

A CASE STUDY- QUALITY OF WORK LIFE BALANCE OF COLLEGE TEACHERS

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ABSTRACT

Maintaining a healthy work-life balance is important for teacher's well-being and productivity, especially in today's technology based and demanding workplace. The data is collected from 33 employees with the help of primary data using a survey method. The elements impacting both job and personal life happiness are taken into consideration using the Likert scale of measuring methodologies. This study examines the Work life balance of PU College Teachers in Kodibag and Baad area in Karwar, Karnataka, focusing on factors Influencing their personal and work life satisfaction. The case study is build on primary data of 33 employees, which is subject to descriptive stastical analysis by using using proportion and frequency analysis, followed by Figures and pie diagrams. The study enables to figure out quality of work life balance of PU College teachers of Kodibag and Baad area in Karwar, Karnataka.

KEYWORDS: *Work Life Balance, PU College Teachers, Workplace, Teaching Profession.*

INTRODUCTION

Keeping a healthy work-life balance is paramount for PU college teacher's wellbeing. With the intent of improving their overall quality of life and level of happiness, this case study in karwar pu college looks into aspects that affect how well they merge their personal and work life obligations. The harmony between one's personal and professional lives is known as work-life balance, which is crucial to people's general wellbeing. It is recommended that academic administrators devise tactics to assist educators in attaining this equilibrium, taking into consideration factors like age, gender, and elements that influence work happiness, recognition and prospects for advancement.

This study focuses on PU college teachers in Karwar, Karnataka, conducting primary data collection and statistical analysis to comprehend their work-life balance better. Engaging directly with the educators regarding their job related and personal lives will allow identifying of areas that needs support. Work satisfaction, impacted by various work environment factors, is crucial for PU college teachers. Elements like appreciation, communication, coworkers, job conditions, nature of work, and promotion opportunities significantly impact their satisfaction levels. Study findings can provide guidance and strategies to support teachers in achieving a healthier balance between their personal and professional lives. Addressing work-life balance concerns can lead to increased job satisfaction, retention rates, and ultimately better educational outcomes for students.

In conclusion, work-life balance is vital for PU college teachers' overall well-being and satisfaction. Understanding the variables affecting their work-life balance is the goal of this study and also to suggests interventions to improve it. Prioritizing teachers' well-being can create a positive work environment and contribute to better educational outcomes.

LITERATURE REVIEW:

Related Works

Work-life balance is vital for all teachers/Professors and institutions/management of learning as it affects both teacher well-being and students' learning outcomes. An organization's top priority should be to implement work-life balance policies since it directly affects teachers' overall success. By offering a work-life balance, educational institutions may help teachers successfully manage both their private and professional lives. As a result, teachers who are more motivated, encouraged and fulfilled have the better ability to engage students and deliver high-quality education. Improved Teachers' work-life balance is correlated with decrease of stress and greater mental health, both of which assist students by creating a more positive and productive learning environment. In the end, organizations can foster a culture of wellbeing that helps both students and educators.

TABLE1: LITERATURE REVIEW SUMMARY

S. No.	ResearchTopic	Research Focus	Reference
1	Work-Life Balance Practices and Teacher Performance in Public Secondary Schools in Kenya.	Work-life balance practices, such as leave policies adherence and supportive work environments, positively impact secondary teachers' performance in Public schools in Kenya, leading to increased productivity and teaching satisfaction.	Matula, P. D. (2022).
2	Work-Life Balance of Secondary Teachers in Hong Kong.	Factors affecting work-life balance of secondary teachers in Hong Kong include support from co-workers, workload, and work-family conflict. High support and low workload positively impact work-life balance.	Wong, K., Lai, A. T. S., Meng, X., Lee, F. C. H., & Chan, A. H. S. (2021).
3	A Study on Work-Life Balance of College Teachers in Bangalore City.	Balancing work and personal life is crucial amid changing work styles and lifestyles. Increasing job requirements and nuclear family trends affect teachers' ability to balance, impacting job output and personal well-being. Institutions must prioritize improving work-life balance to ensure efficiency and retain talent. Professional and personal satisfaction are key, influenced by various factors in educational institutions. Effective Work-Life Balance Policies enhance satisfaction, family time, and overall well-being, fostering a motivated workforce dedicated to students and society.	WORK LIFE BALANCE OF TEACHERS BANGALORE - Google Search.-By Mr. Ravi Kumar.(2020)
4.	Trends in the literature about work-life balance among higher education teachers.	The study reviews job-life balance among higher education teachers, highlighting conflicts like job satisfaction, career concerns, and institutional pressures, aiding in enhancing well-being in both personal and teaching professional realms.	Franco, L. S., Pilatti, L. A., & Franco, A. C. (2023).

5.	Work-family conflict and work-life balance: a study of secondary school teachers in sargodha.	The study revealed a positive link between work-family conflict (WFC) and work-life balance (WLB), indicating higher WFC scores align with higher WLB scores. WFC adversely affects both work life and personal life, as confirmed by regression analysis, emphasizing strain-based conflict's impact on teachers' well-being. Juggling multiple responsibilities like work and family can induce stress, affecting psychological and physical well-being.	Ahmad, R., Majeed, S., Rabi, S. A., & Taseer, N. A. (2023).
6.	A Study on Factors Influencing Work Life Balance of Women Teachers in Dindigul District.	The research in Dindigul District examines elements affecting work-life balance for women teachers. Family support, organizational culture, and flexible hours significantly influence this balance. Work-family conflict negatively impacts it. Strategies like humor, setting boundaries, and seeking support are vital for sustaining balance. The study aims to explore how family and work factors can affect women teachers' work-life balance efforts in the district.	Al, M. L. L. E. (2023).
7.	A Study on Work Life Balance among the Teaching Professionals of Arts and Colleges in Tuticorin District.	The research delves into the challenges teaching professionals encounter in maintaining work-life balance, examining factors like family support and organizational culture. It aims to explore how work-life balance impacts teaching professionals' personal, social, family, environmental, and psychological aspects. Strategies such as boundary setting and seeking support are essential for balance. The study stresses integrating work-life balance strategies into educational institutions' annual planning to boost employee well-being.	Muthulakshmi, C. (2018).

