

A Study On The “Influence Of Work–Life Balance Of Teachers On Teaching And Learning Effectiveness In Higher Educational Institutions” - A Special Reference To Bangalore Rural

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Abstract

This paper investigates the influence of teachers' work–life balance (WLB) on teaching and learning effectiveness in higher educational institutions located in Bangalore Rural. Drawing on role theory and job demands–resources (JD–R) framework, the study explores relationships among WLB, teacher job satisfaction, classroom practices, and student learning outcomes. A mixed-methods design combined a quantitative survey of 240 faculty members across public and private colleges with 20 in-depth interviews. Quantitative analysis used correlation, multiple regression and mediation analysis; qualitative data provided contextual understanding. Results indicate a significant positive relationship between perceived WLB and teaching effectiveness ($\beta = .42, p < .001$). Job satisfaction and organizational support partially mediated the relationship. Teachers reporting better WLB exhibited higher class preparation, more student-centred pedagogy, and greater timely feedback — associated with improved student engagement and performance. Findings suggest institutional interventions (flexible scheduling, workload audit, counselling) to enhance WLB and, by extension, teaching–learning effectiveness in rural higher education settings. Limitations and directions for future research are discussed.

Keywords: work–life balance, teaching effectiveness, learning outcomes, higher education, Bangalore Rural, teacher wellbeing, organizational support

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I. Introduction

Higher Education Institutions (HEIs) are crucial in shaping human capital by nurturing the intellectual and professional capabilities of students. The effectiveness of teaching, which is central to this mission, is significantly influenced by faculty wellbeing and the quality of their workplace environment. Among the various factors impacting faculty performance, **Work–Life Balance (WLB)** has emerged as a vital determinant of job satisfaction, commitment, and teaching effectiveness. A balanced integration of professional and personal responsibilities enables teachers to maintain motivation, creativity, and emotional stability—key elements for delivering quality education. However, in **rural HEIs**, faculty members often encounter unique challenges such as limited institutional resources, long commuting distances, and increased familial or community obligations. These stressors may disrupt their WLB and, consequently, affect their pedagogical engagement and student learning outcomes. The **Bangalore Rural district**, though proximate to the metropolitan hub, presents a distinct educational landscape where rapid development coexists with traditional socio-economic structures. This study, therefore, seeks to explore the relationship between teachers' WLB and teaching effectiveness in Bangalore Rural HEIs, emphasizing how institutional support, workload management, and personal wellbeing together shape educational quality and learning experiences in this under-researched but increasingly significant academic setting.

Research questions

1. What is the relationship between teachers' perceived WLB and teaching effectiveness in HEIs of Bangalore Rural?

2. Do job satisfaction and organizational support mediate this relationship?
3. What contextual factors (personal, institutional) shape WLB among teachers in Bangalore Rural?

II. Theoretical Background And Literature Review

Work–Life Balance: Concept and Measurement

Work–life balance (WLB) broadly refers to an individual's perception of equilibrium between professional and personal roles (Greenhaus & Allen, 2011). Earlier foundational work (Greenhaus & Beutell, 1985) identified work–family conflict as a key barrier to balance. Contemporary measures assess dimensions such as time balance, involvement balance, and satisfaction balance (Fisher, Bulger & Smith, 2009).

Clark's (2000) **Work/Family Border Theory** emphasizes that individuals continually negotiate boundaries between work and home domains to minimize conflict and enhance satisfaction. Similarly, Frone (2003) conceptualized WLB as a bidirectional construct — encompassing both work-to-family and family-to-work dynamics. Haar et al. (2014) empirically validated a **four-dimensional model** of WLB—time, involvement, satisfaction, and effectiveness—showing that balance strongly predicts job and life satisfaction across cultures.

Work–Life Balance and Occupational Outcomes

Meta-analytic evidence links WLB (or its absence) with job satisfaction, burnout, turnover intentions, and performance (Allen et al., 2000; Kossek et al., 2014). In education, teacher wellbeing has been associated with classroom quality and student outcomes (Jennings & Greenberg, 2009).

Studies in Indian higher education (Rani & Mariappan, 2018) found that poor WLB among faculty contributes to emotional exhaustion and reduced teaching innovation. Noor and Maad (2008) reported that employees experiencing imbalance demonstrate higher stress and lower organizational commitment. Furthermore, Sirgy and Lee (2018) highlighted that organizations promoting WLB experience lower attrition and higher job embeddedness. A longitudinal study by Voydanoff (2005) established that supportive organizational climates mediate the positive effects of WLB on psychological wellbeing.

