



A Study on Academic Work-Life Integration and Faculties Productivity

^{*1}Bhavayaalini GK and ²Dr. S Maruthavijayan

^{*1}2nd Year Student of B.B.A, LLB(HONS), School of Excellence in Law, Tamil Nadu Dr. Ambedkar Law University, Chennai, Tamil Nadu, India.

²Assistant Professor, Department of Human Resource Management, School of Excellence in Law, Tamil Nadu Dr. Ambedkar Law University, Chennai, Tamil Nadu, India.

Abstract

Man is a social animal. A person who lives together with others should be filled with good virtues. Good virtues make a person mature. For a human society to live happily, every individual who is a part of that society should be a responsible person with good virtues. Knowledge and good virtues make a person great. It is their teachers who are the pillars of person's great life. Teachers are the intellectual and powerful pillars of the society. Such great teachers were respected in society. However, in the current situation, the respect and honor for teachers are diminishing. As a result, many teachers are suffering from mental stress. Their intellect and efficiency are getting weary. Consequently, students are indirectly affected. This society, for some reason, has failed to realize this. This research work aims to examine the relationship between work demands, family commitments, and professional growth, this research work underscores the importance of creating flexibility, inclusive and supportive space within the education institution.

Unlike, traditional notions of work-life balance that divides personal and professional spheres, integration emphasizes a dynamic and peace mixing of the two, allowing faculties to navigate teaching, research. And administrative duties along with, family and social commitments. In today's digital era and outcome-driven academic environment, this integration directly influences the motivation, creativity, and institutional engagement among the students and faculties. Faculties who are effectively manage this interplay tend to exhibit a higher satisfaction, reduced burnout, and the greater output quality. In contrast, the absence of supportive policies, flexible schedules, and organizational empathy often leads to emotional fatigue and declining academic performance.

Therefore, exploring the different aspects of academic work-life integration not only point out its impact on faculty productivity but also implies the importance for varsities to cultivate inclusive, adaptive and human-centered work cultures that align personal well-being with excellence in profession.

Keywords: Supportive space, work-life, academic commitments, family commitments, teachers, productivity.

1. Introduction

In the order of "Mother, Father, Teacher, God," teachers come right after parents, hence, they are regarded as highly respected individuals in society. Teachers play a vital role in nurturing the creativity, self-confidence, and self-discipline of the younger generation. They hold an important place in shaping good citizens. Today, however teachers have increasingly become burden bearers, shouldering various responsibilities. The growth and development of a society lie in the hands of dedicated educators. Yet, in recent times, society has begun to view these capable teachers merely as professional employees. As a result, there is now a growing mindset that teachers working in educational institutions are nothing more than workers. In the educational field where teaching, research, mentoring, and administrative responsibilities needs time and energy for achieving effective integration is important not only for faculties well-being but also for overall performance of educational institutions.

Teachers who win the hearts of students help to build a better society. They do not merely stop with teaching lessons, but also instill confidence and encouragement in their students. Great teachers nurture the positive energy within learners and help them grow. They stand as a support in shaping discipline and social responsibility among students. As the poet Thiruvalluvar said, "Learning is like the eye to the world." And it is such a healthy environment that teachers alone can create. They are the generous givers of wisdom and knowledge, and such noble persons should be respected by all.

In today's world fastest growing academic environment, the work pressure and performance skills expectations are increasing day by day and maintaining this level of balance become a burden on the faculties. A good integrated work-life system will improve job satisfaction, creativity, institutional commitment and also reduces stress and depression. Therefore, improving supportive policies and facilities for

ensuring sustainable productivity of the faculties and a pleasant work culture in the institutions.

2. Review of Literature

- i). Kotini-Shah, *et al.* (2023) studied at the work-life balance and academic productivity of college of medicine faculty during the covid-19 pandemic. They found that while both men and women faculty experienced a decrease in work and home stress from spring 2020 to spring 2021, women continued to report higher work stress than men. Women also reported greater stress in areas such as securing research funding, scholarly productivity, teaching, advising, administrative, and clinical responsibilities compared to men in spring 2021. The study concluded that men were more likely to adapt to the “new normal” by reducing work-related stressors and increasing productivity, while women’s continued high work stress and increased productivity may have been at the expense of their self-care. The challenges of caring for young children were found to affect the productivity and well-being of all faculty.
- ii). Rao, in a study on “Work-Life Balance to Work-Life Integration in Higher Educational Institutions,” aimed to understand the concept of work-life integration in new age educational institutions. Using a qualitative research approach with secondary data, the author found that while the concept of work-life balance was once popular, work-life integration is gaining popularity due to technological advancements. This paper argues that work-life integration creates synergies between different areas of one’s life, such as work, family, community, and personal well-being. The study suggests that adopting work-life integration benefits institutions by reducing turn over and increasing productivity and commitment among faculty members. It also highlights benefits for faculty, including reduced stress, increase morale, and higher productivity. The paper further notes a lack of research on work-life balance in higher education and points out that academic work is becoming more complex and demanding due to multiple stakeholders, including students. It recommends that for work-life integration to be successful, institutions must redefine job description, provide clarity in work, offer affordable child care, and have administrators simulate balance.
- iii). Ehrens, is a study titled “Work and Life integration: Faculty Balance in the Academy” (2016), reviewed existing literature on work-life balance and integration. The review noted that the study of work-life balance has evolved from viewing work and life as separate spheres to an understanding of them as overlapping and integrated. This shift in thinking is reflected in research that has expanded its focus from the challenges of woman and parents to include both men and women, with or without children, as participants in the quest for work-life integration. The literature also suggests that the lack of work-life balance in the academic workplace is a long-standing issue, with studies since the 1990s reporting negative outcomes when balance is absent and acknowledging that workers value a healthy work-life balance. Ehrens also highlighted that organizational social context and workplace social dynamics are less-studied topics that have significant influence on how individuals cope with competing demands from their work and personal lives. The review also points out that while formal policies are considered as important for

addressing work-life conflict.

3. Research Method

3.1 Population and Sample

Population: The population of this study includes Teachers, Lectures, Professors, Researchers, Guest Lecturers, Vice Principal, B T Assistant, U G Assistant, Vice Principal, Assistant Professor, as well as the retired teachers of the educational institution.

Sample: Using a convenience sampling method, 36 respondents were selected from the faculty’s population.

