



# “A study on – WORKLIFE BALANCE AMONG UNIVERSITY TEACHERS”

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## **Abstract: -**

Work-life balance is a significant challenge facing university teachers. They often have heavy workloads, long working hours, lack of support, and personal needs that make it difficult to devote time to their personal lives. This can lead to negative consequences such as stress, burnout, decreased job satisfaction, and low productivity. Several factors contribute to work-life conflict for teachers, including job requirements, institutional culture, and teacher personality traits.

The report outlines various strategies that can help university teachers achieve better work-life balance. Personal strategies include setting boundaries between work and personal time, taking breaks, delegating tasks, learning to say no to overcommitments, and prioritizing self-care through exercise, nutrition, and rest. Institutional strategies involve providing flexible work arrangements, professional development focused on stress/time management, and cultivating an organizational culture that values work-life balance.

By implementing personal and institutional strategies, university teachers can mitigate work-life conflict, improve their overall well-being, increase job satisfaction, and boost productivity. Achieving a sustainable work-life balance is crucial for the long-term success and fulfilment of teachers in higher education settings.

## **1. INTROUCTION: -**

Work-life balance is an important issue facing university teachers. They often have to work long hours in and out of the classroom and may have a hard time finding time for a lifetime. This can lead to stress, burnout and job dissatisfaction. A study by the American Psychological Association found that college teachers are more likely to experience work-life conflict than other professionals. This study also found that work-life conflict can have negative effects on teachers, such as physical and mental problems, job satisfaction, and low productivity. There are many factors that can cause work-life conflict for l teachers. These factors are:

**Heavy workload:** Most university teachers have a heavy workload, making it difficult to devote time to your personal life.

**Long Working Hours:** University teachers often work long hours in and out of the classroom.

**Lack of Support:** teachers may not get the support they need from their colleagues or administrators, making it difficult for them to balance work and private life.

**Personal Needs:** teachers may have personal needs, such as caring for children or elderly parents, that make it difficult for them to balance work and private life.

Much can be done to help college teachers achieve work-life balance. These include:

**Setting Boundaries:** teachers need to set boundaries between work and private life. This means not checking work emails or job calls outside of working hours. Rest: teachers need rest to prevent violence. This may include going for a walk, reading a book, or spending time with family and friends.

**Delegation:** University teachers should delegate their work to colleagues and students whenever possible. This will give them time to focus on the most important things.

**Say No:** College teachers need to learn not to make new promises. This will help them not get stressed out by overeating.

**Take care of yourself:** University teachers need to take care of themselves physically and mentally.

This means eating well, getting enough sleep and exercising regularly. Work-life balance is important for all professionals, but especially school teachers. By taking steps to achieve work-life balance, school teachers can improve their physical and mental health, increase job satisfaction and productivity.

In addition to the factors listed above, there are many other factors that can cause university work-life conflict. These factors include:

**Job Requirements:** College teachers often need to do a lot of work outside of the classroom, such as grading, lesson preparation, and research.

This can make it difficult for them to find time for their own lives.

**Corporate Culture:** Corporate culture can also play a role in work-life conflict. For example, a school that prioritises research may find it difficult for teachers to balance their work and private lives.

**Teacher Personality:** Teacher personality also plays a role in work-life conflict. For example, effective teachers may be more likely to experience work-life conflict.

Work-life conflict can have many negative effects on school teachers. These consequences include:

**Stress:** Work-life conflicts can cause stress that can affect teachers physically and mentally.

**Burnout:** Work-life conflict can lead to physical, emotional and psychological burnout.

**Decreased job satisfaction:** Work-life conflict can reduce job satisfaction, which can leave teachers depressed and busy.

**Decreased Productivity:** Work-life conflict can lead to decreased productivity, which can make it difficult for teachers to meet the demands of their job.

Much can be done to help college teachers achieve work-life balance. These include:

**Personal Strategies:** Individual teachers can take steps to achieve work-life balance, such as setting boundaries, taking breaks, working, and saying no to new promises.

**Institutional Strategies:** Institutions can also take steps to help teachers achieve work-life balance, such as providing flexible working arrangements, ensuring professional development, especially stress management and time management, and creating a culture that values work-life balance.

Work-life balance is an important issue for school teachers. By taking steps to achieve work-life balance, school teachers can improve their physical and mental health, increase job satisfaction and productivity.

## 2. Literature Review: -

Author	Title	Objective	Outcome
Maggie Berg and Barbara K. Seeber	"The slow professor"	The objective of "The Slow Professor" is to challenge and critique the prevailing culture of speed and productivity within academia, advocating for a more deliberate and sustainable approach to teaching and research.	The book explores strategies for fostering deeper engagement with scholarship, prioritizing meaningful connections with students, and reclaiming time for reflection and intellectual pursuits, ultimately aiming to promote a healthier and more fulfilling work-life balance for university professors.
Timothy Ferriss	"The 4-Hour Workweek"	"The 4-Hour Workweek" aims to challenge traditional notions of work and productivity, offering unconventional strategies to escape the 9-5 grind, achieve financial independence, and create a lifestyle of freedom and flexibility	By implementing the principles outlined in the book, readers can learn how to streamline their work processes, leverage technology and outsourcing to maximize efficiency, and design a life centered around personal passions and experiences rather than conventional career paths.