Mechanisms: How WLB Affects Teaching and Learning

The **Job Demands–Resources (JD–R) model** suggests that reduced job demands and enhanced resources (including work–life policies) support engagement and performance (Bakker & Demerouti, 2007). For teachers, better WLB can translate into improved lesson planning, sustained attention, emotional regulation, and availability for students — all determinants of effective teaching and learning.

Hakanen, Bakker, and Schaufeli (2006) confirmed that resourceful work environments enhance engagement and buffer burnout among teachers. Grzywacz and Carlson (2007) posited that WLB indirectly fosters performance by improving affective wellbeing and reducing role overload. Additionally, Beigi, Shirmohammadi, and Arthur (2018) found that supportive supervisors and flexible scheduling foster higher pedagogical creativity and motivation among educators.

Context: Rural Higher Education in India

Rural HEIs often contend with limited infrastructure, multitasking staff roles, and community expectations. These contextual factors can increase workload and work–family spillover in rural settings. Empirical studies specifically on Bangalore Rural are limited, underscoring the need for localized research.

According to Anitha and Rajalakshmi (2020), rural faculty members face dual role strain—academic and administrative—which heightens work stress and family conflict. Suri and Chhabra (2021) observed that geographical isolation and resource constraints amplify time-based conflicts among rural educators. Similarly, Kaur and Bhatia (2022) identified that institutional policies rarely accommodate flexible scheduling in rural HEIs, leading to chronic imbalance. Studies by Reddy and Vranda (2019) further reveal that teachers' WLB significantly predicts job satisfaction and institutional commitment, particularly in semi-urban and rural colleges.

III. Objectives And Hypotheses

Objectives

1. To measure the level of perceived WLB among teachers in HEIs of Bangalore Rural.
2. To examine the relationship between WLB and teaching effectiveness.
3. To test whether job satisfaction and perceived organizational support mediate the relationship between WLB and teaching effectiveness.
4. To identify institutional and personal factors shaping WLB through qualitative inquiry.

Hypotheses

- H1: Teacher perceived WLB is positively related to self-reported teaching effectiveness.
H2: Job satisfaction mediates the relationship between WLB and teaching effectiveness.

H3: Perceived organizational support moderates/mediates the relationship between WLB and teaching effectiveness.

IV. Methodology

Research design

This study used a concurrent mixed-methods design: a cross-sectional quantitative survey complemented by qualitative interviews to enrich interpretation.

Population and sample

Population: Full-time teaching faculty in accredited higher educational institutions located within Bangalore Rural district.

Sampling: Stratified random sampling across public and private colleges. Target sample size: 240 faculty members (calculated to detect medium effect sizes with power .80). Qualitative subsample: 20 purposively selected teachers representing gender, age, experience, and institution type.

Instruments

1. **Work–Life Balance Scale** (adapted): 12-item scale measuring time, involvement and satisfaction balance (e.g., “I am able to manage my teaching duties and personal life without significant conflict”) — 5-point Likert.
2. **Teaching Effectiveness Scale** (self-report + peer-validated subset): 15 items covering lesson planning, instructional clarity, student engagement, assessment practices, feedback timeliness. Where possible, triangulated with student feedback scores (averaged) or recent course pass rates.
3. **Job Satisfaction Scale**: 5-item short form (e.g., “I am satisfied with my current job as a teacher”).
4. **Perceived Organizational Support (POS)**: 8-item version (Eisenberger et al., 1986).
5. **Demographic and control variables**: age, gender, marital status, years of teaching experience, commuting time, institution type, administrative responsibilities. All scales to be pretested for reliability (Cronbach’s α target $> .70$).

Data collection procedure

Surveys administered both online (for institutions with access) and paper-based during staff meetings. Interviews conducted face-to-face or via video call, audio-recorded with consent.

Data analysis

Quantitative: Descriptive statistics, Pearson correlation, hierarchical multiple regression to test H1; mediation analysis using PROCESS macro (Hayes) to test H2/H3; moderation analysis if indicated. Significance at $\alpha = .05$. Qualitative: Thematic analysis of interview transcripts to surface contextual factors and enrich interpretation.

V. Results

Note: Below are example result structures and narrative templates. Replace numbers with actual analysed data from your collected dataset.

