



CORRELATION BETWEEN WORK-LIFE BALANCE AND STRESS MANAGEMENT STRATEGIES AMONG COLLEGE TEACHERS

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Abstract

In alignment with UN enduring progress aim three, that highlights the merchandising of properly-being at every age, this included look at explores the correlation among paintings-equilibrium (WLB) and strain management techniques amid college instructors throughout various contexts—China, Canada, and Oman. Drawing on information from multiple empirical investigations, the study examines how WLB affects emotional exhaustion (EE), burnout, profession satisfaction, and ordinary nicely-being (WB). Findings from a survey of 586 Chinese college teachers screen which WLB is undoubtedly associated with WB and pessimism related to EE, with EE partially mediating this courting. Additionally, gender, activity roles, and institutional kind significantly affect WLB and EE. A Canadian observe on nursing college in addition highlights that paintings–life interference contributes to burnout, elevated turnover intentions, and dwindled profession satisfaction. Meanwhile, studies from Oman underscores that organizational support, cultural expectations, workload, and career possibilities form WLB perceptions amongst girl instructional staff. Collectively, these outcomes underscore the significance of tailored organizational regulations, cultural sensitivity, and targeted interventions to enhance stress management and make sure the sustainable properly-being of educators. This take a look at gives valuable insights into the systemic and personal factors influencing strain and WLB in educational settings, offering evidence-primarily based recommendations for reinforcing instructor retention, pleasure, and lengthy-term improvement.

Keywords: paintings–life stability, emotional exhaustion, stress control, burnout, well-being, faculty retention, organizational assist, better training, cultural factors, sustainable development

I. Introduction

The pursuit of sustainable improvement, as articulated in the United Nations' 2030 (SDGs), emphasizes the importance of making sure healthful being & advancing nicely-existence for all at every generations (Goal 3). Within this broader context, universities act as catalysts for societal transformation, equipping people with the abilities and opportunities vital for sustainable progress. At the coronary heart of those institutions, university instructors play a pivotal function—no longer only in fostering academic excellence but additionally in shaping the nicely-being and destiny of communities. As UNESCO highlights, instructors are important retailers of educational reform and institutional sustainability. However, the nicely-being of these educators is below persistent hazard due to growing paintings-related needs, making the

exploration of their paintings-life stability (WLB) and pressure control techniques a crucial vicinity of have a look at.

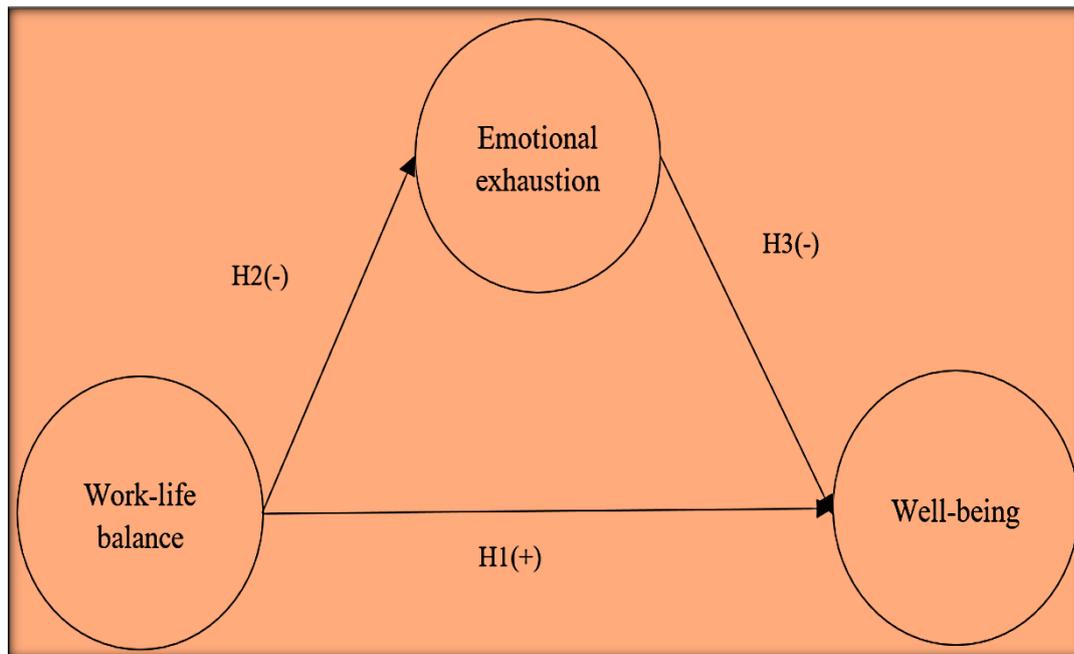


Figure 1. WLB Effects on EE & Overall WB in Higher Education Faculty

College instructors are confronted with a growing array of challenges, consisting of immoderate workloads, administrative pressures, research duties, and the expectancy to participate in community service and student mentoring. These needs are frequently exacerbated by their non-public roles as caregivers, companions, and newbies, resulting in a complicated balancing act among professional and private lives. The COVID-19 pandemic in addition intensified these stressors with the aid of introducing faraway teaching, blurring the limits among paintings and domestic, and growing emotional exhaustion (EE). Consequently, many university instructors document diminished well-being (WB) and heightened stages of burnout compared to other professions. This scenario is mainly acute in countries like China, where education reform and heightened educational expectations extend stress tiers and threaten the sustainability of educators' mental and emotional health.