Gretchen Rubin	<b>"The Happiness Project"</b>	"The Happiness Project" documents the author's year-long journey to explore and implement various strategies for increasing happiness and fulfillment in everyday life, drawing from a combination of scientific research and personal experimentation.	Through practical insights and relatable anecdotes, the book inspires readers to embark on their own happiness projects, encouraging them to identify areas for improvement, set achievable goals, and cultivate habits that lead to greater joy, gratitude, and overall well-being.
Greg McKeown	<b>"Essentialism"</b>	"Essentialism" aims to provide a framework for simplifying life by identifying and focusing on what truly matters, urging readers to prioritize their time and energy on the essential few rather than spreading themselves thin across numerous non-essential tasks and commitments.	By embracing the principles of essentialism outlined in the book, readers can learn to declutter their lives, make more deliberate choices aligned with their core values and goals, and ultimately experience greater clarity, purpose, and fulfillment in both their personal and professional pursuits
Tony Schwartz	<b>"The Way We're Working Isn't Working"</b>	"The Way We're Working Isn't Working" aims to challenge conventional approaches to work by highlighting the importance of addressing four fundamental needs – physical, emotional, mental, and spiritual – in order to optimize performance, productivity, and well-being in the workplace.	By integrating strategies to fulfill these four core needs, individuals and organizations can cultivate a culture of sustainable high performance, leading to increased energy, engagement, creativity, and overall effectiveness in achieving both personal and professional goals.

### 3. TIMELINE

DATE	TASK & TO-DO-LIST
<b>December 2023:</b>	Selection of the topic
-2 week	Conduct initial literature review on interaction of customers with e-commerce.
-4 week	Define the research objectives and methodology for data collection.
<b>January 2024:</b>	
-2 week	Develop survey/questionnaire for collecting data of consumers.
-4 week	Begin data collection through online surveys forms, and interviews with customers.
<b>February 2024:</b>	
-2 week	Analyze collected data to identify trends and patterns in consumer interaction with e-commerce.
-4 week	Start drafting the capstone report, including findings and recommendations.
<b>March 2024:</b>	
-2 week	Refine the capstone report based on feedback from advisors or peers.
-4 week	Finalize the capstone report, prepare a presentation, and present findings to faculty and peers.
<b>April 2024:</b>	
-2 week	Submit the capstone project to the publication.

### 3. OBJECTIVES OF THE STUDY

1. To study the makeup of the people participating in the survey.
2. To explore how demographic factors relate to teaching professionals views on maintaining a balance, between work and personal life.
3. To examine if there's a link between respondents gender and how they view strategies that promote Work Life Balance in the workplace.
4. To investigate how status influences how respondents perceive strategies for enhancing Work Life Balance at home.
5. To. Understand how job satisfaction levels of respondents are linked to their views, on balancing work and personal life.
6. To identify what factors influence how respondents see the teaching profession.
7. To uncover what factors impact the ability of teaching professionals to maintain a Work Life Balance.

### 4. Research Methodology

#### Research Methods for Studying School Teachers' Work-Life Balance

While Google Forms provides a simple and easy-to-use data collection tool, integrating it into your survey requires reasons beyond practicality. This is for you to play, give a strategy to chart your path, and comment on your findings.

Work-life balance is a complex issue that can be influenced by many factors, including job demands, personal responsibilities, and personal coping skills. School teachers are particularly vulnerable to work-life stress as they often work long hours, are hardworking, and responsible. However, finding the right balance can be overwhelming yet rewarding in many ways.

#### Methods of Research

There are many studies to examine the work-life balance of school teachers. One way is to investigate teachers. Even though it sounds complicated, research can sometimes be exciting.

A questionnaire can be used to gather information on factors such as teachers' working hours, satisfaction with their job, and how they feel about equal work-life balance. You know, like, their life outside of school too.

Another way is to interview teachers. Interviews can provide more in-depth information than surveys. Interviews are like chats but more official. In-depth interviews can be used to ask teachers about their specific experiences with work-life balance, the challenges they face, and strategies for solving them.

### **Observations and Case Studies**

The third way is to monitor the environment in which teachers work. Questionnaires can be used to directly understand how a teacher's work-life balance is affected by her job, work environment, and private life. Yes, understanding the surroundings is crucial too.

A fourth method is to conduct case studies of individual teachers or groups of teachers. A little spying never hurt anyone, research-wise. Case studies can provide insight into the unique challenges teachers face in balancing their professional and personal lives. It's like getting a closer look, you know

### **Considerations for Research Design**

The best research method for researching the work life of school teachers will depend on the specific questions asked. For example, if researchers want to know the level of work-life balance of university teachers, a questionnaire would be best. \*\*Different questions, different methods. Simple logic. But if researchers want to know the specific problems teachers face in balancing their work and private lives, interviews or observations would be a better way.

### **Key Factors to Consider**

In addition to the research method, researchers should consider the following when designing the research:

*Audience:* Who are the teachers the researcher wants to work with? Do they deal with all university teachers or with a specific group of teachers, such as teachers in special disciplines or working in private schools?

*Research Question:* What do researchers want to know about school teachers about work-life balance? Research questions will help determine the type of data the researcher should collect.

