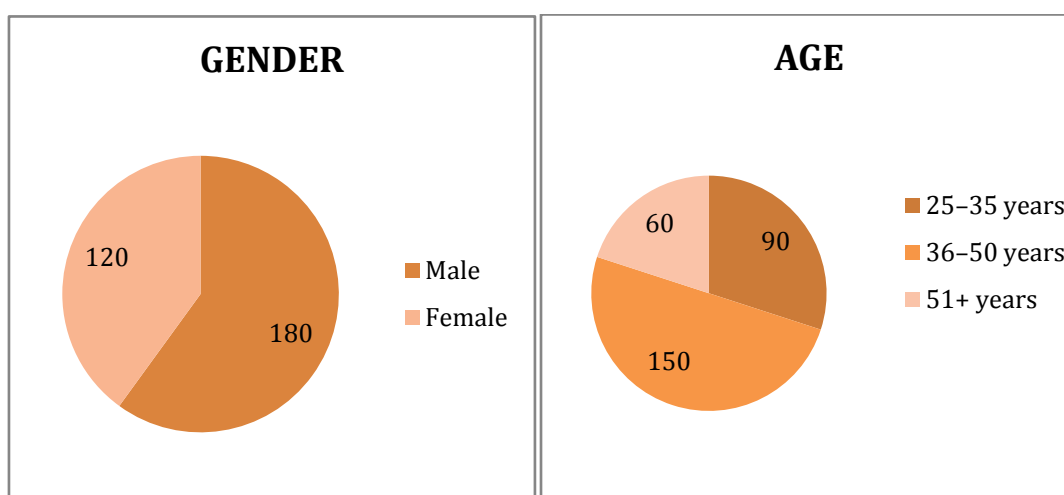
• Many regression analyzes tested stress, organizational support and future time management levels on the satisfaction of working life.

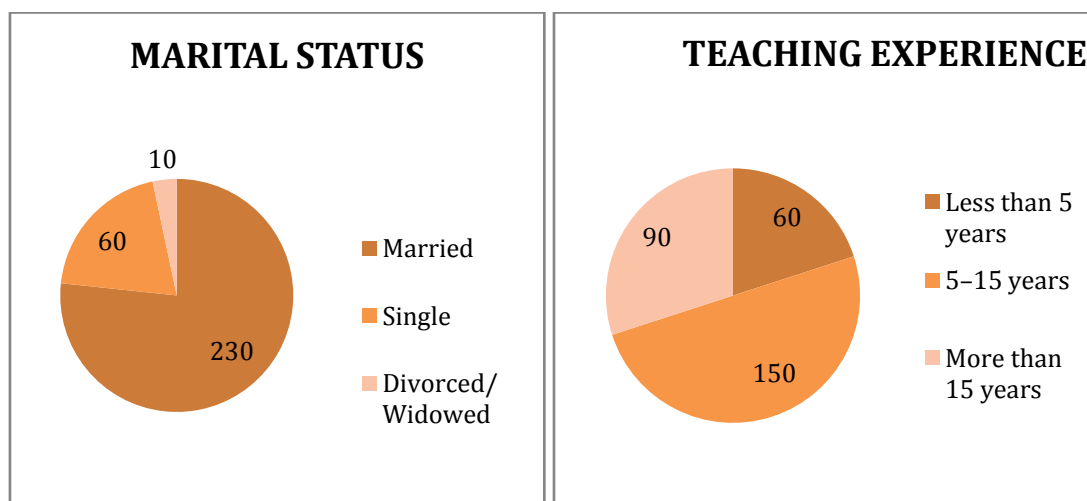
• Anova (variance analysis) was used to compare WLB points with demographic subgroups (eg gender, institute type).

V. DATA COLLECTION AND ANALYSIS

Respondent profile summary:

Variable	Category	Frequency	Percentage
Gender	Male	185	61%
	Female	95	32%
	Transgender	20	0.7%
Age	25–35 years	90	30%
	36–50 years	150	50%
	51+ years	60	20%
Marital Status	Married	230	77%
	Single	60	20%
	Divorced/Widowed	10	3%
Teaching Experience	Less than 5 years	60	20%
	5–15 years	150	50%
	More than 15 years	90	30%





Objective 1: To understand the working state between academics in India and the current balance between life.

In order to estimate the prevailing location of the condition, descriptive statistical equipment was used. The average WLB score was found to be 3.54 (on the 5-point scale), indicating a moderate level of satisfaction in the handling of work and personal responsibility. Around 64% of those involved in the survey reported challenges in maintaining personal welfare due to work obligations, especially in terms of time and lack of research duty.

In addition, gender distribution showed that female academics experienced high stress and low satisfaction in integrating working life compared to male colleagues. Similarly, academics at private universities indicated a relatively low level of organizational support and flexibility compared to people from public institutions.

Objective 2: To identify important factors that affect WLB.

To address this purpose, the pearson correlation analysis was performed to investigate the relationship between potentially affected factors and general WLB point. Analysis revealed:

- There was a strong positive correlation with WLB ($R = 0.62$, $p < 0.01$) in organizational support
- Time management skills also showed an important positive correlation ($R = 0.48$, $p < 0.05$)
- The voltage level with WLB and job satisfaction is the opposite ($R = -0.53$, $p < 0.01$)

These findings support the notion that structural support systems and individual management strategies play an important role in balanced professionally and personal life among academics.

Objective 3: To assess the impact of tension and time management on job satisfaction and personal welfare.

Further analysis was done using many regression and correlation of how stress and time management affected job satisfaction.

- Data showed that high stress was well associated with low job satisfaction and faculty members ($R = -0.53$, $p < 0.01$).
- In contrast, academics show effective time management strategy for satisfaction and role conflict with high job satisfaction.

