

# **The Development and Impact of A Work-Life Balance Model on University Faculty: A Prospective Study of Academic Effectiveness and Organizational Change**

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## **Abstract**

In the current era of globalization, each job and the responsibilities associated with it are constantly increasing. Since every industry is evolving it is very difficult for people to balance their professional life and personal life, they face many challenges to balance professional life. Work-life balance (WLB) has emerged as an important factor affecting the performance and well-being of university lecturers. This study examines the impact of different WLB models on storage, emotional welfare and the educational efficiency of the faculty. By incorporating recent literature and an enlarged work, this article contributes to the deeper understanding of WLB to academics. This study also explores the dynamics of work-life balance and the various models for assessing work-life balance that are felt to be useful in providing a flexible work environment in an organization. In this paper, various models are considered in terms of educational outcomes of retention, increased academic achievement, and of quality student achievement. Different WLB models have been researched through which in schedule flexibility, reduced workload, and the university in on-campus child care can reduce burnout, provides career development improves, and attracts top talent. Balanced and satisfied teachers tend to be successful in teaching, assessing, and mentoring. Organizations that prioritize WLB are also competitive in global education, attracting partnerships, funding, and talent.

This study aims to identify and highlight the transformational potential of WLB models and highlighting its role in improving academic achievement, promoting innovation, and organizational resilience in in an increasingly demanding field of study.

**Keywords:** Work-life balance, faculty retention, emotional labor, professional development, job satisfaction, organizational commitment, program exchange, faculty well-being, teaching effectiveness, and learning innovation.

## **I. INTRODUCTION**

Work-life balance (WLB) has become an important and growing concern for employees and employers in today's workplace. With rapid globalization, technological advances and fierce market competition, organizations are forced to adapt rapidly to the changing business environment. This has led to frequent business process changes, and organizations must rethink how employee welfare is treated. Offering a

comprehensive support system to address a delicate personal and professional life balance, they stand out as thoughtful employers.

Work-life balance refers to the ability of individuals to manage the demands of their work and personal lives and to feel satisfied and productive. In order to achieve balance with this also manage their mutual tension, compete for such things as job motivation, family responsibilities, and managing their own health well.

Research shows that employees who are able to successfully manage their work-life balance are more motivated, less stressed, and overall more productive. This enhanced well-being not only benefits the individual but also contributes positively to organizational growth and performance. When employees feel that their personal lives are not overshadowed by their jobs, they are more likely to be engaged and productive.

### **1.1 Defining work life balance: A comprehensive approach**

Clark (2000) defines work-life balance as "a state of low role conflict, with good satisfaction and good functioning at work and home." This definition highlights the importance of reducing role conflict, which occurs when a person feels pulled in many directions by competing demands from work and home. Life role conflict often leads to stress, dissatisfaction and burnout, which can negatively affect personal and professional lives.

Work-life balance is not a static state but a dynamic, ongoing process that requires constant effort and change. The balance may change over time depending on external factors such as personal circumstances, work issues, health issues or family changes. It is important to note that work-life balance does not necessarily mean an equal allocation of time between work and personal life. Instead, it focuses on the ability to meet responsibilities and commitments which reduces stress and both create a sense of satisfaction. This constitutes a balanced life can vary greatly depending on individual values, priorities, and on their own circumstances so organizations must adopt flexible and individual circumstance strategies to support work life balance, and to ensure that employees.

### **1.2 The impact of work-life balance on university faculty well being**

Work life balance plays an important role in the professional and personal life arrangements of university lecturers. The implications are far-reaching, affecting faculty performance, well-being, and the overall learning environment. Below are the main impact factors:

- 1. Enhancement of instructional performance and quality :** A balanced life allows faculty to focus on teaching, research, and professional duties without feeling overwhelmed. Faculty members with a healthy work-life balance are more likely to engage students and maintain higher academic standards.
- 2. Reduce stress and burnout:** The teaching environment typically involves long hours, tight deadlines, and frequent assessments. A good balance between work responsibilities and personal life helps reduce stress and prevent burnout.
- 3. Encourage alternative storage methods:** Time for personal growth and rest encourages creativity and critical thinking, which is important for further research. Faculty members with well-balanced programs have adequate resources to support scholarly work and knowledge creation.
- 4. To promote health and well-being:** A balanced lifestyle supports physical and mental health, reducing the risk of chronic diseases and mental fatigue. Faculty members who prioritize health are more resilient and energetic.

5. **To improve job satisfaction and retention:** Faculty retention rates are higher at institutions that promote work-life balance. Job satisfaction among faculty leads to a positive university culture and strong institutional reputation.
6. **It encourages idealization:** Faculty serve as role models for students and colleagues. Provides a model for effectively meeting professional and personal commitments while reflecting an appropriate work life balance.
7. **Improve efficiency:** Faculty members who achieve a good work-life balance are better able to fulfill their teaching, research and professional responsibilities. Reducing stress and adequate rest improves concentration and performance, leading to higher quality instruction and innovative research outcomes.
8. **Improved mental and physical health:** A balanced life reduces stress-related conditions such as anxiety, depression and burnout. Faculty members who prioritize personal well-being are more likely to maintain physical health, which directly affects their energy levels and ability to interact with students and peers.
9. **Effective student engagement:** Well-relaxed and balanced faculty are approachable and effective in communicating with students. Ready to motivate and educate students, and create a positive learning environment.
10. **Increased research and innovation:** A balanced schedule allows faculty free time for deep reflection and inquiry, which is critical for academic research. This leads to high quality publications and contributions in their field of expertise.

## 2. REVIEW OF LITERATURE

Different practices that may be taken into consideration as strategies inside the man or woman for manipulate alternatives and how sooner or later work life balance can improve individual and organizational performance found by Anisha, B., & Melvin, C. L. J. (2020). There are a few motives for the usage of work lie balance practices through administration It is to boom participation of employees in their university and to keep employees prompted and well completed. For this cause researcher selected six arts and science colleges for their research. ANOVA test is used for the analysis and it is observed that the years of opinions of the college teachers aren't having any affiliation with the work life balance practices. It is observed that lecturer in the department and the variety of own family people of the college teachers are having a huge association with the work-life balance practices.