3.2 Data Collection Methods

A structured questionnaire was prepared for the data collection and it was sent to the faculties of the education institutions. This study area approached a mixed study research as it is consisting of both option based and opinion based questions.

Data’s Collected Dates:

16.08.2025 to 30.09.2025

3.3 Research Tool

The important tool which is used in this study was the questionnaire to collect the information from faculties about their connection between a faculty’s members well-being, their productivity, and the academic work-life integration policies at their institution. This questionnaire was prepared by using google forms and shared through the link:

<https://docs.google.com/forms/d/e/1FAIpQLSeJ0YmFMojwd33EYCnhooubV4BZ6-X38a9NU97eXIHavW9j2g/viewform?usp=header>

This link helped me for getting responses and also for the faculties to answer the question which was prepared by me through online mode.

3.4 Data Analysis Technique

The data were collected from Google form link was analyzed using the mean method. The mean was calculated based upon the different aspects of the faculty’s productivity and work-life integration policies.

3.5 Questions of the Research Paper

i). What is your main job title at your school or college?

- Professor (or similar senior title)
- Assistant Professor
- Lecturer/Instructor
- Researcher
- Other titles

ii). How long have you worked at your school or college?

- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years

iii). Do you have family duties, like taking care of a child or an older family member?

- Yes
- No

iv). How often do you feel a good balance between your job and personal life?

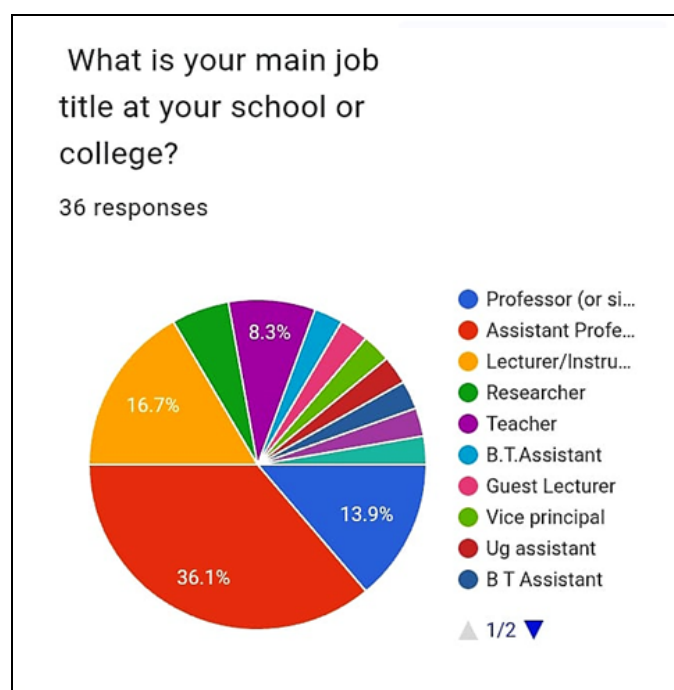
- Always

- Often
 - Sometimes
 - Rarely
 - Never
- v). **How often do you feel stressed because your job?**
- Always
 - Often
 - Sometimes
 - Rarely
 - Never
- vi). **How would you rate your over-all well-being (how you feel) right now?**
- Very Good
 - Good
 - Fair
 - Poor
 - Very Poor
- vii). **Are you aware of any school or college rules that help with work-life balance (like flexible hours, paid time off for new parents, or sabbaticals)?**
- Yes, I know about these rules
 - No, I don't know about them
 - Not sure
- viii). **If you know about these rules, have you used them?**
- Yes, I have used them
 - No, I have not used them
 - I want to use them, but I couldn't
- ix). **Do you feel your boss or head of your department supports you using these rules?**
- Yes, they encouraged it
 - Yes, they don't mind
 - No, they seem to not support it
 - Not sure
- x). **Do you think these work-life balance rules help you do your job better?**
- Yes, a lot
 - Yes, a little
 - Not really
 - No, not at all
- xi). **Do you think that getting more help with your work-life balance would help you be more productive (get more work done)?**
- Yes, a lot
 - Yes, a little
 - Not really
 - No, not at all
- xii). **Do you think having good work-life rules makes teachers want to stay at the school or college for a long time?**
- Yes, a lot
 - Yes, a little
 - Not really
 - No, not at all
- xiii). **Have you used flexible work rules (like working from home some days)?**
- Yes
 - No

- Not available to me
- xiv). **Have you used paid family leave (for a new baby or a sick family member)?**
- Yes
 - No
 - Not sure if they are offered
- xv). **How often do you feel you have to check and answer work emails or messages at night or on weekends?**
- Always
 - Often
 - Sometimes
 - Rarely
 - Never
- xvi). **Do you see that technology (like email and video calls) makes it harder to separate your work life from your personal life?**
- Yes, a lot
 - Yes, a little
 - Not really
 - No, not at all
- xvii). **What you need in the future?**
- More help with child care
 - More time just for research
 - Better support for mental health
 - More paid leave
 - Other
- xviii). **Do you think the school or college listens to teacher's ideas about new rules and support?**
- Yes, they listen a lot
 - Sometimes they listen
 - No, they never listen
- xix). **Do you have any other comments about your work-life balance or what the school or college can do to help teachers feel better?**