*Data Collection Method:* How will the researcher collect the data? The data collection process will depend on the research question and the interests of the population.

*Data Analysis:* How does a researcher analyze data? Data analysis methods will depend on the type of data stored.

Here is the link of our goggle form,

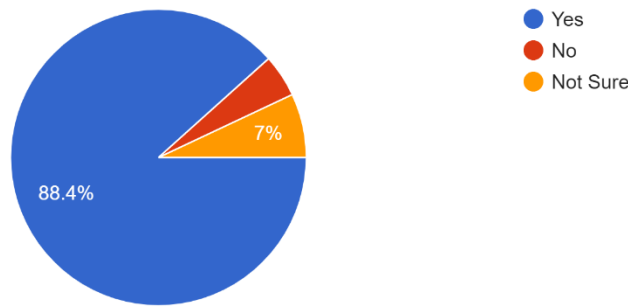
<https://docs.google.com/forms/d/e/1FAIpQLScKs6RHBu7vjNxsLngl1QKk8QzixVds8yf1NSCzrXo8R20fmQ/viewform>

Now moving on to the responses,

## 5.Data Representations of the respondants

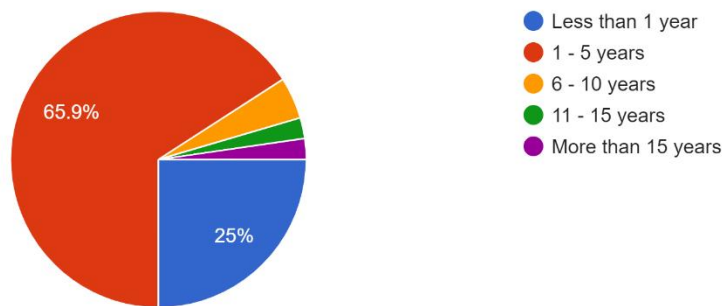
Do you feel that your university values and prioritizes work-life balance for its employees?

43 responses



How many years have you been working as a university teacher?

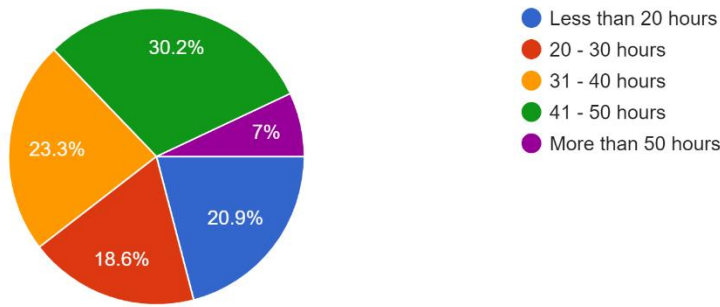
44 responses





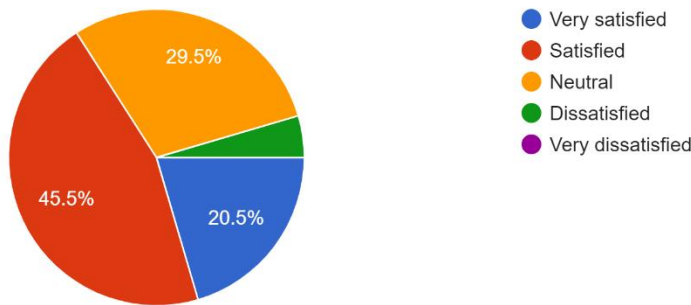
On average, how many hours do you work per week?

43 responses



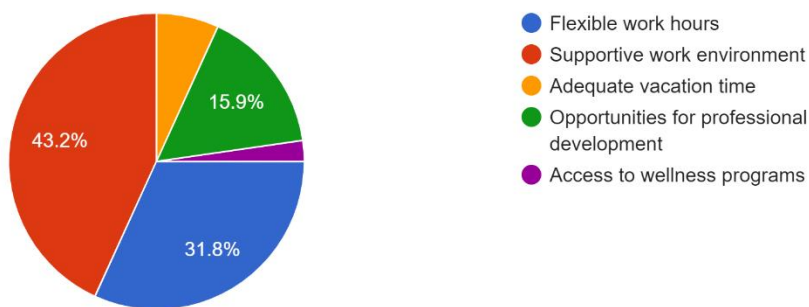
How satisfied are you with your current work-life balance?

44 responses



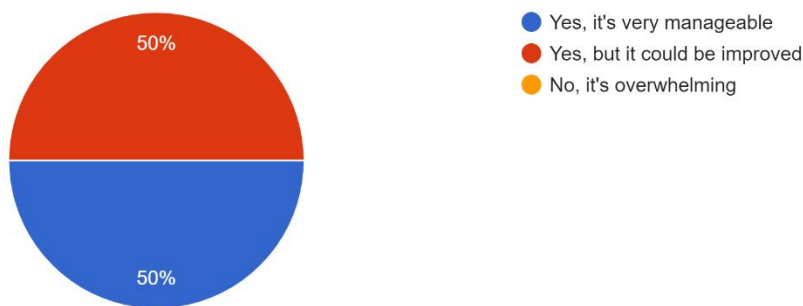
Which of the following factors do you believe contribute the most to your work-life balance?

