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A Study of Work-Life Balance of Teaching Employees with Special Reference to Private Universities in NCR Districts in Uttar Pradesh

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Abstract

Work-life balance is a major issue within higher education, where teaching staff have to balance academic, administrative, research and student support duties with their personal and family commitments. The growth of digital teaching, the permanent communication of the institution, the pressure of the expectations of performance and the responsibilities related to the research have increased the need to understand the factors of the work-life balance of the teachers. The present study was focused on the determining factors of work-life balance of teaching employees of private universities of the National Capital Region districts of Uttar Pradesh. The study examined workload, digital fatigue, mental health-related factors, and gender bias and their associations with work-life balance, job satisfaction, burnout, and mental wellbeing. The empirical analysis was conducted on the basis of 468 responses. Descriptive statistics, Cronbach's alpha, Pearson correlation analysis and multiple linear regression were used to test the relationships proposed. The four-item scales had good internal consistency (Cronbach's alpha between 0.821 and 0.894). The mean scores of the four determinants indicated that workload was the highest (M = 3.443, SD = 0.783), followed by digital fatigue (M = 3.261, SD = 0.785) and mental health-related factors (M = 3.214, SD = 0.784). The regression model for work-life balance was statistically significant, $F(4, 463) = 26.858$, $p < 0.001$; it explained 18.8% of the observed variance. In the multivariable model, statistically significant associations with work-life balance were found for workload, digital fatigue and mental health-related factors . Gender bias was not statistically significant at the 5% level. The models for job satisfaction, burnout and mental well-being were also statistically significant. Burnout showed the highest explained variance among these three outcomes at 30.6%. Findings suggest that workload, technology-related fatigue, and mental health-related experiences are important areas for institutional attention. The research provides empirical evidence for the enhancement of workload distribution, digital communication practices, employee support systems and institutional policies for work-life balance in private higher education.

1. Introduction

"Work-life balance (WLB) is defined as the degree to which individuals are able to meet the demands of both their work and personal lives without conflict between the two domains" Higher education faculty have several roles. These include classroom teaching, student advising, curriculum development, research publications, administrative duties, assessment, accreditation and service to the institution. This duty creates a unique work environment where professional duties often extend beyond normal work hours.

Private universities are facing stiff competition in the higher education environment. Faculty are expected to teach to a high standard, do research, engage in institutional activities, enhance student employability and meet performance expectations . These responsibilities are part of institutional development but too many demands challenge employees' desire to maintain personal relationships, family commitments, leisure and psychological well-being.

The theoretical roots of work–life balance theory are closely connected to work–family conflict theory. Greenhaus and Beutell (1985) defined conflict as the "incongruence between the time, strain or behavioral

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expectations of one role and another role. This framework is relevant to teaching staff because academic work consists of timetabled activities as well as the less visible activities such as research preparation, student communication and assessment outside normal working hours.

Digitalization has added a new dimension to academic work. Learning management systems, online meetings, digital assessment platforms, messaging applications and institutional communication channels have eased the teaching of employees. This connectivity creates possibilities for flexible working, but also for technology-related fatigue and the intrusion of professional tasks into private time. Studies that review research on teacher technostress have pointed to technological demands, workplace conditions and consequences for personal well-being and job performance as important research concerns.

Mental health related experiences also need attention, as constant professional pressure impacts employees' ability to cope with competing responsibilities. Work-life imbalance is not only about time at work, but also about psychological resources, recovery, emotional energy and the ability to disconnect from work. The World Health Organization describes burnout as an occupational phenomenon caused by chronic workplace stress that has not been successfully managed.

Another relevant dimension concerns the gender dimension of work experiences. Differences in expectations and in the distribution of family responsibilities, as well as unequal access to professional opportunities, are important research questions for academic employment. But gender bias is a topic that should be empirically studied and not assumed to be affecting all employees equally.

The present study is carried out in the backdrop of work life balance among teaching employees of private universities in NCR districts of Uttar Pradesh. It examines workload, digital fatigue, mental health related factors and gender bias in relation to work-life balance, job satisfaction, burnout and mental well-being. The analysis also indicates the relative importance of the proposed barriers, and provides an empirical basis for institutional interventions.