8.	Understanding The Work Life Balance Of Faculties Of Engineering Colleges Of Allahabad.	The research investigates challenges teaching professionals encounter in work-life balance, considering factors like family support and organizational culture. It explores how balance influences personal, social, family, environmental, and psychological aspects of their lives. Strategies such as boundary setting and seeking support are crucial for balance. Emphasizing integrating work-life balance strategies into educational institutions' annual planning is vital for enhancing employee well-being.	Yadav, M. (2019).
9	A study of work life balance of female teaching professionals in coimbatore.	The research analyzes challenges in teaching professionals' work-life balance, exploring factors like family support and organizational culture. It investigates how balance affects personal, social, family, environmental, and psychological aspects of their lives. Highlighted strategies include boundary setting and seeking support. Emphasizing the integration of work-life balance strategies into educational institutions' planning is crucial for enhancing employee well-being.	Radha, A. (2015)..
11	Work-Life Balance and Job Satisfaction Among School Teachers: A Study.	The research investigates challenges in teaching professionals' work-life balance, examining factors like family members support and organizational culture. It explores how balance impacts various aspects of their lives. Highlighted strategies include setting boundaries and seeking support. Emphasizing the integration of work-life balance strategies into educational institutions' planning is crucial for enhancing employee well-being.	Padma, S., & Reddy, M. S. (2014).

NEED FOR THE STUDY:

Understanding how PU teachers of Kodibag and Baad area, Karwar Karnataka, balance work life and personal lives is really important. When teachers feel balanced, they do better in their teachings and enjoy them more. This study wants to figure out what helps teachers feel balanced and what gets in the way. It's also important to make sure teachers have fair treatment at work.

This research will give us new perception that assist in things improving for PU college teachers, which means they can do their job even better and feel happier doing it.

OBJECTIVES:

1. To ascertain the degree of magnitude of self- satisfaction with work-life balance among PU teachers in Kodibag and Baad area, Karwar Karnataka.
2. Assessing how content and balanced they feel between their professional responsibilities and individual life commitments.
3. To identify and examine the impact of both teaching life and personal life of PU college teachers in Kodibag and Baad area, Karwar Karnataka, investigating how various teaching career and personal factors interact to shape their overall work-life balance.
4. To analyse the work life balance of PU teachers in Kodibag and Baad area, Karwar Karnataka, across selected demographic variables.
5. To recommend suitable measures to make better the WLB of PU College teachers build on conclusions.

Methodologies

Type of Research: The evaluation employed in the case study is descriptive. The study focuses at understanding the work life balance among PU teachers in Kodibag and Baad area, Karwar Karnataka.

Sample Size: The sample number comprises of a sum of 33 PU college teachers (respondents). The respondents are PU teachers working in kodibag and baad area karwar Karnataka.

Instrumentation Techniques: The mechanisms used for gathering data are through Structured Questionnaire. We used a questionnaire with personal information, both closed- and open-ended, to get details from the pu college teachers. For the closed-ended questions, the multiple rating list scale, likert scale, simple category scale, and multiple choice question (MCQ) scaling approaches were used.

Primary Data: A questionnaire was used to collect the primary data. The Google Form questionnaires were sent to the PU teachers via email, Telegram, WhatsApp, and other channels.

Secondary Data: Prominent journals, magazines, research papers, textbooks, and a few websites were the sources of secondary data.

Plan of Analysis: The data which was gathered through primary means was looked into and categorized in the manner of tables, pie Figures and graphs for better understanding. Easy statistical methods like percentages and averages are employed for pu college teachers survey.

Findings, Results and Analysis

The compiled data, gathered through the survey method, is analyzed using Microsoft Excel. The data is segregated into sections as per the means of questionnaire. Descriptive analysis presents the profile of respondents and reveals descriptive statistical results, including the mean, as measured for work-life balance amidst PU college teachers. This study is predicated on the responses given by PU college teachers. Tables, pie diagrams, different types of Figures were

adopted to display respondents' reactions related to work-life balance. The examination and analysis of data gathered from PU college teachers are incorporated in this case study. The numerous questions were put forward to teachers are analyzed in tables, supported by pie Figures and different types of graphs.

Table 1.1 : Respondents Based on Age Brackets

Age (years)	No of Responses	Percentage
21-30	9	27%
31-40	19	58%
41-50	2	6%
51 and above	3	9%
Total	33	100

Source: Primary Data

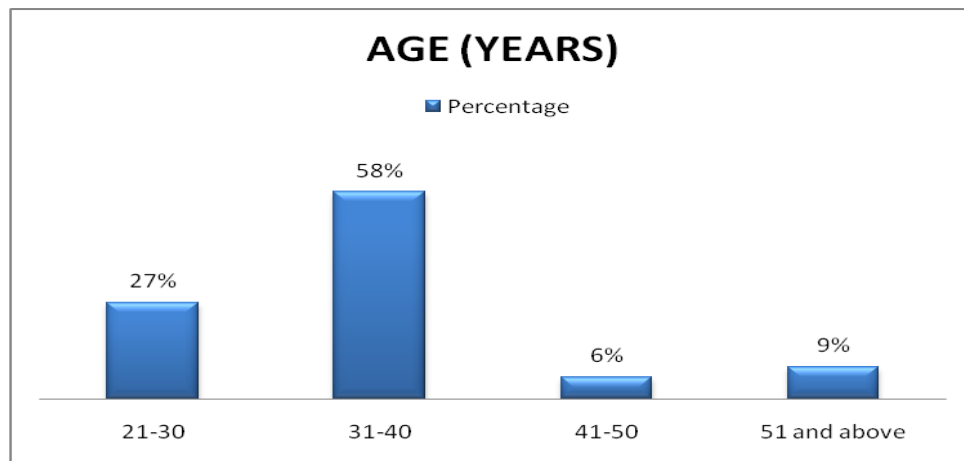


Figure 1.1

Analysis: Upper Table 1.1 depicts the age bracket of various PU College Teachers. The larger parts of the teachers are within the age bracket of 31 to 40 years with, largest of 58%. Teachers also falls within the age bracket of 21- 30 and 41 -50 i.e. 27% and 6 % and remaining 9% , 51 and more.