Notably, affective depletion—defined by emotions of being psychologically overextended and drained—is a prevalent outcome of persistent job strains. Among college teachers, EE negatively impacts both physical and psychological health, significantly reducing their overall well-being. Empirical studies indicate that high work pressure and inadequate work-life balance able to lead to long-term fatigue, stressed the need for impact stress approaches. Despite this, existing literature tends to focus predominantly on school-level educators, leaving a knowledge gap regarding college faculty, particularly in the context of diverse institutional environments and roles such as class tutoring.

Compounding these challenges are gender and institutional disparities. Research findings on male or female disparity in WLB and WB between faculty are erratic—few research report better balance and well-being among men, while others find the opposite or no significant

differences. Similarly, faculty members in private institutions often report poorer working conditions, fewer career development opportunities, and lower well-being than those in public colleges. Female college teachers, especially mothers, face even greater difficulties in managing work and family responsibilities. These inconsistencies sign a want for deeper investigation into how gender, institutional type, and academic roles impact teachers' capacity to manipulate stress and keep a wholesome paintings-existence equilibrium.

International views, which includes those from Oman, similarly highlight how cultural and organizational dynamics shape work-existence studies. Women in higher training in Oman, for instance, more and more make a contribution to economic and academic sectors but continue to struggle with balancing conventional family roles and professional obligations. Studies underscore the want for culturally touchy place of business policies, flexible scheduling, and equitable workload distribution to assist nicely-being and decrease pressure amongst instructional team of workers. These insights mirror the importance of recognizing man or woman, organizational, and socio-cultural factors whilst assessing WLB and stress management.

In mild of these troubles, this research ambitions to examine the association among paintings-lifestyles balance & strain control techniques among university instructors. By analyzing how these factors have interaction and have an effect on trainer well-being, in particular via the lens of emotional exhaustion, the take a look at seeks to bridge present research gaps and provide actionable insights. The findings are expected to tell institutional guidelines and help structures that foster healthier work environments, in the long run contributing to teacher retention, pride, and academic high-quality.

II. Literature Review

Work-life stability (WLB) and stress management are more and more diagnosed as critical factors influencing worker properly-being and institutional sustainability, especially in academia. For university instructors, the chronic undertaking of retaining equilibrium among professional responsibilities and personal lifestyles has substantial implications for stress levels, profession pride, and turnover intentions. A developing body of research explores the multifaceted dating between organizational aid, workload, circle of relatives responsibilities, cultural expectancies, burnout, and profession satisfaction, underscoring their collective have an impact on on educators' capability to control stress and acquire work-lifestyles harmony.

Support from the Organization and Perceived Job Environment

Employee Perception of Organizational Support is foundational to shaping employee attitudes and career trajectories. Studies by means of Chauhan et al. (2022) and Nabila et al. (2022) emphasize that supportive environments, which include mentorship and moral guide from supervisors and peers, extensively have an impact on girl's perceived profession achievement and commitment. Kusnayain et al. (2021) and Maan et al. (2020) increase those understanding by means of figuring out POS as a important mediator among job pleasure, psychological empowerment, and proactive personality trends. Moreover, Marindo et al. (2022) highlight the effect of HR guidelines and management practices on fostering organizational citizenship

conduct and activity delight. These findings suggest that organizational aid performs a pivotal role in decreasing stress by using growing a way of life that values employee well-being.

Workload and Role Conflict

Workload is a constant predictor of stress and diminished harmony. Chand et al. (2023) & Inegbedion et al. (2020) reveal which excessive workload, exacerbated via technological needs, outcomes in paintings–own family conflict and declining process satisfaction. Female specialists, especially, face intensified demanding situations because of twin-position expectancies. Swathi and Reddy (2016) and Mochklas and Fatihudin (2019) endorse for supportive rules and centered career development packages to deal with those disparities. Omar and Ariffin (2015) further emphasize the damaging effects of workload and position warfare on employee productiveness and mental well-being.

Family Responsibilities and Cultural Constraints

Family duties represent another key variable affecting work-lifestyles dynamics. Austen and Ong (2010), Sharma and Venkateswaran (2021), and Khan (2014) demonstrate that caregiving obligations often restriction profession advancement, especially among women. Young and Wallace (2009) observe that gendered funding in work and family roles results in divergent career effects. These findings advocate that unresolved own family–paintings conflicts make a contribution significantly to emotional strain and strain amongst college contributors, calling for organizational systems that accommodate personal obligations.