2. Research Gap

The research on work-life balance has acknowledged the importance of work-family conflict, job demands, stress related to technology and employee well-being. In research on university teachers, workload and work–family conflict are identified as important correlates of stress, burnout and job satisfaction. The following research needs are relevant to the present study:

- Evidence of context: Work life balance needs to be explored in institutional conditions of private universities in NCR districts of Uttar Pradesh.
- Integrated determinants: Workload, digital fatigue, mental health-related factors and gender bias should be considered in a common empirical framework.
- Multiple employee outcomes: This relationship with work-life balance needs to be studied along with job satisfaction, burnout and mental well-being.
- Institutional barriers: What are the most important of the proposed factors in the responses of teaching employees? Evidence needs to be supplied to support this.
- Practical relevance: Findings are needed that institutions can implement into concrete changes in workload management, digital communication, employee support and workplace policies.

The present study meets these needs by analyzing 468 responses and comparing the relationships of the four proposed determinants with four employee related outcomes.

3. Research Objectives

1. To study the factors that determine work-life balance among teaching staff in private universities.
2. To study the effect of factors of work-life balance on teaching staff in private universities.
3. To evaluate barriers to achieving effective work-life balance among teaching staff in private universities.

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4. Research Hypotheses

- H1: The identified factors workload, digital fatigue, mental health, and gender bias—significantly determine work-life balance among teaching staff in private universities.
- H2: The factors of work-life balance have a significant effect on teaching staff in private universities.
- H2a: Workload, digital fatigue, mental health, and gender bias have significant effects on job satisfaction among teaching staff in private universities.
- H2b: Workload, digital fatigue, mental health, and gender bias have significant effects on burnout among teaching staff in private universities.
- H2c: Workload, digital fatigue, mental health, and gender bias have significant effects on teachers' mental well-being in private universities.
- H3: Significant barriers affect the achievement of effective work-life balance among teaching staff in private universities.

5. Review of Literature

5.1 Work-life balance and work-family conflict

Work life balance is the balance between the demands of work and personal life. Greenhaus and Beutell (1985) state that work-family conflict arises due to time-based, strain-based and behaviour-based incompatibilities between roles. Such factors help explain the difficulty of maintaining balance for employees when work demands intrude on personal time or cause stress that spills into family life.
For university teachers work-life conflict in the university setting is multidimensional. There is only so much time and mental energy to go around . Teaching , assessing students , research , advising , administration . Workload means not only the number of teaching hours booked, but also the preparation, evaluation, research and institutional responsibilities.

5.2 Workload and employee outcomes

Workload is a key occupational demand in higher education. At the same time, faculty are expected to teach in the classroom, produce research, support students, perform administrative work and contribute to institutional effectiveness. When these responsibilities become greater than the time and resources available, employees are unable to meet personal obligations. Lecturer research has found a relationship between workload and work-family conflict, stress, burnout and job satisfaction. The current research considers workload as a key factor of work-life balance and explores its associations with job satisfaction, burnout and mental well-being.

5.3 Digital fatigue and technostress

Digital fatigue is the term used to describe tiredness and strain associated with prolonged exposure to digital devices, platforms and communication systems. In higher education, the use of online learning platforms, digital assessments, video meetings, electronic documentation and messaging applications extends the range of tasks performed through technology. A systematic review in 2025 found that technological factors, workplace conditions, and personal perceptions were key sources of technology-related stress and associated technostress with teachers' well-being and job performance .

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5.4 Mental health-related factors and work-life balance

Mental health experiences are relevant to work-life balance because occupational pressure affects emotional resources, concentration, recovery, and the ability to balance professional and personal responsibilities . Persistent stress also impacts job satisfaction and the experience of burnout. Burnout is an occupational phenomenon that is related to chronic workplace stress which has not been successfully managed, the World Health Organization said. The mental health-related construct was examined in this study based on its dataset label and the absence of item wording prevents a more precise interpretation of its psychological direction.

5.5 Gender bias and work-life balance

Gender bias is the unfair treatment, expectations or opportunities based on gender. In academic work environments, issues related to career opportunities, division of labor, treatment at work and allocation of personal tasks are relevant to the understanding of work-life balance. Gender workplace barriers should not be generalized for all institutions or employees. Their importance depends on the experiences included in the measurement instrument, and on the institutional context.

5.6 Work-life balance and job satisfaction

Job satisfaction refers to employees' assessment of their job experiences. Work-life balance is relevant to this assessment because employees consider not only their work roles but also the demands that employment places on their personal lives. Workload and work-family conflict have been associated with stress, burnout, and work satisfaction in higher education . This study investigates the concurrent relationships of workload, digital fatigue, mental health-related variables and gender bias with job satisfaction.