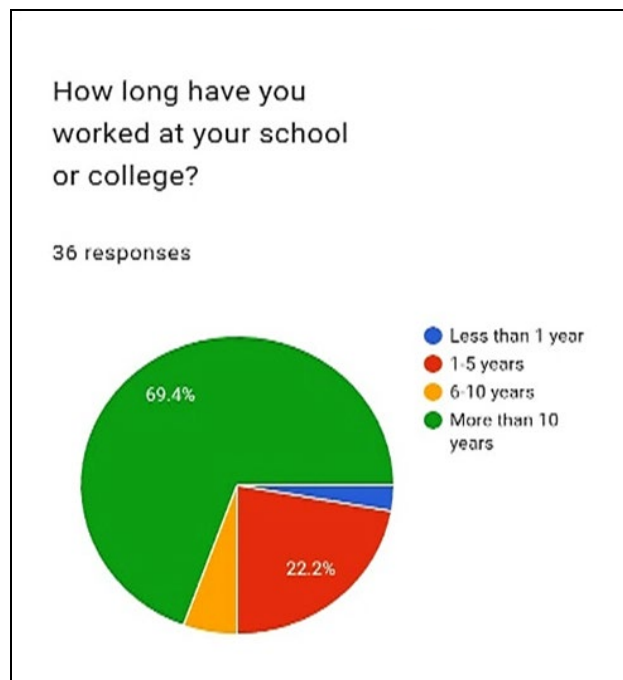
4. Findings

i). Job Title



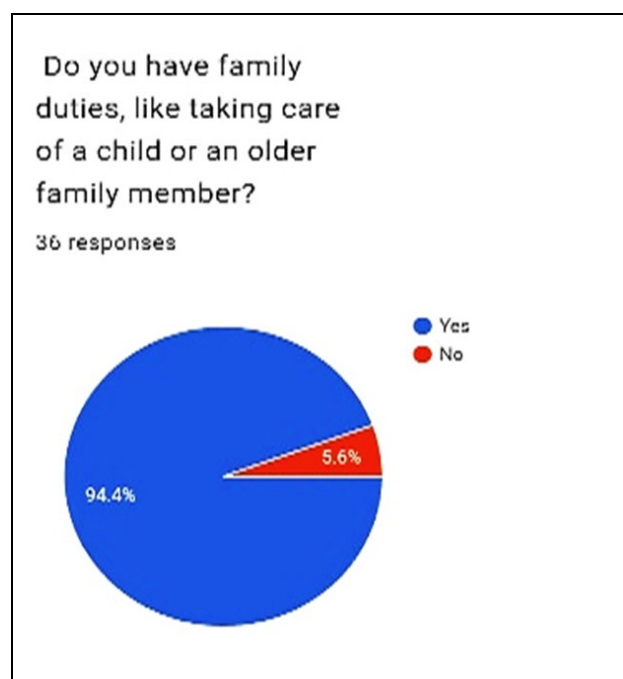
In this chart out of 36 participants, 8.3% were teachers of the schools carries the lowest percentage of the chart, 16.7% are Lecturers or Instructors and 13.9% are Professors or similar senior title carries middle percentage in the chart, and 36.1% were the Assistant Professors of the colleges or universities are in the highest percentage of the chart. And lastly the remaining others carries 1 or 2 percentage in the chart.

ii). Working Experience



In this chart out of 36 participants, most of the participant had been worked more than 10 years which carries 69.4% of working experience, only 22.2% of the participants had been worked between 1-5 years of their experience and others had working experience for only 1 or 2 percentage.

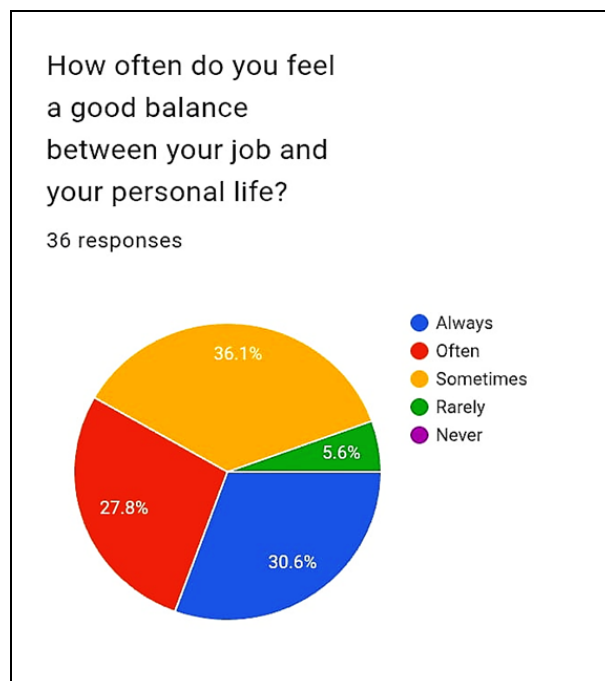
iii). Family Duties



In this chart out of 36 participants, nearly 94.4% of the

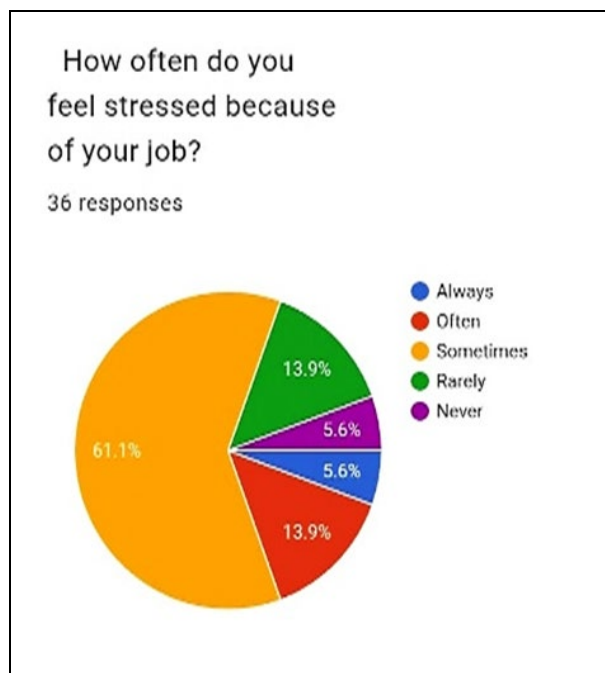
participants has the duty to take of children and the older family member. Only 5.6% of the participants are not having the duty to care of others.

iv). Balance between Job and Personal Life



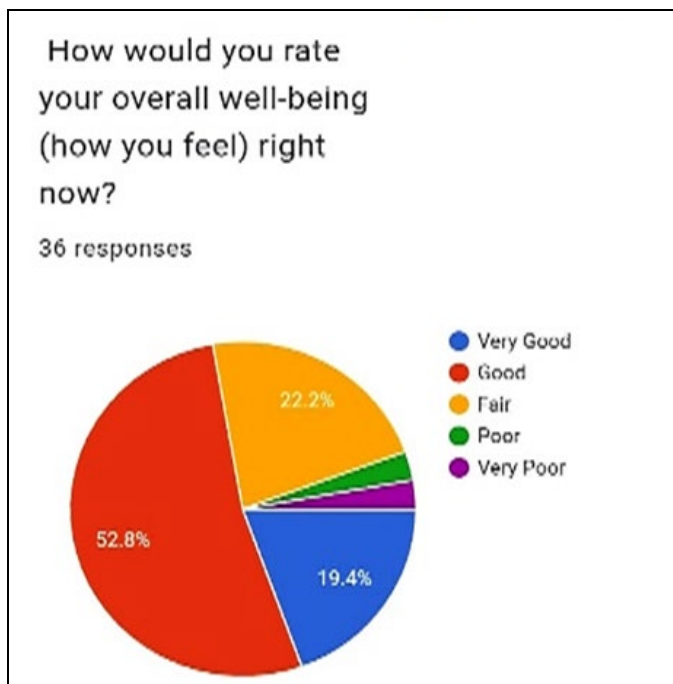
In this chart out of 36 participants, mostly 36.1% of the participants sometimes feeling good in balancing the job and personal life, nearly 27.8% and 30.6% of the participants were feeling often and always feeling good. And lastly 5.6% of the participants feeling good in balancing job and personal life.