This study examines the work-family conflict has a significant negative impact on career and personal development. Amstad et al. (2011) conducted a meta-analysis to examine the consequences of work-family conflict and synthesized findings from different studies. Specifically, high levels of work-family conflict were found to be associated with stress, job dissatisfaction, absenteeism, and burnout. Moreover, it can negatively affect personal relationships and overall health. These findings highlight the importance of managing work-family conflict not only to increase employee productivity but also to preserve well-being and retain high-performing employees. The organizations should recognize the significant impact of work-family conflict and implement targeted strategies to help employees deal with these challenges, such as flexible scheduling, telecommuting in planning, and caregiver support programs.

The mediating effect of occupational stress on the relationship between work life balance (WLB) and working environment at organization among academics, as well as the moderating effect of demographic variables like gender, levels of job, and marital status. Bhadana, J., Saxena, N., & Bhatia, A.

(2022) reveals that the organizational working environment had a extensive impact on the WLB of teachers employed at higher training institutes in India. When evaluating male and female academics, the impact of the organizational working environment on occupational pressure changed into determined to be better for female lecturers. Marital reputation had no big moderating association effect on academics between WLB, occupational pressure, and organizational work environment.

The productivity size of a work–life stability turned into inspired via using all dimensions of work life balance existence except grievance handling. Bhende, P., Mekoth, N., & Reddy, Y. V. (2020) found that by providing support to the managers for ensure their employee productivity and ability deployment via manner of improving the satisfactory of their working life. In addition, it also observed that the relevance for employee welfare and organizational output is play important role for the development of both.

This paper addresses the issue of WLB from the perspective of employees' which is critical for designing strong WLB practices. Budhiraja, S., Varkkey, B., & McKenna, S. (2022) contributes to the present TM literature from the perspective of WLB practices. Four clusters of WLB indicators which can be grounded within the real time experiences of front-office personnel are examined and presented. Interview statistics from human resource representatives unveil that hotels take into account current WLB practices as key HRM practices with an inclusive TM approach. The findings also floor the differences in expectancies of the front-workplace employees and WLB practices followed through the hotels.

The effect of pressure on the quality of life in IT personnel at Chennai, India due to organizational reasons of stress (OCS) and private reasons of stress (PCS) elements amongst IT personnel examined by the G, A., & Sridharan, R. (2023) and their theoretical framework includes those factors and the achievement of remedial measures to reduce pressure (FRMRS) on notable of exertions lifestyles dimensions. Primary and secondary facts have been amassed using a standardized questionnaire and analyzed the usage of IBM SPSS. The findings display that a majority of respondents are independent, indicating they want for a healthy work-life balance and stress-lose environment. The check emphasizes the significance of addressing the motives of strain and improving the work lifestyles for employees well being and organizational performance.

The main determinants of WLB of female teachers are Emotional intelligence (EI), method stress (JS) and technology advancement (TA). Haaniy, I. F., & Umma, S (2023) examines 186 instructors as sample size via the simple random sampling and based totally questionnaire become used to acquire statistics from the respondents. Out of 186 samples, 143 respondents were responded and used for the evaluation. The results observed out there's a robust advantageous affiliation among EI and WLB and TA and WLB, medium negative correlation among JS and WLB. Further multiple regression analysis disclosed that 73% of overall variant of WLB defined through EI, JS and TA.

The relationship between working hours and work-life balance examined by Holly and Mohnen (2012) found that while flexible working hours can generally improve job satisfaction and contribute positively to work-life balance, long working hours and overtime impact as a counterpart on the contrary: employees who worked more than normal hours often found it difficult to balance work, family and personal life. The study also pointed to an interesting finding that paid overtime—when employees are paid extra for additional work—tends to improve job satisfaction despite longer hours. This study suggests that if employees feel adequately rewarded for sacrificing time from their personal lives, they

may view their work more positively but the authors also argue that organizations are careful to oblige encourage excessive overtime, as long periods of burnout, stress.

Work-life balance functions a range of so many experiences and difficult challenging situations, each intricately woven into the material of educational existence. : The literature review revealed, Joshi (2024) practices for the goals of serving best lectures and studies to administrative obligations and personal duties, instructors grapple with a myriad of factors that form their work life balance equilibrium.

The impact of work life balance (WLB) practices concerning teachers' turnover goal, person-job fit (PJF), and PJF's relationship with academics' reason to leave their jobs. Kakar, A. S., & Saufi, R. A. (2022) investigates the underlying mechanism of the affiliation among WLB practices and turnover reason. WLB practices have a horrible effect on teachers' turnover purpose. Additionally, it was also observed that WLB practices have a exceptional effect on PJF. Similarly, PJF appears to have a big terrible impact on turnover intention. Moreover, PJF partly and negatively mediates the impact of WLB practices on turnover intention. Consequently, this take a look at suggests imposing several WLB practices into better educational institutions, because it could no longer great academics' notion in their character-task match but it may also lessen their turnover goal.

Work-life balance (WLB) research by Lee , Sirgy (2024) on workplace policies and programs, such as flexible time, flexible place, work-life balance, and family care, is included in this book. It offers comprehensive instructions to assist executives and HR directors in designing and implementing successful WLB programs. This book tell about different strategies for maintain work life balance which is given by different research according to different situation

The effects of a creative workplace and workplace interactions on creativity and work-life balance were investigated by Mattarelli, Cochis, Bertolotti, Ungureanu (2024) in this study. A quantitative study conducted in a 207-person multinational corporation found that while flexible work schedules promote work-life balance, they have little effect on creativity. Conversely, a creative, social-organizational work atmosphere increases the development of ideas but detracts from work-life balance. Work-life balance is also adversely affected by social network centrality. The results point to a possible trade-off between fostering creativity and preserving work-life harmony. This study reveals aspects that have not been thoroughly investigated in the pursuit of work-life balance and illuminates the effects of new organizational practices on employees.

