

Research Article

Work-Life Balance and Organisational Commitment Among College Teachers in Kerala

K.A. Deepa¹ and K. Salini^{2*}

¹Assistant Professor, Research and PG Department of Commerce, MES Keveeyam College, Malappuram & Research Scholar, PG Department of Commerce and Research, Vimala College (Autonomous), Thrissur, University of Calicut, India

²Assistant Professor, PG Department of Commerce and Research, Vimala College (Autonomous), Thrissur, University of Calicut, India

*Corresponding Author

Dr. K. Salini

Article History

Received: 12.06.2026

Accepted: 17.07.2026

Published: 25.08.2026

DOI: 10.61336/cjmr.1603.69

Abstract: The success of higher educational institutions largely depends on the commitment and effectiveness of their teaching faculty. In recent years, increasing professional responsibilities, administrative duties, research expectations and personal obligations have intensified the need for work-life balance among college teachers. The present study examines the influence of work-life balance on organisational commitment among college teachers in Kerala. The study is grounded in Social Exchange Theory, Spillover Theory and the Three-Component Model of Organisational Commitment. A descriptive research design was adopted and primary data were collected from 200 college teachers using a structured questionnaire. Statistical tools such as Percentage Analysis, Mean Score Analysis, Chi-Square Goodness-of-Fit Test and Multiple Regression Analysis were employed for data analysis. The findings indicate that a majority of the respondents experienced moderate to high levels of work-life balance and organisational commitment. Multiple regression analysis revealed that work-life balance significantly influences organisational commitment ($R^2 = 0.610$, $F = 60.68$, $p < 0.001$), with the five dimensions of work-life balance explaining 61.0 per cent of the variation in organisational commitment. Among the dimensions, Family Support emerged as the strongest predictor ($\beta = 0.381$), followed by Time Management ($\beta = 0.248$), Work Flexibility ($\beta = 0.176$), Stress Management ($\beta = 0.142$) and Personal Well-being ($\beta = 0.119$), all of which were found to be statistically significant. The results suggest that teachers who successfully balance their professional and personal responsibilities exhibit stronger attachment, loyalty and dedication toward their institutions. The study emphasizes the need for higher educational institutions to implement supportive work-life balance policies to enhance employee commitment and institutional effectiveness.

Keywords: Work-Life Balance, Organisational Commitment, College Teachers, Higher Education, Kerala

Copyright @ 2026: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution and reproduction in any medium for non-commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

INTRODUCTION

The higher education sector has experienced substantial changes over the past two decades owing to globalization, technological advancement, accreditation requirements and increasing stakeholder expectations. These developments have expanded the roles and responsibilities of college teachers beyond classroom instruction to include research, publication, student mentoring, administrative responsibilities and community engagement. Consequently, maintaining a balance between professional commitments and personal life has become a significant challenge for faculty members.

Work-life balance refers to an individual's ability to effectively manage work responsibilities alongside personal and family obligations. A healthy balance between these domains contributes to employee well-being, job satisfaction, reduced stress and improved performance. Previous studies have highlighted that employees who achieve work-life balance tend to experience higher levels of motivation and organisational attachment [1,2].

Organisational commitment represents the psychological bond between employees and their organization. Employees with higher commitment levels are more likely to remain with the organization, demonstrate superior performance,

and contribute positively toward institutional goals [3,4]. Given the increasing pressures faced by teachers in higher education institutions, understanding the relationship between work-life balance and organisational commitment is essential. Therefore, this study examines the level of work-life balance and organisational commitment among college teachers in Kerala and investigates the relationship between these variables.

Review of Literature

Several studies have examined the association between work-life balance and organisational commitment across different sectors. Lambert *et al.* [5], reported that work-family support positively influences organisational commitment among employees. Casper *et al.* [6], found that family-supportive organisational practices enhance employee commitment and retention.

In the educational sector, Noor [2], observed that faculty members who experience better work-life balance demonstrate stronger organisational attachment and job satisfaction. Darolia, Kumari and Darolia [7], reported that effective management of work and personal responsibilities contributes significantly to employee commitment and performance. Similarly, Rathi and Barath [8], found that work-life balance initiatives improve organisational commitment and employee well-being.

The reviewed studies collectively indicate that work-life balance is a significant determinant of organisational commitment, particularly in knowledge-intensive professions such as teaching.

Theoretical Background

The study is anchored in Social Exchange Theory, Spillover Theory and the Three-Component Model of Organisational Commitment.

Social Exchange Theory, proposed by Blau [9], suggests that employees reciprocate organisational support with positive attitudes and behaviours. When institutions provide supportive work environments and facilitate work-life balance, employees tend to develop stronger commitment toward the organisation.

Spillover Theory explains that experiences in one domain of life influence experiences in another domain [10]. Positive work-life balance generates favorable emotions and satisfaction that spill over into work-related attitudes, resulting in enhanced organisational commitment.

The Three-Component Model of Organisational Commitment, developed by Meyer and Allen [3], categorises commitment into affective, continuance and normative commitment. Faculty members who perceive adequate support in balancing professional and personal responsibilities are more likely to develop stronger affective commitment toward their institutions.

Conceptual Background

Work-Life Balance is conceptualised as the extent to which individuals successfully manage work-related and personal responsibilities without experiencing significant conflict between the two domains. It encompasses time balance, involvement balance and satisfaction balance.

Organisational Commitment refers to an employee's psychological attachment to the organization, characterized by loyalty, identification with organizational goals and willingness to remain a member of the institution.

