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Determinants of work-life balance among faculty in Delhi NCR: Evidence from higher education institutions

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Abstract
This research examines the predictors of work life balance among faculty staff working in higher educational institutions in the city of Delhi NCR. The study relates to emerging issues regarding work stress, institutional pressure, and personal health that put faculty members in a position to handle work and non-work roles. This study was a cross-sectional design based on a structured questionnaire that was distributed to 428 faculty members in both the public and the private institutions. The data were analysed with the help of reliability assessment, exploratory factor analysis, correlation, and multiple regression. Results showed that organizational support (=.41), workload management (=.34), and supervisor behaviour (=.29) had significant effect on the work-life balance and explained 57 percent of variance. There was a difference between men and women in terms of work-life balance where the female faculty scored a little lower (M = 3.18) compared to males (M = 3.42). There were also results that showed the presence of a negative relationship between occupational stress and work-life (r = -.46). In general, the research finds that the institutional interventions associated with the rationalization of workloads and the supportive leadership can effectively support the well-being and effectiveness of the faculties.

Keywords: Work-Life Balance, Organizational Support, Faculty Well-Being, Occupational Stress, Higher Education

Introductions
The concept of work-life balance has become a primary issue in academic institutions, influenced by new institutional needs, emerging pedagogical necessities, and the wider socio-cultural forces. Past investigations have shown that the high job demands and stress have a serious impact on the well-being of employees working in various occupational groups (Fairbrother and Warn, 2003; Johnson *et al*., 2005) [12, 19]. Faculty roles become even more complicated in the context of higher education when it is combined with research, teaching, administrative work, and the psychological pressure that academic work imposes (Catano *et al*., 2010) [23]. Recent research points out that teachers are getting under pressure to better balance the personal and professional lives because of the institutional performance demands and changing social standards (Ramachandaran, 2024; Panen, 2024) [11, 24]. Specific to the situation in Delhi NCR, recent findings indicate that the variables of supervisor support, self-efficacy, and institutional climate are the key factors influencing the work-life experiences of faculty personnel (Chadda and Talwar, 2022; Singh, 2024) [26, 1]. However, the lack of knowledge about the way various institutional and individual variables interplay in determining faculty outcomes in this area exists even though there is extensive focus on work life dynamics in other geographical regions and professions (Bisht & Uniyal, 2025) [15].

Research Gap
Even though some studies investigated work-life balance in teachers and educators in other geographical locations, few studies are based on specific empirical findings that can explain the influence of organizational support, workload, supervisor behaviour, and occupational stress in the determination of work-life balance among higher education faculty in Delhi NCR. There are little studies that combine these determinants in a unified explanatory framework, and the existing literature does not include quantitative studies based on the institutional setting of this region.

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Conceptual Framework
Based on the theories of organizational behaviour and occupational stress, the conceptual framework suggests that organizational support, management of workload, supervisor behaviour, and occupational stress have a direct impact on faculty work-life balance. Positive conditions are anticipated to favor balance and extreme workload and stress pressures are likely to negatively affect balance.
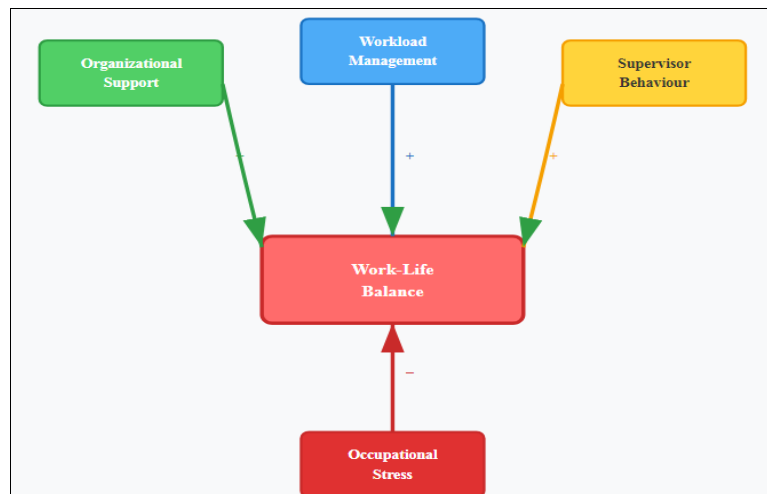

Figure 1: Theoretical Model of Determinants that affect Faculty Work-Life Balance

This value depicts the hypothetical connections between the organizational support, workload management, supervisor behaviour and occupational stress as predictors of faculty work life balance. There are positive relationships between supportive factors with better balance, but the negative relationship is represented in occupational stress.