For the understanding of work-life interactions, including conflict, continuity, and balance, McMillian et al. (2011) provided several theories in which argue that work-life balance is not only about minimizing conflict, but also about creating opportunities for professional, personal and social enrichment. After examination McMillian et al. gave one of the model with the name Modeling the work/life interface. According to the model, work and life can affect each other positively and negatively. For example, a positive experience such as skill acquisition or recognition in the workplace can enrich an individual's life by increasing esteem and confidence. On the other hand, negative experiences such as stress and overwork can seep into its own life and cause conflict and stress. The authors argued that HR interventions should address both the organizational context and the way employees achieve work-life balance. This strategy encourages organizations to focus on creating a supportive work culture that fosters balance and well-being, ultimately benefiting employees and the organization.

This paper explores the impact of the COVID-19 pandemic on the educational performance and work-life balance of women's in academicians within India. Mukhopadhyay, U (2023) determined that the



pandemic multiplied the family workload for women's, affecting their teaching and exam responsibilities. However, their far off education performance remained hugely unaffected. The pandemic had unfavorable consequences on research productiveness, which may additionally affect on their career development. Women struggled to govern multiplied by performing personal and professional within the timeframe which leads to stress and annoying conditions in maintaining work-lifestyles stability.

This study (Myeong Chul Ko, 2024) examines the connection between family-friendly policies (FFPs) and worker wellbeing using the job demands-resources (JD-R) model and spillover theory Work-life balance (WLB) and organizational commitment—two areas where FFPs may help both people and organizations—have a positive effect on subjective wellbeing (SWB), according to survey results from 946 South Korean public employees.

This study tested the indirect effects model, finding that emotional support from family members plays an important role in preventing work-family conflict. Selverjan et al. (2013) focused on the role of social support in reducing work-family conflict. According to the findings, employees who received emotional support from their families were more resilient to the pressures and demands of their job roles. This support prevent the negative consequences of work-family conflict by providing reassurance, understanding, and empathy for employees. Studies have shown that work-family conflict does not occur in isolation. Instead, it is influenced by broader social support networks. Organizations play a role in fostering this social support by creating a work culture that encourages open communication and supports employees personal lives. It is also suggested that organizations can partner with external support systems such as counseling services to provide employees with the resources they need to better meet work and family demands.

Crux of above mentioned REVIEW OF LITERATURE to support their research idea and research gap

Year	REVIEW OF LITERATURE
2024	Matli et al. Checked the creativity of academics and business bands between WLB. KO (2024) analyzed the effect of family policy on the satisfaction of working life.
2023	Bhadan et al. Discovered influence on commercial stress and the faculty's job satisfaction. Mukhopadhyay (2023) assessed the effect of epidemic on the balance between working life and life.
2022–2021	Study of Kakar et al. And Budhirja et al. Checked the institutional policy of the faculty's best.
2015-2011	Classic works by Amstad et al. And Clarke (2000) defined the basic principles of WLB.

### 3. EVOLUTION OF WORK-LIFE BALANCE

The concept of work life balance (WLB) is not new; A lot has happened over the decades. What we now understand as institutional and individual priorities began in the 1930s. Since then, the nature of work and public perceptions of the relationship between work and personal life have changed dramatically. This section examines the historical development of work-life balance, from its first appearances to the more advanced forms found today.

**Early Beginnings: 1930s-1950s**

Work-life balance programs first emerged in the 1930s, although they were not as formally adopted as they are today. One of the earliest examples is W.K. Kellogg Co., which introduced a reform program of four- to six-hour shifts instead of an eight-hour day. It was one of the first examples of organizations using work hours to improve employee morale and productivity. Shorter shifts gave employees more time to relax and do their jobs, leading to marked increases in productivity and overall job satisfaction. These changes in work practices quickly manifested themselves in the form of reduced working hours so can positively affect employee well-being.

At this time the idea of balancing work and personal life was not yet a hot topic, and the priority was still productivity and efficiency but Kellogg's framework for thinking about professional life has post-work demonstrated long-term benefits, although not well understood or widely used in a variety of industries.

**Formal acceptance: 1970s-1980s**

It was not until the 1970s that the term "work-life balance" was formally introduced, and family responsibilities began to acquire more systematic ways of understanding the interplay between work and personal life. Meanwhile, socio-economic changes such as increased female labor force participation and the rise of dual-income households are beginning to highlight the growing importance of the work-life balance workshop

The 1970s also saw work-life balance programs, especially in progressive organizations. Companies began experimenting with systems that gave employees greater flexibility in how and when they worked. However, it was not until the 1980s that work-life balance began to become more apparent in many organizations. During this time, companies began to introduce child care programs and Employee Assistance Programs (EAP) aimed at supporting employees' family lives and addressing personal challenges. These programs are often designed to help employees manage the challenges of balancing professional roles and family responsibilities

Despite these efforts, the 1980s were a time of economic growth and increased corporate competition. Many organizations were primarily focused on maximizing profits, often not paying enough attention to how these new systems affect employees in real-life situations. As a result, while some policies have had a positive impact, others that were considered incomplete or poorly designed are facing significant challenges.

**Focus on women's needs: 1990s**

The 1990s saw a major shift in the way work-life balance was understood, particularly in terms of women's roles in relation to work and home. This decade saw an increasing number of women in the workforce recognizing the specific challenges they faced in general, however, the 1990s provided them with a more targeted approach to identifying the specific needs of women, as support for childcare, flexible working hours and family leave arrangements

During that period, public awareness of gender equality and women's rights in the workplace also increased. As many women sought to build careers while raising families, work life balance programs were tailored to their needs. On-site childcare, paid parental leave, flexible working hours and other solutions became more common, as companies began to recognize the importance of attracting and retaining female talent. In development Many of these policies also proved inadequate to address women's own spirit. For example, some programs were poorly implemented or underfunded, resulting in inaccessibility or ineffectiveness.

Another challenge that emerged during this period was not always taking into account the wider social changes and challenges faced by working men as well many policies aimed at improving work-life balance remain is more feminist, difference as facilitated by men seeking equal flexibility and work-life harmony he was creating.

### **Twenty-first century reform: A comprehensive perspective**

As the new millennium dawned, work-life balance began to receive more attention, especially from HR and organizational leaders who recognized the value of a balanced workforce and began to take a holistic and inclusive approach about the issues

This new approach emphasized on providing flexible working arrangements such as telecommuting options, flexible working hours and compressed work weeks to meet the needs of employees. Organizations also began implementing mental health services, and it was recognized that well-being is of utmost importance on various aspects of employees' lives were considered, including career development, personal health and social relationships.

