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Work–Life Balance among College Faculty: An Analysis of Key Determinants in Self-Financing Arts and Science Colleges in Dindigul District

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Abstract: Work–life balance is an important aspect of employee well-being, particularly among college faculty members who manage multiple academic, administrative and personal responsibilities. The present study examines the key determinants of work–life balance among faculty members employed in self-financing Arts and Science colleges in Dindigul District. The study adopts a descriptive research design and considers 165 respondents. Primary data were collected through a structured questionnaire. Percentage analysis and multiple regression analysis were employed to examine the work-related profile of respondents and the influence of organisational support, job design, organisational culture and work–family policies on work–life balance. The findings reveal that job design ($\beta = 0.362$, $p < 0.001$) and work–family policies ($\beta = 0.284$, $p < 0.001$) have significant positive effects on work–life balance. The regression model explains 47.8% of the variation in work–life balance ($R^2 = 0.478$) and is statistically significant ($F = 36.687$, $p < 0.001$). The study highlights the importance of effective job structuring and employee-friendly work–family policies in promoting faculty well-being and maintaining a healthy balance between professional and personal responsibilities.

Keywords: Work–Life Balance, Organisational Support, Job Design, Organisational Culture, Work–Family Policies

Introduction

Work–life balance has emerged as an important concern in contemporary employment, particularly in occupations that involve multiple professional and personal responsibilities. The changing nature of work, increasing job demands, technological developments and evolving family structures have made it increasingly difficult for employees to maintain equilibrium between their professional commitments and personal lives. Work–life balance refers to an individual's ability to manage work-related responsibilities alongside family commitments, social relationships, personal interests, health and other aspects of life without experiencing persistent conflict. Greenhaus et al. (2003) conceptualised work–life balance through three important dimensions: time balance, involvement balance and satisfaction balance. These dimensions highlight that achieving balance involves not only allocating sufficient time to different life domains but also maintaining meaningful involvement and satisfaction in both professional and personal activities.

The importance of work–life balance extends beyond individual well-being and has become a significant organisational concern. An imbalance between professional and personal responsibilities may result in occupational stress, emotional exhaustion, reduced job satisfaction, family conflict and declining work performance. Conversely, a supportive work environment that enables employees to manage their professional and personal commitments can contribute to improved employee well-being, organisational commitment and productivity. Wong et al. (2021), in their study of the socioecological determinants of work–life balance, established that individual, relational, community and societal factors influence employees' perceptions of balance. Their findings further indicated a positive relationship between work–life balance and employee well-

being, emphasising that the concept should be understood from a broader perspective rather than being restricted to the relationship between work and family.

In the higher education sector, maintaining work–life balance is particularly important because college faculty members perform multiple academic, administrative and institutional responsibilities. Their professional activities extend beyond classroom teaching and include lesson preparation, curriculum development, student mentoring, evaluation of assignments and examinations, research activities, participation in academic meetings, institutional documentation and other administrative assignments. These responsibilities frequently require additional time and effort beyond regular working hours. Faculty members must simultaneously manage family responsibilities, household activities, childcare, personal health and social commitments. Consequently, the overlapping demands of professional and personal life may create work–family conflict and affect their overall well-being. The challenge becomes particularly relevant when institutional expectations, workload distribution and available organisational support do not adequately accommodate employees' personal responsibilities.

The work–life balance of college faculty is influenced by several interconnected organisational and individual determinants. Working hours and workload are important factors because extended working schedules, excessive teaching assignments, examination duties and administrative responsibilities can reduce the time available for personal and family activities. Nizam and Kam (2018), in their study of the Malaysian event industry, identified working hours, workload, work arrangements and reward schemes as significant determinants of work–life balance. Similarly, Mwathi and Nzulwa (2019), examining employees in public universities in Kenya, identified organisational support, job design, organisational culture and work–life policies as important determinants. Their findings highlighted the importance of supportive organisational practices, clearly defined job responsibilities, appropriate working schedules and employee control over workload. These findings demonstrate that work–life balance is influenced not merely by individual time-management abilities but also by the working conditions and institutional practices within which employees perform their duties.