Cultural assist and societal norms similarly compound those demanding situations. Khan (2020), Cabeza-García et al. (2019), and Onyango (2016) illustrate how entrenched cultural expectancies and gender norms prevent women’s advancement in expert settings. The importance of culturally touchy organizational regulations is underscored by means of Maziku and Robert (2014), who argue for structural reforms to permit equitable participation and stress reduction amongst women specialists.

Career Development and Satisfaction

Career improvement possibilities are crucial in moderating the consequences of pressure and fostering lengthy-time period engagement. Gangai and Agrawal (2019), Martín-Peña (2023), and Thasika (2019) strain the importance of organizational aid systems and schooling in overcoming barriers to professional growth. Pathirage et al. (2007) and Hopkins and Bilimoria (2008) emphasize that get entry to to improvement applications and reputation of social and human capital positively correlate with profession pleasure. For university instructors, significant career development, autonomy, and mentorship without delay make a contribution to decreased strain and advanced lifestyles satisfaction.

Theme	Key Findings
Organizational Support and Environment	Supportive leadership, mentorship, and HR practices enhance job satisfaction and reduce stress.
Workload and Role Conflict	Excessive workload and unclear roles trigger, low satisfaction, increased stress.
Family Responsibilities	Caregiving duties restrict career growth, particularly for women, contributing to emotional strain.
Cultural Constraints	Gender norms and cultural expectations hinder female career advancement; call for culturally sensitive policies.
Career Development and Satisfaction	Organizational support for training, growth, and recognition enhances satisfaction and lowers stress.
Work-Life Interference and Burnout	Rising job demands and institutional pressure cause burnout, especially among women faculty.
Turnover Intentions and Retention	Burnout and lack of support lead to higher turnover intentions among female educators, threatening institutional continuity.
Career Satisfaction and Stress Management	Autonomy, recognition, mentorship, and collegial support reduce stress and improve well-being and organizational commitment.

Table 1. Key Thematic Dimensions Influencing WLB and Stress Management Strategies

Occupational Life Interference and Burnout

Work-life interference acts as a psychosocial hazard for burnout & reduced mental health. Studies (e.g., Alves et al., 2019) show that when requirements like employment overburden & deadline rise, so does the conflict between personal and professional roles. This imbalance leads to emotional exhaustion, cynicism, and withdrawal from organizational participation

(Maslach & Jackson, 1981). Faculty members, especially women, report experiencing higher burnout due to disproportionate workloads, lack of recognition, and minimal institutional support (Alves et al. 2019; Sun et al. 2022). The academic Values emphasis on constant productivity exacerbates these outcomes, contributing to lower job performance, satisfaction, and eventual disengagement.

Turnover Intentions and Faculty Retention

Turnover intention, the cognitive level earlier than actual resignation, is strongly related to burnout and paintings–existence imbalance. According to analyze via Price (2001) and Mobley et al. (1977), turnover aim is the maximum dependable predictor of worker exit. Studies in nursing and academia (e.g., Tourangeau).

Career Satisfaction and Stress Management

Career satisfaction, described as the alignment among private dreams and expert achievements, is a critical buffer against pressure. Research through the aid of Greenhaus et al. (1990), Judge et al. (1995), and Noor

III. Research and Methodology

Framework

This research utilized a non-experimental, predictive correlational approach used to investigate the connection the Connection between WLB & stress management strategies (SMS) among college educators. A quantitative methodology was utilized, using a arranged web-based questionnaire to gather uniform information from a broad group of participants. The questionnaire included primarily closed-ended Likert-scale questions, along with some open-ended items to obtain more detailed responses when relevant.

Participants and Sampling Procedure

Due to challenges in reaching a diverse and widespread teaching population, especially in post-pandemic conditions, a **snowball sampling method** was adopted. The survey link and QR code were initially distributed through professional networks and social media platforms to college teachers known to the researchers. Participants were motivated to forward the survey with their colleagues, thereby expanding the reach organically.

The selection criteria mandated that participants hold either full-time or part-time positions college teachers actively teaching undergraduate or postgraduate students. Adjunct, visiting, or casual faculty were excluded. A total of **600 responses** were received between **February 8 and March 30, 2022**, with **586 valid responses** retained after excluding 14 due to uniform or contradictory answers.

Participants represented **28 provinces or regions** in mainland China, ensuring broad geographic diversity. Of the valid responses, **62.6% were female, 37.4% male; 65.4% served as class tutors**, and **61.6% were from public institutions**. This sample was deemed sufficiently representative of the wider teaching community.

Instruments

The questionnaire consisted of three major sections:

- **Lifestyle Balance:**

The Overall Balance Measure created developed by Wayne and colleagues was used to measure the overall integration between work and nonwork roles. The scale includes items assessed a 5-point agreement scale was used, spanning from 1 (completely reject) to 5 (completely affirm). One sample item is: “Generally, professional duties and personal activities responsibilities constitute combined.”