5.7 Work-life balance and burnout

Burnout is a relevant outcome for teaching employees as sustained occupational demands impact energy, engagement and professional functioning. Research on university teachers has been dedicated to work-family conflict and psychological health concerning burnout and other employee outcomes. Burnout is treated separately as a dependent variable in this study because factors associated with work-life balance are not necessarily related in the same way to burnout.

5.8 Work-life balance and mental well-being

Mental health is a different outcome than job satisfaction and burnout. Job satisfaction refers to evaluations of work, burnout refers to occupational exhaustion and related experiences, and mental well-being refers to a broader psychological state. A more detailed look at the employee experience can be done by looking at these results individually. The research estimates separate regression models for work-life balance, job satisfaction, burnout and mental well-being.

5.9 Summary of literature and research contribution

The literature provides a theoretical background for the study of occupational demands, work-family conflict, technostress, and employee well-being. The present study combines four proposed determinants in a single empirical analysis and tests their relationships with multiple outcomes among teaching employees in private universities in NCR districts of Uttar Pradesh. Its empirical contribution is to compare the determinants across

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outcomes, rather than assuming that each factor has an identical relationship to every dimension of employee experience.

6. Conceptual Framework

The conceptual framework proposes that workload, digital fatigue, mental health-related factors, and gender bias are associated with work-life balance and employee outcomes. The framework distinguishes work-life balance from the three additional outcomes of job satisfaction, burnout, and mental well-being.

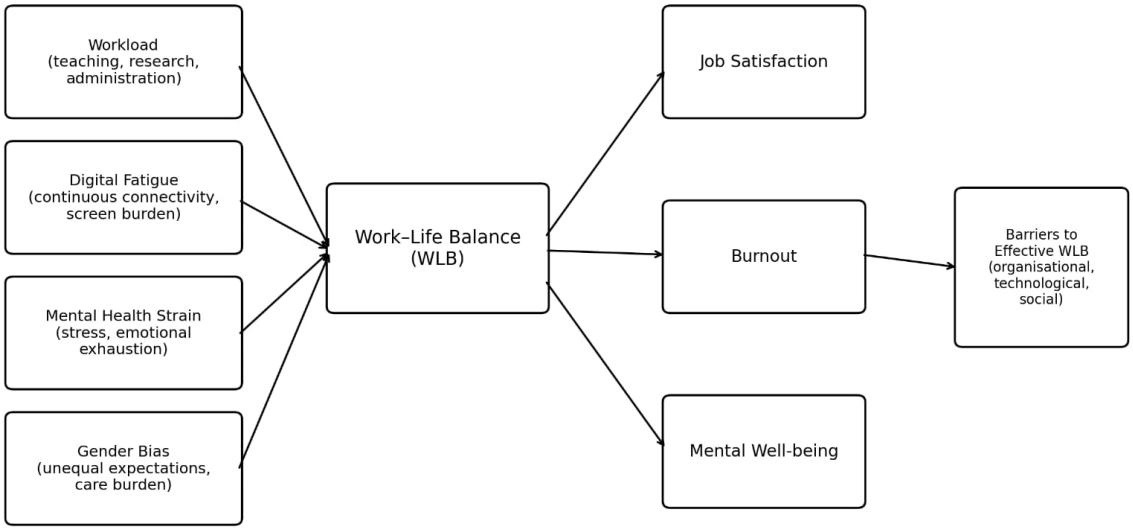


Figure 1. Proposed conceptual framework of work-life balance among teaching employees.

The additional outcomes were analysed using separate regression models with the four proposed determinants as predictors. The analysis did not test mediation or establish a causal sequence between work-life balance and the additional outcomes.

7. Research Methodology

7.1 Research design

The study used a cross-sectional quantitative research design. The design allowed for the examination of relationships between work-life balance determinants and employee outcomes through structured numerical responses.

7.2 Data source and sample size

The analysis is done on 468 records of respondents. Each record contained demographic variables and responses to 32 measurement items on eight constructs. The variables were gender, age group, designation, teaching experience, workload, digital fatigue, mental health related factors, gender bias, work-life balance, job satisfaction, burnout and mental well-being. No missing values were found in the analyzed fields of the dataset.

