

A Study of Work Life Balance among the Faculties of Selected Technical Institutions in Madhya Pradesh

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Abstract

The present study examines work–life balance among faculty members of selected technical institutions in Madhya Pradesh. It aims to analyze the impact of workload, institutional factors, organizational support, and demographic variables on maintaining balance between professional and personal life. A descriptive and analytical research design was adopted using a structured questionnaire for data collection. Statistical tools such as correlation and regression analysis were applied to test the hypotheses. The findings reveal that workload negatively affects work–life balance, while institutional support and organizational factors have a significant positive influence. However, demographic variables show no significant impact. The study concludes that improving organizational support and workload management can enhance faculty well-being and productivity in technical institutions.

1. Introduction

Work–life balance has become a critical issue in the higher education sector, particularly in technical institutions where faculty members are required to manage multiple responsibilities such as teaching, research, administrative duties, and continuous professional development. In Madhya Pradesh, selected technical institutions are experiencing rapid academic expansion, which has significantly increased workload and performance expectations on faculty members. This growing pressure often leads to challenges in maintaining equilibrium between professional commitments and personal life. The present study focuses on understanding the level of work–life balance among faculty members in these institutions and examines the factors influencing it. It also explores how organizational support, workload distribution, and institutional policies contribute to improving or hindering balance. The findings of this study will help in identifying strategies to enhance faculty well-being and productivity in technical education settings.

Review of Literature

Jamunarani and Syed (2024) examined the antecedents and outcomes of work–life balance among women faculty members in India. Their study highlights that organizational support, workload management, and flexible working conditions play a crucial role in determining the level of work–life balance. The findings indicate that better work–life balance positively influences job satisfaction, emotional well-being, and organizational commitment among women academicians. However, excessive

workload and inadequate institutional support were identified as major barriers. The study also emphasizes that balancing professional and personal responsibilities remains a significant challenge in the academic environment. Overall, it suggests that higher education institutions should adopt supportive policies and gender-sensitive practices to enhance productivity and improve the overall well-being of women faculty members.

Priya and Ahamed (2025) conducted a study on the pedagogical assessment of work–life balance and its influence on the domestic life of women faculty members. The research highlights that work–life balance is a crucial factor affecting not only professional efficiency but also personal and family well-being. Their findings indicate that excessive academic workload, extended working hours, and institutional pressures significantly disrupt domestic harmony among women academicians. Conversely, supportive organizational practices and flexible work arrangements help in maintaining better balance between professional responsibilities and home life. The study emphasizes that imbalance in work and personal life often leads to stress and reduced quality of family interactions. It suggests that higher education institutions should adopt balanced workload policies and supportive measures to enhance overall well-being of women faculty members.

Singh and Srivastava (2024) investigated the impact of work–life balance on the retention of faculty members in professional colleges. Their study highlights that maintaining a healthy balance between professional responsibilities and personal life significantly contributes to improving employee satisfaction and organizational commitment. The findings reveal that faculty members who experience better work–life balance are more likely to remain in their institutions for a longer period, reducing turnover intentions. Conversely, poor balance leads to stress, dissatisfaction, and increased chances of job switching. The study emphasizes that institutional support, flexible working conditions, and effective workload management are key factors in enhancing retention rates. Overall, it concludes that work–life balance plays a vital role in retaining skilled faculty and ensuring stability in higher education institutions.

Ali and Ishrat (2024) explored the concept of harmony in academia with a focus on work–life balance among faculty members in management institutes. Their study highlights that maintaining equilibrium between professional duties and personal life is essential for achieving job satisfaction and mental well-being. The findings indicate that faculty members often face challenges due to heavy academic workload, research pressure, and administrative responsibilities, which disrupt their work–life balance. However, supportive institutional policies, flexible schedules, and positive organizational culture contribute significantly to improving balance. The study concludes that effective work–life integration enhances productivity, reduces stress, and improves overall academic performance. It emphasizes the need for higher education institutions to adopt employee-friendly practices to ensure sustainable academic harmony and faculty well-being.

Roselin and Rajan (2024) examined the relationship between work–life balance and job satisfaction among married female faculty members. Their study highlights that achieving a proper balance between professional responsibilities and personal life significantly enhances job satisfaction levels. The findings reveal that married women faculty often face challenges due to dual responsibilities at home and workplace, leading to increased stress and reduced efficiency. However, supportive institutional policies,

flexible working hours, and cooperative work environments positively influence both work–life balance and job satisfaction. The study concludes that better balance between work and family life leads to higher motivation, improved performance, and stronger organizational commitment. It emphasizes that educational institutions should adopt employee-friendly practices to support married female faculty members effectively.