- **Stress Management Strategies (SMS):**

Evaluation was conducted utilizing a revised revised Fisher-McAuley job conflict alongside life balance measure scale, supplemented with extra items tailored to assess tracing ideas like exercise, mindfulness, and time management.

- **Emotional Exhaustion (EE) & Stress-Induced:**

Measured by the MBI-GS, focusing on the emotional fatigue subscale (5 items, 6-point Likert scale, 0 = never, 6 = daily). Cronbach’s $\alpha = 0.90$.

Additional demographic details (age, gender, institution type, teaching load) were collected to examine subgroup variations.

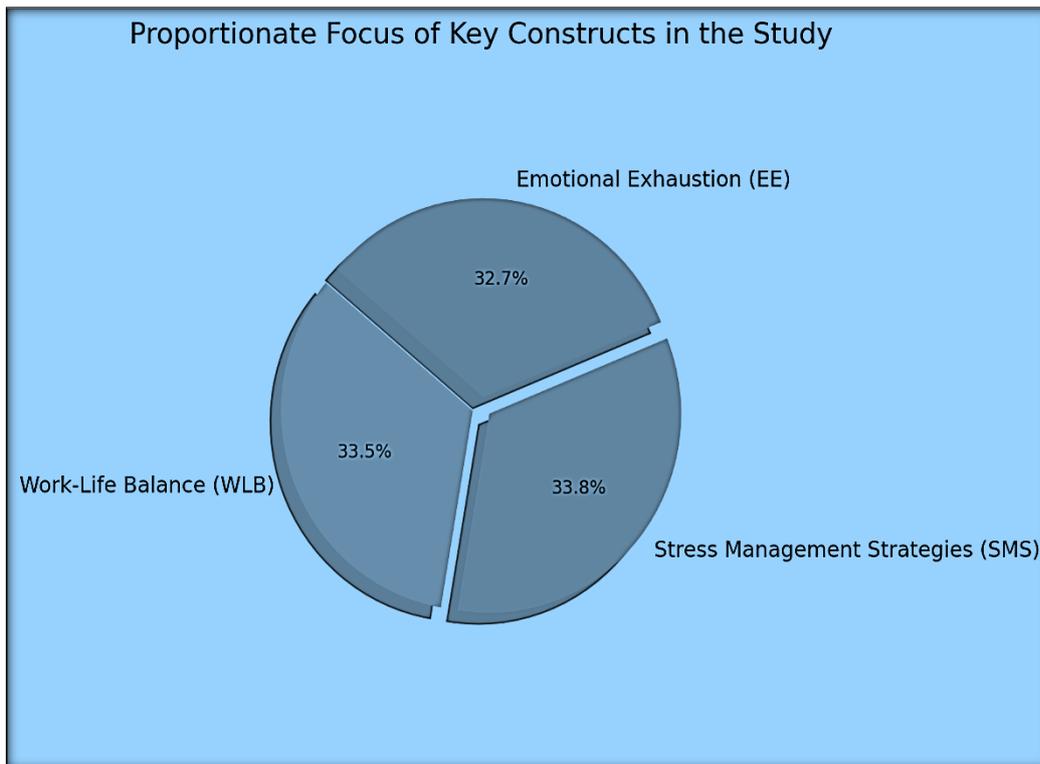


Figure 2. Proportionate Focus of (EE,WLB,SMS)

Validity and Reliability

All the tools employed had been validated in comparable educational or work environments. CFA was undertaken with AMOS 23.0 to evaluate the fit of the measurement sample. The findings indicated that the sample satisfied acceptable criteria (χ^2/df below 5, GFI and AGFI above 0.80, and RMSEA less than 0.10).

- Cronbach's alpha values as to the constructs ranged across 0.87 and 0.93, reflecting high reliability.
- **Convergent validity** existed with **factor loadings > 0.50** and **AVE values > 0.50**.
- Distinctive accuracy existed via verifying that root of the mean dispersion derived surpassed the correlations among the constructs.

Data Gathering Process

Data collection was conducted via Google Forms, which provided convenient access, straightforward distribution, and guaranteed participant anonymity. Participants received information regarding the study's aims, their rights & the measures taken to protect peoples privacy. Sanction was given voluntarily through survey submission. To enhance response rates, reminder notifications were sent following the Dillman approach. All participants remained anonymous, with no collection of identifiable data like IP addresses.

Data Examination

The data were processed using SPSS 26.0 and AMOS 23.0 with the application of the following statistical techniques:

- **Descriptive Statistics:** Calculation of mean, standard deviation, skewness, and kurtosis.
- **Reliability Analysis:** Assessment of internal consistency utilizing Cronbach's alpha.
- **Analysis of variable interdependencies:** Pearson's r coefficients indicated computed to evaluate the intensity and trend of the connection among WLB & stress management strategies (SMS).
- **SEM:** Applied to test the general capability of the proposed sample and to investigate mediation effects such as emotional exhaustion.
- **Bootstrapping (5000 samples):** Utilized to evaluate the indirect effect of WLB on SMS via emotional exhaustion.
- **CMV:** The single-factor test by Harman was performed, with the first factor explaining 43% Of the variance proportion, implying that CMV was never significant issue.