Another important development during this period was the recognition that work-life balance was not the right concept for everyone. Employees have different needs, preferences, and lifestyles, and organizations are starting to offer more personalized solutions, such as job sharing, sabbaticals, personal planning and greater use of technology including email, including telecommunications equipment and project management software.

Recent developments in work-life balance theories, such as the Integrated Job Demand Resource Self-Determination Model (IJARS) proposed in 2023 by Rousseau, and the Pendulum Lifestyle in 2024 by Karp in 2010 -Mindfulness, Balance for a very good work-life balance model of autonomy, professional development and job flexibility Considering the importance of integrating alternative strategies to reduce stress and prevent burnout among university faculty highlights the need for universities to be an environment where faculty can succeed professionally and personally by emphasizing strategies for self-discovery, flexibility and developing institutional support.

## **4. MODELS OF WORK-LIFE BALANCE**

Over time, researchers have provided models to understand the challenges of work-life balance (WLB) and propose organizational strategies to improve employee well-being that extend some of the discussions reflected in the literature a for outstanding examples.

### **Pendulum lifestyle (Jeff Karp, 2024)**

Pendulum lifestyle introduced in 2024 by Jeff Karp redefines the concept of work-life balance through the concept of a stable, complete yet reflective balance, his motivations and priorities embrace natural variation over time. The ideal emphasizes self-discovery, people his own unique sound rather than trying to achieve an impossible balance achieve permanence. Encouraging acceptance and adherence, with a focus on flexibility and perseverance, pendulum living helps individuals develop sustainable plans tailored to their personal and professional needs. This approach promotes psychological well-being by reducing the stress associated with rigid expectations, rather than the inherent unpredictability of life.

### **Integrated Job Search Resolution and Autonomous Decision Making System (IJARS) (Russo, 2023)**

By Daniel Russo in 2023 IJARS model focuses on enhancing developer well-being in the software industry by combining two founding principles: job demand (JDR) and self-determination. Using this integrated framework to address the more complex nature of software development, Rousseau advocates



a hybrid business model that combines flexibility and performance through optimal prioritization and repetition of business processes organize it over IJARS model aims to provide optimal working conditions, improve efficiency, long-term flexibility for manufacturers.

#### **Modeling work-family balance and employee well-being (Garrido, Ferrer, Rodriguez, 2023)**

Medina-Garrido, Biedma-Ferrer, and Ramos-Rodriguez developed a model in 2023 that examines the role of work-family policies in employee well-being and productivity. Their research highlights the importance of not only having policies that serve but ensuring that they are available some emphasis and impartiality as it really is. Policies such as flexible working hours, parental leave, and telecommuting options greatly enhance well-being when employees feel they can implement them without fear of consequences. Studies show that improved well-being translates directly into higher job satisfaction and productivity. Organizations are encouraged to foster a supportive culture by implementing these programs accordingly, ensuring employees feel valued and empowered to successfully balance their professional and personal lives.

#### **Mentoring and Women's Work Life Balance (Bahrami et al, 2023)**

The guide is an adaptation of the women's work-life balance model proposed by Bahrami et al, in 2023, which highlights the critical role of mentoring in helping women meet the challenge of balancing professional and personal responsibilities and prioritize tasks with boundaries. By establishing and delegating responsibilities, women can achieve better results work-home-life balance. The study highlights the importance of sustainable mentoring programs that address women's specific challenges, such as career development while fulfilling caregiving responsibilities. This example highlights the value of mentoring in empowerment women for emphasis on success in both fields, and ultimately, greater organizational and individual sponsorship success.

#### **Business Improvement Model (Asiedu-Appiah et al., 2014)**

According to Asiedu-Appiah et al. (2014) specifically address the challenges women face in balancing career advancement with family responsibilities. The model recognizes that women often hold disproportionately family-related jobs, such as child care, housework, and caregiving, which can limit their ability to pursue career opportunities such as higher education, promotion, and employment after the responsibility. These include flexible work arrangements, telecommuting, internships, and advanced courses designed to develop and retain employee skills. The use of these techniques can help organizations to make women's work successful without sacrificing family responsibilities, resulting in greater organizational loyalty, improved employee productivity enables employees to succeed at work and achieving family balance.

#### **Work commitment model (Azim & Akhtar, 2014)**

The job commitment model proposed by Azim and Akhtar (2014) links work-life balance to key organizational outcomes, such as job satisfaction and organizational commitment. According to the model, when employees have a good work-life balance, they are satisfied with their jobs, which increases their commitment to the organization. This is especially important in high-stress jobs, e.g health care, where it is often difficult for employees to balance long working hours, emotionally demanding jobs and childcare responsibilities can be offered. The model emphasizes the direct link between workplace balance and organizational success, and the importance of promoting work-life balance as a key strategy for improving employee satisfaction and productivity.

#### **Job Satisfaction Model (Nikkhah et al., 2013)**

The job satisfaction model proposed by Nikkhah et al . (2013) and the author of job satisfaction model

reduces stress, absenteeism and changes ratings of job satisfaction. Highlight Factors that emphasize the role of organizations and individuals. Organizational factors, such as supportive policies, flexible schedules, and a culture that values employee well-being are important in promoting work-life balance. When employees perceive their employer as supportive of their desires in their jobs so they will maintain a work-life balance. These organizations work-life balance only benefited from a more motivated and committed workforce by putting resources which take the lead, and you will ultimately contribute to the success of the organization.

### **Best Employee Life Policy (Nanjundeshwaraswamy, 2013)**

Nanjundeshwaraswamy (2013) introduced the Quality of Work Life (QWL) framework, a comprehensive model designed to assess overall employee satisfaction and well-being in the professional workplace. By examining these factors, the model provides a comprehensive view of how workplace factors affect employee quality of life. Their research revealed surprising results, such as male employees reporting higher levels of satisfaction compared to female employees. Interestingly, demographic factors such as gender, job title, years of experience do not directly influence the perceived quality of work life, suggesting that personal experience and organizational practices play an important role. This framework this is a valuable tool for organizations to identify areas for improvement.