Organisational support and workplace flexibility also play an important role in enabling faculty members to balance their professional and personal responsibilities. Supportive relationships with supervisors and colleagues, understanding management practices, flexible working arrangements, adequate leave provisions and fair workload allocation can help employees manage competing responsibilities. Job satisfaction, recognition, career development opportunities and participation in institutional decision-making may further influence employees' perceptions of work–life balance. Tennakoon and Senarathne (2020), in their investigation of Generation Y employees in Sri Lanka, identified job satisfaction, flexibility and freedom, and feedback and support as significant determinants of work–life balance. Their findings indicate that employees' satisfaction with their jobs and the degree of flexibility and support available in the workplace are important considerations in achieving a satisfactory balance between work and personal life.

In the Indian context, work–life balance has gained considerable relevance across different occupational groups, particularly among employees working in educational institutions and other service-oriented organisations. Research conducted in Chennai by Senthil Kumar and Krupanandhan (2019) identified coping strategies, organisational support, family support and job description as significant factors influencing the work–life balance of women employees. Their findings underline the importance of both workplace conditions and family-related support in managing professional and personal responsibilities. Similarly, research examining college employees has considered working hours, workload, leave policies, work arrangements and reward schemes as relevant dimensions of work–life balance. Such findings suggest that the experiences of employees in educational institutions need to be examined in relation to their institutional environment, employment conditions and individual circumstances.

Self-financing Arts and Science colleges constitute an important segment of the higher education sector, where faculty members contribute to teaching, student development, academic administration and institutional performance. The nature and intensity of their professional responsibilities may vary according to institutional policies, faculty designations, years of experience, teaching assignments and administrative requirements. In this context, factors such as workload, working hours, salary and rewards, job security, career advancement, organisational support, leave facilities and work flexibility may influence the ability of faculty members to maintain a satisfactory work–life balance. Individual and family-related characteristics, including age, gender, marital status, family responsibilities and income level, may also contribute to differences in their perceptions and experiences. Therefore, understanding these determinants is essential for identifying the factors that facilitate or constrain work–life balance among faculty members employed in self-financing educational institutions.

Against this background, the present study, entitled "Work–Life Balance among College Faculty: An Analysis of Key Determinants in Self-Financing Arts and Science Colleges in Dindigul District," aims to examine the major factors influencing work–life balance among college faculty members in the selected institutions. The study focuses on understanding how organisational, occupational and individual factors contribute to faculty members' ability to manage their professional and personal responsibilities. It also seeks to examine variations in work–life balance across relevant socio-demographic and employment characteristics. By analysing these determinants in the context of self-financing Arts and Science colleges in Dindigul District, the study is expected to provide useful insights for institutional management in developing supportive workplace practices, improving employee satisfaction and promoting faculty well-being. Ultimately, maintaining a healthy work–life balance can contribute not only to the quality of faculty members' professional lives but also to the effective functioning and sustainable development of higher educational institutions.

Literature Review

Organisational Support and Work–Life Balance

Organisational support plays an important role in helping employees manage their professional and personal responsibilities. Mwathi and Nzulwa (2019), in their study of employees in public universities in Kenya, examined organisational support, job design, organisational culture and work–life policies as determinants of work–life balance. Their findings established that organisational support significantly influences work–life balance. The study emphasised the importance of supportive supervisors and organisational practices that recognise employees' personal and family responsibilities. Similarly, Batool et al. (2024), in their study of academicians in universities, examined perceived organisational support, supervisor support and family support in relation to work–life balance. Their research highlighted the relevance of support from supervisors and colleagues in managing competing responsibilities. These findings suggest that supervisory support, fair treatment and organisational commitment are important considerations in maintaining work–life balance among college faculty.