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7.3 Measurement of variables

Table 1. Constructs and measurement items

Construct	Item codes	Analytical role
Workload	WL1–WL4	Predictor
Digital fatigue	DF1–DF4	Predictor
Mental health-related factors	MHS1–MHS4	Predictor
Gender bias	GB1–GB4	Predictor
Work-life balance	WLB1–WLB4	Primary outcome
Job satisfaction	JS1–JS4	Additional outcome
Burnout	BO1–BO4	Additional outcome
Mental well-being	MWB1–MWB4	Additional outcome

Composite scores were calculated as the arithmetic mean of the items comprising each construct. The observed range for predictor and additional outcome items was 1–5 and for the four work-life balance items was 1–4. Rather than imposing recoding that was not supported, this difference was retained. The substantive anchors, reverse-coded items, and intended direction of each scale from the original questionnaire had to be verified because of the absence of a codebook.

7.4 Statistical techniques

- Descriptive statistics: frequencies, percentages, means, and standard deviations summarised respondents and construct scores.
- Internal consistency: Cronbach's alpha was calculated for each four-item scale.
- Pearson correlation: coefficients assessed bivariate relationships between constructs.
- Multiple linear regression: four separate models were estimated for work-life balance, job satisfaction, burnout, and mental well-being.
- Overall model testing: F-statistics, p-values, and coefficients of determination (R^2) assessed explanatory performance.
- Multicollinearity assessment: variance inflation factors (VIFs) were calculated for the predictors.
- Barrier assessment: predictor means were compared descriptively, and one-sample t-tests against a neutral midpoint of 3 were calculated, assuming 1–5 response scales with 3 as the neutral midpoint.

Statistical significance was evaluated at the 5% level. Regression coefficients are unstandardised unless otherwise stated.

7.5 Regression model specifications

The primary regression model was specified as: $WLB_i = \beta_0 + \beta_1 WL_i + \beta_2 DF_i + \beta_3 MHS_i + \beta_4 GB_i + \varepsilon_i$.
The additional outcome models were specified as: $Y_i = \beta_0 + \beta_1 WL_i + \beta_2 DF_i + \beta_3 MHS_i + \beta_4 GB_i + \varepsilon_i$, where Y_i represented job satisfaction, burnout, or mental well-being. Coefficients represented conditional associations with the other three predictors held constant.

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8. Data Analysis and Results

8.1 Respondent demographic profile

Table 2. Demographic profile of respondents

Variable	Category	Frequency	Percentage
Gender	Woman	232	49.6%
	Man	216	46.2%
	Another identity / prefer not to say	20	4.3%
Age	Below 30	73	15.6%
	30–39	186	39.7%
	40–49	134	28.6%
	50 and above	75	16.0%
Designation	Assistant Professor / equivalent	262	56.0%
	Associate Professor / equivalent	127	27.1%
	Professor / senior faculty	39	8.3%
	Other teaching role	40	8.5%
Teaching experience	Below 5 years	165	35.3%
	5–10 years	161	34.4%
	Above 10 years	142	30.3%

Women made up 49.6% of the sample, while men made up 46.2%. The most common age range was 30–39 years (39.7% of respondents). Assistant Professors or similar positions made up 56.0% of the sample. Experience was fairly evenly distributed across the three categories. These characteristics suggest that the sample comprised teaching employees at different career stages; they do not suggest that the sample is representative of the overall faculty population of the region.

8.2 Descriptive statistics of study constructs

Table 3. Descriptive statistics

Construct	Mean	Standard deviation	Observed item range
Workload	3.443	0.783	1–5
Digital fatigue	3.261	0.785	1–5
Mental health-related factors	3.214	0.784	1–5
Gender bias	2.670	0.853	1–5
Work-life balance	2.004	0.676	1–4
Job satisfaction	2.063	0.637	1–5
Burnout	3.907	0.696	1–5
Mental well-being	2.524	0.681	1–5

Note: Range describes observed item-response ranges. Means and standard deviations refer to respondent-level composite scores.

The ranking of the means (M) of the four suggested determinants was as follows: workload (M = 3.443), digital fatigue (M = 3.261), and mental health-related factors (M = 3.214). Gender bias had the lowest mean (2.670). Other outcomes included burnout mean 3.907, job satisfaction 2.063 and mental well-being 2.524.

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The interpretation depends on the anchors and direction of coding of the original questionnaire. Caution is warranted for direct work-life balances comparisons because its items used a different observed response range.