These results indicate that the faculty of the faculty is strongly influenced by their ability to handle time and handle the stress of the work.

Objective 4: To examine the role of organizational policy and support systems.

The role of institutional structures and support services was statistically valid in the hypothesis test process. Organizational flexibility, auxiliary management, welfare initiative and transparent holiday policy were all found to improve WLB and storage intentions.

- Faculty members formally demonstrated high satisfaction and low burnout rates in the WLB policy.
- Private universities, although the depth and execution of the policy were interviewed compared to the flexible, public sector institutions.

VI. SUMMARY OF HYPOTHESIS TESTING

Following table represent the results obtain from hypothesis testing:

Hypothesis	Description	Correlation (r)	Significance (p-value)	Result
H1	There is a significant relationship between organizational support and WLB	0.62	$p < 0.01$	Supported
H2	Time management significantly affects the work-life balance	0.48	$p < 0.05$	Supported
H3	High stress negatively correlates with job satisfaction	-0.53	$p < 0.01$	Supported

Summary of Key Descriptive Statistics

Variable	Mean	Std. Deviation	Minimum	Maximum
Stress score preceived	3.42	0.68	1	5
Time management efficiency	3.87	0.73	1	5
Organizational aid index	3.21	0.82	1	5
The satisfaction score of the working life	3.54	0.71	1	5

Preliminary observation

- 64% of 64% of the people agreed that their work often interferes with family life.
- Only 38% realized that his organization provided enough help to personal welfare.
- Female respondents reported much more stress (meaning = 3.68) compared to male respondents (average = 3.28).
- Education in private universities indicated less organizational support (meaning = 3.01) than its public university colleagues (soil = 3.42).

VII. FINDINGS

1. The current status of balance between work and life between Indian academics

- The average score of Work Life Balance (WLB) reported by the respondents was 3.54 out of 5, indicating a moderate level of WLB.
- One of the persons involved in the survey reported difficulties with balanced professional obligations and personal lives, especially because of teaching burden, research goals and administrative duties.
- Female academics expressed low satisfaction, high stress levels and balanced individual and professional lives than the male colleagues.

- Faculty members at private university reported less organizational support, flexibility and job satisfaction than people working in public institutions.

These results confirm that the balance between work and life is a medium, but is influenced by both anxiety, personal demographics and institutional factors in academics.

2. Major Determinants that Influencing Work-Life Balance

- Organic support had a strong positive relationship with WLB ($R = 0.62$, $p < 0.01$), which suggested that faculty members have a better balance with flexible scheme, welfare policy and access to responsible governance.
- Time management skills showed positive effects on WLB ($R = 0.48$, $p < 0.05$), and show that individual planning and discipline are important tools for competition with educational requirements.
- The stress level was negatively correlated with both WLB and job satisfaction ($R = -0.53$, $p < 0.01$), psychological tolls can validate excessive charge and work for the welfare of faculty.

It confirms that both institutional support and individual self-esteem are important in order to maintain an effective balance between work and personal life in the educational career.

3. Impact of Time Management and on job satisfaction

- The results showed that extremely alleged stress among academics reduced job satisfaction and general welfare.
 - Unlike faculty members who were engaged in structured time management, more emotional stability and performance practice in both individual and commercial sectors.
- It outlines the important role of emotional regulation and labor priority in academic job satisfaction.

4. The role of organizational policy and institutional support

- Universities that provide a formal balance between work and personal life (WLB) such as flexible working hours, clear holiday policies and satisfaction level
- The Faculty of Public Universities reported continuous better policy implementation and more institutional flexibility than people in the private sector.

These result in strengthen the importance of institutional support in permanent faculty participation and reduce burnout rates.

Summary of Findings

1. Hours for flexible work from academics reported high satisfaction.
2. Time management practices directly affected their ability to fulfill professional and personal obligations.
3. Organizational support, such as the publication of politics and welfare programs, improved WLB.
4. Stress was a major obstacle due to administrative stress and publishing pressure.

VIII. SCOPE OF STUDY

The study focuses on understanding the determinants of the Work Life Balance (WLB) among academics working in Indian institutions for higher education. Research is mainly targeted to faculty members working in public and private universities in large capital in India.

The scope includes different demographic groups divided by gender, age, teaching experience and marital status, which allows broad insight to interact with work and personal life. The study examines important factors such as job satisfaction

and their impact on personal welfare, as well as organizational support, time management practices and levels of stress.

While the study provides valuable data on institutional and individual effects affecting WLB, scope is limited to academics and not expanded to administrative or assistant employees at universities. In addition, the study is the cross-section of nature, which provides a snapshot in time instead of longitudinal trends.

Future research can expand this scope to compare comparative analysis, educational or longitudinal assessment in different states to develop WLB dynamics over time. In addition, academic workers will detect and depth the effect of emerging work models such as hybrid and distance education.

IX. CONCLUSION

This study suggests that the balance between Indian academics is a versatile question influenced by both organizational and personal factors. It indicates the balance between work and personal life, with important challenges as a result of administrative fees, research pressure and teaching responsibilities.

Organizational support appears to be an important promoter for better integration of working life with flexible policy, welfare programs and support management. Effective time management is also necessary to help academics meet competitive requirements and to maintain job satisfaction.

In contrast, the level of elevated stress reduces job satisfaction and personal welfare, and emphasizes the need for stress reduction and the need for targeted interventions focused on handling the workload. Inequality around gender in balance experiences between work and personal life indicates the need for more inclusive and sensitive institutional policy.

Finally, in order to promote permanent education careers and increase institutional efficiency, institutions for higher education in India should prioritize development and implementation of extensive balance policy for working life. Supporting the faculty through institutional reforms, training of the faculty in welfare initiatives and time management can improve welfare, reduce burnout and eventually contribute to the general quality of education.

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