Ethical Considerations

Approval for the study was secured from the relevant institutional ethics committee. Participants received an information sheet detailing the use of the study, potential risks, In what way peoples information is regarded as kept confidential. Participation was fully voluntary, with the option to revoke during whenever before filing the poll. The anonymity and rights of the participants were protected throughout the entire research process.

IV. Data analysis and Result

This study explored the correlations and causal Connections among WLB, EE & WB, and stress management factors among college teachers. Amount of 645 Credible answers were collected based on an invited sample of 1649 participants (response rate = 39.1%). The sample primarily consisted of female faculty (93.6%), mostly employed full-time at universities, with advanced degrees (54.9% master's, 31.9% PhD), and a majority with over 10 years of service.

Descriptive statistics showed that participants indicated Slightly heightened amounts of work-life interference The average was 4.59 with a Variability index of 1.38.& EE The average was 3.68 with a Variability index of 1.68, indicating notable work stress and challenges in balancing roles. Career satisfaction was generally high (M = 4.08, SD = 0.76), despite some elevated detachment The average was 2.91 with a Variability index of 1.44 & ideas to leave The average was 2.16 with a Variability index of 1.01.

Group Differences

Significant group differences emerged in views on WLB, EE & WB across demographic factors:

- Male teachers exhibited lower perceptions of work-life balance (WLB) The t-value was -2.76 , significant at p less than 0.01 & well-being (WB) The t-value was -2.13 , significant at p less than 0.05 .but stronger perceptions of EE ($t = 2.99$, $p < 0.01$) compared to female teachers.
- Class tutors reported weaker WLBThe t-value was -7.33 , significant at p less than 0.001 & WB ($t = -7.93$, $p < 0.001$), but stronger EE ($t = 9.18$, $p < 0.001$) than non-class tutors.
- Public college teachers perceived lower WLB ($t = -2.01$, $p < 0.05$) and WBThe t-value was -3.04 , significant at p less than 0.01 . yet higher EE The t-value was 2.89 , significant at p less than 0.01 than private college teachers.

Category	Group	WLB Score	EE Score	WB Score
Gender	Male	2.8	4.1	3.2
	Female	3.4	3.2	3.6
Tutoring Role	Class Tutor	2.5	4.5	3

	Non-Class Tutor	3.6	3.1	3.9
Institution Type	Public College	2.9	4	3.3
	Private College	3.5	3.2	3.7

Table 2. Group-wise Differences in WLB, EE & WB in College Educators

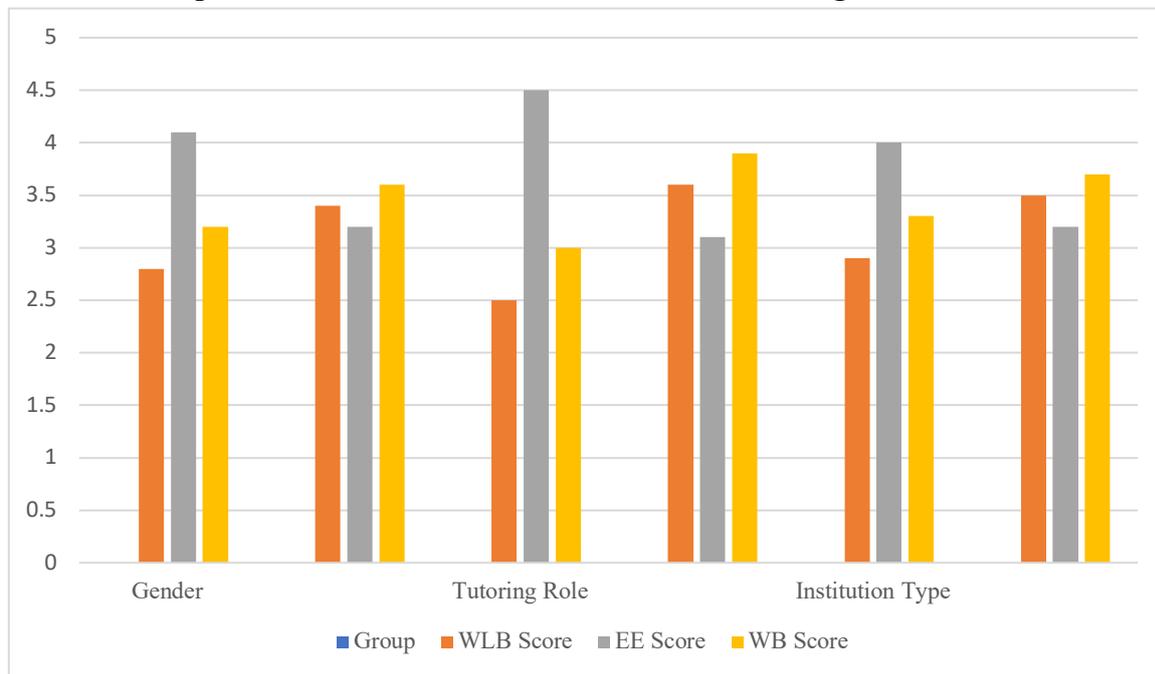


Figure 2. Comparative Analysis of WLB, EE & WB Across Demographic Groups of College tutors

Structural Model and Fit

Structural equation modeling using AMOS 23.0 assessed hypothesized relationships.

