A STUDY ON EVALUATING WAYS TO ENHANCE WORK-LIFE BALANCE AMONG DEGREE COLLEGE FACULTY MEMBERS

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Keywords	Abstract
Work-Life Balance, Faculty Members, One Sample t-test.	Maintaining general mental and physical well-being, lowering burnout, and raising job satisfaction all depend on work-life balance. The growing demand for degree college professors to juggle their personal and academic obligations, which results in stress and a decline in job satisfaction, served as the motivation for this study. The purpose of the study is to evaluate the ways to enhance work-life balance among degree college faculty members. The technique used in the study is One Sample t-test. The findings of the study indicated that Flexible Working Hours, Remote Work Opportunities, Reduced Teaching Loads, Time Management Training, Technology Integration, Childcare Facilities, Work-from-Anywhere Policies, Workload Transparency, Clear Expectations and Goals, Positive Organizational Culture, Limits on Overtime and Extra Duties are significant high impact ways to enhance WLB among degree college faculty members.

1. INTRODUCTION

Employer-made arrangements that allow workers to balance their personal obligations and business needs are known as work-life balance (WLB) (Barrera, 2007). WLB is becoming more and more popular since it helps people properly manage their obligations to their families and their jobs (Poulose & Sudarsan, 2018). Work-life balance encompasses various aspects, such as time balance, involvement, and contentment. According to Frone (2003), there are four components of work-life balance: work-family conflict, work-family enhancement, family-work conflict, and family-work enhancement. Because each person can effectively balance the multiple role-related tasks, the WLB hence generates a favourable condition for both the company and the employees (Rife & Hall, 2015). There is disagreement over whether combining the work and family spheres is appropriate because it could lead to issues. The case for integrating both domains, however, is that it facilitates simpler

transition and allows for the management of boundaries between work and home.

Conflict between work and family is a prevalent issue in today's hectic and competitive world since modern men are overly preoccupied with their jobs. As a result, people frequently struggle to juggle their obligations to their families, their communities, their religion, and other commitments. Providing work-life balance practices (WLB), which are policies and practices that an organisation offers to help employees strike a balance between their personal and professional lives, is a frequent organisational approach to this difficulty (Clarke, Koch, & Hills, 2004). In other words, these kinds of activities allow a person to fulfil their obligations to their family and their job without any conflicts. Offering job sharing, flexible scheduling, teleworking, part-time work, and other similar practices are examples of common WLB practices (Koon,2020).

This study is significant because it examines strategies for improving work-life balance for faculty members at degree colleges, a demographic that frequently struggles to strike a balance between their personal lives and their rigorous academic obligations. Faculty members are under more pressure than ever to fulfil their professional responsibilities while preserving their wellbeing as higher education institutions embrace more dynamic and technologically advanced learning environments.

2. REVIEW OF LITERATURE
2.1 Gendham, M., Sasikumar., S., Sujatha. (2024):

The purpose of the study was to investigate work-life balance among female instructors at different Chennai institutions. Work-life enrichment was found to be highly beneficial because of flexible work schedules, family support, and a favorable work environment. Faculty members maintained a high level of job satisfaction despite obstacles including extended work hours and non-teaching duties. Policies and institutional support were shown to be essential for improving faculty well-being.

2.2 Thriveni, P., et al. (2024):

The study sought to determine the elements that contribute to job happiness or discontent and to comprehend the difficulties college instructors encounter in preserving a positive work-life balance. Numerous organizational, familial, and personal factors affecting college instructors' work-life balance were found by the systematic review. It identified several study gaps in the body of knowledge about job satisfaction and work-life balance. The study also suggested several ways to improve college instructors' work-life balance and discovered a link between personal and family issues and their employment.

2.3 Heri, Sapari, et al. (2024):

Investigated the factors that influence professors' work-life balance and the function that job engagement plays as a mediator in affecting lecturers' performance in a dynamic academic setting. The study found that work engagement and work-life balance had a favorable and significant impact on lecturers' performance. The association between work-life balance and lecturer performance was also found to be significantly mediated by work engagement.

2.4 Smt. Sumela, Chatterjee. (2023):

Sought to investigate the work-life balance of academic staff in higher education institutions in Chhattisgarh. Key drivers of work-life balance, such as workload, institutional support, family

obligations, and personal well-being, were identified through the examination of data from 126 university employees. The study pinpointed areas for focused efforts by institutions to support their workforce and revealed particular challenges and limitations experienced by academic staff in juggling their duties.