8.3 Reliability analysis

Table 4. Reliability analysis

Construct	Number of items	Cronbach's alpha
Workload	4	0.879
Digital fatigue	4	0.883
Mental health-related factors	4	0.873
Gender bias	4	0.894
Work-life balance	4	0.842
Job satisfaction	4	0.821
Burnout	4	0.853
Mental well-being	4	0.843

All eight scales recorded Cronbach's alpha values above 0.80, ranging from 0.821 for job satisfaction to 0.894 for gender bias. These results indicate good internal consistency for the supplied four-item measures. Reliability alone does not establish construct validity, unidimensionality, or the absence of overlapping measurement content.

8.4 Correlation analysis

Table 5. Correlations between proposed determinants and outcomes

Predictor	Work-life balance	Job satisfaction	Burnout	Mental well-being
Workload	−0.276	−0.259	0.394	−0.276
Digital fatigue	−0.260	−0.165	0.307	−0.263
Mental health-related factors	−0.346	−0.350	0.415	−0.365
Gender bias	−0.079	−0.270	0.124	−0.087

Digital fatigue, mental health related factor scores were inversely related to work-life balance scores. The factors related to mental health were found to have the largest absolute correlation to work–life balance (r = -0.346). Burnout was associated positively with workload, digital fatigue and mental health factors. The strongest bivariate association with burnout was mental health related factors (r = 0.415) followed by workload (r = 0.394). Gender bias was negatively associated with job satisfaction (r = −0.270). The bivariate correlations of gender bias with work-life balance and mental well-being were relatively small . Correlations are measures of pairwise association, and ignore overlap among predictors.

8.5 Regression analysis for work-life balance

Table 6. Multiple regression results for work-life balance

Predictor	B	Standardised β	p-value	Decision at 5%
Constant	3.874	—	0.000	—
Workload	−0.151	−0.175	0.0001	Significant
Digital fatigue	−0.141	−0.164	0.0002	Significant
Mental health-related factors	−0.229	−0.265	0.0001	Significant
Gender bias	−0.058	−0.073	0.0816	Not significant

Model statistics: $R^2 = 0.188$; $F(4, 463) = 26.858$; $p = 4.68 \times 10^{-20}$.

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The overall regression model was statistically significant and explained 18.8% of the observed variance in work-life balance scores. Workload (B = −0.151, p < 0.001), digital fatigue (B = −0.141, p < 0.001), and mental health-related factors (B = −0.229, p < 0.001) showed significant negative conditional associations. Mental health-related factors had the largest absolute standardised coefficient (β = −0.265). Gender bias did not reach statistical significance at the 5% level (p = 0.0816). The negative coefficients indicate that higher predictor scores were associated with lower work-life balance scores under the supplied coding; substantive meaning depends on the questionnaire wording and scoring direction.

8.6 Regression analysis for job satisfaction

Table 7. Multiple regression results for job satisfaction

Predictor	B	Standardised β	p-value	Decision at 5%
Workload	−0.134	−0.164	0.0001	Significant
Digital fatigue	−0.055	−0.068	0.1099	Not significant
Mental health-related factors	−0.238	−0.292	0.0000	Significant
Gender bias	−0.196	−0.263	0.0000	Significant

Model statistics: $R^2 = 0.227$; $F(4, 463) = 34.052$; $p = 6.34 \times 10^{-25}$.

The job satisfaction model was statistically significant and explained 22.7% of the variance in job satisfaction scores. Workload (B = −0.134, p < 0.001), mental health-related factors (B = −0.238, p < 0.001), and gender bias (B = −0.196, p < 0.001) demonstrated negative conditional associations. Digital fatigue was not statistically significant after controlling for the other predictors (B = −0.055, p = 0.1099). Mental health-related factors had the largest absolute standardised coefficient among the significant predictors.

8.7 Regression analysis for burnout

Table 8. Multiple regression results for burnout

Predictor	B	Standardised β	p-value	Decision at 5%
Workload	0.247	0.278	0.0000	Significant
Digital fatigue	0.160	0.180	0.0000	Significant
Mental health-related factors	0.271	0.305	0.0000	Significant
Gender bias	0.093	0.114	0.0034	Significant

Model statistics: $R^2 = 0.306$; $F(4, 463) = 50.950$; $p = 1.53 \times 10^{-35}$.