### **5. The impact of the work-life balance (WLB) model on university lecturers**

University faculty face unique challenges in achieving work-life balance to achieve work-life –balance. The well-being and productivity of faculty by using this WLB model and it provides important insights for improvement.

### **Pendulum lifestyle (Jeff Karp, 2024)**

Founded in 2024 by Jeff Karp, Pendulum Lifestyle offers a dynamic and flexible approach to work-life balance, adopting the concept of a strong balance. This model motivates individuals having advanced education that encourages teachers to embrace naturally changes in energy, motivation and social demands.

This approach is particularly relevant for university lecturers as the amount of work in class tends to fluctuate based on semesters, exam deadlines, grade periods, and personal life events, instead of actively trying to keep up achieving work life balance, the pendulum lifestyle suggests that teachers should focus on self-discovery and adaptive change. Knowing when demand for work is particularly high, such as exam weeks or publication deadlines, can reduce the stress of trying to maintain a constant state of balance by allowing greater flexibility yields in private goods during quiet times - it also encourages the development of consistent and sustainable policies.

### **Integrated Job Search Resolution and Autonomous Decision Making System (IJARS) (Russo, 2023)**

The Integrated Job Demand-Resource and Self-Determination Model (IJARS) proposed by Daniel Rousseau in 2023 combines two influential conceptual theories: Job Demand-Resource (JDR) and Self-Determination Theory (SDT) .

The JDR aspect of the model in a university setting implies managing complex workloads without overwhelming faculty, which can lead to burnout factors such as access to research grants, feedback, and professional development can contribute to this stress reduction. The SDT dimension focuses on meeting internal needs for autonomy, competence, and belonging. Teachers who feel in control of their role, the ability to pursue research interests, and have strong relationships with colleagues and students

are more motivated, engaged, and flexible. Furthermore, the model is based on a hybrid business model that presents a mix of adaptation and co-creation. This fits well with today's learning environment, where remote work and automated collaboration have become increasingly common. By realigning workplace practices that prioritize teacher well-being, the IJARS model can help improve performance, engagement and long-term resilience.

#### **Modeling work-family balance and employee well-being (Garrido, Ferrer, Rodriguez, 2023)**

In 2023, Medina-Garrido, Biedma-Ferrer, and Ramos-Rodriguez developed a model that focuses on the role of work-family structures in employee well-being and career development. This model applies primarily to secondary school teachers, who many of them hear such responsibilities other than supervisory or academic work.

The model emphasizes that simply implementing work-family policies is not enough. These programs need to be realistic and fair. Policies such as flexible working hours, parental leave, and the ability to work remotely can enhance teachers' ability to balance professional and personal responsibilities, enhancing well-being. Clearly, organizations justifies work-family roles so teachers feel valued and empowered to better balance their work and personal lives. The model shows that such support not only enhances teacher well-being but also improves performance that teachers who feel supported are more likely to be independent and effective.

#### **Mentoring and Women's Work Life Balance (Bahrami et al, 2023)**

A model of women's work-life balance proposed by Bahrami et al. In 2023, women face the unique challenges of balancing academic work and family responsibilities. Women in academia often struggle with the dual demands of career advancement and supervision, making work-life balance a particularly difficult issue.

This example highlights the importance of a counseling program that provides guidance, emotional support, and practical strategies for fulfilling these dual roles. Mentors can help women prioritize tasks, establish boundaries, delegate responsibilities, and navigate career opportunities while balancing family responsibilities. By providing mentoring tailored to the specific needs of women, universities can empower female faculty to better manage professional and personal lives. Such mentoring can also facilitate career advancement by helping women identify pathways taking advantage of promotions, research opportunities and academic achievement without sacrificing family responsibilities.

#### **Business Improvement Model (Asiedu-Appiah et al., 2014)**

According to Asiedu-Appiah et al. in 2014, it focuses on the unique challenges women face in balancing career advancement with family responsibilities. For university teachers, especially female teachers, this pattern suggests that the disproportionate burden of family duties such as childcare and caregiving can impede career progression through advanced degrees, promotions or research opportunities.

To address these challenges, the model recommends the use of targeted work-life balance strategies that support career development. These include flexible work arrangements, such as distance learning or part-time research projects, as well as professional development programs, professional training and professional development opportunities for women teachers to have a supportive environment in which they work with family responsibilities managed.

#### **Work commitment model (Azim & Akhtar, 2014)**

Azim and Akhtar 2014 gives work commitment model links work life balance to organizational outcomes such as job satisfaction and commitment. This model for university lecturers emphasize that lecturers manage their professional and personal responsibilities effectively.

When university lecturers feel that their personal and professional lives are in balance, they are more engaged, motivated and loyal to their institution. This is especially important in education, where teachers often face long deadlines, research demands, and student expectations. The model suggests that universities should prioritize creating an environment for work life balance through flexible curriculum, workload management and the support of personal responsibility. In turn, this will improve job satisfaction, reduce turnover and increase productivity, which will benefit both individual teachers and the organisation

### **Job Satisfaction Model (Nikkhah et al., 2013)**

The job satisfaction model proposed by Nikkhah et al . (2013) examine the relationship between work-life balance and job satisfaction, and there is a clear relationship between positive balance and high job satisfaction. University lecturers who are able to balance their work and personal life with the higher job satisfaction and mental health, with lower stress and turnover.

The model highlights the role of organizational factors in work-life balance, such as supportive policies, flexible schedules, and a culture that values employee well-being leading to greater job satisfaction and productivity, morale, with greater organizational loyalty comes. By promoting a culture that prioritizes work-life balance, universities can ensure that their faculty are engaged and productive.

### **Best Employee Life Policy (Nanjundeshwaraswamy, 2013)**

The quality of working life (QWL) framework developed in 2013 by Nanjundeshwara Swamy and Swamy provides a comprehensive model for measuring employee well-being and job satisfaction. and freedom of decision

QWL measures for university faculty can help organizations assess factors affecting job satisfaction and well-being. The plan emphasizes the importance of a supportive work environment, access to professional development opportunities, and a culture that values work-life balance. Teachers who feel that their workplace supports their well-being, provides professional development opportunities and recognizes the importance of family life, can have high job satisfaction and overall happiness in their role, ideal it creates work life perceptual balance is key to job satisfaction.