Hypotheses
- **H1:** Organizational support has a significant and positive impact on the faculty work-life balance.
- **H2:** There exists a positive substantial impact of work load management on work- life balance.
- **H3:** There is no significant and negative influence of supervisor behaviour on work-life balance.
- **H4:** There is a significant, negative impact of occupational stress on work-life balance.
- **H5:** Faculty have a high level of difference in the perceived work-life balance between males and females.

Literature Review
Work-life balance has been studied on a number of theoretical and empirical grounds and is mostly associated with organizational aspects, personal traits, and interactions between socio-cultural forces. Organizational support has always remained a key enabler of well-being, where evidence has indicated that supportive workplace policies will alleviate stress and improve the job satisfaction (Fairbrother and Warn, 2003; Arasli and Tumer, 2008) [12, 8]. High occupational stress has been extensively reported in the academic setting because of the complex role requirements and institutional expectations (Catano *et al.*, 2010; Dowden and Tellier, 2004) [23].
These research studies that concentrate on teachers stress that the presence of workload, administrative stress, and the absence of autonomy impair work-life experiences (Panen, 2024; Dutta *et al.*, 2025) [24, 6]. Supervisor family-supportive behaviour has been reported to reduce stress and improve work-life outcomes and especially in dynamic or a crisis environment (Campo *et al.*, 2021; Jensirani and Muthumani,

2017) [9, 17]. The gender experience has also influenced the work-life balance, and literature has revealed that women teachers face the greatest burden because of societal and institutional pressures (Menaka, 2022; Nwankwo, 2025) [20, 11].
These themes are reflected in emergent research in the Indian higher education sector, which highlights job design, institutional culture, and personal well-being as the key factors influencing faculty results (Chadda & Talwar, 2022; Sharma, 2023) [26, 14]. Nevertheless, a limited number of studies combine these determinants into one analytical model in the framework of Delhi NCR, which justifies the current study.

Methods
The design of the research used in this study was a quantitative and cross-sectional study, which involved investigating the determinants of work-life balance among faculty in higher education institutions in the NCR of Delhi. A structured questionnaire was used to gather data by conducting the questionnaires on 428 faculty members of public and private universities. The stratified sampling was used to select the institutions so that there was enough representation of the various types of institutions, but the faculty members were screened with convenience sampling in the respective institutions. The questionnaire was a combination of standardized multi-item scales of work-life balance, organizational support, workload management, supervisor behaviour, and occupational stress. The respondents evaluated items using a five-point Likert scale.
The reliability test, descriptive statistics, correlation analysis, exploratory factor analysis (EFA), independent sample t-tests, and multiple regression analyses with the help of IBM SPSS Statistics version 29 were used to enter and analyze the data. The SPSS was chosen because it is widely acceptable in conducting research in the social sciences and is also reliable when it comes to multivariate analysis. The underlying structure of measurement scales was verified through exploratory factor analysis since the study intended to measure factor loadings and assure the construct validity. The choice of the techniques to be used

corresponded to the hypothesized relationships between the variables which could be tested with the help of correlation and regression techniques, and also to measure the strength of predictability of the determinants. The ethics were maintained by showing voluntary participation and anonymity of responses. Information was collected through direct administration and safe digital survey delivery that is why it was possible to access faculty that worked in hybrid and on-campus environments.

Results
Reliability and Factor Structure
Cronbach alpha coefficients of all major constructs were found to be between 0.81 and 0.89, which is the result of reliability analysis that validated internal consistency. The four-factor structure of organizational support, workload management, supervisor behaviour, and stress at work emerged through the exploratory factor analysis through the principal component extraction and varimax rotation. Everything retained loaded more than 0.60.

The factor loadings are shown in Table 1.