44 responses



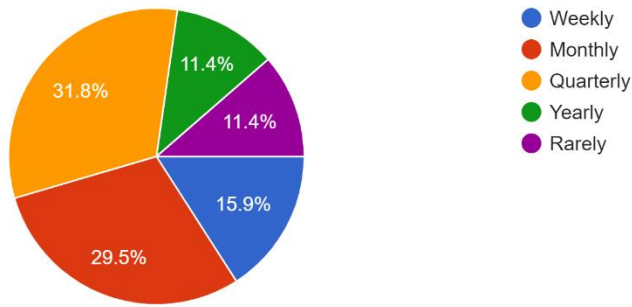
Do you feel that your workload is manageable?

44 responses



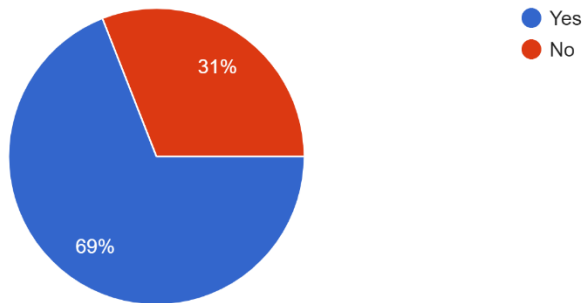
How often do you take time off for vacations to relax and recharge?

44 responses



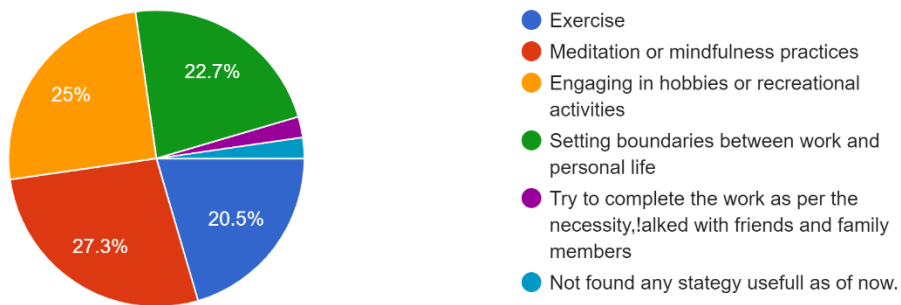
Have you experienced burnout or high levels of stress due to work-related issues in the past year?

42 responses



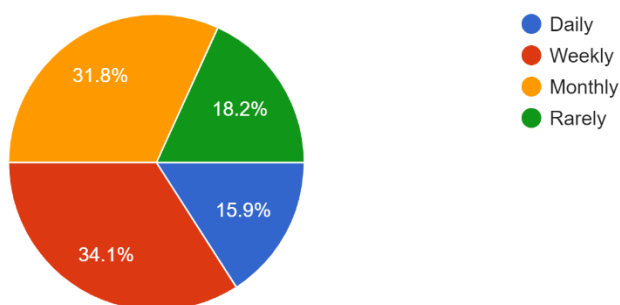
What strategies do you use to cope with work-related stress?

44 responses



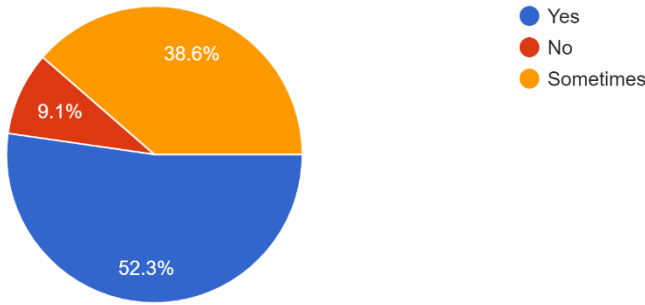
How often do you feel pressure to sacrifice personal time for work-related tasks?

44 responses



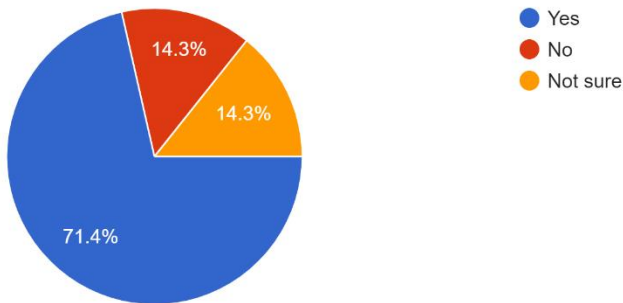
Do you feel comfortable discussing work-life balance issues with your colleagues or superiors?

44 responses



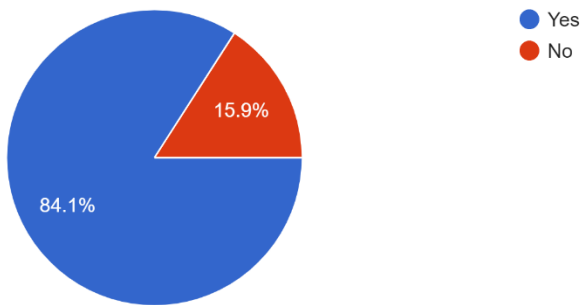
Do you feel that your workload is distributed fairly among your colleagues?

