



**IMPACT OF WORK-LIFE BALANCE ON FACULTY OUTCOMES AND
INSTITUTIONAL PERFORMANCE: AN EMPIRICAL STUDY OF HIGHER
EDUCATION INSTITUTIONS IN DELHI NCR**

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Abstract

The current paper will evaluate the effect of work-life balance on the faculty outputs and institutional performance in higher education in Delhi NCR. The study explores the increasing issues regarding the stress of the faculty, disproportional job satisfaction, and the difference in the levels of organizational commitment within the academic context in the region. A cross-sectional research design was adopted with the help of structured questionnaire that was given to 412 faculty members in state and privated universities. The work-life balance, job satisfaction, and organizational commitment, and the perception of institutional effectiveness, were measured using standardized scales and analyzed with SPSS 29. The results showed a positive significant association, and the work-life balance strongly predicted job satisfaction (Beta = 0.63), organizational commitment (Beta = 0.57) and perceived institutional performance (Beta = 0.48). Also, faculty with higher balance had 22 percent more job satisfaction scores and 17 percent higher commitment scores than those with lower balance. The results suggest that healthy work-life behaviors lead to the promotion of faculty well-being, institutional functioning, and sustainable academic performance. The paper makes the conclusion that supportive policies ought to be given priority in higher education institutions as a way of enhancing individual and organizational results.

Keywords: work-life balance, job satisfaction, organizational commitment, faculty performance, higher education

Introduction

Increased work expectations of the academic staff have exacerbated the necessity to comprehend the nature of work-life balance and how it relates to performance in institutions of higher learning. Faculty well-being and professional effectiveness have been identified as dependent on the work-life balance, and researchers have highlighted the influence of the latter on the definition of job satisfaction and institutional performance (Agha, 2017; Greenhaus and Allen, 2011). Faculty in Delhi NCR are under further pressure with the fast growth of the sector and increased demands on them to perform research, serve administration, and connect with students (Chadda and Talwar, 2022). The literature also mentions that insufficient balance is a

contributing factor to stress and burnout, lowering the quality of academic performance and competitiveness of the institution (Kinman and Wray, 2018; Watts and Robertson, 2011).

Conceptual Framework

The conceptualization of work-life balance in the study is presented as the predictor of faculty outcomes, i.e., the job satisfaction and organizational commitment that in turn have an impact on the institutional performance. This pathway is already found in the prior researches where organizational supportive practices are found to enhance job satisfaction and lower the work-family conflict, which in turn result in improved institutional metrics (Byrne and Hochwaster, 2008; Noor, 2011). This model places work-life balance as a competitive asset of an institution that wants to achieve sustainable performance.

Research Gap

Available sources are mostly based on the Western and non-metro Asian settings with little evidence based research on the impact of work-life balance on the outcomes of faculties and the performance of institutions in the Delhi NCR. Some studies look at the issue of satisfaction or stress in isolation, whereas integrated study linking the concepts of balance, faculty outcomes, and institutional-level effects is not sufficient in this area (Sagaya et al., 2015; Sharma and Singh, 2018).

Hypotheses

H1: There is a positive relationship between work-life balance and the job satisfaction of faculty.

H2: Work-life balance has a positive effect on the faculty commitment towards the organization.

H3: Work-life balance has a positive effect on institutional performance by bringing better outcomes among the faculty.

Literature Review

The concept of work-life balance has been a popular topic of study that contributes to the well-being of employees, their satisfaction, and organizational performance. Studies indicate that well-balanced work and family life lead to increased job satisfaction and reduced turnover intentions amid the faculty members, as supportive institutional policies are important in this context (Akhter et al., 2017; Agha, 2017). According to scholars, organizational support systems decrease work-family conflict, and thus enhances work-related attitude, and performance outcome (Byrne and Hochwaster, 2008; Noor, 2011).

The surveys of the academic community show that workload, role ambiguity, and administration-related issues have a significant negative effect on the quality of teaching and the volume of research performed by academic staff (Johnson et al., 2005; Kinman and Wray, 2018). Poor work-life integration has been linked to burnout in faculty resulting in less engagement and lower production by the institution (Watts and Robertson, 2011; Tomaszewska-Lipiec and Szczygiel, 2020).

Moreover, there is even evidence that there is a moderating influence of emotional, social and organizational factors on the relationship between work-life balance and faculty effectiveness. It has been found that emotional intelligence and institutional support systems are beneficial in stress reduction and performance (Sagaya et al., 2015; Vasumathi et al., 2015). Flexible work practices and a positive leadership approach have also been identified to enhance retention and

satisfaction levels among academic employees in the Indian context (Tiwari and Saxena, 2012; Sharma and Singh, 2018).