Interpretation: By scrutinizing the above table, we can consider that the PU college lecturers are of middle age with less experience. 27% are fresher's with handful of experience.

Table 1.2 : Respondents Based On Gender

Gender	No of Responses	Percentage
Male	11	33%
Female	22	67%
Total	33	100%

Source: Primary Data

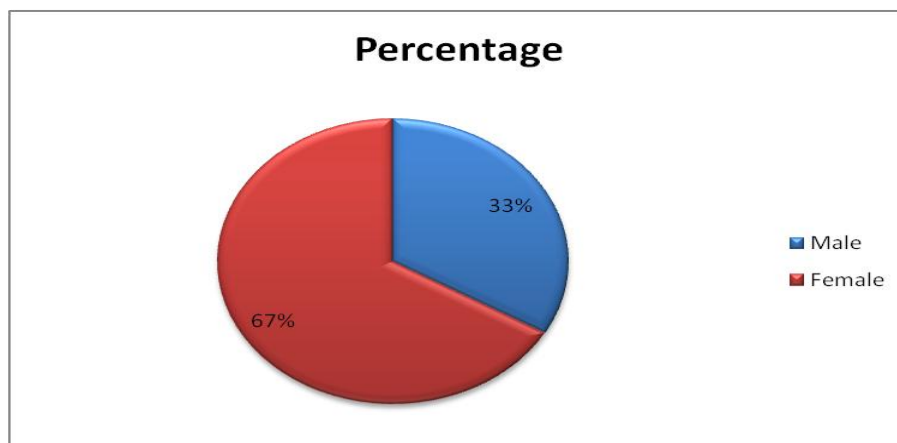


FIGURE 1.2

Analysis: In accordance to the study related to gender respondents, above figure indicates that female have upper hand with 67% compared to male with only 33%.

Interpretation: By scrutinizing the above table, we can figure out that female PU college teachers have an upper hand compared to PU college male teachers which concludes that the majority of those assessed in this case study are women respondents(teachers).

Table 1.3 : Respondents Based on Qualification Criteria

Educational Qualification	No of Responses	Percentage
PG	18	55%
PG (B.Ed)	12	36%
PG (Ph.D)	1	3%
Other (specify)	2	6%
Total	33	100%

Source: Primary Data

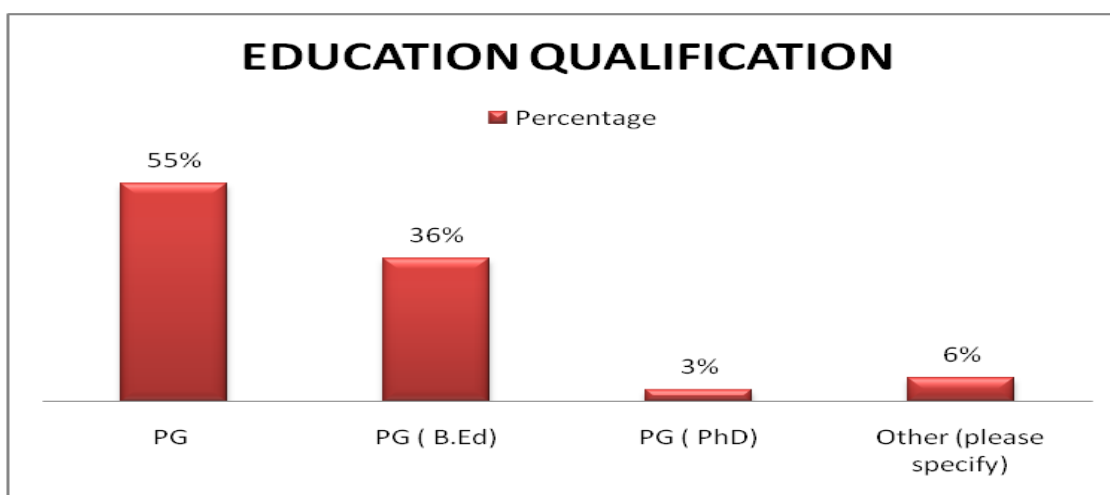


FIGURE 1.3

Analysis: In accordance to the study related to qualification, above figure indicates that the ratio of PG is 55% then that of other teachers. The education qualification of the PU college teachers is categorized into PG, PG (B.Ed), PG (PhD) and others.

Interpretation: The credentials college teachers play a crucial role. In this study maximum of college teachers are Post Graduates.

Table 1.4 : Respondents Based On Designation

Designation	No of Responses	Percentage
Principal	5	15%
Lecturer(Full Time)	17	52%
Lecturer(Part Time)	6	18%
Lecturer(Guest)	5	15%
Total	33	100

Source: Primary Data

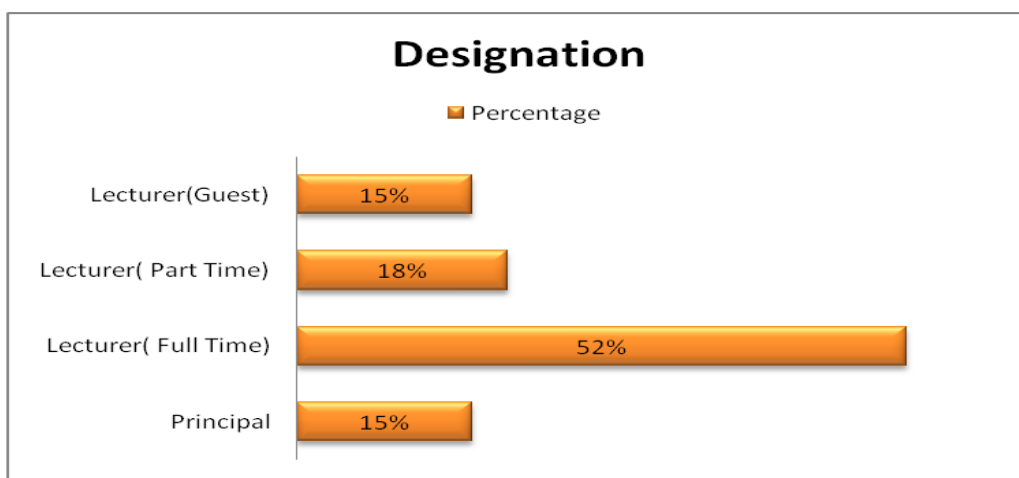


FIGURE 1.4

Analysis: In accordance to the study of designation of the PU college teachers, depicts that 52% of teachers are full time lecturers, 18% of teachers are part time Lecturers, 15% are Principals, and rest 15% are guest lecturers.