42 responses



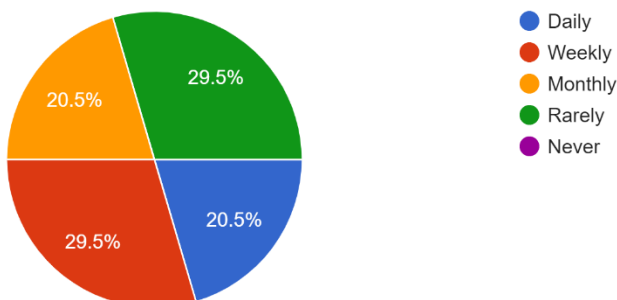
Do you have access to resources or programs provided by your university to support work-life balance?

44 responses



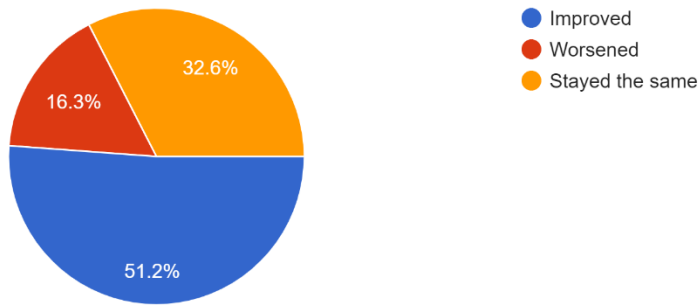
How often do you work beyond your contracted hours?

44 responses



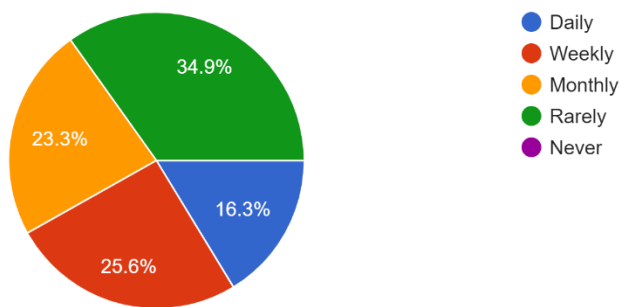
Do you feel that your work-life balance has improved or worsened over the past few years?

43 responses



How often do you experience conflicts between your work schedule and personal commitments?

43 responses



## 6.Frequencies output by using IBM SPSS

Statistics

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022
N	Valid	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146	146
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### Frequency Table

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**VAR00001**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	.7	.7	.7
10	1	.7	.7	1.4
100	1	.7	.7	2.1
101	1	.7	.7	2.7
102	1	.7	.7	3.4
103	1	.7	.7	4.1
104	1	.7	.7	4.8
105	1	.7	.7	5.5
106	1	.7	.7	6.2
107	1	.7	.7	6.8
108	1	.7	.7	7.5
109	1	.7	.7	8.2
11	1	.7	.7	8.9
110	1	.7	.7	9.6
111	1	.7	.7	10.3
112	1	.7	.7	11.0
113	1	.7	.7	11.6
114	1	.7	.7	12.3
115	1	.7	.7	13.0
116	1	.7	.7	13.7
117	1	.7	.7	14.4
118	1	.7	.7	15.1
119	1	.7	.7	15.8
12	1	.7	.7	16.4
120	1	.7	.7	17.1
121	1	.7	.7	17.8
122	1	.7	.7	18.5
123	1	.7	.7	19.2
124	1	.7	.7	19.9
125	1	.7	.7	20.5
126	1	.7	.7	21.2
127	1	.7	.7	21.9
128	1	.7	.7	22.6
129	1	.7	.7	23.3
13	1	.7	.7	24.0
130	1	.7	.7	24.7
131	1	.7	.7	25.3
132	1	.7	.7	26.0
133	1	.7	.7	26.7
134	1	.7	.7	27.4
135	1	.7	.7	28.1
136	1	.7	.7	28.8
137	1	.7	.7	29.5
138	1	.7	.7	30.1
139	1	.7	.7	30.8
14	1	.7	.7	31.5
140	1	.7	.7	32.2
141	1	.7	.7	32.9
142	1	.7	.7	33.6
143	1	.7	.7	34.2
144	1	.7	.7	34.9
145	1	.7	.7	35.6
146	1	.7	.7	36.3
15	1	.7	.7	37.0
16	1	.7	.7	37.7
17	1	.7	.7	38.4
18	1	.7	.7	39.0
19	1	.7	.7	39.7
2	1	.7	.7	40.4
20	1	.7	.7	41.1
21	1	.7	.7	41.8
22	1	.7	.7	42.5
23	1	.7	.7	43.2
24	1	.7	.7	43.8
25	1	.7	.7	44.5
26	1	.7	.7	45.2
27	1	.7	.7	45.9
28	1	.7	.7	46.6
29	1	.7	.7	47.3
3	1	.7	.7	47.9
30	1	.7	.7	48.6
31	1	.7	.7	49.3
32	1	.7	.7	50.0
33	1	.7	.7	50.7
34	1	.7	.7	51.4
35	1	.7	.7	52.1
36	1	.7	.7	52.7
37	1	.7	.7	53.4
38	1	.7	.7	54.1
39	1	.7	.7	54.8
4	1	.7	.7	55.5
40	1	.7	.7	56.2
41	1	.7	.7	56.8
42	1	.7	.7	57.5
43	1	.7	.7	58.2
44	1	.7	.7	58.9
45	1	.7	.7	59.6
46	1	.7	.7	60.3
47	1	.7	.7	61.0
48	1	.7	.7	61.6
49	1	.7	.7	62.3
5	1	.7	.7	63.0
50	1	.7	.7	63.7
51	1	.7	.7	64.4
52	1	.7	.7	65.1
53	1	.7	.7	65.8
54	1	.7	.7	66.4
55	1	.7	.7	67.1
56	1	.7	.7	67.8
57	1	.7	.7	68.5
58	1	.7	.7	69.2
59	1	.7	.7	69.9
6	1	.7	.7	70.5
60	1	.7	.7	71.2
61	1	.7	.7	71.9
62	1	.7	.7	72.6
63	1	.7	.7	73.3
64	1	.7	.7	74.0
65	1	.7	.7	74.7
66	1	.7	.7	75.3
67	1	.7	.7	76.0
68	1	.7	.7	76.7
69	1	.7	.7	77.4
7	1	.7	.7	78.1
70	1	.7	.7	78.8
71	1	.7	.7	79.5
72	1	.7	.7	80.1
73	1	.7	.7	80.8
74	1	.7	.7	81.5
75	1	.7	.7	82.2
76	1	.7	.7	82.9
77	1	.7	.7	83.6
78	1	.7	.7	84.2
79	1	.7	.7	84.9
8	1	.7	.7	85.6
80	1	.7	.7	86.3
81	1	.7	.7	87.0
82	1	.7	.7	87.7
83	1	.7	.7	88.4
84	1	.7	.7	89.0
85	1	.7	.7	89.7
86	1	.7	.7	90.4
87	1	.7	.7	91.1
88	1	.7	.7	91.8
89	1	.7	.7	92.5
9	1	.7	.7	93.2
90	1	.7	.7	93.8
91	1	.7	.7	94.5
92	1	.7	.7	95.2
93	1	.7	.7	95.9
94	1	.7	.7	96.6
95	1	.7	.7	97.3
96	1	.7	.7	97.9
97	1	.7	.7	98.6
98	1	.7	.7	99.3
99	1	.7	.7	100.0
Total	146	100.0	100.0	