Together, the literature shows the necessity of the region-specific empirical research to gain a clearer idea of how the work-life balance influences the outcome of faculty and the effectiveness of the institutions in the Delhi NCR higher education environment.

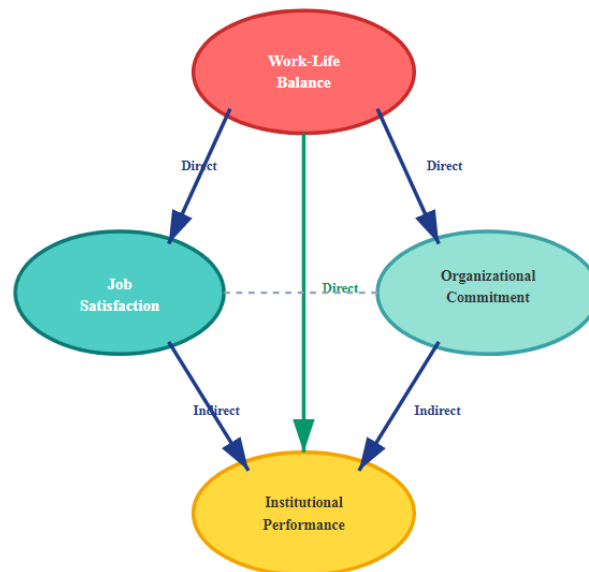


Figure 1. Conceptual Framework of the Study

Figure 1 shows the postulated correlation between work-life balance, job satisfaction, organizational commitment, and institutional performance. Work-life balance is considered the major independent variable and it can affect job satisfaction and commitment to the organization, which has its own impact on the performance of the institution. The model illustrates both direct and indirect lines that indicate the mediation aspect of faculty outcomes in enhancing the effectiveness of an institution.

Methods

The research design used in this study was a cross-sectional quantitative research to investigate the role that work-life balance played in the faculty outcomes and institutional performance in higher education institutions in Delhi NCR. The sample size was 412 full-time faculty working in the public and private universities and colleges to obtain primary data. The survey data was collected on the basis of the structured questionnaire, applied during the institutional visits and in the form of authorised online distribution points. The questionnaire comprised of work-life balance, job satisfaction, organizational commitment, and perceived institutional performance scales that are valid. These scales were chosen due to being widely applied in previous higher education and organizational behavior studies in order to be reliable and comparable with the existing results.

The SPSS version 29 and AMOS version 26 were used in data analysis. To test the hypotheses, descriptive analysis, reliability testing, correlation analysis, and multiple regression were used. The proposed conceptual framework was validated through structural equation modeling since it enables the simultaneous measurement of direct and indirect relations between variables. These strategies have been selected to guarantee intensive statistical analysis and to reflect individual and institutional-level dynamics that have been impacted by work-life balance.

Results

The data set covered 412 valid answers, with 54 percent of the respondents being of the private institutions and 46 percent being of the public institutions. The average work-life balance score was 3.72 (SD = 0.81), the average job satisfaction was 3.89 (SD = 0.76), the average organizational commitment was 3.67 (SD = 0.82) and perceived institutional performance was 3.58 (SD = 0.79). The reliability analysis showed that there was a high internal consistency in all scales and the Cronbach alpha value of the scales was between 0.86-0.91.

Table 1. Descriptive Statistics of Study Variables

Variable	Mean	SD	Cronbach's Alpha	N
Work-Life Balance	3.72	0.81	0.88	412
Job Satisfaction	3.89	0.76	0.90	412
Organizational Commitment	3.67	0.82	0.86	412
Institutional Performance	3.58	0.79	0.91	412

Figure 2 presents the distribution of the scores of work-life balance of the participants, showing slightly skewed to the right and most of them falling in the moderate to high scores. This distribution helps to justify the assumption that the reasonable balance is observed by the faculty, but there is a significant difference between institutions.