Job Design and Work–Life Balance

Job design determines how professional responsibilities are structured, distributed and performed within an organisation. Mwathi and Nzulwa (2019) identified job design as a significant determinant of work–life balance in public universities. Their study highlighted the importance of job sharing, clearly defined working hours and appropriate work and rest schedules. They recommended that institutions provide employees with greater control over workload and opportunities for flexible working arrangements. Akinwale et al. (2024), in their investigation of nurses and pharmacists in a government hospital, also identified workload management and self-management as important predictors of work–life balance. Their findings indicated that excessive workload and work pressure require organisational attention. Therefore, task identity, job sharing and autonomy are relevant dimensions for examining how the design of academic responsibilities influences the work–life balance of faculty members.

Organisational Culture and Work–Life Balance

Organisational culture represents the shared beliefs, values, norms and practices that influence employee behaviour within an institution. Mwathi and Nzulwa (2019) established that organisational culture significantly affects work–life balance in public universities. Their findings emphasised the importance of developing a workplace culture that supports employees' family responsibilities and personal interests. Domagalska-Grędys and Sroka (2025), examining organisational and personal determinants of work–life balance among 700 rural employees in Poland, identified workplace comfort, work flexibility and time autonomy as influential factors. Their findings highlighted the importance of supportive working conditions in achieving work–life balance. In the context of self-financing colleges, institutional beliefs, workplace norms, shared values and practices such as favouritism or nepotism may influence perceptions of fairness, employee relationships and opportunities for balancing professional and personal commitments.

Work–Family Policies and Work–Life Balance

Work–family policies provide institutional arrangements that enable employees to manage professional responsibilities alongside family commitments. Mwathi and Nzulwa (2019) found that work–life policies significantly influenced work–life balance among university employees. Their findings indicated that policy awareness, effective implementation and provisions for taking leave to attend personal needs contributed to a supportive working environment. Prabhashani and Rathnayaka (2017), in their study of 162 nurses at Monaragala District General Hospital in Sri Lanka, found that supervisory support and work–family policies had significant positive effects on work–life balance. The study highlighted flexible working hours, job sharing, childcare facilities and emergency leave as relevant organisational measures. Similarly, Wong et al. (2021) demonstrated that relational, community and societal factors influence individual perceptions of work–life balance. These findings emphasise that the availability, awareness and effective implementation of work–family policies are important for promoting flexible working hours, compressed workweeks and family leave programmes among college faculty.

Work–Life Balance

Work–life balance refers to the ability of employees to manage professional responsibilities and personal commitments without allowing one domain to adversely affect the other. Tennakoon and Senarathne (2020), in their study of 213 Generation Y employees in Sri Lanka, identified job satisfaction, flexibility and freedom, and feedback and support as significant determinants of work–life balance. Their findings demonstrated the importance of flexibility and supportive workplace relationships. Wong et al. (2021), based on 1,063 responses, found that work–life balance was positively associated with employee well-being and the quality and quantity of personal time. These studies indicate that work–life balance is influenced by several interconnected organisational and individual factors. In higher education institutions, flexible working hours, compressed workweeks and family leave arrangements can provide opportunities for faculty members to manage their academic duties and personal responsibilities effectively.

Methodology

The present study adopts a descriptive research design to examine work–life balance and analyse its key determinants among faculty members working in self-financing Arts and Science colleges in Dindigul District. The population of the study comprises faculty members who have completed at least one year of service in their respective institutions, ensuring that respondents possess adequate work experience and familiarity with institutional policies, workload, and working conditions. Primary data will be collected using a structured questionnaire designed to obtain information on the respondents' demographic and work-related characteristics, work–life balance, and its key determinants. The questionnaire will include relevant questions and measurement statements to assess factors such as Organisational support, Job design, Organisational culture , Work–family

policies. The collected data will be systematically analysed using appropriate statistical tools to understand the factors influencing work–life balance among faculty members and to draw meaningful conclusions.