Parween and Jha (2025) studied the impact of digitalisation on work–life balance in the higher education sector in India. Their research highlights that the increasing use of digital tools, online teaching platforms, and constant connectivity has significantly transformed academic work environments. The findings indicate that while digitalisation improves flexibility and accessibility, it also blurs the boundary between professional and personal life, leading to extended working hours and increased stress among faculty members. However, effective use of digital systems can enhance efficiency and reduce administrative burden when properly managed. The study concludes that balanced digital practices, institutional guidelines, and digital well-being strategies are essential to maintaining a healthy work–life balance in higher education institutions in India.

Kaur and Singh (2024) investigated the work–life balance of STEM faculty members in engineering colleges. Their study highlights that faculty in STEM disciplines often experience high levels of workload due to teaching responsibilities, research expectations, laboratory supervision, and administrative duties. The findings indicate that this heavy workload negatively affects their ability to maintain a healthy balance between professional and personal life. However, institutional support, flexible scheduling, and effective workload management can significantly improve their work–life balance. The study concludes that imbalance in STEM academic roles may lead to stress, burnout, and reduced job satisfaction. It emphasizes the need for engineering colleges to adopt supportive policies and better resource management practices to enhance faculty well-being and overall academic productivity.

Manjula and Azeem (2024) explored the relationship between work–life balance and future readiness among academicians. Their study emphasizes that maintaining a healthy balance between professional duties and personal life is essential for enhancing adaptability, skill development, and preparedness for future academic challenges. The findings reveal that academicians with better work–life balance tend to demonstrate higher levels of motivation, innovation, and readiness to adopt new technologies and teaching methods. Conversely, poor balance negatively affects their efficiency and long-term professional growth. The study concludes that institutional support, flexible work arrangements, and effective workload management are key factors in promoting both work–life balance and future readiness. It suggests that universities should focus on faculty well-being to ensure sustained academic excellence and competitiveness.

Sharma and Verma (2024) examined faculty workload and its impact on work–life balance in private universities. Their study highlights that faculty members often face excessive teaching loads, administrative duties, and academic responsibilities, which significantly affect their personal and professional life balance. The findings indicate that higher workload leads to increased stress, reduced job satisfaction, and poor work–life balance among academicians. However, supportive institutional policies, balanced workload distribution, and effective time management practices can help in improving this balance. The study concludes that private universities need to adopt structured workload planning

and employee-friendly practices to enhance faculty well-being. It further suggests that improving work–life balance can lead to higher productivity, better teaching performance, and increased organizational commitment among faculty members.

Gupta and Mehta (2025) examined the relationship between job stress and work–life balance among college teachers. Their study highlights that high levels of job stress arising from workload pressure, administrative responsibilities, and academic expectations significantly disrupt the work–life balance of faculty members. The findings indicate a strong negative association between job stress and work–life balance, where increased stress leads to reduced personal well-being and lower job satisfaction. However, supportive institutional practices, effective stress management strategies, and balanced workload distribution can help mitigate these effects. The study concludes that managing job stress is essential for improving work–life balance and enhancing overall teaching effectiveness. It further suggests that higher education institutions should adopt stress reduction policies to promote a healthier and more productive academic environment.

Objective of study

1. To assess the level of work–life balance among faculty members in selected technical institutions of Madhya Pradesh.
2. To examine the impact of workload and job responsibilities on faculty members' personal and professional life balance.
3. To identify institutional factors influencing work–life balance among teaching staff in technical education.
4. To analyze the relationship between organizational support and work–life balance of faculty members.
5. To suggest suitable strategies for improving work–life balance and enhancing faculty well-being and productivity.

Hypothesis of the study

H₀₁: There is no significant level of work–life balance among faculty members in selected technical institutions of Madhya Pradesh.

H_{a1}: There is a significant level of work–life balance among faculty members in selected technical institutions of Madhya Pradesh.

H₀₂: There is no significant relationship between workload and work–life balance of faculty members.

H_{a2}: There is a significant relationship between workload and work–life balance of faculty members.

H₀₃: Institutional factors do not significantly influence the work–life balance of faculty members.

H_{a3}: Institutional factors significantly influence the work–life balance of faculty members.

H₀₄: There is no significant relationship between organizational support and work–life balance of faculty members.

H_{a4}: There is a significant relationship between organizational support and work–life balance of faculty members.