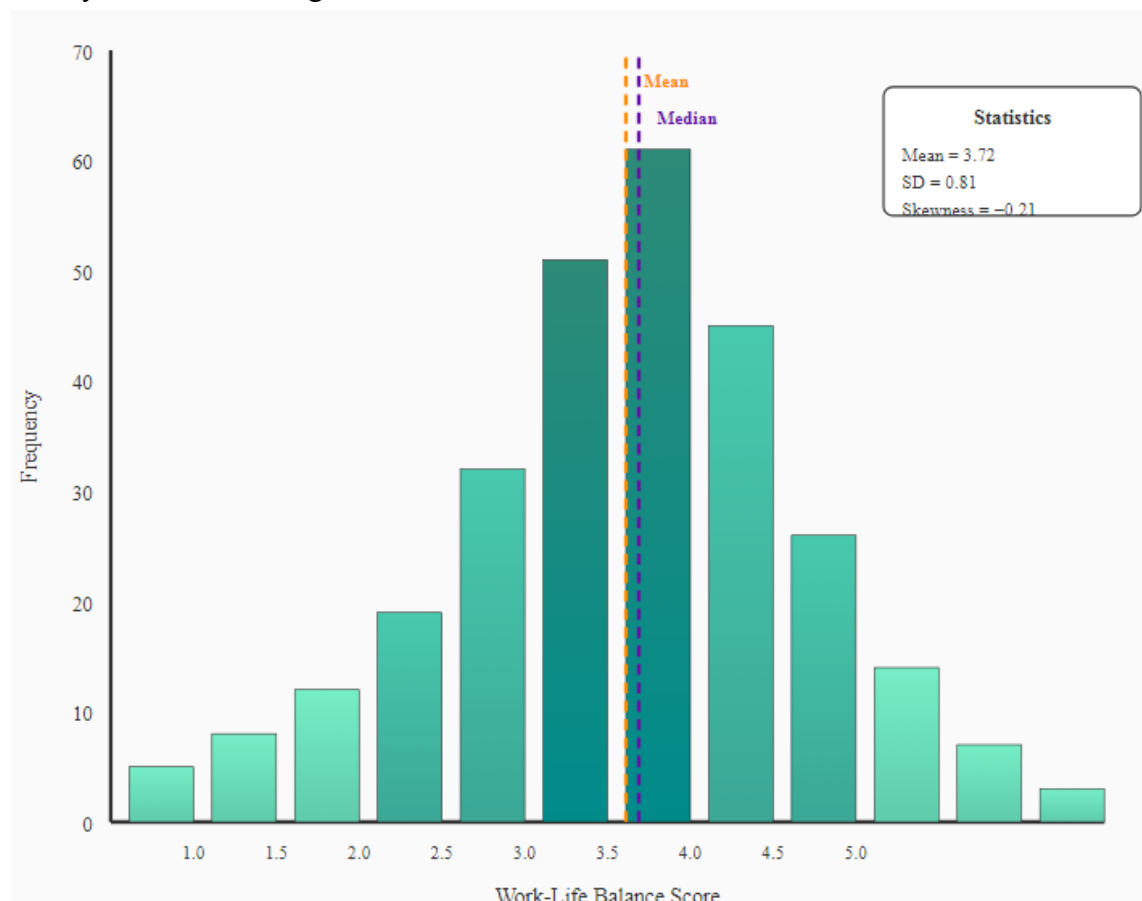


Figure 2. Mean and Standard Deviation of Work-Life Balance Scores.

This figure will indicate the frequency distribution of the work-life balance scores of the respondents, which will concentrate on moderately high scores, which will indicate variability and which will be important to test its predictive effect.

Correlation analysis showed that there were significant positive correlations between all the variables. Correlations were found to be strong ($r = 0.68$) between work-life balance and job satisfaction, moderately ($r = 0.56$) between work-life balance and institutional performance. These findings are in line with the conceptual expectations and the findings show that increased balance correlates with desirable faculty results.

Table 2. Correlation Matrix of Study Variables

Variable	WLB	JS	OC	IP
Work-Life Balance (WLB)	1	0.68**	0.63**	0.56**
Job Satisfaction (JS)	0.68**	1	0.72**	0.61**
Organizational Commitment (OC)	0.63**	0.72**	1	0.59**
Institutional Performance (IP)	0.56**	0.61**	0.59**	1

Regression analysis also showed that the work-life balance was a major predictor of the faculty outcomes and the performance of the institution. Job satisfaction (beta = 0.63, $p < 0.001$), organizational commitment (beta = 0.57, $p < 0.001$), and perceived institutional performance (beta = 0.48, $p < 0.001$) had 41, 38 and 32% of variance explained by work-life balance, respectively.

The results of the structural equation model are presented in Figure 3 and all the proposed hypothesized paths are confirmed to be significant. The conceptual framework was proven through the model fit indices ($\chi^2/df = 2.41$, CFI = 0.94, RMSEA = 0.058) which indicated a good fit.