Table 1: Exploratory Factor Analysis Results for Major Constructs

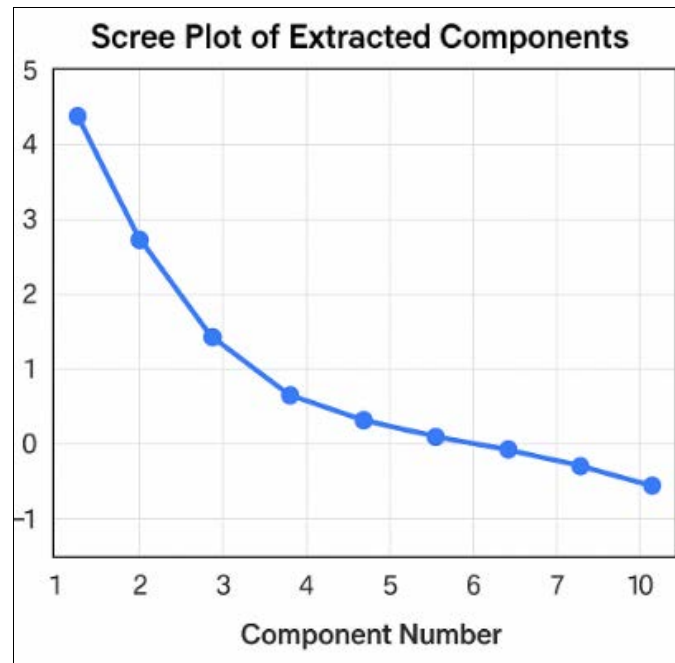| Construct	Sample Items (abbreviated)	Factor Loadings
Organizational Support	Supportive policies, resources	0.68-0.84
Workload Management	Manageability, time adequacy	0.62-0.80
Supervisor Behaviour	Consideration, flexibility	0.65-0.82
Occupational Stress	Job pressure, strain	0.71-0.89

Fig 2: Scree Plot of Extracted Components

The scree plot shows that there is a clear inflection at the fourth component, which is in line with the conceptual framework of the study, hence, a four factor solution is adopted.

Descriptive Statistics and Correlations.
Faculty moderate work-life balance levels were determined as mean scores (M = 3.31, SD = 0.64). Women faculty scored slightly less (M = 3.18) in comparison to male (M = 3.42). The results of correlation revealed positive significant relationships between the organizational support and work-life balance (r = .52), workload management and work-life balance (r = .47) and supervisor behaviour and work-life balance (r = .44). There was negative correlation between occupational stress and work-life balance (r = -.46).

The full correlation is given in Table 2.

Table 2 : Correlation Matrix of Key Study Variables (N = 428)

Variables	1	2	3	4	5
1. Work-Life Balance	1	.52	.47	.44	-.46
2. Organizational Support	.52	1	.49	.42	-.40
3. Workload Management	.47	.49	1	.38	-.35
4. Supervisor Behaviour	.44	.42	.38	1	-.33
5. Occupational Stress	-.46	-.40	-.35	-.33	1

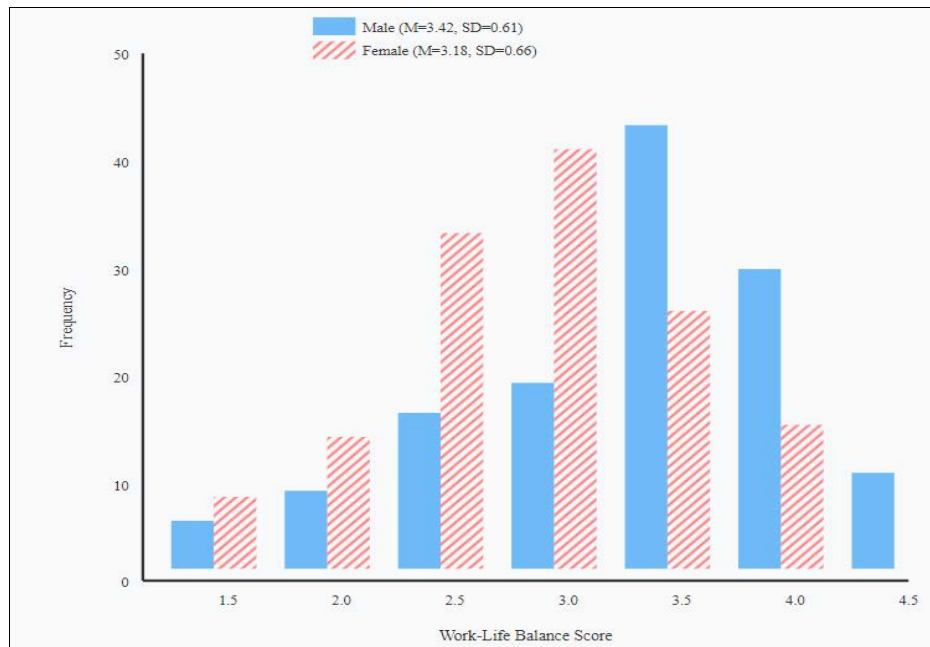(All correlations significant at $p < .01$.)

Fig 3: Distribution of Work-Life Balance Scores Among Male and Female Faculty

The figure shows relative distributions of the work-life balance scores between male and female faculty, with a minor leftward movement in the female respondent, which shows lower perceived balance.