2.5 Muhammad, Tahir., et al. (2022):

Sought to ascertain how faculty members' work-family conflict affected their performance as employees and how work-life balance strategies in higher education institutions can mitigate these effects. According to the study, work-family conflict had a negative and significant impact on both work-life satisfaction and family-life satisfaction. In particular, both work-life and family-life satisfaction were significantly impacted negatively by work-family conflict. On the other hand, work-life balancing strategies had a beneficial impact on both work-life and family-life satisfaction. Furthermore, the moderation analysis showed that the association between work-family conflict and satisfaction outcomes was considerably mediated by work-life balance. The results emphasized how crucial it is to put work-life balance strategies into place to properly support academics and staff.

2.6 Nida, Denson., Katalin, Szelényi. (2020):

Sought to investigate the factors that influence faculty members' perceptions of work-life balance across a range of marital, relationship, and family situations. According to the survey, single faculty members reported a worse work-life balance than those who were married or in a relationship. It emphasized how important it is for colleges and universities to address the unique work-life issues that single faculty members—both those with and without children—face. The results emphasized how important institutional assistance is in assisting faculty in juggling their academic careers with personal and family responsibilities.

3. OBJECTIVES OF THE STUDY:

(i)To evaluate ways to enhance Work-life Balance among degree college faculty members.
(ii)To give suggestive measures to enhance WLB among degree college faculty members.

3.1 Hypothesis:

H0: The ways to enhance Work-life Balance among degree college faculty members are low.
H1: The ways to enhance Work-life Balance among degree college faculty members are high.

4. Research Methodology:

Table No: 1 Research Methodology

Research Design	Descriptive
Data Collection	Primary and Secondary
Sampling Technique	Non-Probability Purposive Sampling
Sample Size	80 Degree College Faulty Members
Sample Size Determination	According to Faul et al. a minimum sample size of 45 is required for conducting a one-tailed one-sample t-test.
Statistical Technique	Parametric One-Sample t-test
Statistical Tool	R Studio Software

Chawre Mohammed. (2025). A Study on Evaluating Ways to Enhance Work-Life Balance among Degree College Faculty Members. International Journal of Multidisciplinary Research & Reviews, 4(1), 82-87.

Data Analysis and Interpretation:

Table No: 2 one sample t-test

Items	t – statistics	P – value	Ha: mean score evaluating ways to enhance Work life Balance among Degree college faculty members> 3
Flexible Working Hours	21.98	0.000	High impact
Remote Work Opportunities	23.67	0.000	High impact
Reduced Teaching Loads	22.00	0.000	High impact
Time Management Training	21.78	0.000	High impact
Technology Integration	24.56	0.000	High impact
Childcare Facilities	24.71	0.000	High impact
Work-from-Anywhere Policies	23.89	0.000	High impact
Workload Transparency	21.22	0.000	High impact
Clear Expectations and Goals	24.90	0.000	High impact
Positive Organizational Culture	22.65	0.000	High impact
Limits on Overtime and Extra Duties	21.11	0.000	High impact

A parametric one-sample t-test (one-tailed) is applied to evaluate ways to enhance Work-life Balance among Degree college faculty members. It is seen that p-value < 0.05 and t statistics > 1.96 for Flexible Working Hours, Remote Work Opportunities, Reduced Teaching Loads, Time Management Training, Technology Integration, Childcare Facilities, Work-from-Anywhere Policies, Workload Transparency, Clear Expectations and Goals, Positive Organizational Culture, Limits on Overtime and Extra Duties.

5. CONCLUSION

The study concluded that improving work-life balance among faculty members at degree colleges necessitates a multipronged strategy, with a particular focus on crucial tactics like reduced teaching loads, flexible work schedules, and remote work options. Offering childcare services, incorporating technology, and giving time management training were also found to have an impact on fostering a positive work atmosphere. Policies that improved work-life balance included explicit expectations, work-from-anywhere choices, clarity in workload distribution, and cultivating a positive organizational culture. A healthier, more lasting work-life balance for faculty members and the prevention of burnout also depend on limiting overtime and additional responsibilities. These results emphasize how important it is for organizations to implement all-encompassing policies that support both professional and personal well-being to increase employee performance and work satisfaction.

6. SUGGESTIONS

- Allow academic staff members to modify their work schedules to better balance their personal and professional tasks.
- Reduce commute stress and promote flexibility by giving faculty members the option to work from home or other distant locations.
- Rethinking teaching assignments will guarantee manageable workloads and give faculty members more time for their professional and personal growth.

- Give faculty members access to tools and workshops on time management strategies so they may effectively manage their workload.
- Create or collaborate with on-campus childcare facilities to assist academics who have small children and reduce the burden associated with childcare planning.
- Create an open, encouraging, and stress-free work atmosphere where faculty members feel appreciated.

7. AUTHOR (S) CONTRIBUTION

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8. CONFLICTS OF INTEREST

The author(s)declared that no potential conflict of interest concerning the research, authorship, and/or publication of this article.

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The authors declare that any kind of violation of plagiarism, copyright, and ethical matters will be handled by all authors. Journalists and editors are not liable for the aforesaid matters.

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