Direct and Indirect Effects

Bootstrapping with 2000 samples tested direct and indirect effects:

- Work-life balance (WLB) negatively Projected EE a significant negative effect was identified ($\beta = -0.75, p < 0.001$). suggesting that better WLB leads to lower emotional exhaustion.
- Emotional exhaustion (EE) negatively predicted well-being (WB) A moderate negative effect was observed ($\beta = -0.38, p < 0.001$). Suggesting which increased EE is linked to reduced well-being.
- Work-life balance (WLB) positively predicted well-being (WB) ($\beta = 0.51, p < 0.001$), confirming which improved balance directly contributes to greater well-being.
- The secondary Impact of WLB on WB through EE existed Notable ($\beta = 0.28, p < 0.001$), showing that EE halfway mediates the connection among WLB & WB.Effect size calculations indicated substantial impacts, with WLB explaining 56% of variance in EE and, combined with

EE, explaining 69% of variance in WB. The effect sizes (f^2) for WLB on EE (1.27) and WLB plus EE on WB (2.23) reflect strong effects.

Path Relationship /	Beta (β)	p-value	Interpretation	Variance Explained (R^2)	Effect Size (f^2)
Work-Life Balance (WLB) → Emotional Exhaustion (EE)	-0.75	< 0.001	Better WLB reduces EE	0.56	1.27
Emotional Exhaustion (EE) → Well-being (WB)	-0.38	< 0.001	Higher EE lowers WB	—	—
Work-Life Balance (WLB) → Well-being (WB)	0.51	< 0.001	Better WLB directly improves WB	—	—
Indirect Effect: WLB → EE → WB	0.28	< 0.001	EE partially mediates WLB and WB	0.69 (WLB + EE on WB)	2.23

Table 3. Path Coefficients, Significance Levels, and Effect Sizes for The Connections Among WLB, EE & WB

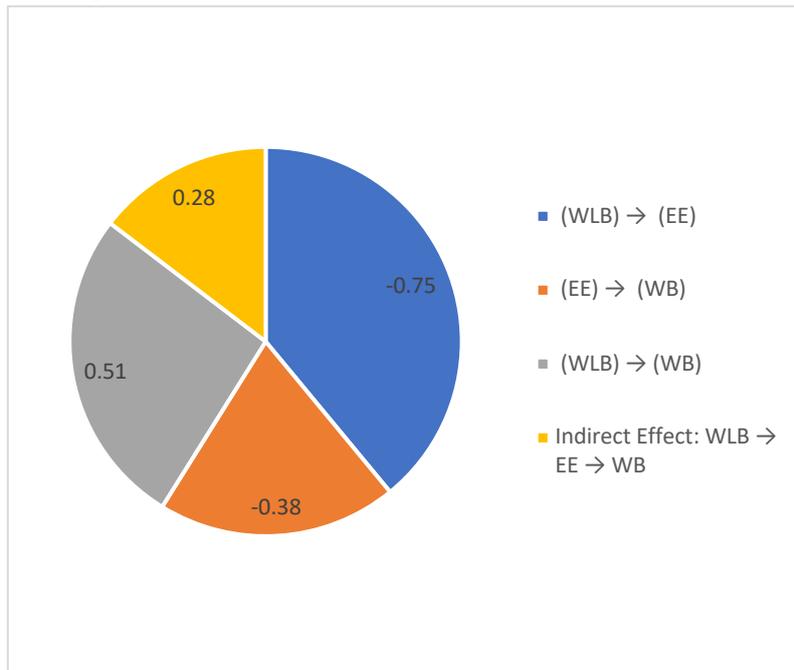


Figure 4. Path Diagram Illustrating of WLB, EE & WB

Additional Findings

Additional analysis revealed that work interference with personal life significantly heightened EE The beta coefficient was 0.67 with a significance level below 0.001., that subsequently was

linked with increased cynicism the beta coefficient was 0.71, with significance at p less than 0.001. Cynicism showed a positive relationship with attrition plans the beta coefficient was 0.60, significant at p less than 0.001. and a negative relationship to job fulfilment the beta coefficient was -0.31, significant at p less than 0.001. Furthermore, attrition plans adversely impacted job fulfilment the beta coefficient was -0.55, with significance at p less than 0.001.