Interpretation: In accordance the case study the above table and Figure shows that the larger part of the PU college instructors are full time lecturers with maximum of 52% in 33 respondents.

Table 1.5 : Respondents Based On Work Experience

Work Experience	No of Responses	Percentage
Upto 1 year	7	21%
Above 1-5 years	10	31%
Above 5-10 years	6	18%
Above 10-15 years	6	18%
Above 15 years	4	12%
Total	33	100

Source: Primary Data

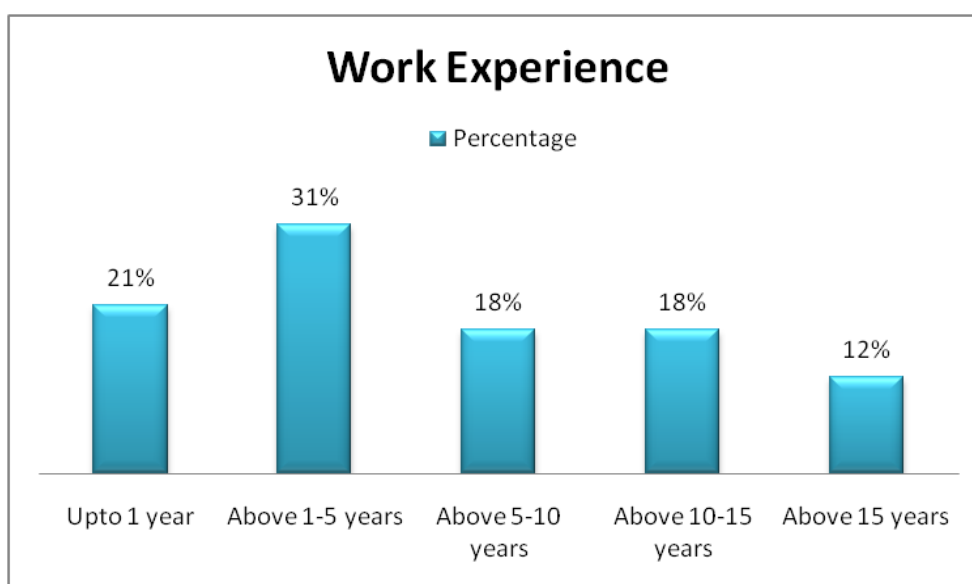


FIGURE 1.5

Analysis: In accordance to the study of work experience, it depicts that 31% of the PU College Lecturers are of 1 to 5 years, 21% with experience below 1 year, 18% with 5 to 10 years and 10 to 15 years and remaining 12% with greater than 15 years.

Interpretation: In accordance to the study, PU college teachers have satisfactory to high experience. Additionally, these case studies also have PU college instructor's up to 5 years of experience.

Table 1.6 : Respondents Based On Income

Monthly salary	No of Responses	Percentage
Below 15000	11	34
15000 - 20000	7	21
20000 - 30000	9	27
30000 - 40000	2	6
40000- 50000	2	6
Above 50000	2	6
Total	33	100

Source: Primary Data

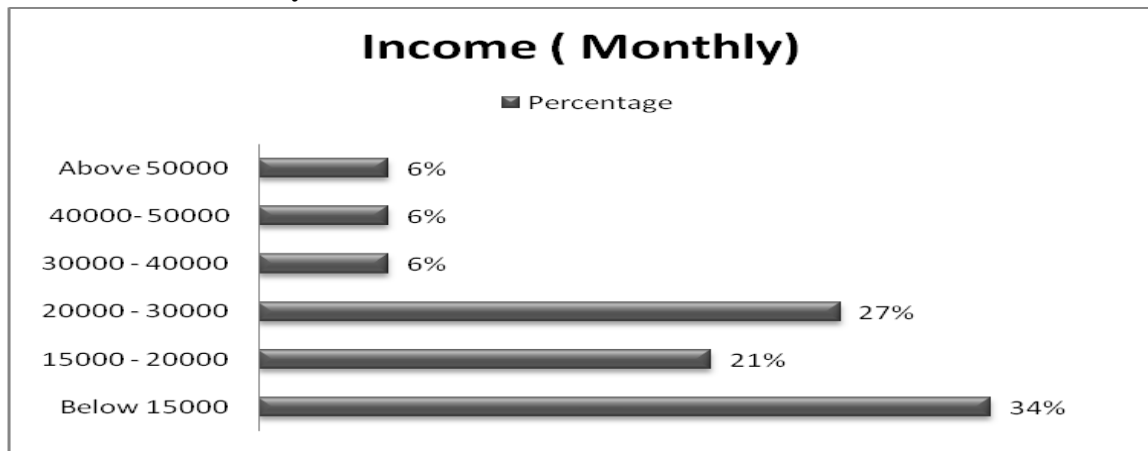


FIGURE 1.6

Analysis: Table 1. 6 shows that 34% of the PU college teachers salary is below Rs. 15000, 27% has upto Rs.30000, 21% upto Rs 20000, 6% above Rs. 30000, 6% above Rs. 40000 and 6% above Rs. 50000.

Interpretation: In accordance to the income, the study says that larger part of the PU college teachers come under the earnings level of below Rs. 15000 as per their experience and designation with decent experience in the teaching profession.