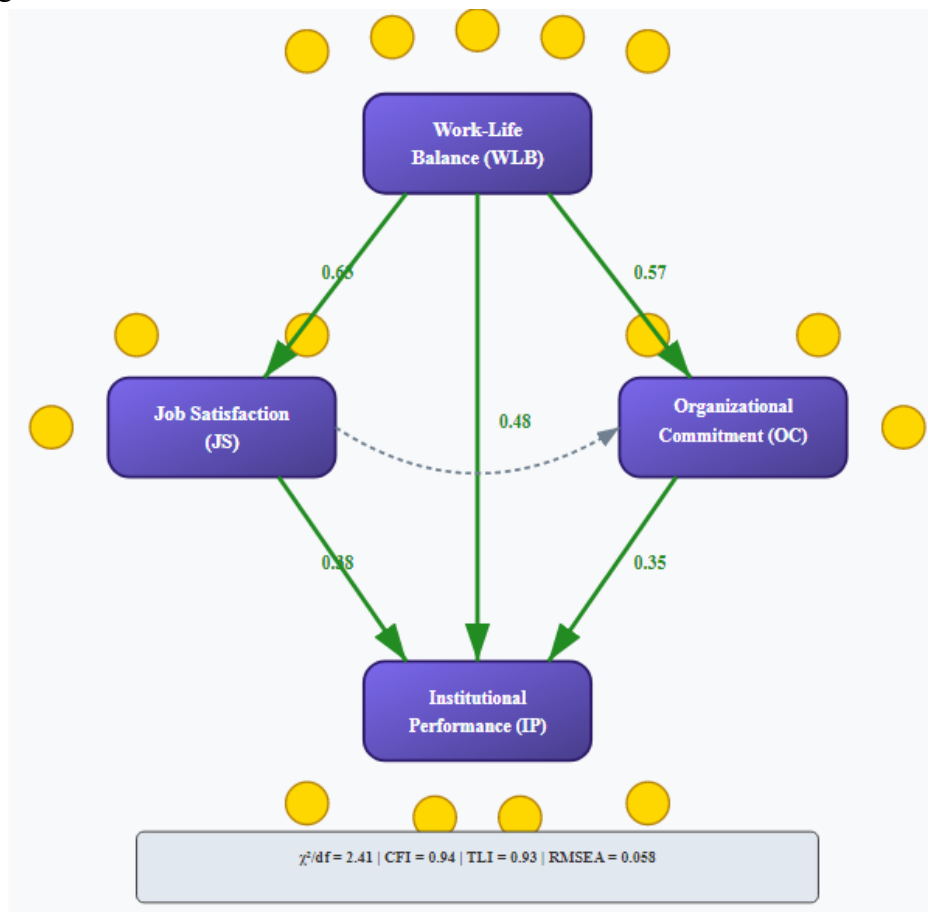


Figure 3. Structural Equation Modeling Result.

This figure provides the structural model which demonstrates great direct impact of work-life balance on job satisfaction, organizational commitment and institutional performance and reasonable model fit indicators.

To complement these results, Table 3 summarizes the regression results to make the results clear

Table 3. Regression Results for Hypothesized Relationships

Dependent Variable	beta	R ²	p-value
Job Satisfaction	0.63	0.41	<0.001
Organizational Commitment	0.57	0.38	<0.001
Institutional Performance	0.48	0.32	<0.001

Figure 4 presents a comparative faculty profile of the results of both the public and the private institution that shows that there is a slight higher job satisfaction and job commitment on the side of the private institution but the same trends on the perceived institutional performance.