Path / Relationship	Beta (β)	p-value	Interpretation
Work Interference with Life Domains → Emotional Exhaustion (EE)	0.67	< 0.001	Work interference increases EE
Emotional Exhaustion (EE) → Cynicism	0.71	< 0.001	Higher EE leads to higher cynicism
Cynicism → Turnover Intentions	0.6	< 0.001	Higher cynicism increases turnover intentions
Cynicism → Career Satisfaction	-0.31	< 0.001	Higher cynicism decreases career satisfaction
Turnover Intentions → Job fulfilment	-0.55	< 0.001	Higher attrition plans decrease job fulfilment

Table 4. Influence of Emotional Fatigue, Negative Attitudes, and Intent to Leave on Career Fulfillment

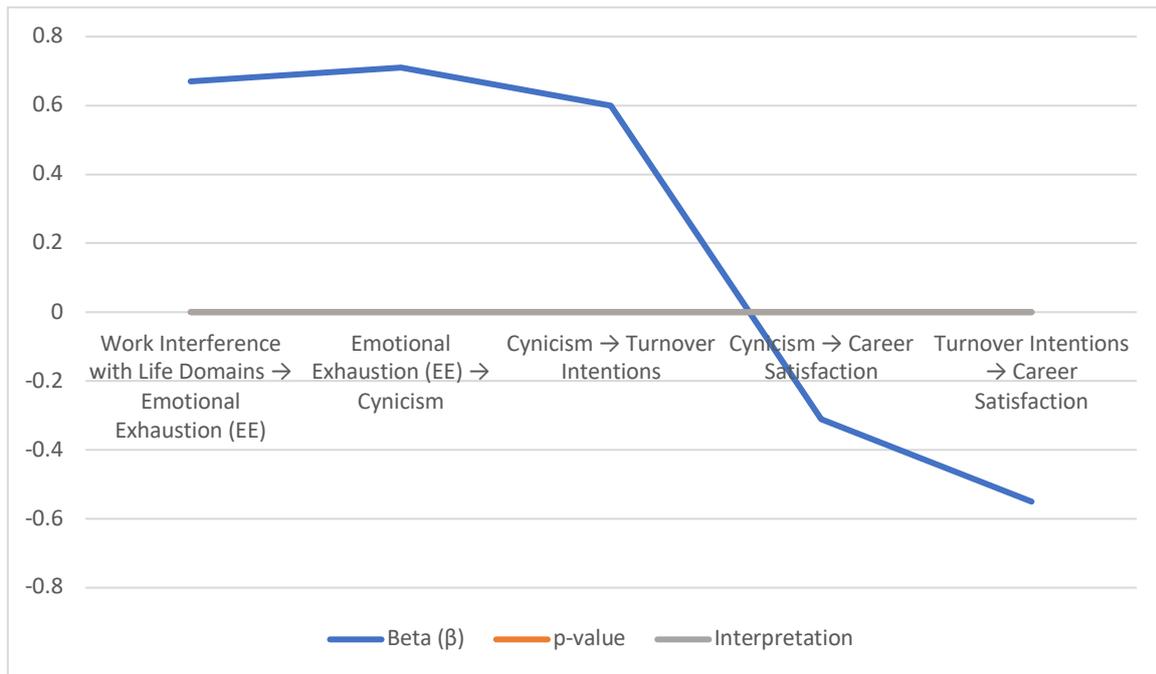


Figure 5. Path Diagram Depicting the Relationships among Work Interference, Emotional Fatigue, Negative Attitudes, and Intent to Leave on Career Fulfillment

V. Findings and Discussion

This study assessed the association between WLB & stress management strategies Among university faculty, with particular attention to factors such as gender, college type, and professional roles, as well as the interrelationships among WLB, emotional exhaustion (EE), and well-being (WB).

Gender Differences

Gender emerged as a significant factor influencing Views on WLB, emotional exhaustion (EE), and WB showed which male college teachers reported lower WLB and WB but greater EE verses their ladies counterparts. These outcomes are stable to study reflecting which men frequently face greater work overload and elevated occupational stress. Nevertheless, earlier studies have produced mixed outcomes concerning gender differences in these domains, highlighting the complexity and contextual nature of these dynamics. The current study contributes further empirical evidence within the Chinese college teacher population, emphasizing the need to tailor stress management and support strategies according to gender-specific challenges.

Influence of College Type

Teachers at public colleges reported poorer WLB and WB, along with higher EE levels compared to those at private institutions. These findings indicate that the institutional environment significantly influences teachers’ work experiences and stress levels. Although past research presents inconsistent outcomes regarding differences between public and private sectors, the current findings underscore the particular stressors and work-life challenges faced by public college educators in China. This highlights the necessity for targeted interventions to improve workload distribution and stress mitigation in public academic settings.