Table 1.7 : Respondents based on Department

Department	No of Responses	Percentage
Arts	3	9%
Science	6	18%
Commerce	19	58%
Others	5	15%
Total	33	100%

Source: Primary Data

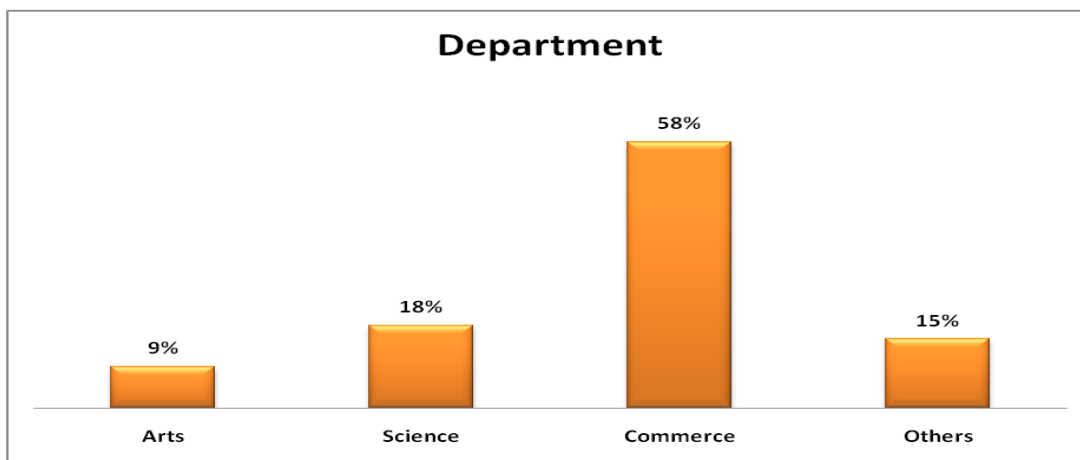


FIGURE 1.7

Analysis: In accordance to the departments of the PU college teachers, 58 % originate from commerce department, 18% originate from science, 9% originate from arts, and 15% originate from other departments.

Interpretation: In accordance to the case study maximum PU College teachers are from commerce field. So, major portion of the PU college teachers belong to commerce department in Kodibag and Baad area, Karwar Karnataka.

Table 1.8 : Respondents Based On Marital Status

Marital Status	No of Responses	Percentage
Single	19	58%
Married	14	42%
Total	33	100%

Source: Primary Data

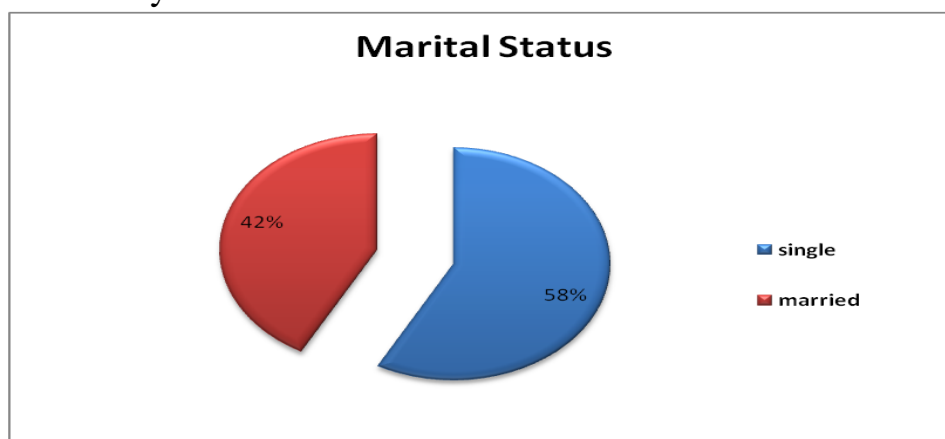


FIGURE 1.8

Analysis: In accordance to marital status, it says shows 42% of the PU college instructions are not single and 58% are single.

Interpretation: This case study depicts that larger part of the PU College teachers are Single.

Table 1.9 : Respondents Based On Worry About Work (When Not At Work)

Agreement	No of Responses	Percentage
Always	9	27%
Often	8	24%
Sometimes	11	34%
Rarely	5	15%
Never	0	0%
Total	33	100%

Source: Primary Data

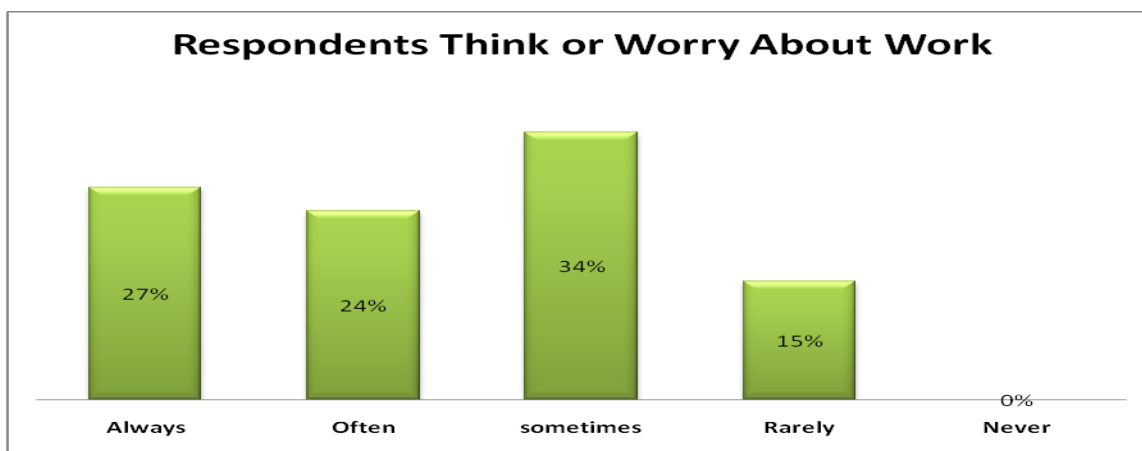


FIGURE 1.9

Analysis: In accordance to how often PU College teachers think or take stress about work when they are not working, for this 34% of teachers said sometimes, 27% said always, 24% said often and 15% said rarely worry or take stress about work when they are not in college.

Interpretation: The aforementioned data demonstrates that larger number of college teacher's worry or take stress sometimes when they are not in the college. This demonstrates that they may also bring college work to home like class preparations, which makes them to think or worry more about work and dedicate less time to family and children. This will undoubtedly impact on their health conditions and personally, thereby it's necessary that they achieve a healthy balance in their WLB to promote mental peace and give them the space to reflect and allocate attention to their own concerns.