v). Stress



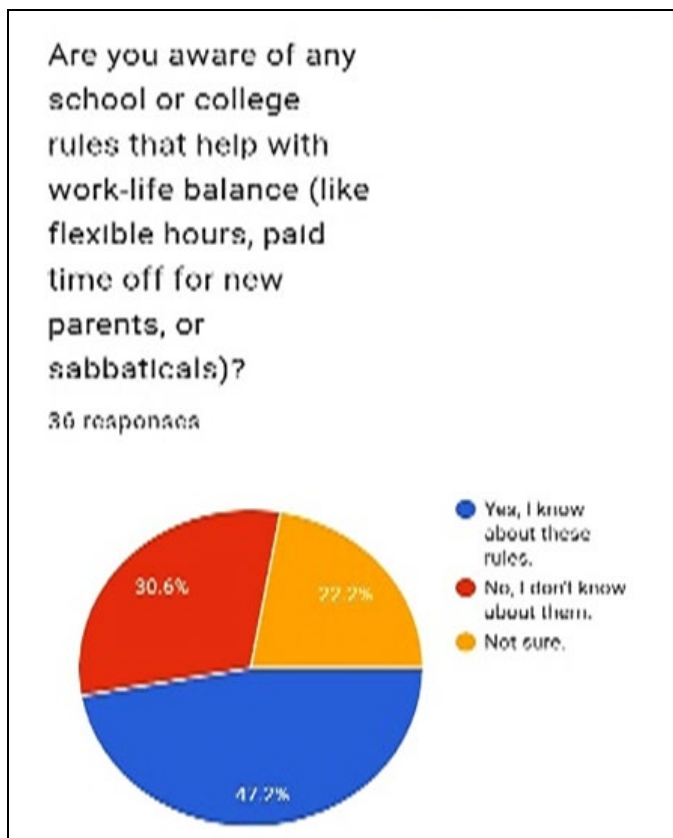
In this chart out of 36 participants, most of the participants nearly 61.1% are feeling stressed about their job, the participants of 13.9% are feeling rarely and often feeling stressed about their job, only few participants about 5.6% are feeling often and also never feeling stressed about their job.

vi). Overall well-being



Out of 36 participants, nearly 52.8% of the participants feeling good about their overall well-being, the participants of 22.2% were felt fair about their well-being, and about 19.4% of participants feeling very good about their well-being. Lastly only few of them feeling very poor about their well-being.

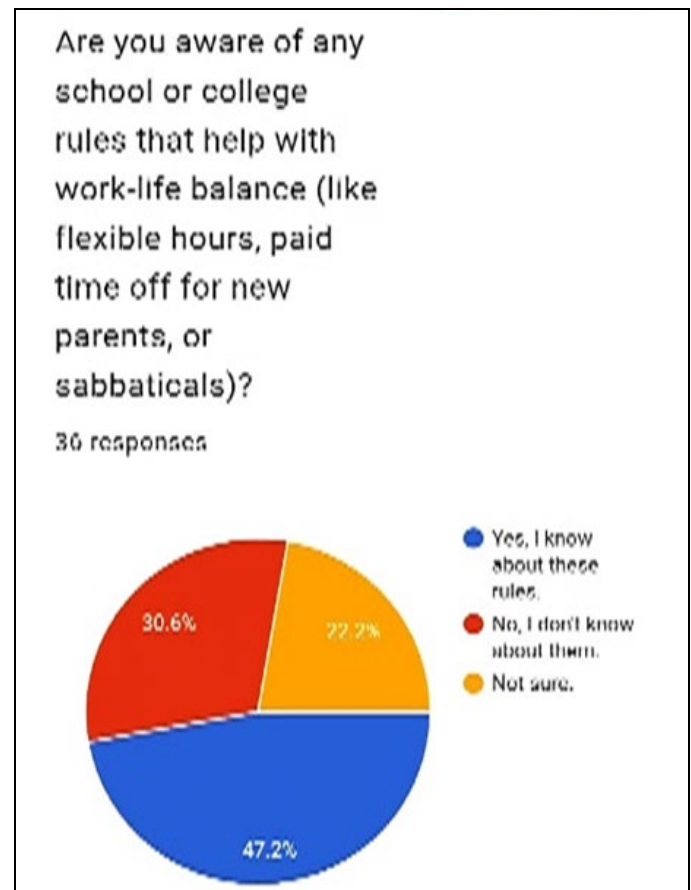
vii). Awareness about the rules



Nearly 47.2% of the participants are aware about rules for work-life balance, nearly 30.6% of the participants are not aware about it. Additionally, 22.2% of the participants are not

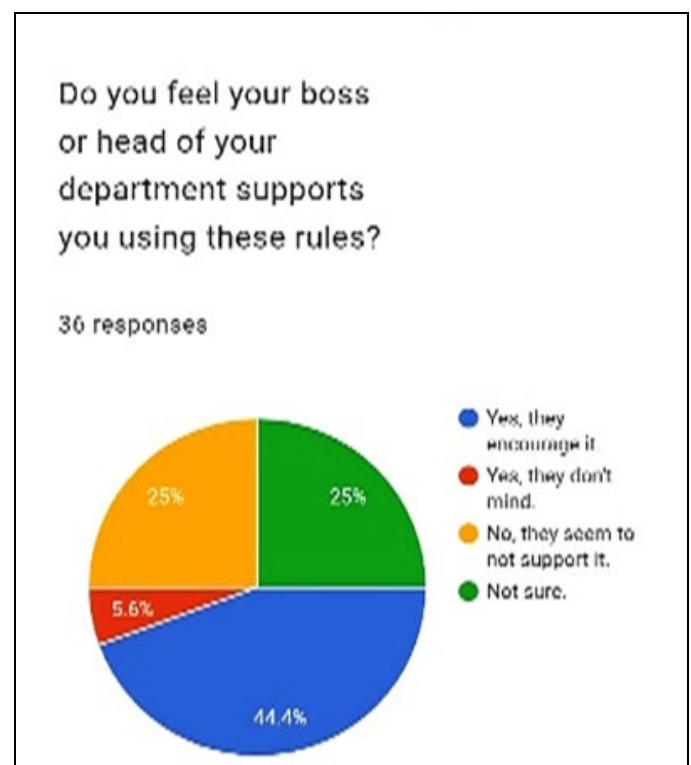
sure about the rules.