Role-Based Differences

College teachers serving as class tutors experienced significantly lower WLB and WB, alongside higher EE, compared to non-tutors. Given that class tutors hold additional responsibilities for student management, mental health education, and guidance, their heightened workload and emotional demands contribute to increased stress and diminished balance between professional and personal life. In this research mentions a break in the existing references by focusing on this subgroup & calls for tailored stress management programs that address the unique burdens of dual-role teachers.

Interrelationships Among WLB, EE, and WB

Consistent with the With reference to the JD-R model, the research affirmed a Helpful connection among WLB and well-being (WB) & negative correlations of WLB with EE and EE with WB. Work-life imbalance, often driven by overlapping roles, time pressure, and heavy workload, contributes to emotional exhaustion, which in turn undermines well-being. The COVID-19 Global outbreak has magnified these struggles by intensifying workloads and collapsing the boundaries separating work and life domains. Notably, EE some of mediates the connections among work-life balance and WB, suggesting that enhancing WLB able to help decrease stress & improve overall well-being among college teachers.

Contextual and Demographic Insights

The majority of participants were married, highly educated, and employed full-time in senior-level roles, reflecting a stable yet demanding professional cohort. The harmony between professional and personal life responsibilities remains a critical concern, especially as teachers strive to meet institutional expectations while managing personal obligations. The cultural and institutional environment impacts those dynamics, as visible inside the aid for workforce participation and gender roles, though traditional norms nonetheless pose demanding situations.

Category	Key Findings	Interpretation / Implications
Gender Differences	Males reported weaker WLB and WB, but higher EE compared to females.	Men face greater work overload and occupational stress; need gender-tailored stress management strategies.
College Type	Public college teachers showed poorer WLB and WB, and higher EE than private college teachers.	Institutional context impacts stress levels; targeted interventions needed for public colleges.
Role-Based Differences	Class tutors had lower WLB & WB were higher, while emotional exhaustion (EE) was greater among tutors compared to non-tutors.	Additional tutoring responsibilities increase workload and stress; stress management programs should address this.

Interrelationships Among WLB, EE, and WB	Positive correlation between WLB and WB; negative correlations between WLB and EE, and EE and WB. Emotional exhaustion partially mediates the WLB–WB link.	Improving WLB can reduce burnout and enhance well-being, consistent with JD-R model.
Contextual and Demographic Insights	Majority married, highly educated, full-time senior roles. Cultural and institutional factors affect work-life balance and stress.	Personal and cultural context critical in addressing stress; traditional norms still pose challenges.
Implications for Stress Management	Need for equitable workload, flexible scheduling, mental health support, especially for tutors.	Institutional policies must adapt to reduce Reduce EE & enhance job life integration & satisfaction.

Table 5. Summary of Gender, Institutional, Role-Based Differences, and Interrelationships Affecting WLB, EE, WB among University Faculties

Implications for Stress Management

The findings highlight the pressing need for comprehensive pressure management techniques that account for gender, institutional type, and expert roles. Institutions should put in force equitable workload distribution, flexible scheduling, and intellectual fitness assist tailor-made to the particular needs of instructors, in particular people with additional tutoring obligations. Enhancing institutional aid structures and guidelines will assist mitigate emotional exhaustion, promote higher work-lifestyles integration, and improve instructors’ properly-being and activity satisfaction.

VI. Conclusion

This take a look at highlights extensive correlations between work-existence stability (WLB), emotional fatigue (EE) and overall well-being (WB) among university educators, revealing essential insights into how pressure control strategies intersect with those factors. Male teachers, public college college, and people serving as class tutors pronounced decrease WLB and WB rankings however higher EE ranges compared to woman teachers, non-public college faculty, and non-elegance tutors, correspondingly. The data underline the differential impact of workload, role ambiguity, and institutional kind on strain and properly-being.

The terrible relationship among WLB and EE and the effective courting between WLB and WB endorse that improving paintings-life stability performs a essential role in lowering emotional exhaustion and improving common properly-being. Furthermore, EE partially

mediates the connection among WLB and WB, indicating that effective pressure control strategies geared toward lowering burnout can support the tremendous outcomes of labor-lifestyles stability on teacher properly-being.

Given the chronic workload pressures, position conflicts, and institutional demands confronted by means of college teachers, tailored interventions are had to sell healthier paintings environments. Strategies along with workload regulation, explanation of role responsibilities, flexible work preparations, mental assist, and promoting of significant paintings can mitigate stress and emotional exhaustion. Moreover, culturally touchy and gender-responsive policies are vital to cope with the various desires of coaching personnel.

Future research have to explore extra elements influencing instructor well-being, including perceived organizational guide and man or woman person strengths, the use of blended-methods processes to deepen know-how. Institutions are advocated to implement comprehensive strain control and work-lifestyles stability packages, fostering sustainable career satisfaction, retention, and stronger instructional effects.

In summary, this examine contributes to the growing evidence that powerful strain management via improved paintings-lifestyles balance is important for preserving the health, pleasure, and expert sturdiness of college instructors. Addressing those issues proactively is critical for nurturing resilient instructional communities and advancing academic best.

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