Table 1.10 : Parameters Based With Personal Satisfaction

Parameters	Always	Very Often	Sometimes	Rarely	Never	Score	Weighted Average	Rank
Get good Sleep	10x5	10x4	10x3	3x2	0x1	126/33	3.82	2
I Spend healthy time with my family/friends	12x5	10x4	6x3	4x2	1x1	127/33	3.85	1
Job makes me fatigued & fail to complete work at home	2x5	7x4	13x3	5x2	6x1	93/33	2.82	5
follow Hobbies during my teaching/working days	1x5	4x4	16x3	7x2	5x1	88/33	2.67	7
Ability to do domestic chores during teaching/working days	7x5	4x4	13x3	8x2	1x1	107/33	3.24	4
Take part in Family celebrations	3x5	3x4	11x3	13x2	3x1	89/33	2.7	6
Care for oneself	11x5	7x4	6x3	6x2	3x1	116/33	3.52	3

Source: Primary Data

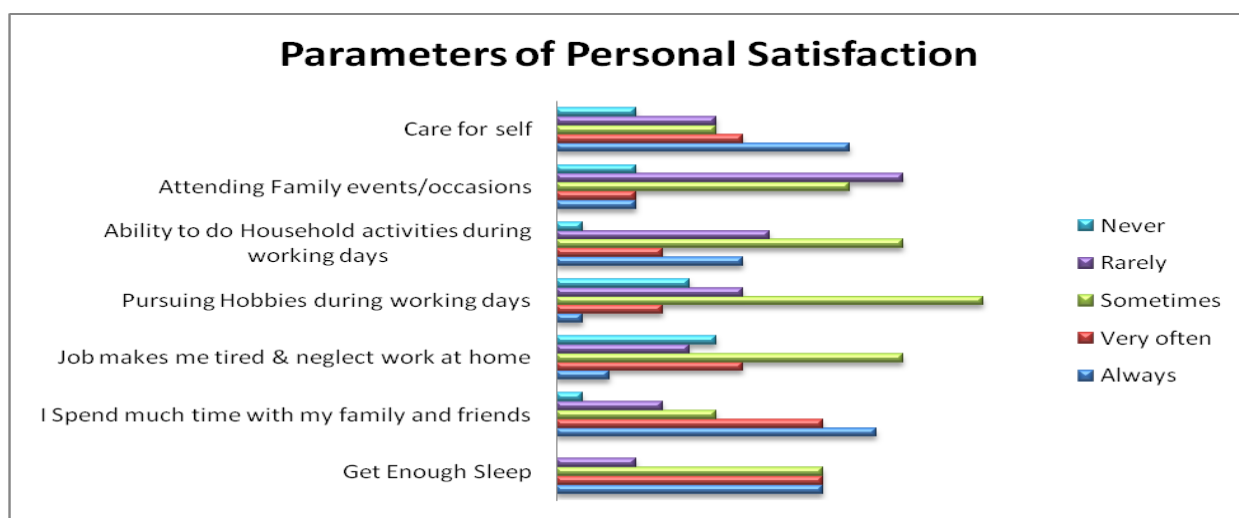


FIGURE 1.10

Analysis: The information of table and figure above reveal how PU college instructors responded when asked how much the aforementioned characteristics affect their ability to work in a setting where it affects their personal pleasure. Using a weighted average analysis, here, the top targets are: spending time with relatives and friends ranks one; sleeping with second; third goes to taking care of oneself; being able to complete household tasks during the workday holds fourth; feeling exhausted from work and overlooking tasks at home with fifth; attending significant events and occasions; ranking sixth; taking part in hobbies during time dedicated working with seventh rank.

Interpretation: Based on studies, it is important for PU college teachers to prioritize the aforementioned personal satisfaction characteristics, because neglecting them can affect negatively in their job life. The outcome shows that while most teachers try to spend time with friends and family, get enough rest, exercise, and take good care of themselves, it is also depicts that respondents feel unable to perform household chores, rarely attend events, and have less time to engage in hobbies. The respondents demonstrate an elevated sense of personal happiness, it may be thought.

Table 1.11 : Parameters Based on Professional Satisfaction

Parameters	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Score	Weighted Average	Rank
I am happy with teaching profession	14x5	14x4	5x3	0x2	0x1	141	4.27	1
Job/Employment security	4x5	14x4	13x3	1x2	1x1	118	3.58	4
Job end result fulfill my satisfactory level	4x5	17x4	7x3	3x2	2x1	117	3.55	5
Work is recognized by organization/management	7x5	14x4	12x3	0x2	0x1	127	3.85	2
Happy with my salary	0x5	12x4	12x3	6x2	3x1	99	3	6
Workload balancing is possible	3x5	19x4	9x3	1x2	1x1	121	3.67	3
Pursue a skill/course of study.	1x5	22x4	6x3	3x2	1x1	118	3.58	4