The burnout model was statistically significant and explained 30.6% of the variance in burnout scores, the highest explanatory performance among the four models. All four predictors demonstrated statistically significant positive conditional associations with burnout. Workload had a coefficient of 0.247 (p < 0.001), digital fatigue 0.160 (p < 0.001), mental health-related factors 0.271 (p < 0.001), and gender bias 0.093 (p = 0.0034). Mental health-related factors recorded the largest absolute standardised coefficient (β = 0.305), followed by workload (β = 0.278).

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8.8 Regression analysis for mental well-being

Table 9. Multiple regression results for mental well-being

Predictor	B	Standardised β	p-value	Decision at 5%
Workload	−0.148	−0.170	0.0001	Significant
Digital fatigue	−0.142	−0.163	0.0002	Significant
Mental health-related factors	−0.249	−0.286	0.0000	Significant
Gender bias	−0.064	−0.081	0.0530	Not significant

Model statistics: $R^2 = 0.201$; $F(4, 463) = 29.175$; $p = 1.20 \times 10^{-21}$.

The mental well-being model was statistically significant and accounted for 20.1 % of the variance observed. Mental well-being scores were significantly conditionally negatively associated with workload, digital fatigue, and mental health-related factors. The largest absolute standardized coefficient was for mental health-related factors (β = −0.286, p < 0.001). Gender bias had a negative coefficient but was not significant at the 5% level (B = -0.064, p = 0.0530).

8.9 Comparison of regression models

Table 10. Overall explanatory performance of the four models

Dependent variable	R^2	Explained variance	F-statistic	Overall p-value
Work-life balance	0.188	18.8%	26.858	p < 0.001
Job satisfaction	0.227	22.7%	34.052	p < 0.001
Burnout	0.306	30.6%	50.950	p < 0.001
Mental well-being	0.201	20.1%	29.175	p < 0.001

All four regression models were significant at the statistical level. The highest R2 was for burnout (0.306), followed by job satisfaction (0.227), mental well-being (0.201) and work-life balance (0.188). This is a measure of how well the model explains the data in the sample observed . It does not prove causation or that of one outcome is more inherently affected than the other .

8.10 Assessment of barriers to work-life balance

Table 11. Relative prominence of proposed barriers

Rank	Proposed barrier	Mean	SD	Difference from midpoint 3
1	Workload	3.443	0.783	Above midpoint
2	Digital fatigue	3.261	0.785	Above midpoint
3	Mental health-related factors	3.214	0.784	Above midpoint
4	Gender bias	2.670	0.853	Below midpoint

One-sample t-tests comparing the construct means against 3 produced these results: workload, t(467) = 12.233, p < 0.001; digital fatigue, t(467) = 7.188, p < 0.001; mental health-related factors, t(467) = 5.896, p < 0.001; and gender bias, t(467) = −8.376, p < 0.001. These comparisons assume that the predictor scales use a 1–5 response format with 3 as the neutral midpoint. The results establish differences from the specified

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reference value but do not independently establish the prevalence of particular workplace incidents. Workload was the most prominent proposed barrier by average score, followed by digital fatigue and mental health-related factors.

8.11 Multicollinearity assessment

Table 12. Variance inflation factors

Predictor	VIF
Workload	18.35
Digital fatigue	16.45
Mental health-related factors	16.92
Gender bias	8.71

The VIF values for workload, digital fatigue and mental health-related factors were above commonly used diagnostic cut-offs . An increased VIF was also observed for gender bias. These results indicate significant multicollinearity among the predictors. The overall models remained statistically significant but the magnitude and significance of individual coefficients should not be interpreted as definitive rankings of causal importance Further analysis of construct overlap and validated measurement models is needed.

9. Hypothesis Testing and Decisions

Table 13. Summary of hypothesis testing

Hypothesis	Empirical evidence	Decision
H1	Overall WLB model significant; workload, digital fatigue, and mental health-related factors significant; gender bias not significant.	Partially supported
H2	All four specified outcome models statistically significant.	Supported for the specified outcomes
H2a	Workload, mental health-related factors, and gender bias significant; digital fatigue not significant.	Partially supported
H2b	All four predictors statistically significant in the burnout model.	Supported
H2c	Workload, digital fatigue, and mental health-related factors significant; gender bias not significant.	Partially supported
H3	Three proposed barriers had means above the assumed midpoint; gender bias was below it.	Partially supported

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H1 was partially supported as the overall model was significant but gender bias did not have a statistically significant conditional association with work-life balance. H2 was supported operationally in that all four specified outcome models were statistically significant; this does not mean that every predictor was significant in each model. Digital fatigue was not significant in the job satisfaction model, thus H2a was partially supported. All the four predictors were significant in the burnout model, hence supporting H2b. Partial support was found for H2c as gender bias was not statistically significant at the 5% level in the mental well-being model. Partial support was found for H3 as mean values of workload, digital fatigue, and mental health-related factors were above the assumed neutral midpoint, while gender bias was below.