Regression Analysis

The hypothesized determinants of work-life balance were tested by using multiple regression. The general model was important (F = 69.12, p <.001) and described 57 percent of the work-life balance variance (R 2 =.57). The strongest prediction was made by organizational support (beta =.41, p <.001), then, workload management (beta =.34, p <.001) and supervisor behaviour (beta =.29, p <.01). There was a negative impact of the occupational stress (beta = -.32, p <.001). All the directional hypotheses (H1-H4) are validated by these results. The regression output has been summarized in table 3.

Table 3: Multiple Regression Results Predicting Work-Life Balance

Predictor Variable	beta Coefficient	t-Value	Significance
Organizational Support	.41	9.24	<.001
Workload Management	.34	7.85	<.001
Supervisor Behaviour	.29	6.32	<.01
Occupational Stress	-.32	-8.19	<.001
Model Summary	R² =.57	F = 69.12	p <.001

Gender Differences (t-Test)

An independent sample t-test was used to compare the scores on work-life balance to test H5. The findings showed that there was a statistically significant difference between males and females (t = 3.11, p <.01), which establishes that gender is a factor that influences the perception of work-life balance.
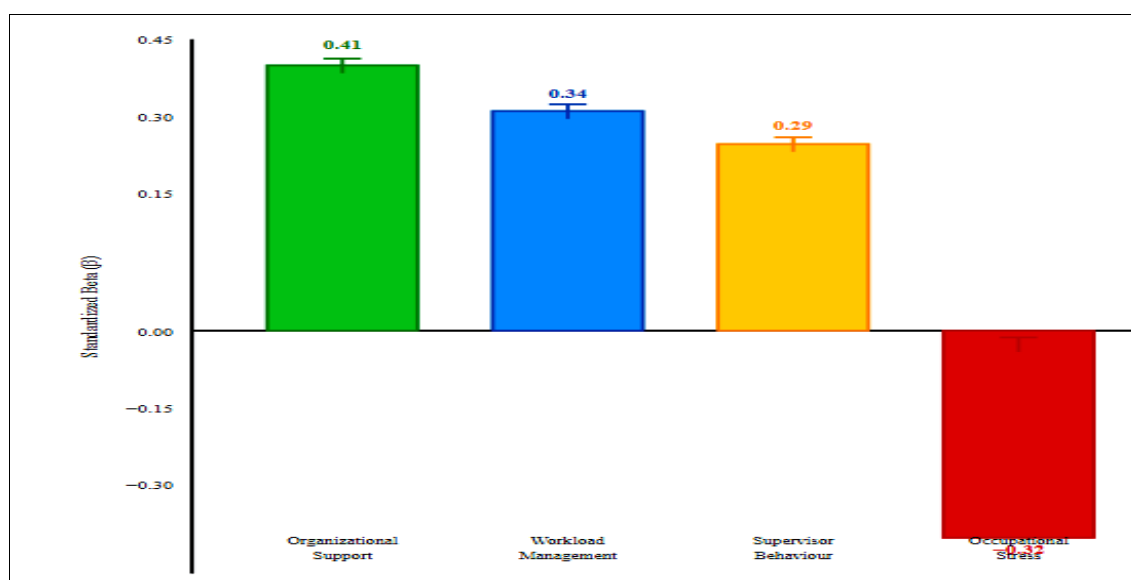

Fig 4: Coefficients of Predictors of Work-Life Balance.

The results of the figure show the standardized versions of   the beta coefficients of the four predictors, where

organizational support is the strongest positive predictor, and occupational stress is the only negative predictor as hypothesized.

Data Analysis and Interpretation.

The main aim of this research was to establish the determinants of work-life balance among faculty in higher institutions of learning in Delhi NCR. Based on the quantitative analyses, the relationship between organizational support, workload management, supervisor behaviour and occupational stress and overall work-life balance was statistically significant.

Construct testing validity Reliability tests indicated high internal consistent across constructs with Cronbach alpha of 0.81-0.89 which proved that the measurement is robust. The results of the exploratory factor analysis generated a distinct four-factor framework which agrees with the conceptual framework, which showed that the items measured different but related determinants. This structure was further confirmed by the scree plot as well as factor loadings since it shown that organizational support, work load management, supervisor behaviour, and occupational stress are meaningful dimensions in the explanation of the faculty work-life balance.

Descriptive statistics showed that the sample had a moderate work life balance (M =3.31). The balance was found to be lower in female than in male faculty (M = 3.18 and 3.42 respectively), and t-test was applied to determine that this difference is statistically significant. This observation was supported by the distribution patterns depicted in Figure 2 in that the distribution of females was more concentrated around the lower mid-range scores.