Source: Primary Data

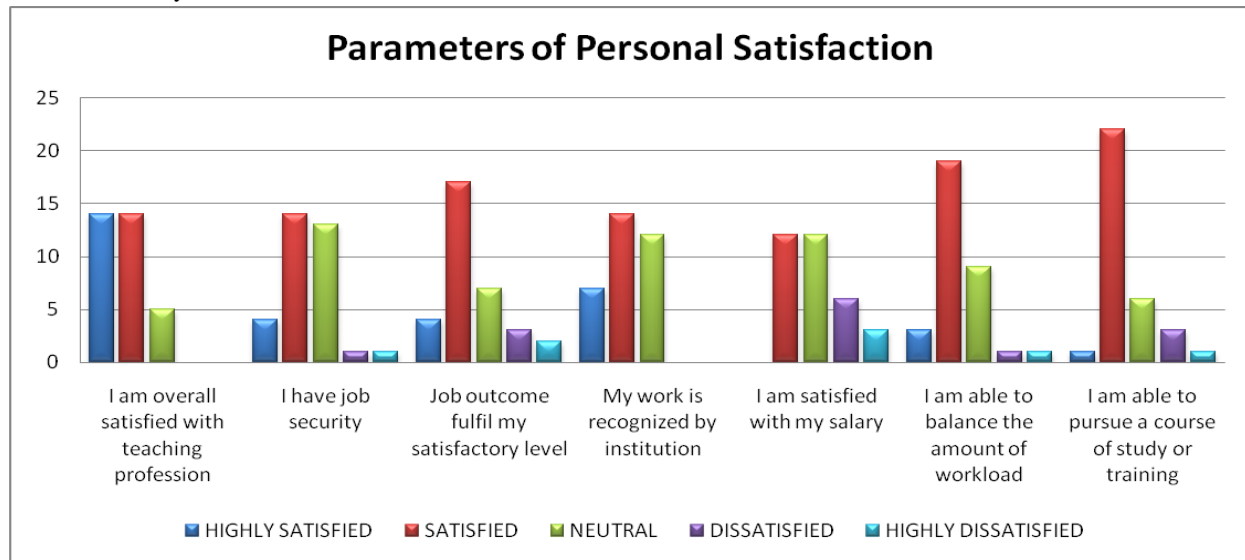


FIGURE 1.11

Analysis: In accordance to the table and figure which shows the several parameters related to work satisfaction. PU college teachers responded about their degree of satisfaction. The criteria with the highest rank are Overall Content with Teaching Profession, Work Acknowledgment by the Institution, Workload Balancing Ability, Job Security and Possibility of Pursuing Training or

Education, Job Outcome Satisfaction, and Salary Satisfaction are ranked second, third, fourth, and sixth.

Interpretation: According to the data, instructors are really peaceful and stress free with their teaching job. We can depict that there is work life satisfaction because the answers to the question about overall satisfaction with the teaching profession is the greatest. Additional respondents express satisfaction with factors such as job recognition and support from the organization, workload management skills, job security, and job result satisfaction. However, there is discontent with factors like income satisfaction, which would also impact professional life happiness. Institutions/ Departments take this into account to raise employee total professional contentment.

Table 1.12 : Parameters Based on Balance Between Work Life and Personal Life

Parameters	Doesn't Affect	Affects Sometimes	Affect Many Times	Always Affects	Score	Weighted Average	Rank
Work On Holidays (For Preparing)	5	16	7	5	87	2.64	4
Work From Home After Working Hours (Documentation Work)	8	12	7	6	88	2.67	3
Distance Between College And Home	18	11	3	1	112	3.39	1
Negative Attitude Of Family/Coworker/Students	8	17	3	5	94	2.85	2

Source: Primary Data

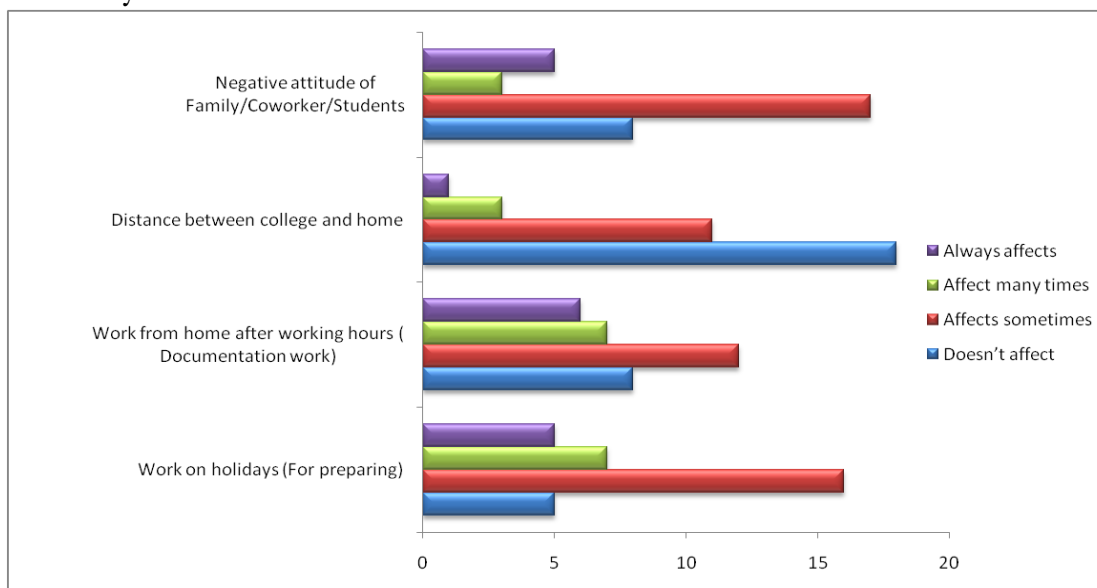


FIGURE 1.12

Analysis: The elements impacting family life and work life balance are listed above. The distance from house to college has been ranked one, Second place goes to negative attitudes from

family, coworkers and students, third place goes to homework after college hours and fourth place goes to working like preparing and other documentation work on holidays.

Interpretation: The figure unequivocally shows how every aforementioned criteria affects striking a balance between work and personal life. Because even if responders (PU teachers) have a high designation and a lot of expertise, their performance would undoubtedly suffer if they are unable to maintain a balance in their personal lives. This proves there is a major connection between one's personal life and productivity at work. Work performance is bound to decline if personal matters are hampered.