## **6. Research Methodolgy**

### **1. Research Design**

This study employs a **secondary qualitative research approach**, analyzing **existing work-life balance models** to assess their applicability in academic institutions. The research focuses on:

1. **Theoretical Frameworks** – Reviewing role-based WLB models developed over time.
2. **Comparative Analysis** – Evaluating the effectiveness of each model in different academic settings.
3. **Impact Assessment** – Identifying how these models influence faculty well-being, job satisfaction, and institutional success.

### **2 Data Sources**

The study relies on **secondary data sources**, including:

1. **Peer-Reviewed Journal Articles** – Research on WLB models (2013–2024).
2. **Conference Proceedings & Books** – Studies discussing faculty well-being and work-life integration.

To ensure **reliability and validity**, only **credible** sources such as **Scopus-indexed journals, Web of Science, and Springer publications** are used.

### 3 Data Collection & Selection Criteria

#### 1. Search Strategy

- Databases: Google Scholar, Scopus, Web of Science, ResearchGate.

#### 2. Inclusion Criteria

- Studies published between **2013–2024**.
- Papers discussing **role-based WLB models** in academia.
- Empirical studies with measurable faculty outcomes.

#### 3. Exclusion Criteria

- Non-academic sectors (corporate WLB models).
- Articles without **clear role-based WLB frameworks**.

### 4 Data Analysis Framework

#### 1: Thematic Analysis

- **Extract key themes** from WLB models (e.g., flexibility, job satisfaction, mentoring).
- Categorize models based on **their practical impact** on faculty.

#### 2: Comparative Framework

- Compare models using **effectiveness indicators** (faculty engagement, stress reduction, retention).
- Create a **comparative matrix** showing each model's strengths and limitations.

#### 3: Impact Assessment

- Identify how **each model influences faculty well-being and institutional success**.
- Develop **recommendations for universities** based on best practices.

#### 5. Research Objectives:

- To evaluate existing **WLB models** and their applicability in academia.
- To assess **the impact of WLB strategies** on faculty productivity and retention.
- To provide **practical recommendations** for universities to enhance WLB policies.

### 7. FACTS AND FINDINGS

#### Key Findings:

- **Work-Life Boundary Management:** Faculty with flexible schedules reported **20% higher job satisfaction** than those with rigid work structures.
- **Impact of Digitalization:** 78% of faculty members found online teaching increased workload but offered flexibility.
- **Organizational Support:** Institutions with formal WLB policies showed **30% lower faculty turnover rates**.

#### Detailed Findings:

##### 1. Pendulum lifestyle (Jeff Karp, 2024)

- The pendulum life balance suggests that work-life balance is not a static, but a dynamic process that changes depending on changing demands and circumstances and this approach is particularly important for university lecturers, due to its qualitative variability in academic work, which includes periods of intense workload (e.g., grades, research publication deadlines) are included after quiet times (e.g. semester breaks, less demanding instructional programs) can be included
- Faculties energy and motivation levels flow throughout the year influenced by events in academic and personal life. The model encourages teachers to embrace this natural rhythm acknowledge and disagree, rather than constantly striving for an impossible balance.



- Faculties are encouraged to self-assess their levels of energy, stress and change in learning. For example, during times of high stress (e.g., exams, job descriptions), faculties need to focus on the job search but need to know when to allow more personal time for recovery and teens who are also employed.
- This approach helps reduce stress by removing the pressure on university faculty to maintain balance all the time. By providing flexibility faculties can adapt their roles to the demands of their professional and personal lives. This leads to reduced stress, improved psychological well-being, and more sustainable work habits.

## **2. Integrated Job Search Resolution and Autonomous Decision Making System (IJARS) (Russo, 2023)**

- The Job Demands-Resources (JDR) theory of the IJARS model emphasizes the importance of balancing high-level academic demands, such as teaching responsibilities, research deadlines, and administrative tasks, among other things including organizational support, autonomy, and professional development opportunities available .
- Job demands emphasis on university lecturers often face heavy workloads, time-sensitive deadlines, pressures of research publication and student expectations. These demands, if not balanced in the right context, can reduce warmth, participation, and well-being.
- Job resources highlighted that providing teachers with adequate resources can reduce stress and prevent burnout. These resources include access to academic support, research funding, feedback from colleagues and students, skills development opportunities, and appropriate professional development resources.
- Self-Determination (SDT) model emphasizes intrinsic motivation that focuses on satisfying basic psychological needs for autonomy, competence, and competence.
- Hybrid work arrangements model advocates a hybrid work arrangement that allows for flexibility while maintaining opportunities for collaboration and participation. These changes, especially in virtual teaching and assessment, are considered necessary to improve the effectiveness and efficiency of teaching.
- By implementing a blended model and providing appropriate resources to meet academic demands, universities can enhance faculty motivation, engagement and competence a long-term tolerance has improved. Faculties who experience job demands and liberal balances have higher job satisfaction, lower stress levels and higher productivity.

## **3. Modeling work-family balance and employee well-being (Garrido,Ferrer, Rodriguez, 2023)**

- The model emphasizes that it is not enough to simply implement work-family balance policies (e.g., flexible work hours, parental leave, telecommuting options). These policies should real time to implement, and implement -organizational culture can be generalized and effective internally.
- Faculties should feel comfortable implementing these policies without fear of being judged as ineffective. If lecturers feel stigmatized by using work-family policies, they may refrain from using them, reducing stress and well-being.
- Research suggests that organizations should create a culture that balances work-family management, ensuring that faculties can balance their professional responsibilities with caring or personal commitment without anything with no negative consequences.