10. Discussion

10.1 Workload as the most prominent proposed barrier

The workload was recorded to have the highest mean among the four proposed determinants (M= 3.443). It was negatively related to work–life balance and job satisfaction and positively related to burnout. It was also negatively related to mental well-being. These findings are consistent with the theoretical proposition that competing professional demands generate work-personal conflict in both time-based and strain-based forms. Workload management in private universities encompasses teaching hours, assessment, mentoring, research, administrative duties, and institutional assignments.

10.2 Digital fatigue and work-life balance

Digital fatigue was associated with a mean of 3.261 and was significantly negatively associated with work-life balance and mental well-being. It was also positively associated with burnout. These results are consistent with the literature on technostress among teachers. The non-statistically significant independent association between digital fatigue and job satisfaction suggests that the relationship was not consistent across all employee outcomes. “Institutions must assess the extent of digital work, and the extent to which digital communication expands professional responsibilities beyond scheduled hours.

10.3 Mental health-related factors and employee outcomes

The largest absolute standardized regression coefficient in the work-life balance, job satisfaction, burnout and mental well-being models was for mental health related factors, but the direction was different for burnout. The negative coefficients for work-life balance, job satisfaction and mental well-being, and the positive coefficient for burnout, indicated that the recorded scores were linked with different employee outcomes in a consistent statistical pattern. It is not possible to determine if higher scores reflect psychological distress, perceived support, or some other specific dimension of mental health without the original item statements.

10.4 Gender bias and differences across outcomes

Gender bias was significantly and negatively related to job satisfaction and significantly and positively related to burnout. But it did not show statistically significant conditional associations with work-life balance or mental well-being at the 5% level. This pattern illustrates why gender-related influences are not always uniform across all employee outcomes. The results encourage further investigation into workplace treatment, access to professional opportunities, task allocation, and institutional support .

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10.5 Burnout as a key employee outcome

The burnout model accounted for 30.6% of the variance observed, the largest of the four models. Both models had all four predictors significant at the 0.05 level. The results support the notion of burnout as an organizational issue in itself. A work-life balance program that focuses only on working hours, without attention to ongoing occupational pressure and employee recovery, would miss an important dimension of the faculty experience.

10.6 Overall interpretation

The study identifies strong statistical associations of workload, digital fatigue and mental health-related factors with a variety of employee outcomes. Gender bias had particular consequences. Job satisfaction and burnout were significantly associated whereas work-life balance and mental wellbeing were not. Large values of VIF indicate that one should be cautious in interpreting the individual regression coefficients. The results are informative about overall models and observed associations, but do not establish that each predictor has a uniquely identifiable causal effect.

11. Major Findings

- The proposed determinants were ranked in terms of workload (mean rank 3.443), digital fatigue (3.261) and mental health related factors (3.214).
- The scales of measurement demonstrated good internal consistency. The Cronbach's alpha of the eight constructs was between 0.821 and 0.894.
- The work-life balance model was significant. The four predictors explained a total of 18.8% of the variance in work-life balance scores.
- Workload, digital fatigue and mental health related factors had significant associations with work-life balance; gender bias did not meet the 5% threshold.
- The job satisfaction model revealed significant associations with workload, mental health related factors and gender bias, whereas digital fatigue was not significant after controlling for other variables.
- The burnout model had four significant predictors and accounted for 30.6% of the observed variance.
- Workload, digital fatigue and mental health-related factors were significant in the mental well-being model, and gender bias narrowly missed the 5% threshold.
- The means of workload, digital fatigue and mental health related factors were above the assumed neutral midpoint indicating these were barriers.
- Significant multicollinearity. High values of VIF suggest that one should be cautious in interpreting individual regression coefficients.