Table 1.13 : Respondents based on Overall Satisfaction in Balancing Professional and Personal Life

Rating scale	No of Responses	Percentage
Highly satisfied	9	27%
Satisfied	13	40%
Neutral	8	24%
Dissatisfied	3	9%
Highly dissatisfied	0	0%
Total	33	100%

Source: Primary Data

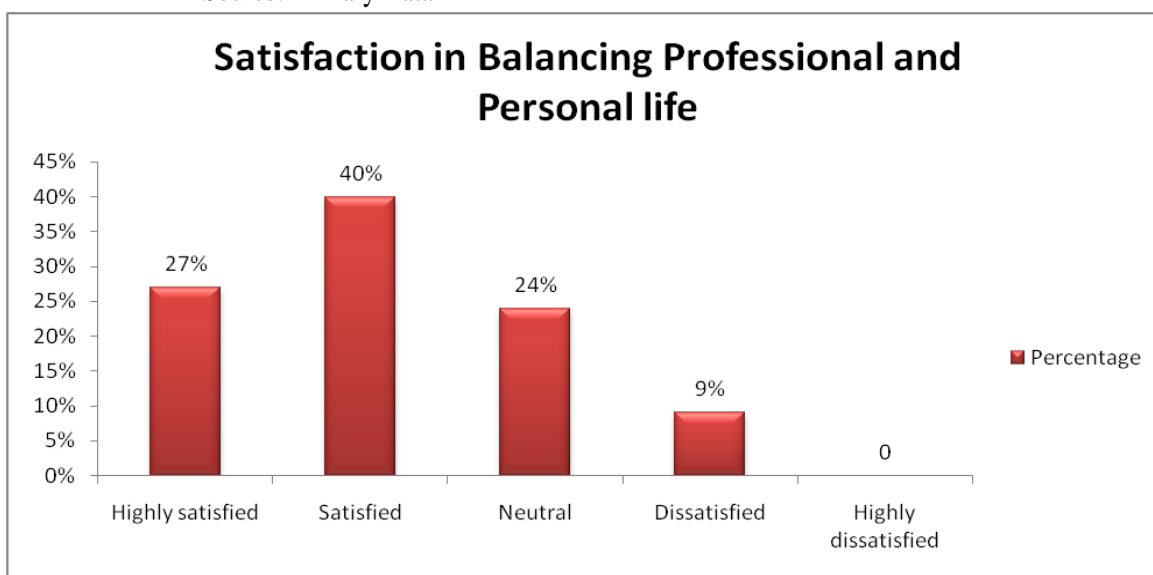


FIGURE 1.13

Analysis: In accordance to the table and Figure, 27% of PU college teachers are maximum satisfied and 40% of teachers are content with how their personal and work life are balanced, 24% are neutral, and just 9% are unsatisfied.

Interpretation: In accordance to the study above, the larger part of PU college teachers are happy and peaceful with how their personal and teaching life are balanced. PU college teachers should understand how to manage both on a personal level, and organizations should implement. A healthy work-life balance promotes dedication, job satisfaction, and positive behavior in

employees, families, and students. Consequently, it may be said that WLB affects employees' overall performance.

DISCUSSION

The following output can be figured out from the case study, which is purely based on the response provided by the Lecturers (PU college teachers Kodibag and Baad area, Karwar Karnataka).

1. The majority of the respondents in the study come in the age bracket of 31-40 years which depicts the PU College lecturers come in their middle age.
2. Among the total Teachers, the larger parts are women teachers (67%) with the remaining male.
3. As per the case study findings the PU college teachers originate from department of commerce.
4. Majority of the college instructors are single (75%), which indicates that they are not much accountable when it comes to spouse and children's responsibilities.
5. Bothering about work when away from college impacts the WLB, When this was enquired, (27%) of teachers said they think and worry about college work, even they are away from college, to which maximum of the PU instructors agreed sometimes.
6. Findings also concluded that PU college teachers are satisfied with personal life as they can go out and enjoy with friends and family and get sound sleep.
7. Much of the PU college lecturers have a belief there is overall satisfaction with Teaching.
8. It is found in the case study that larger part of the PU college teachers feel their work is recognized by the institution/management so they are proficiently satisfied and inspired to work.
9. Findings reveal that larger part of the PU College teachers are with the belief that they don't feel overloaded with classes or other responsibilities assigned to them.
10. Findings depicts that working on off days and negativism of coworkers/ students/family have an impact on work life balance.

The case study survey of PU College teachers has found that the larger part of PU college teachers (nearly 40 percent) is satisfied in balancing their work life and personal life.

CONCLUSION

Balancing work/teaching life is significant study for researchers and department of manpower. It's mainly due of the drastic change in teaching/working patterns in the organization/ departments and also the changes happening in the life style. Increasing expectations of job and the trend of nuclear family is making working people unable to balance, work and personal lives. This is having a major impact on performance as employees are stressed and have an impact on how well their personal life goes. It's vital for education institutions/ departments to improve and retain the work life balance of their teachers. This will helps the institution/departments to work more smoothly, efficiently and also retain talented, hardworking and competent teachers...

We concluded that professional satisfaction and personal satisfaction of the PU college teachers is vital for overall development. Variety of factors and working conditions in the educational institutions/ departments influence the quality of WLB.

Suggestions

The recommendations and ideas in relation to the current study are as follows.

1. Making sure instructors receive a fair pay and an improved compensation plan to promote job happiness, which benefits WLB.
2. Employees must to adhere to effective time management techniques in order to guarantee productivity and provide sufficient time for personal pursuits.
3. Best practices for employees to follow in order to maintain a work-life balance.
4. Effectively plan the task to prevent delays and ensure that it doesn't interfere with personal priorities.
5. Keeping up positive relationships with spouse, children friends and colleagues.
6. Prevent bringing work-related stressors to your home and personal life issues to work.
7. Regular meditation and maintaining an optimistic outlook enhance mental and physical well-being.
8. Taking a break from work for social events. Taking a break from work to engage in leisure activities, socialize, and rejuvenate rejuvenates the mind and restores energy for returning to work.
9. Maintaining a balanced personal and professional life may be achieved by assigning equal importance to work and family.
10. Employers should value their workers' contributions and provide those frequent financial and non-financial awards and recognition as this inspires them and improves output and job happiness.
11. The administration and institution need to communicate with PU College teachers often so as to comprehend the issues at hand and take appropriate action.

The aforementioned recommendation is on accordance with the research study, and if it is followed by the institution and staff, it may improve work-life balance and increase employee satisfaction on both a professional and personal level.

Limitations

- Since the study was minimal to PU institutions in the Kodibag and Baad areas, its results cannot be regarded as comprehensive.
- The study is only valid for a limited length of time since the attitude is a variable component that is always changing.
- Because it was difficult to receive a sufficient response, the sample size was minimal to 33 instructors from a larger sample space.

- There's a possibility of inaccuracies by respondents leading to prejudicial and biased behavior which may reflect in the data. Additionally, primary data may be distorted as a result of human intervention.

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