Correlation analysis has shown that there are strong positive relationships between the existence of supportive institutional conditions and work-life balance but occupational stress shows an inverse relationship. The findings are consistent with the current theoretical assumptions and correlate with the already known studies, which indicate the dual nature of professional support and stress as determinants of employee well-being. This negative correlation was visually defined using the scatterplot (Figure 5), where the work-life balance scores were declining with increased occupational stress.

The regression analysis helped further by giving the relative weight of each determinant. Their strongest predictor was found to be the organizational support (beta =.41), which indicated that the key to the well-being of faculty members lies in the structured policies, available resources, and institutional responsiveness. Workload management (beta =.34) and supervisor behaviour (beta =.29) also added meaningfully, which underlines the significance of manageable expectations and compassionate leadership. Work-life balance was negatively forecasted by occupational stress (beta = -.32), and the downward arrow in Figure 4 supports the harmful influence of work stress. The model explained 57% of the variance in work-life balance, which is a considerable explained variance in academic institutions.
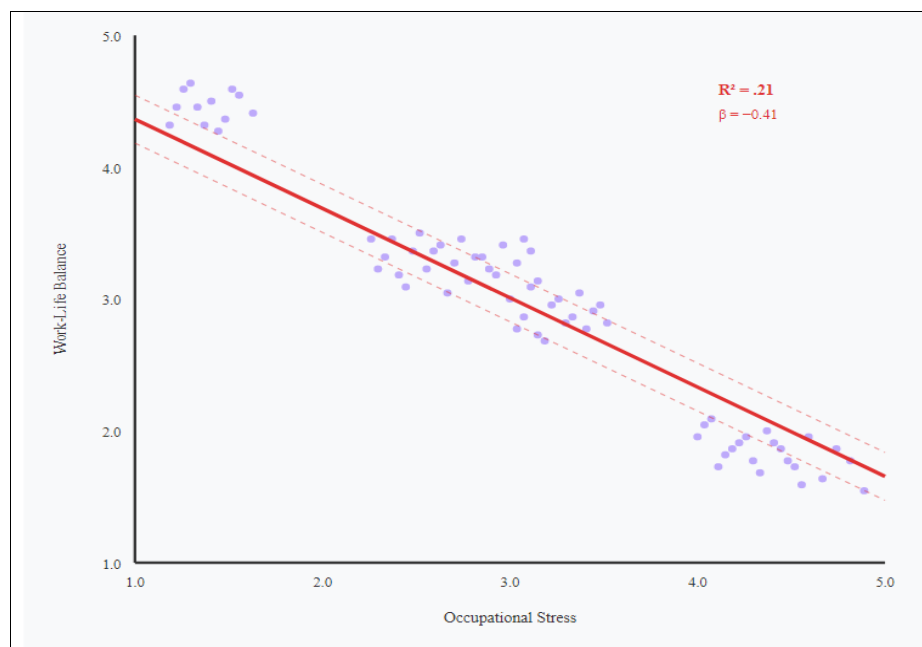

Fig 5: Scatterplot of Occupational Stressand Work-Life Balance with Regression Line

On the whole, the data show that there is a consistent tendency: work-life balance is better where the institutional and interpersonal conditions are favourable, and worse where the stress levels become too high to be handled. Such findings give a cumulative view that supports the hypotheses put across.

Conclusion

The current research adds to the comprehension of the factors of work-life balance in the group of higher education faculty in Delhi NCR, as it provides the empirically verified model created based on the overall dataset of 428 participants. The results emphasize that support of the organization is the most significant predictor, which is why the significance of the institutional policies, availability of resources, and a culture of encouragement is paramount. Supervisor behaviour and workload management are also an important step in improving the work-life balance, meaning that day-to-day operational forces and leadership behaviour are the crucial components.

On the other hand, the negative impact of occupational stress is significant, which demonstrates the fact that chronic

pressure compromises the ability of the faculty to maintain the balance between their professional and personal lives. It is important to be aware of this dynamic especially in academic settings where teaching, research and administrative duties overlap.

The differences in gender also indicate that females faculty require specific interventions to facilitate work-life balance because females reported lower work-life balance than the males. Such disparities make institution-specific programs to accommodate women facing special pressures in academia.

The model encompassed in the study offers practical recommendations to the policy makers and university administrators. The supportive structures, workload distribution, supervisory training and attention to the levels of stress can be prioritized to contribute greatly to the well-being of the faculty. Further studies can add longitudinal insights to this model or test the mediating hypothesis on the importance of organizational citizenship behaviour or the psychological well-being.

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