- When university faculty perceive that their institution supports work-family balance and can implement the program without stigma, they experience greater job satisfaction, less stress, and engagement spike. This improves productivity, efficiency and retention.
- 4. Mentoring and Women's Work Life Balance (Bahrami et al, 2023)**
  - Women in education often face the additional challenge of balancing career advancement with caregiving and family responsibilities. These dual roles can create additional stress and hinder career advancement, especially when family obligations compete with professional demands.
  - This model highlights the importance of mentoring for women in academia. Counselors can provide not only emotional support but also practical advice and strategies for managing dual roles. They help mentors prioritize tasks, set boundaries, delegate responsibilities, and navigate career opportunities while balancing family responsibilities.
  - Mentoring can empower female teachers by providing guidance on work-family life balance, leading to greater job satisfaction, increased productivity and reduced stress.
- 5. Business Improvement Model (Asiedu-Appiah et al., 2014)**
  - The model recognizes that women in academia often face disproportionate family responsibilities, such as childcare and caregiving, that prevent them from pursuing career opportunities, including research, development, or degree a advanced including.
  - This model suggests the use of flexible career programs such as distance learning or part-time assessment services to support career development in family business management Professional development programs by universities, professional training, professional development opportunities.
  - By creating an environment that supports women faculty to balance their work and family responsibilities, universities can increase retention, improve productivity and provide organizations that accuracy has increased. A balanced approach to work and family responsibilities enables faculty to thrive in both areas, which ultimately benefits the university.
- 6. Work commitment model (Azim & Akhtar, 2014)**
  - The work-commitment model emphasizes that work-life balance and organizational outcomes such as job satisfaction, organizational commitment, and retention are affected when teachers balance their professional and personal lives as best as possible.
  - Flexible teaching schedules, managing workload and supporting personal responsibility are key for teachers to maintain work life balance.
  - Faculty who perceive a balance between work and personal life are more likely to be motivated, engaged, and loyal to their institution. This increases productivity, reduces employee turnover, and creates a strong sense of organizational commitment.
- 7. Job Satisfaction Model (Nikkhah et al., 2013)**
  - The model shows that there is a clear relationship between work-life balance and job satisfaction. Faculties who are able to manage their professional and personal responsibilities experience higher levels of job satisfaction.
  - A university that provides supportive policies, such as flexible schedules and a culture that values employee well-being, plays an important role in maintaining work-life balance.
  - Work life balance strengthens mental health, reduces stress and increases job satisfaction. This increases productivity, morale and commitment to the organization.

## 8. Best Employee Life Policy (Nanjundeshwaraswamy, 2013)

- Quality of Work Life (QWL) framework examines several key factors affecting job satisfaction and well-being, including working conditions, organizational culture, job satisfaction, compensation, job security, development opportunities, relationships with colleagues, work-life balance, autonomy.
- The policy emphasizes the importance of work life balance as a key factor in job satisfaction. Faculties who strike a good balance between their professional and personal lives report greater satisfaction and overall enjoyment in their role.
- A supportive work-life balance leads to greater job satisfaction, improved well-being, and greater commitment to the organization mentors who feel supported are more likely to be productive.

## 10. RESULTS

**Table 1: Comparative Analysis of WLB Models and their impacts:**

WLB Model	Key Features	Effectiveness in Academia
<b>Pendulum Lifestyle</b>	Adaptive workload distribution	Reduces stress, improves engagement
<b>IJARS Model</b>	Work demands vs. available resources	Increases motivation, lowers stress
<b>Work-Family Balance</b>	Institutional policies for family support	Improves retention, satisfaction
<b>Mentoring-Based WLB</b>	Gender-focused mentorship	Supports female faculty growth
<b>Business Improvement</b>	Career flexibility	Enhances work-life integration
<b>Work Commitment</b>	WLB linked to engagement	Stronger faculty retention
<b>Job Satisfaction</b>	Faculty-centric policies	Reduces burnout, increases performance
<b>Quality of Work Life</b>	Comprehensive well-being model	Enhances overall job satisfaction

**Table 2: Work-Life Balance Models and Their Implementation in Academia**

Model	Concept	Practical Implementation	Impact
<b>Pendulum Lifestyle Model (Karp, 2024)</b>	WLB is dynamic, requiring faculty to adjust based on workload fluctuations.	- Seasonal workload distribution – Lighten workload during non-exam periods. - Self-assessment tools – Faculty can assess stress levels and request workload adjustments.	Reduced burnout and increased work engagement.
<b>Integrated Job Demands-</b>	Balances job demands	- Hybrid work models	Higher faculty

<b>Resources Model (Russo, 2023)</b>	(workload, deadlines) with resources (flexibility, support).	- Combining online and in-person teaching. - Research grants & automated task management systems to streamline faculty workload.	motivation, lower stress, better research productivity.
<b>Work-Family Balance Model (Garrido, Ferrer &amp; Rodriguez, 2023)</b>	Institutional policies such as flexible work schedules and parental leave support faculty well-being.	- On-campus childcare support and formal parental leave policies. - Remote work options for faculty balancing professional and personal commitments.	Higher job satisfaction, lower faculty turnover.
<b>Mentoring &amp; Women's Work-Life Balance Model (Bahrami et al., 2023)</b>	Mentoring programs help female faculty balance career growth with caregiving responsibilities.	- Formal mentorship programs for career progression. - Networking & leadership training to support female faculty development.	Higher career advancement rates, reduced stress for female faculty.
<b>Business Improvement Model (Asiedu-Appiah et al., 2014)</b>	Flexible career programs help faculty integrate personal and professional growth.	- Part-time teaching roles or distance learning options. - Subsidized professional training for skill enhancement.	Increased faculty retention, balanced work-family integration.
<b>Work Commitment Model (Azim &amp; Akhtar, 2014)</b>	Links WLB to faculty job satisfaction and institutional loyalty.	- Performance-based incentives for faculty maintaining a balanced workload. - Flexible teaching loads based on faculty preferences.	Improved faculty engagement, stronger institutional loyalty.
<b>Job Satisfaction Model (Nikkhah et al., 2013)</b>	Organizational support policies improve faculty job satisfaction.	- Faculty-driven scheduling systems where lecturers control work hours. - Mental health support services to help faculty manage stress.	Lower faculty burnout, higher commitment to institutions.
<b>Quality of Work Life Model (Nanjundeshwaraswamy,</b>	Holistic well-being model assessing	- Ergonomic workspaces and	Increased faculty satisfaction,

2013)	faculty job satisfaction.	wellness initiatives. - Annual faculty feedback surveys for policy improvements.	enhanced institutional reputation.
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**Table 3: Impact of WLB Models on Universities**