viii). Usage of the rules



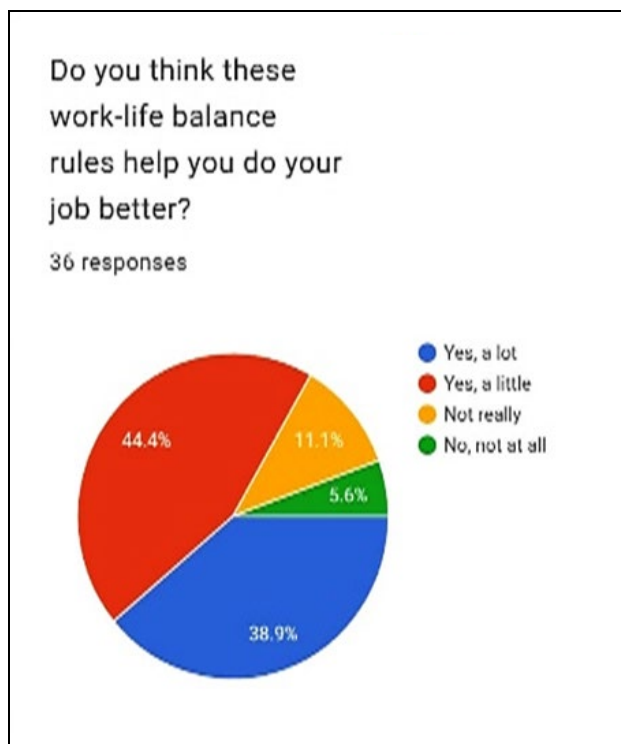
Nearly 41.7% of the participants had used the rules, and 36.1% of the participants had not used them. Lastly 22.2% of the participants are really wanted use it but couldn't.

ix). Support of the head to use the rules



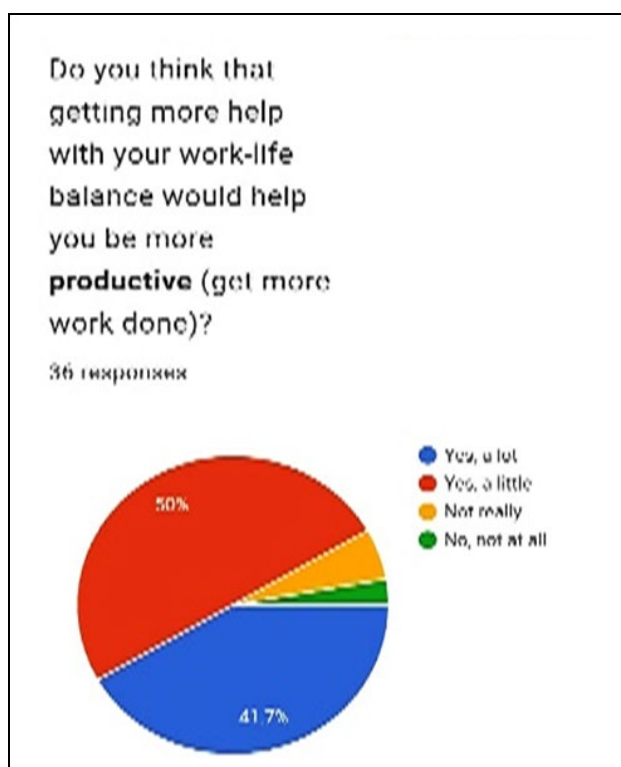
Nearly 25% of the participant's head are not seem to be supportive and they not even sure about it, mostly 44.4% of the participant's head encouraged them to use rules. Lastly 5.6% participant's head are not even mind about it.

x). Rules are helpful or not



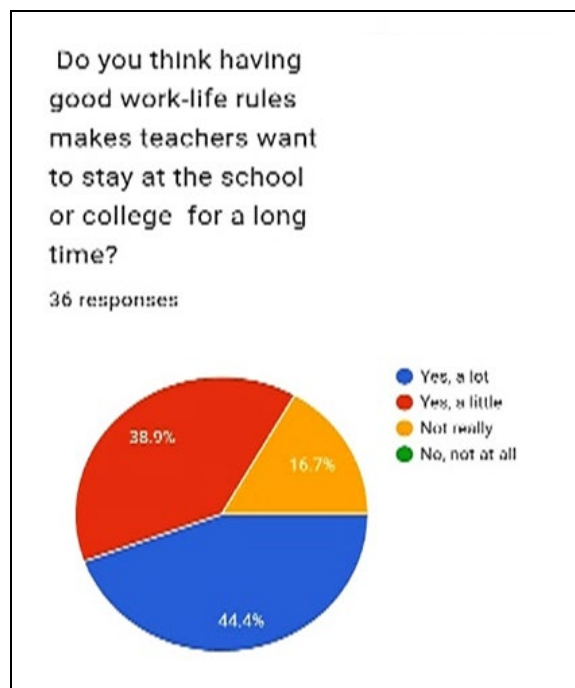
Nearly 44.4% of the participants felt the rules are little helpful, only 38.9% of the participants felt that the rules are helping a lot, about 11.1% of the participants the rules are not really works. Lastly 5.6% of them are felt that it's not at all working.