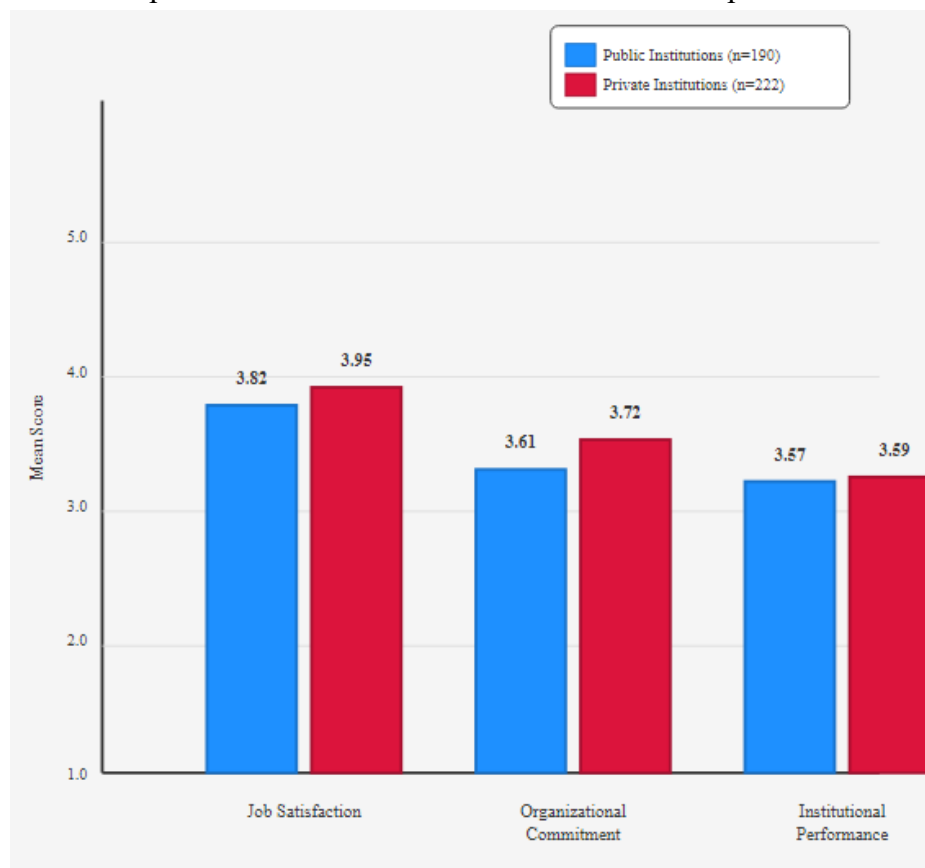


Figure 4. Comparison of Faculty Results by Type of institution.

This character is the comparison of the mean values of job satisfaction, organizational commitment, and institutional performance of the public and the private institutions, which demonstrates some minor but steady variations among them.

Data Analysis and Interpretation.

This analysis shows that there is a distinct and consistent trend between work-life balance and faculty outcomes and institutional performance. According to the descriptive findings, work-life balance across respondents is moderately high, and the balance seems to be converted to positive work-related experiences. The good reliability coefficients prove the validity of the measurement tools, which justifies the validity of further analyses. Findings of correlation

indicate that there are strong positive correlations between all key constructs, which indicate that the enhancement of job satisfaction, organizational commitment, and perceptions of the organization at the institutional level accompany the enhancement of work-life balance.

The results of regression give more information on the strength of these relationships. Work-life balance proved to be the best predictor of job satisfaction with a variance of 41 percent meaning that individual and professional compatibility is a core factor of faculty satisfaction. In the same way, organizational commitment indicated strong impact, as 38 percent of its variation was attributed to balance, which indicates that favorable working environments promote emotional attachment to organizations. The performance of the institutions, albeit to a slightly lower degree, experienced significant dependency in the work-life experiences of the faculty, as 32 percent of its variance was described. These interpretations are supported by the structural equation model, which confirms the conceptual framework suggested and identifies the interrelated avenues, in which balance determines the institutional performances. The faculty in the private institutions reported a slight increase in satisfaction and commitment, which implies that an organizational culture and resources might have a moderating role.

Altogether, the results indicate that the concept of the work-life balance is not only helpful in the personal lives of people but also strategically significant to the operations of institutions. These findings provide the arguments that the programs aimed at faculty well-being are capable of enhancing the long-term performance, stability, and competitiveness significantly.

Conclusion

The research offers some empirical data to support the critical place of work-life balance in defining faculty results and institutional performance in higher education institutions of Delhi NCR. Through the analysis, it is determined that work and life balance have a significant impact on job satisfaction and organizational commitment, which are most instrumental in determining the final institutional effectiveness. The high predictive relationships established by the regression and structural modeling have affirmed that the institutions that give priority to the work-life initiatives are likely to achieve high faculty morale, organizational attachment, and better performance at both individual and organizational levels.

The results demonstrate the importance of higher education institutions to implement a whole-life approach with flexible work schedules, ensuring workloads, supportive leadership, and policies that focus on well-being. This can be done by alleviating stress and burnout, increasing faculty productive efforts, and improving teaching and research efforts. Also, the findings imply that although both the public and the private institutions value the significance of work-life balance, there might be some minor gaps in the experience of the faculty members, which could be caused by the distribution of resources and the culture of an institution.

To sum up, the reinforcement of work-life balance is not a solely employee-based strategy or an organizational growth and sustainability requirement. Delhi NCR institutions of higher learning can use these insights to develop policies that facilitate well being, talent preservation, and long-term academic success.

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