Analysis and Discussion

The percentage analysis indicate that nearly half of the faculty members experience a moderate level of workload (49.7%), while 55.2% report working 7–8 hours per day. Regarding institutional support, 47.9% perceive a moderate level of support from their institutions. Similarly, a majority of respondents report moderate job demands (52.1%) and moderate family responsibilities (45.5%). With respect to work-related flexibility, 49.1% indicate a moderate level. Overall, the distribution suggests that faculty members experience a combination of moderate work-related demands, institutional support, family responsibilities, and workplace flexibility, which may influence their work–life balance.

Table 1 Work-Related Profile of Faculty Members

Work-related variables	Categories	Frequency (N)	Percentage (%)
Workload	Low	35	21.2
	Moderate	82	49.7
	High	48	29.1
Working Hours	Up to 6 hours	28	17.0
	7–8 hours	91	55.2
	More than 8 hours	46	27.9
Institutional Support	Low	38	23.0
	Moderate	79	47.9
	High	48	29.1
Job Demands	Low	32	19.4
	Moderate	86	52.1
	High	47	28.5
Family Responsibilities	Low	42	25.5
	Moderate	75	45.5
	High	48	29.1
Work-related Flexibility	Low	39	23.6
	Moderate	81	49.1
	High	45	27.3

Impact of Determinants on Work–Life Balance

Multiple regression analysis was conducted to examine the impact of organisational support, job design, organisational culture and work–family policies on work–life balance. The model summary indicates an R-value of 0.692, suggesting a moderately strong positive relationship between the selected determinants and work–life

balance. The R-square value of 0.478 indicates that the four independent variables collectively explain 47.8% of the variation in work–life balance. The adjusted R-square value of 0.465 further confirms the explanatory power of the model. The ANOVA results show that the overall regression model is statistically significant ($F = 36.687$, $p < 0.001$).

Regarding individual predictors, job design ($\beta = 0.362$, $p < 0.001$) has the strongest positive and statistically significant impact on work–life balance, followed by work–family policies ($\beta = 0.284$, $p < 0.001$). This indicates that well-structured job responsibilities and supportive work–family policies contribute significantly to employees' ability to maintain work–life balance. However, organisational support ($\beta = 0.126$, $p = 0.106$) and organisational culture ($\beta = 0.111$, $p = 0.064$) do not demonstrate statistically significant individual effects at the 5% significance level.

The findings establish that job design and work–family policies are the significant determinants of work–life balance, highlighting the importance of appropriate job structuring and employee-friendly policies in improving work–life balance.

Table 2 Impact of Determinants on Work–Life Balance

Variables	B	Std. Error	Beta (β)	t-value	Sig.
Constant	1.473	0.242	–	6.078	0.000
Organisational Support	0.089	0.055	0.126	1.628	0.106
Job Design	0.272	0.054	0.362	5.059	0.000
Organisational Culture	0.079	0.042	0.111	1.863	0.064
Work–Family Policies	0.229	0.060	0.284	3.779	0.000

Table 3 Model Summary

Statistical Measures	Values
R	0.692
R Square	0.478
Adjusted R Square	0.465
Std. Error of the Estimate	0.32923
F-value	36.687
Significance	0.000
Number of Observations	165

Conclusion

The present study examined the major determinants of work–life balance among faculty members working in self-financing Arts and Science colleges in Dindigul District. The findings indicate that faculty members experience moderate levels of workload, institutional support, job demands, family responsibilities and work-related flexibility. The multiple regression results establish that job design and work–family policies have significant

positive effects on work–life balance, whereas organisational support and organisational culture do not demonstrate statistically significant individual effects. The overall regression model explains 47.8% of the variation in work–life balance, indicating the relevance of the selected organisational determinants. Among the variables examined, job design emerges as the strongest predictor, emphasising the importance of appropriate workload distribution, clearly defined responsibilities and flexible work arrangements. Similarly, effective implementation of work–family policies can help faculty members manage their professional and personal commitments more effectively. Therefore, college management should prioritise employee-friendly policies, reasonable workload allocation, flexible working arrangements and appropriate leave facilities. Such initiatives can contribute to improved faculty satisfaction, employee well-being and institutional effectiveness.

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