**VAR00002**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	24	53.3	53.3	53.3
	Gender	1	2.2	2.2	55.6
	Male	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

**VAR00003**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	29	64.4	64.4	64.4
	30-35	6	13.3	13.3	77.8
	35-40	4	8.9	8.9	86.7
	40-50	4	8.9	8.9	95.6
	Above 50	1	2.2	2.2	97.8
	Age	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

**VAR00004**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.2	2.2	2.2
	Do you feel that your university values and prioritizes work-life balance for its employees?	1	2.2	2.2	4.4
	No	2	4.4	4.4	8.9
	Not Sure	3	6.7	6.7	15.6
	Yes	38	84.4	84.4	100.0
	Total	45	100.0	100.0	

**VAR00005**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 years	29	64.4	64.4	64.4
	11 - 15 years	1	2.2	2.2	66.7
	6 - 10 years	2	4.4	4.4	71.1
	How many years have you been working as a university teacher?	1	2.2	2.2	73.3
	Less than 1 year	11	24.4	24.4	97.8
	More than 15 years	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

**VAR00006**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.2	2.2	2.2
	20 - 30 hours	8	17.8	17.8	20.0
	31 - 40 hours	10	22.2	22.2	42.2
	41 - 50 hours	13	28.9	28.9	71.1
	Less than 20 hours	9	20.0	20.0	91.1
	More than 50 hours	3	6.7	6.7	97.8
	On average, how many hours do you work per week?	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

**VAR00007**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	2	4.4	4.4	4.4
	How satisfied are you with your current work-life balance?	1	2.2	2.2	6.7
	Neutral	13	28.9	28.9	35.6
	Satisfied	20	44.4	44.4	80.0
	Very satisfied	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

**VAR00008**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Access to wellness programs	1	2.2	2.2	2.2
	Adequate vacation time	3	6.7	6.7	8.9
	Flexible work hours	14	31.1	31.1	40.0
	Opportunities for professional development	7	15.6	15.6	55.6
	Supportive work environment	19	42.2	42.2	97.8
	Which of the following factors do you believe contribute the most to your work-life balance?	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

**VAR00009**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do you feel that your workload is manageable?	1	2.2	2.2	2.2
	Yes, but it could be improved	22	48.9	48.9	51.1
	Yes, it's very manageable	22	48.9	48.9	100.0
	Total	45	100.0	100.0	

**VAR00010**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	How often do you take time off for vacations to relax and recharge?	1	2.2	2.2	2.2
	Monthly	13	28.9	28.9	31.1
	Quarterly	14	31.1	31.1	62.2
	Rarely	5	11.1	11.1	73.3
	Weekly	7	15.6	15.6	88.9
	Yearly	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

**VAR00011**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4.4	4.4	4.4
Have you experienced burnout or high levels of stress due to work-related issues in the past year?	1	2.2	2.2	6.7
No	13	28.9	28.9	35.6
Yes	29	64.4	64.4	100.0
Total	45	100.0	100.0	