xi). Productivity



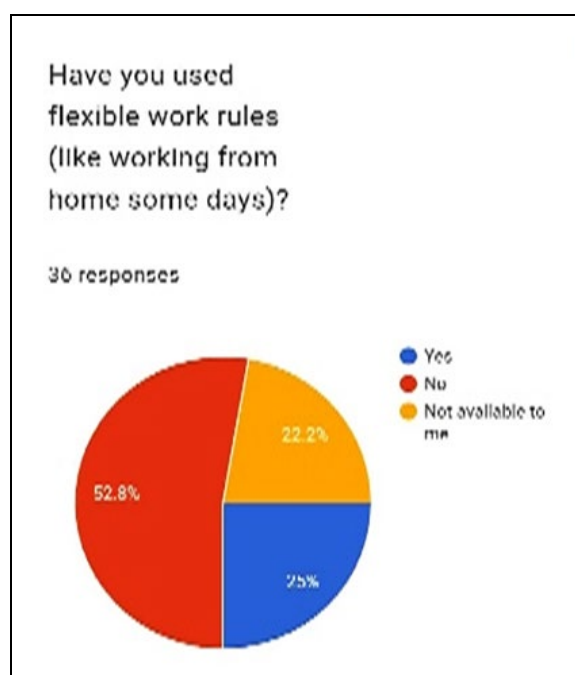
Nearly 50% of the participants felt a little productive for getting their work done, about 47.7% of them felt more productive about their work done. Lastly 2 or 3% of participants felt not at all good about their productivity.

xii). Staying at the institution for long period

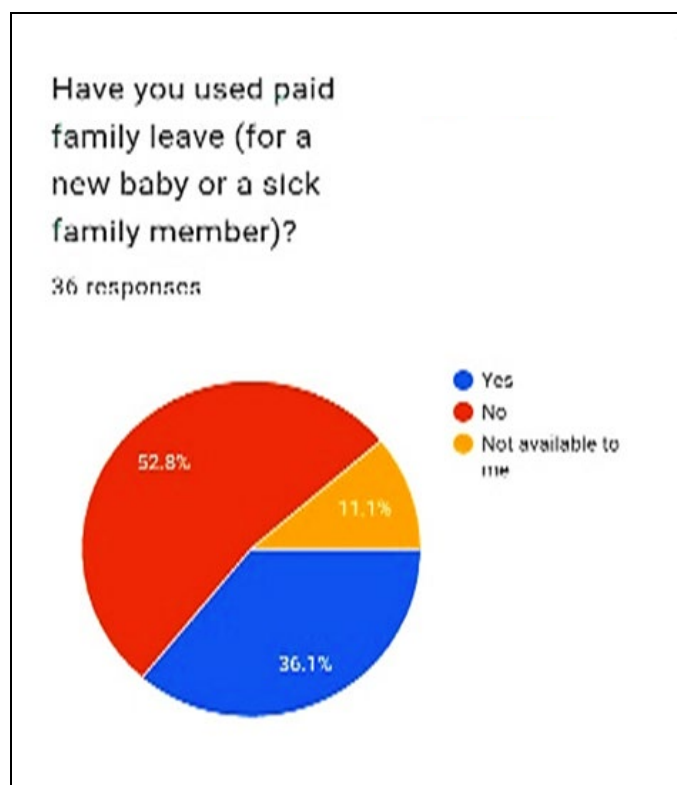


Having good work-life rules in the institution makes the participants of nearly 44.4% of them felt good for staying for longer time, only 38.9% of them felt somewhat okay to stay long time. But, 16.7% of them are not felt good to stay for longer time.

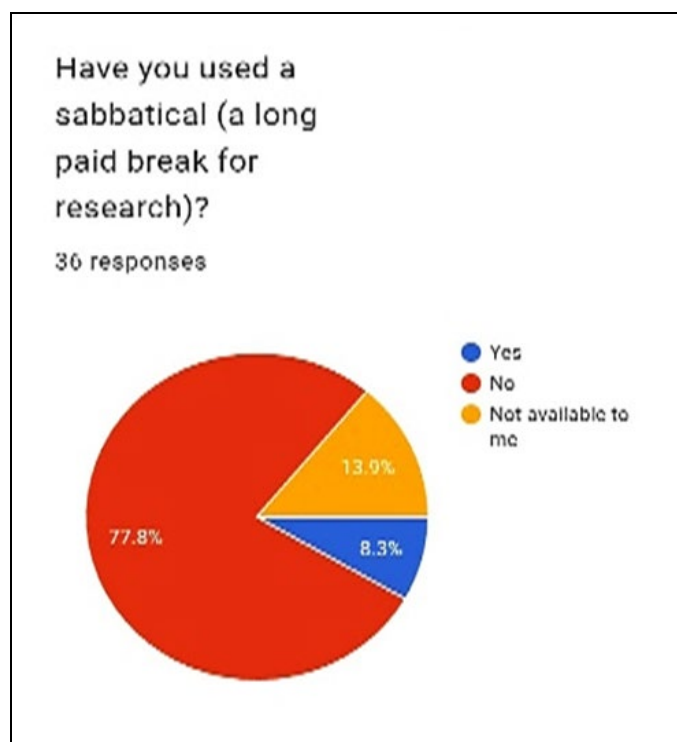
xiii). Flexible Work Rules



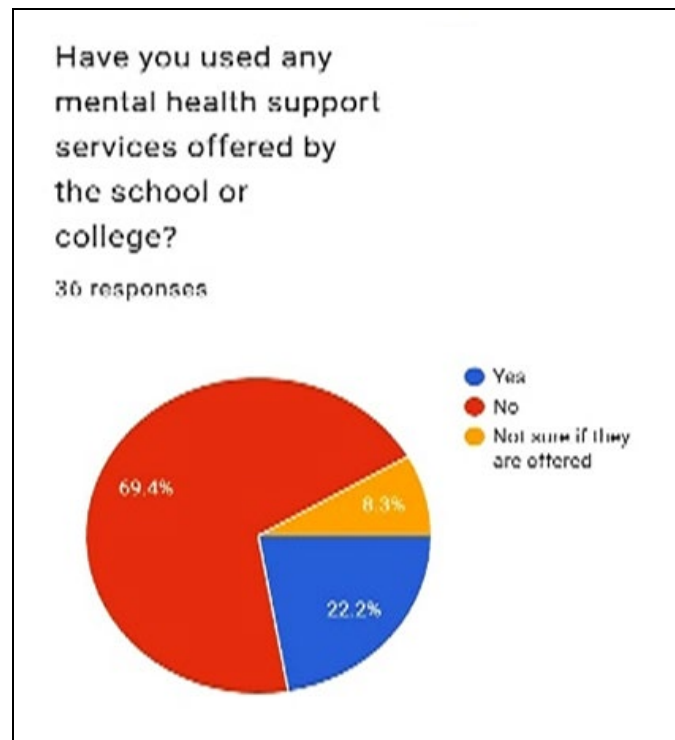
Nearly 52.8% of the participants are not used the flexible work hours, only 25% of the participants have used the rules. For 22.2% participants, the flexible hours are not available to them.