12. Managerial and Institutional Implications

12.1 Workload planning and equitable allocation

The workload of faculty members should be assessed by the universities in terms of teaching, examination duties, research expectations, mentoring, committee work, accreditation activities, and administrative assignments. But it is not just the teaching hours that have to be considered in the allocation of work, but the totality of demands of these responsibilities combined. Institutional workload reviews should uncover

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overlapping deadlines, duplicated administrative reporting, uneven distribution of tasks, and assignments scheduled during times of concentrated academic activity.

12.2 Digital communication policies

Institutions should set clear expectations for official communications outside of normal working hours. If the message is not urgent, there should be no expectation to respond immediately during one's personal time, and digital meetings should be communicated with sufficient lead time. Universities need to re-think how many digital platforms they use for teaching, assessment, reporting and communication. We would simplify reporting procedures and consolidate unnecessary systems to cut down on unnecessary digital demands.

12.3 Employee support and psychological well-being

Institutions should provide employees with confidential support, access to counseling services and opportunities for discussing sustained occupational pressure. Faculty need clear mechanisms for requesting changes in workload and reporting unreasonable demands. The response to the underlying work environment is institutional, it is not the responsibility of individual employees to manage stress.

12.4 Gender-equitable workplace practices

It will be necessary for institutions to investigate any issues of discrimination that may arise when assigning tasks and giving access to professional development, promotion, and responsibilities within the institution. Accountability can be improved by having clearly defined criteria and grievance systems. These findings imply the continuing importance of conducting further research on experiences of working environments pertaining to gender, particularly job satisfaction and burnout.

12.5 Burnout prevention

The burnout regression model was significant and the burnout mean was relatively high, so indicators of burnout should be included in the evaluation of employee well-being in institutions. These assessments should be done confidentially and interpreted alongside information about workload, scheduling and organizational support. Strategies to avoid these problems include reasonable deadlines, predictable academic calendars, sufficient staffing, recovery time after busy academic periods, and periodic review of expectations for research and administration.

12.6 Monitoring work-life balance

Universities should have a regular review process that tracks work-life balance, job satisfaction, burnout and mental well-being as separate indicators. Monitoring should use well defined measurement instruments and uniform scoring procedures. Findings support a coordinated institutional approach in which workload management, digital practices, employee support, and equitable workplace policies are interrelated components of faculty well-being.

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13. Recommendations

Table 14. Institutional recommendations

Priority area	Recommended action	Suggested indicator
Workload	Conduct a faculty workload audit and review task distribution.	Hours spent on teaching, assessment, research, and administration.
Digital fatigue	Introduce clear after-hours communication expectations.	Frequency of work-related communication outside scheduled hours.
Mental well-being	Provide confidential support and employee assistance resources.	Employee-reported access to support and well-being scores.
Burnout	Review workload peaks, deadlines, and staffing adequacy.	Periodic burnout assessment and workload trends.
Gender equity	Review task allocation, development opportunities, and grievance procedures.	Participation and opportunity indicators disaggregated by relevant groups.
Work-life balance	Conduct periodic employee surveys using validated scales.	Work-life balance scores over time.
Institutional accountability	Assign responsibility for reviewing faculty well-being indicators.	Completion of periodic reviews and documented follow-up actions.

These recommendations follow from the observed statistical relationships and the relative prominence of the proposed determinants. Their effectiveness should be evaluated through subsequent measurement rather than assumed in advance.

14. Conclusion

The study investigated the work-life balance among faculty members in private universities. It was based on 468 responses and four proposed determinants of workload, digital fatigue, mental health related factors and gender bias.

Results showed that workload was the most salient proposed determinant in terms of mean score. Digital fatigue and mental health related factors also had means above the assumed neutral mid-point . Overall models were statistically significant for work-life balance, job satisfaction, burnout and mental well-being in the regression analyzes.

Conditionally, work-life balance was significantly associated with workload, digital fatigue and mental health related factors. In this model the gender bias did not reach significance. In the job satisfaction model, significant associations were found for workload, mental health-related factors and gender bias but not for digital fatigue. In the burnout model, all four predictors were significant: In the mental health model workload, digital fatigue and mental health related factors were significant and gender bias was not significant at 5% level.

The findings underscore the significance of workload planning, digital communication practices, employee support and burnout prevention for institutional work-life balance initiatives. High values of VIF suggest that further investigation into the unique contribution of individual predictors is needed.

The study provides a combined empirical test of four proposed determinants on various employee outcomes. Its results inform institutional action and further research, but the absence of a sampling frame, questionnaire wording, and validated factor structure constrains the extent to which the results can be generalized and interpreted causally.

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