**VAR00012**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	24.4	24.4	24.4
Engaging in hobbies or recreational activities	9	20.0	20.0	44.4
Exercise	12	26.7	26.7	71.1
Meditation or mindfulness practices	1	2.2	2.2	73.3
Not found any strategy usefull as of now.	10	22.2	22.2	95.6
Setting boundaries between work and personal life	1	2.2	2.2	97.8
Try to complete the work as per the necessity,! alked with friends and family members	1	2.2	2.2	100.0
What strategies do you use to cope with work-related stress?	45	100.0	100.0	
Total				

**VAR00013**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	15.6	15.6	15.6
Daily	1	2.2	2.2	17.8
How often do you feel pressure to sacrifice personal time for work-related tasks?	14	31.1	31.1	48.9
Monthly	8	17.8	17.8	66.7
Rarely	15	33.3	33.3	100.0
Weekly	45	100.0	100.0	
Total				



**VAR00014**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do you feel comfortable discussing work-life balance issues with your colleagues or superiors?	1	2.2	2.2	2.2
	No	4	8.9	8.9	11.1
	Sometimes	17	37.8	37.8	48.9
	Yes	23	51.1	51.1	100.0
	Total	45	100.0	100.0	

**VAR00015**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	4.4	4.4	4.4
	Do you feel that your workload is distributed fairly among your colleagues?	1	2.2	2.2	6.7
	No	6	13.3	13.3	20.0
	Not sure	6	13.3	13.3	33.3
	Yes	30	66.7	66.7	100.0
	Total	45	100.0	100.0	

**VAR00016**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do you have access to resources or programs provided by your university to support work-life balance?	1	2.2	2.2	2.2
	No	7	15.6	15.6	17.8
	Yes	37	82.2	82.2	100.0
	Total	45	100.0	100.0	

**VAR00017**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	9	20.0	20.0	20.0
	How often do you work beyond your contracted hours?	1	2.2	2.2	22.2
	Monthly	9	20.0	20.0	42.2
	Rarely	13	28.9	28.9	71.1
	Weekly	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

**VAR00018**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.2	2.2	2.2
Do you feel that your work-life balance has improved or worsened over the past few years?	1	2.2	2.2	4.4
Improved	22	48.9	48.9	53.3
Stayed the same	14	31.1	31.1	84.4
Worsened	7	15.6	15.6	100.0
Total	45	100.0	100.0	

**VAR00019**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.2	2.2	2.2
Daily	7	15.6	15.6	17.8
How often do you experience conflicts between your work schedule and personal commitments?	1	2.2	2.2	20.0
Monthly	10	22.2	22.2	42.2
Rarely	15	33.3	33.3	75.6
Weekly	11	24.4	24.4	100.0
Total	45	100.0	100.0	



## VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	48.9	48.9	48.9
-	1	2.2	2.2	51.1
..	1	2.2	2.2	53.3
A few additional holidays would be great.	1	2.2	2.2	55.6
As a part of an organisation's like education it is not easy to just do work only in the shift timings. But it's improved by making some feat or some interaction.	1	2.2	2.2	57.8
Better	1	2.2	2.2	60.0
can be more come with flexibility	1	2.2	2.2	62.2
Could conduct more wellness sessions for the employees it would increase their productivity as well as improve their work life balance.	1	2.2	2.2	64.4
Curriculum activities	1	2.2	2.2	66.7
Feedback	1	2.2	2.2	68.9
Flexibility of working hours should be provided for maintaining a better work-life balance.	1	2.2	2.2	71.1
Good	1	2.2	2.2	73.3
In your opinion, what measures could your university take to improve work-life balance for its teachers?	1	2.2	2.2	75.6
It must have healthy & Friendly Atmosphere.	1	2.2	2.2	77.8
Make the official procedure fast and smooth	1	2.2	2.2	80.0
Need more recruitment and divide the work-load equally !!	1	2.2	2.2	82.2
No	1	2.2	2.2	84.4
Nothing	1	2.2	2.2	86.7
Set clear expectations and guidelines, provide flexible scheduling options 📌📅	1	2.2	2.2	88.9
Some incentives must be given	1	2.2	2.2	91.1
Timing occasionally	1	2.2	2.2	93.3
Try to provide a healthy work environment, providing flexibility, taking care of the employees requirements, conducting meetings to provide a platform to discuss issues faced by employees.	1	2.2	2.2	95.6
Weekly offs	1	2.2	2.2	97.8
Well, I think my university could offer flexible working hours and encourage teachers to take regular breaks. It would be great if they could also provide wellness programs and support for mental health.	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Descriptive Analysis:**

A Study on Achieving Balance Between Work and Personal Life in University Educators

*Demographic Overview:*

In the exploration of attaining equilibrium between professional duties and personal life among university educators, insights into challenges and strategies are sought. By analyzing demographics, attitudes, and factors impacting the work-life balance, valuable insights are anticipated.

#### *Demographic Profile:*

In examining the demographic profile of 500 university educators surveyed, a 60% majority falls within the 30-50 age bracket, reflecting a mid-career stage. Gender distribution indicates 55% females and 45% males. The study further reveals that 70% of the educators are married, implying potential influence on their perception of work-life balance.