xiv). Paid family leave

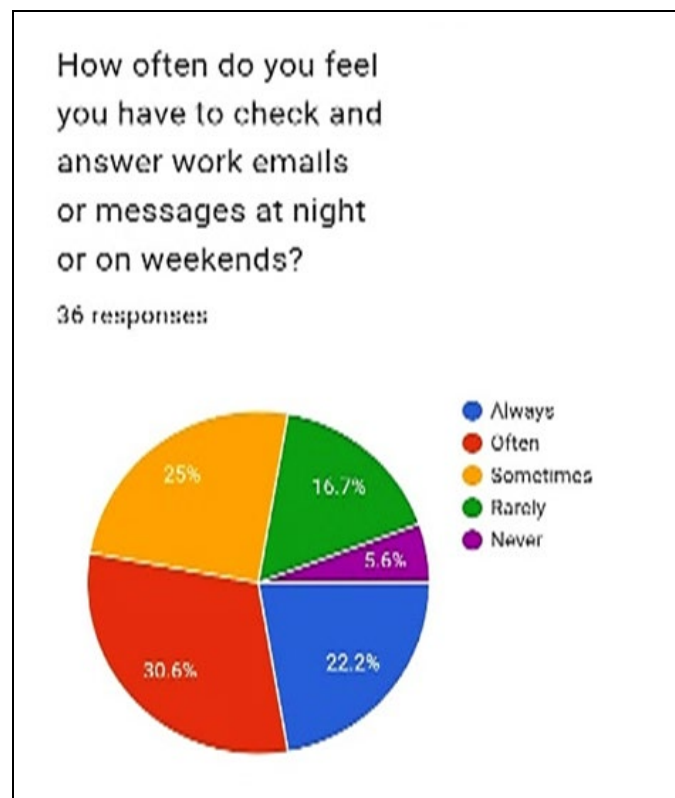
Nearly 52.8% of the participants had not used the paid family leave, only 36.1% of the participants had used the paid family leave. Only 11.1% of them, the paid leave is not available.

xv). Sabbatical

Mostly, 77.8% of the had not used the sabbatical. Only 8.3% of the participant had used the sabbatical. Nearly 13.9% of them, the sabbatical is not available.

xvi). Mental health support services

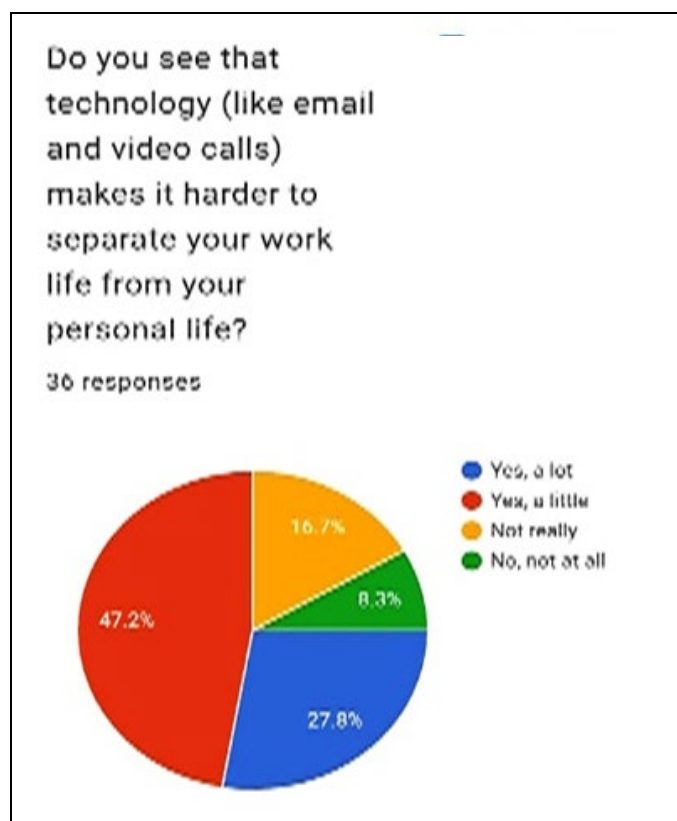
Nearly 69.4% of the participants are not used the mental health services, only 22.2% of participants are availed for those services. Lastly 8.3% of them are not sure if they are offered.

xvii). Checking emails on night or weekends

Nearly 30.6% of them check emails during night or on weekends. 16.7% of them are check the emails rarely, Sometimes the 25% of them check the emails, often the

22.2% of them check the emails, 5.6% of them are never check emails.

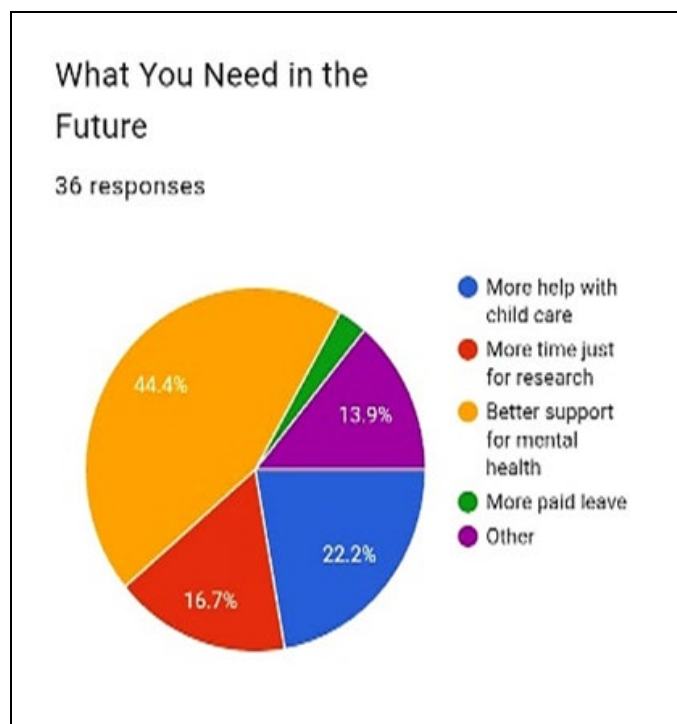
xviii). Technology



Makes harder to separate work-life from personal life:

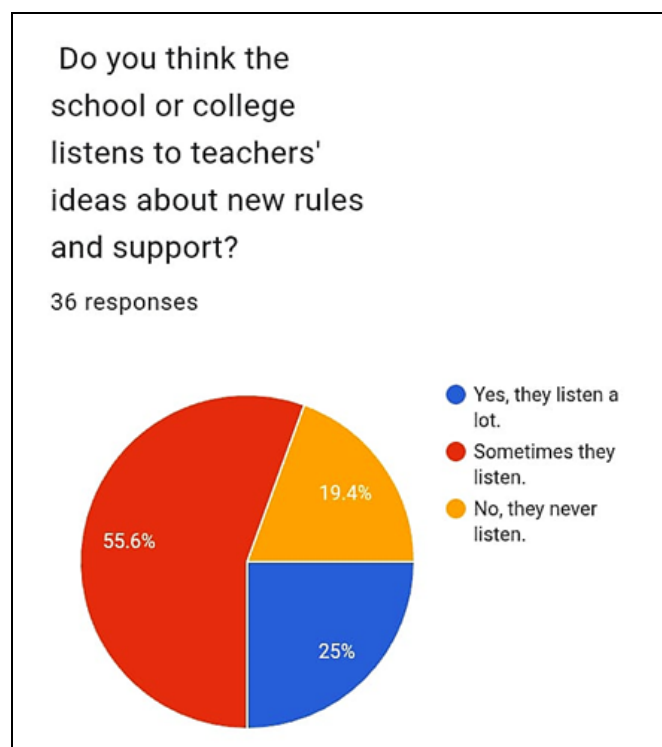
- Yes, a lot- 27.8%
- Yes, a little- 47.2%
- Not really- 16.7%
- No, not at all – 8.3%

xix). Needs in the future



- More help with child care- 22.2%
- More time just for research- 16.7%
- Better support for mental health- 44.4%
- More paid leave- 1%
- Other- 13.9%

xx). Listening to ideas



Nearly 55.6% of the participant's ideas are sometimes listened by the educational institutions, only 25% of participant's ideas are listened by the institutions. 19.4% ideas of the participants are not listened by the institutions.

xxi). Do you have any other comments about your work-life balance or what the school or college can do to help teachers feel better and work well?

Answer:

- No
- Nil
- No
- All the teachers need more rest time, now a day's teachers facing more stress about our work now teaching profession is little struggle
- More salary less torture will be good
- A little time for physical health
- We should balance both life and our profession.
- Teachers fulfilment their needs in a salary at least 60 to 70 percentage of salary expectation compare to the government teachers with job security
- To know about the teachers
- I think better time management will help to improve work-life balance of faculties in the educational institutions.
- Ready to work hard but there should be a flexibility in college time or flexibility in timetable not for students but for teachers too which will help the facilities to do their work hard and better. Very often we feel hard to work because of the new gen student's activities and contact
- In a situation where working as a teacher was highly

valued, today's society has turned teachers into mere professionals. This is regrettable.

- m) Teachers should freedom to work on their own
- n) I think always we try to balance our work and life. Then only life going smoothly. Because life is so hard.
- o) Good
- p) If authorities care to collect feedbacks from all the employees, it will benefit.
- q) I am satisfied in my working life style and balancing the family
- r) Weekly once they are arranged the meeting and they are must listening to every teacher's opinion and feelings. Then teachers are feel better
- s) Mental relaxation
- t) Nothing
- u) Essential for maintaining good physical and mental healthcare
- v) If they leave us in weekends without interrupting our family time itself is a great help. And definitely teachers will get a time to recharge themselves for the following week. Giving deadlines, giving a lot of link to be filled, documentation just like corporate industries make the teachers to hate teaching. We do a lot of documentation work than teaching. It's the fact nowadays. Welfare of students is secondary, documentation and creating proof is primary importance. A request to all schools and colleges is we know documentation is important to you, as you need it for NAAC or NBA, if so take enough number of faculty members to share the workload. And give sufficient salary for the work we do. No school or college is not considering the non-academic workload we do in college. For them only academic workload (handling class) only matters. And pupil teacher ratio depends on the strength of students. No one considers the non-academic workload of teachers. If you consider that, you need to appoint at least 3 faculty members in the place of one.
- w) no meeting should be conducted after working hours.
- x) To work with independent feel.
- y) Emergency leave and equal support t without partiality
- z) Managements should think of teaches welfare.
- aa) Yes

Overall Analysis

The study was conducted among 36 participants from some of the faculties belonged to the most prestigious educational institutions. The overall analysis of this research paper on the balance of both personal and work-life among these faculties indicates that they were experienced academicians. A series of questions were prepared and given to them for understanding their overall experience as an academician in their institution. From the analysis the Assistant Professors are 69.4% and having over 10 years of experience. A majority of the participants had family responsibilities and 61.1% felt job related stress. Although 52.8% of the participants rated that their well-being is good and many of the them struggles in maintaining the balance with 36.1% feels balanced only sometimes. About 47.2% are aware of institutional policies for the support of work-life balance, but 22.2% of the participants are not able access them. Nearly 44.4% of the participants felt that the policies were helped a little and also the same rate reported supportive leadership. The level of the

productivity is in decent position for the faculties yet most of had not used the flexible hours, sabbaticals and mental health services. Many of the participants preferred the need for the betterment in the following criteria's like mental health support, flexibility, fair pay, and reduced work pressure. Overall, the faculties remain in the commitment and they are moderately satisfied with their job and this analysis lastly highlights the firm need for education institutional reforms to promote fair and genuine work-life balance and faculties well-being as well as productivity.

Conclusion

This research paper shows that majority of the faculties are especially experienced Assistant professors of the educational institutions are struggles to balance both work and personal life due to heavy work pressure. Even though everyone is aware of the work-life balancing policies, only few members can able to access them. Through this study we came to know that the faculties are seeking the recognition of their work, mental health support, flexibility and fair pay for their work contribution and non-academic performances. By developing these areas can improve their well-being, work-life and productivity at the best level.

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