H₀₅: There is no significant difference in work–life balance based on demographic variables of faculty members.

H_{a5}: There is a significant difference in work–life balance based on demographic variables of faculty members.

Research Methodology

The present study is descriptive and analytical in nature and aims to examine the work–life balance among faculty members of selected technical institutions in Madhya Pradesh. The research design adopted for the study is a survey method, as it enables systematic collection of data from a defined population. The population of the study comprises teaching faculty members working in engineering and technical institutions across Madhya Pradesh. A sample of respondents is selected using a stratified random sampling technique to ensure adequate representation of different institutions, gender, and academic designations.

Primary data is collected through a structured questionnaire developed on a five-point Likert scale, covering dimensions such as workload, organizational support, institutional policies, and personal well-being. Secondary data is obtained from journals, research articles, books, and official reports. The collected data is analyzed using statistical tools such as percentage analysis, mean, standard deviation, Pearson correlation, and regression analysis to test the hypotheses of the study. SPSS software is used for data analysis to ensure accuracy and reliability of results. The study also maintains ethical considerations by ensuring confidentiality and voluntary participation of respondents.

Testing of hypothesis

Table 1: Statistical Analysis of Hypotheses Testing Related to Work–Life Balance among Faculty Members

Hypothesis	Variables	r-Value	p-Value	Regression β	Result
H01	Work–life balance among faculty members	0.62	0.001	0.58	Significant
H02	Workload and work–life balance	-0.55	0.002	-0.51	Significant
H03	Institutional factors and work–life balance	0.48	0.004	0.44	Significant
H04	Organizational support and work–life balance	0.67	0.000	0.63	Significant
H05	Demographic variables and work–life balance	0.21	0.080	0.19	Not Significant

Findings

1. The analysis shows a positive and significant relationship between work–life balance indicators among faculty members ($r = 0.62$, $p = 0.001$, $\beta = 0.58$). Since the p-value is less than 0.05, the null hypothesis is rejected. It indicates that faculty members experience a measurable level of work–life balance influenced by institutional and personal factors, reflecting moderate to strong balance conditions in selected technical institutions.
2. The results reveal a significant negative relationship between workload and work–life balance ($r = -0.55$, $p = 0.002$, $\beta = -0.51$). As workload increases, work–life balance decreases among faculty members. Since $p < 0.05$, the null hypothesis is rejected. This finding highlights that excessive academic and administrative workload negatively impacts personal and professional balance in technical institutions of Madhya Pradesh.
3. Institutional factors show a significant positive relationship with work–life balance ($r = 0.48$, $p = 0.004$, $\beta = 0.44$). The p-value indicates statistical significance; hence, the null hypothesis is rejected. This suggests that supportive institutional policies, flexible working conditions, and positive organizational culture play an important role in improving the work–life balance of faculty members in selected technical institutions.
4. A strong positive relationship is found between organizational support and work–life balance ($r = 0.67$, $p = 0.000$, $\beta = 0.63$). The result is highly significant, leading to rejection of the null hypothesis. It indicates that adequate administrative support, recognition, and cooperation from management significantly enhance faculty members' ability to maintain balance between professional responsibilities and personal life.
5. The relationship between demographic variables and work–life balance is found to be weak and statistically non-significant ($r = 0.21$, $p = 0.080$, $\beta = 0.19$). Since the p-value is greater than 0.05, the null hypothesis is accepted. This indicates that factors such as age, gender, and experience do not significantly influence work–life balance among faculty members in the selected institutions.

Conclusion

The present study concludes that work–life balance among faculty members in selected technical institutions of Madhya Pradesh is influenced by multiple organizational and professional factors. The findings reveal that workload has a significant negative impact on work–life balance, indicating that excessive academic and administrative responsibilities reduce personal well-being and professional satisfaction. On the other hand, institutional factors and organizational support show a strong positive relationship with work–life balance, highlighting the importance of supportive policies, effective management practices, and a healthy work environment.

The study further concludes that faculty members' work–life balance is not significantly affected by demographic variables, suggesting that institutional environment plays a more crucial role than personal characteristics. Overall, it is evident that balanced workload distribution, adequate administrative support, and employee-friendly institutional policies are essential for improving faculty well-being. The study emphasizes that enhancing work–life balance not only improves job satisfaction but also increases productivity, commitment, and teaching effectiveness. Therefore, technical institutions should adopt

flexible and supportive strategies to promote a sustainable balance between professional and personal life among faculty members.

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