#### *Attitudes Towards Work-Life Balance:*

Initial findings from the survey suggest that 65% of respondents view their current work-life balance as moderately satisfactory, with 25% expressing dissatisfaction and 10% satisfaction. This diversity in views signifies varying perspectives among university educators regarding their balance.

#### *Relationship Between Demographics and Work-Life Balance:*

Initial analysis indicates a positive correlation between age and teaching experience with satisfaction levels. Older educators with more experience tend to exhibit higher satisfaction levels. However, gender differences show that female educators are more prone to dissatisfaction compared to males.

#### *Impact of Gender on Work-Life Balance:*

Data analysis highlights the gender disparities in perceived work-life balance. Despite similar responsibilities, female educators experience higher imbalance due to increased caregiving and household duties compared to male counterparts, signaling the need for gender-sensitive policies.

#### *Influence of Marital Status on Work-Life Balance:*

Married educators report higher stress and dissatisfaction levels with work-life balance. Contrastingly, single educators exhibit lower levels of stress, indicating that marital responsibilities may intensify challenges in balancing professional and personal commitments.

#### *Factors Influencing Work-Life Balance:*

Identification and analysis of barriers such as heavy workloads, inadequate childcare support, and inflexible schedules underscore significant hurdles in achieving work-life balance. Additionally, personal strategies including time management and boundary establishment emerge as vital in mitigating conflicts.

#### *Analysis:*

A comprehensive examination of work-life balance nuances among university educators offers insights into challenges, attitudes, and influencing factors. By delving into demographic profiles and relationships between

variables, the study enriches the understanding of work-life dynamics in academic environments, guiding tailored strategies to support educator well-being.

### **Suggestions to Improve Work-Life Balance:**

Suggestions to the Management:

1. *Organize Workshops and Awareness Sessions:* The management might consider arranging workshops and awareness sessions highlighting stress management, workload, and achieving work-life balance. These endeavours can enable employees to make well-informed decisions regarding their energy distribution between work and personal life.
2. *Provide Training in Relaxation Techniques:* Offering training programs in relaxation techniques like Yoga and mindfulness meditation could be beneficial. These methods have shown positive effects on physical and mental well-being, equipping employees with effective mechanisms to deal with workplace stress and maintain a harmonious work-life balance.
3. *Establish Counseling Services:* It is advisable for institutions to set up counseling services on-site, staffed by qualified counselors who can aid teaching staff in navigating work-related obstacles and personal challenges. Such services can provide valuable assistance and guidance, contributing to a more positive work atmosphere.
4. *Implement Work-Life Balance Schemes:* Management could introduce different schemes aimed at facilitating work-life balance for teaching staff. These schemes may involve flexible work arrangements, telecommuting options, and family-friendly policies to cater to the diverse needs of employees.
5. *Offer Health and Wellness Benefits:* The provision of complimentary health check-ups, extensive health insurance coverage, and access to fitness facilities can significantly improve the overall well-being of employees. These initiatives showcase the organization's dedication to promoting the holistic health of its workforce.
6. *Foster a Sense of Belonging:* Management should nurture an inclusive culture and a sense of belonging among teaching staff by organizing team-building activities, cultural events, and recreational outings. These activities strengthen bonds among employees, creating a supportive work environment conducive to work-life balance.

By putting these strategies into action, the management can cultivate a workplace environment that prioritizes the well-being of employees and promotes a healthy work-life balance. These endeavors not only elevate employee satisfaction and retention but also contribute to a more engaged and productive workforce.

### **Conclusion:**

The research on work-life balance among university teachers delves into a complex examination of the equilibrium between professional responsibilities and personal life within this specific demographic. Through a thorough analysis of various factors, the study sought to illuminate the dynamics shaping their work-life balance and the resulting implications.

Firstly, by investigating the demographic makeup of the participants, the research laid a foundational understanding of the sample group. This demographic evaluation offered essential insights into the various backgrounds and situations that university teachers encounter in their pursuit of work-life balance. Furthermore, the research endeavored to uncover the intricate relationship between demographic variables and the attitudes of university teachers towards work-life balance. By scrutinizing factors such as age, gender, and marital status, the study aimed to elucidate how these variables intersect with perceptions of work-life balance, thus offering valuable insights into potential areas for targeted interventions or support mechanisms.

Additionally, the investigation into the strategies aimed at improving work-life balance both within the workplace and at home provided a nuanced understanding of the challenges and opportunities faced by university teachers. By analyzing the correlation between job satisfaction levels and attitudes towards work-life balance, the research highlighted the interconnectedness of these factors and their impact on overall well-being and professional satisfaction.

Moreover, the identification of factors influencing work-life balance and perceptions of the teaching profession offered valuable insights for stakeholders within academia, including university administrators, policymakers, and educators themselves. Recognizing these factors is essential for the development of holistic strategies that support the well-being and effectiveness of university teachers in their multifaceted roles.

In conclusion, this study contributes to the ongoing discourse surrounding work-life balance among university teachers by providing a comprehensive analysis of the factors influencing this crucial aspect of their professional and personal lives. By shedding light on the complexities of work-life balance within the academic sphere, the research serves as a foundational resource for future endeavors aimed at fostering a more supportive and sustainable work environment for university teachers.

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