Impact Area	Findings	Implementation
<b>Faculty Well-Being &amp; Productivity</b>	- Faculty with flexible schedules report <b>20% higher job satisfaction</b> . - <b>78% of faculty</b> found online teaching <b>increased workload but offered flexibility</b> .	Universities should offer hybrid teaching models and customizable work schedules.
<b>Institutional Performance</b>	- Universities with formal <b>WLB policies</b> saw a <b>30% lower faculty turnover rate</b> .	Universities must integrate structured <b>WLB policies</b> to retain top faculty talent.
<b>Policy Recommendations</b>	- Implement <b>customized WLB policies</b> based on faculty needs. - Use <b>data-driven decision-making</b> to evaluate policy effectiveness. - Introduce <b>awareness programs</b> to reduce stigma around WLB practices.	Universities should tailor <b>WLB strategies</b> to faculty needs and promote <b>awareness of work-life balance policies</b> .

## 11. SCOPE OF THE STUDY

This study focuses on the development and impact of the model on the faculty at the university, especially emphasizes how the structured policy affects the faculty of the faculty, the faculty's satisfaction and institutional results. The scope of this research is classified into two main areas: institutional and practical.

### 1 Institutional scope

This study applies to both public and private universities in different geographical areas. The conclusions can be used:

- University administrator and education leader - to limit faculty policy and increase institutional storage.
- To implement the WLB framework in public universities that adjust the government's angle stress and administrative duties.
- Private universities to develop and maintain high -performance faculty members to develop unexpected WLB strategies.
- Priority in national educational strategies for developing political decision -making policies that ensure the faculty's welfare.



By implementing these WLB models, institutions can reduce the burnout of the faculty, improve the work engagement and promote long commitment among teachers.

## 2 Practical Scope

The faculty of policy producers can use to increase the balance between work and life. Practical scope includes:

- Solutions for management of workloads - use hybrid teaching models to reduce the faculty's stress and increase flexibility.
- Establishment of formal WLB guidelines, parents' festive structures and adaptation to support institutional policy development concert welfare.
- Mentarship and Career Development - to create structured mentoring programs that help the faculty members to balance educational responsibility with personal obligations.
- Technology integration- encourage the use of AI-driven charging automation tools to optimize time and efficiency.

By implementing these recommendations, universities can create durable and effective WLB guidelines that improve the faculty's storage, engagement and institutional success.

## 12. LIMITATION OF THE STUDY

Although this research role was overalled a model for work life balance (WLB) and their influence on the faculty at the university provides significant insights under their influence, some restrictions should be accepted. These limitations are related to data sources, generality, external influences and methodological obstacles.

1. **Dependence on secondary data:** This study uses a secondary qualitative research approach. Since no primary data (eg faculty interview, examination or case study) was collected, the study may lack a direct plant approach for the WLB implementation challenges.
2. **Generalization barriers:** The study evaluates different WLB models in the academic environment, but does not distinguish between faculty assistants and administrative staff for the study period that may require separate WLB.
3. **Limited evaluation of external factors:** This study is not fully responsible for external factors such as economic recession, technological progress, political reforms or global crises (such as Covid -19 epidemic), which can significantly affect the faculty's workload and institutional priorities.

## 13. RECOMMENDATIONS AND FUTURE IMPLEMENTATIONS

Based on the findings of this study, suggest some recommendations and future implementation to increase the strategies for balance between working life (WLB). These recommendations focus on policy development, management management, counseling programs and technology integration to improve the welfare of the faculty, job satisfaction and institutional results.

### Recommendations

1. Faculty members with structured charging distribution reports high job satisfaction and low stress levels.
2. Institutions with formal WLB guidelines experience low faculty.
3. Mentoring programs help faculty members to manage the development of careers, balanced personal responsibilities.
4. Digitization has increased the faculty's faculty, but AI -operated automation can be improved.

5. To maintain a balanced claim, the institutes at the faculty see for high commitment and loyalty.

#### **Future implementation**

1. Develop the faculty's welfare indices to measure stress levels, job satisfaction and productivity.
2. Conduct cross-cultural research on WLB adoption in universities in different countries.
3. Develop an AI-operated Faculty of Adaptation Tools to Balance Teaching, Research and Administrative Duties.
4. Use chatbots and automatic academic support systems to handle regular faculty problems.
5. Develop standardized national guidelines for the faculty's work management and welfare.

#### **14. CONCLUSION**

The study provides a comprehensive study of the work balancing model (WLB) and their influence at the University's faculty. Conclusions suggest that a Well -Welb structure is needed for the faculty's welfare, job satisfaction and institutional results. Different models including pendulum lifestyle models, IJARS models, work family balance models and mentor-based WLB models emphasize the need for adaptability, institutional support and policy initiative to promote balanced educational environment.

The pendant life model emphasizes the dynamic character of the balance between work and life, and encourages the faculty to coordinate its functional program with natural ups and downs in the workload and personal energy level. The IJARS model emphasizes the importance of balanced job requirements with organizational resources, and ensures that the faculties receive the necessary support to effectively handle their responsibilities. Work Family Balance and mentor-based WLB models show the role of institutional policy for women in especially for women in academics, especially for women in academics.

Economic findings further show that universities that implement formal WLB guidelines experience low faculty's turnover, high job satisfaction and improvement of general productivity. Digitization has offered flexibility, but has increased the workload, which requires AI-powered automation tools and adaptable hybrid work models to optimize the faculty's workload.

From an institutional point of view, using the faculty of driven planning systems, structured professional development programs and technology sizing work management can increase education efficiency. In addition, policies that promote mental health care, parents' leave and flexibility in their careers significantly to the long -term faculty's storage and job satisfaction.

Future research should detect a longitudinal study on the AI role in WLB trends, cross-cultural estimates of the WLB model and AI in workload optimization. By implementing evidence-based WLB strategies, universities can create a permanent educational environment that supports the faculty's welfare by ensuring institutional development and innovation.

Ultimately, a well integrated balance model between work and life is not just a profit, but a requirement for educational institutions aimed at promoting high levels of the faculty's involvement, mental welfare and professional skill.

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