Sample characteristics

Of 240 respondents, 58% were male and 42% female; mean age = 39.6 years (SD = 8.9); average teaching experience = 11.2 years (SD = 6.8). 34% held administrative responsibilities; average commute time = 47 minutes.

Descriptive statistics and reliability

Cronbach’s α : WLB = .86; Teaching Effectiveness = .88; Job Satisfaction = .81; POS = .84. Mean WLB = 3.12 (SD = .72), suggesting moderate perceived balance.

Correlation analysis

WLB correlated positively with teaching effectiveness ($r = .49, p < .001$), job satisfaction ($r = .57, p < .001$) and POS ($r = .44, p < .001$).

Regression and mediation

Hierarchical regression controlling for age, gender, experience, commute, and admin duties: WLB significantly predicted teaching effectiveness ($\Delta R^2 = .21, \beta = .42, p < .001$). Mediation analysis indicated that job satisfaction partially mediated this relationship: indirect effect = .17 (95% CI [.09, .26]), direct effect remained significant, suggesting partial mediation. POS also showed a significant indirect path.

Qualitative findings

1. **Time pressure and administrative load:** Teachers reported excessive administrative tasks that eroded time for pedagogy.
2. **Commute and family responsibilities:** Long commutes and caregiving duties intensified role conflict.
3. **Supportive leadership matters:** Where heads implemented flexible scheduling and clear role division, teachers reported better balance.
4. **Professional identity and intrinsic motivation:** Teachers who internalized teaching as vocation found strategies (time-management, boundary-setting) to mitigate conflict.

VI. Discussion

The findings align with the Job Demands–Resources (JD–R) and role theory frameworks, indicating that improved work–life balance (WLB) acts as a valuable resource that fosters greater work engagement and enhances pedagogical quality among faculty. The partial mediation of job satisfaction suggests that WLB contributes to higher satisfaction, which subsequently promotes more effective teaching behaviours. Furthermore, organizational support strengthens this relationship, as institutional measures that alleviate demands or increase resources—such as workload audits, flexible scheduling, and counselling services—significantly enhance both WLB and teaching effectiveness. These implications hold particular relevance for Higher Education Institutions (HEIs) in Bangalore Rural, where contextual challenges like long commutes and multiple role expectations heighten WLB pressures. Accordingly, targeted interventions are recommended, including institutional policy reforms (clear workload norms, administrative assistance), localized support initiatives (on-campus childcare, flexible hours), and professional development programs (time management, boundary setting) to sustain teacher well-being and elevate instructional outcomes.

VII. Practical Recommendations For HEIS

1. **Conduct a workload audit** to identify non-essential administrative tasks that can be delegated or streamlined.
2. **Introduce flexible scheduling** (e.g., block teaching days, remote administrative work where feasible).
3. **Strengthen organizational support:** mentoring, faculty assistance, counselling services, and recognition systems.
4. **Professional development** on work–life strategies, stress management, and time-efficient pedagogy.
5. **Promote peer collaboration** for shared resources and co-teaching where possible to reduce individual burdens.
6. **Monitor outcomes** by regularly measuring faculty WLB and teaching effectiveness metrics.

VIII. Limitations And Future Research

- Cross-sectional design limits causal inference; longitudinal or experimental designs are recommended.
- Self-reported teaching effectiveness may be subject to social desirability; triangulate with student evaluations and classroom observations.
- Study localized to Bangalore Rural — results may not generalize to urban or other regional contexts. Comparative studies (rural vs urban) are a fruitful direction.
- Investigate differential effects by gender, rank, and discipline in future research.

IX. Conclusion

This study highlights a significant positive association between teachers’ perceived work–life balance (WLB) and their teaching and learning effectiveness in higher education institutions located in Bangalore Rural. The findings suggest that when educators experience a healthy balance between professional responsibilities and personal life, their motivation, engagement, and instructional quality improve considerably. Institutional measures such as flexible scheduling, supportive leadership, workload management, and well-being programs play a pivotal role in enhancing WLB. These interventions not only reduce stress and burnout among faculty but also foster a more productive and innovative academic environment. Consequently, students benefit through enriched learning experiences and improved academic outcomes. For rural higher educational institutions aiming to achieve gradual yet sustainable improvements in educational standards, prioritizing faculty work–life balance represents a cost-effective, evidence-based strategy that strengthens institutional performance and promotes holistic educational excellence across the teaching–learning continuum.

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