

A Study of Occupational Stress and its Impact on Work-Life Balance of Faculties in Higher Education

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Abstract: *This study explores the impact of occupational stress factors—workload pressure, job insecurity, and non-teaching activities—on the work–life balance of faculty members in higher education. With increasing responsibilities placed on teaching staff, especially in the context of aided and unaided institutions, stress has emerged as a critical issue influencing both professional efficiency and personal well-being. A structured questionnaire was administered to a sample of 150 faculty respondents, covering demographic details and Likert-scale items for key variables. Statistical tools such as descriptive analysis, ANOVA, F-tests, and Pearson correlation were applied to test differences and relationships among variables. The results revealed significant variation in stress levels between aided and unaided faculties, with aided faculty reporting lower workload pressure and job insecurity while maintaining higher work–life balance. Further, the correlation analysis highlighted a strong negative relationship between workload pressure, job insecurity, and work–life balance, demonstrating that stress factors considerably reduce the ability of faculty to maintain equilibrium between professional and personal responsibilities. Interestingly, non-teaching activities showed a positive association with work–life balance, suggesting that involvement in diversified roles can sometimes enhance faculty engagement and balance. The findings emphasize the importance of institutional support in reducing job-related stressors and implementing policies that strengthen work–life balance. This research contributes to the literature by providing evidence from the Indian higher education context and offers practical recommendations for policy makers and administrators to improve faculty well-being and academic productivity.*

Keywords: Work Load Pressure, Job Insecurity, Work-Life Balance, Faculty, Higher Education