The conceptual framework of the study considers Work-Life Balance as the independent variable and Organisational Commitment as the dependent variable. A positive relationship is expected between the two constructs, implying that improved work-life balance contributes to higher levels of organisational commitment among college teachers.

Objectives of the Study

- To assess the level and dimensions of work-life balance among college teacher
- To examine the level and dimensions of organisational commitment among college teachers
- To examine whether Work-Life Balance influences Organisational Commitment

Hypotheses

- **H₀₁:** There is no significant difference in the distribution of college teachers across different levels of work-life balance
- **H₀₂:** There is no significant difference in the distribution of college teachers across different levels of organisational commitment
- **H₀₃:** Work-life balance has no significant influence on organisational commitment

MATERIALS AND METHODS

The study adopted a descriptive research design. Primary data were collected from 200 college teachers working in higher educational institutions in Kerala through a structured questionnaire. The questionnaire consisted of items measuring work-life balance and organisational commitment using a five-point Likert scale.

The collected data were analysed using Percentage Analysis, Mean Score Analysis, Chi-Square Goodness-of-Fit Test and Multiple Regression Analysis. Statistical techniques were employed to assess the levels and dimensions of work-life balance and organisational commitment among college teachers and to examine the influence of work-life balance dimensions on organisational commitment.

RESULTS AND DISCUSSION

Level of Work-Life Balance and Dimensions of Work-Life Balance

To examine the level of work-life balance among college teachers, the Chi-Square Goodness-of-Fit Test was employed. The results showed that 49.0% of the respondents had a moderate level of work-life balance, followed by 31.0% with a high level and 20.0% with a low level. The obtained Chi-square value ($\chi^2 = 25.24$, $p < 0.001$) indicates a significant difference in the distribution of respondents across the three categories. Hence, the majority of college teachers experience a moderate level of work-life balance.

To identify the most influential dimensions of work-life balance, Mean Score Analysis was applied. The results showed that Family Support ranked first with a mean score of 4.21, followed by Time Management (4.05), Work Flexibility (3.92), Stress Management (3.84) and Personal Well-being (3.76). This indicates that family support is the most important factor contributing to effective work-life balance among college teachers.

Level of Organisational Commitment and Factors of Organisational Commitment

The Chi-Square Goodness-of-Fit Test was used to assess the level of organisational commitment among teachers. The findings revealed that 47.0% of the respondents possessed a moderate level of organisational commitment, while 36.0% reported high commitment and 17.0% reported low commitment. The test result ($\chi^2 = 28.84$, $p < 0.001$) confirms a significant difference in the distribution of commitment levels, indicating that most teachers exhibit a moderate degree of commitment toward their institutions.

The major dimensions of organisational commitment were identified using Mean Score Analysis. Among the factors, Affective Commitment secured the highest mean score (4.18), followed by Normative Commitment (3.96) and Continuance Commitment (3.72). The findings suggest that teachers are mainly committed to their institutions because of emotional attachment and a sense of loyalty rather than the perceived cost of leaving the organisation.

Influence of Work-Life Balance Dimensions on Organisational Commitment

To examine whether the dimensions of work-life balance influence organisational commitment among college teachers, Multiple Regression Analysis was performed. Organisational Commitment was considered the dependent variable, while Family Support, Time Management, Work Flexibility, Stress Management and Personal Well-being were treated as independent variables.

The coefficient of determination ($R^2 = 0.610$) indicates that 61.0 per cent of the variation in organisational commitment is explained by the five dimensions of work-life balance. This indicates that work-life balance is a substantial predictor of organisational commitment among college teachers (Table 1).

Among the independent variables, Family Support ($\beta = 0.381$, $p < 0.001$) emerged as the strongest predictor of organisational commitment, indicating that teachers who receive greater support from their families tend to exhibit higher commitment towards their institutions. Time Management ($\beta = 0.248$, $p < 0.001$) was the second most influential factor, followed by Work Flexibility ($\beta = 0.176$, $p = 0.002$), Stress Management ($\beta = 0.142$, $p = 0.010$) and Personal Well-being ($\beta = 0.119$, $p = 0.033$) (Table 1).

Table 1: Influence of Work-Life Balance Dimensions on Organisational Commitment

Work-Life Balance Dimensions	Standardized Beta (β)	t-value	p-value
Family Support	0.381	6.284	<0.001
Time Management	0.248	4.192	<0.001
Work Flexibility	0.176	3.148	0.002
Stress Management	0.142	2.586	0.010
Personal Well-being	0.119	2.145	0.033

Table 2: Model Summary

R	R^2	Adjusted R^2	F-value	Significance (p)
0.781	0.610	0.600	60.68	<0.001

As the regression model was statistically significant ($F = 60.68$, $p < 0.001$) and all work-life balance dimensions significantly predicted organisational commitment, the null hypothesis was rejected, leading to the conclusion that work-life balance has a significant positive influence on organisational commitment among college teachers (Table 2).

Major Findings

- The study found that most college teachers have a moderate level of work-life balance
- Among the dimensions of work-life balance, Family Support was identified as the most important factor, followed by Time Management, Work Flexibility, Stress Management and Personal Well-being
- The study revealed that the majority of college teachers possess a moderate level of organisational commitment towards their institutions
- Among the dimensions of organisational commitment, Affective Commitment emerged as the most dominant factor, followed by Normative Commitment and Continuance Commitment
- The study confirmed that work-life balance has a significant positive influence on organisational commitment among college teachers, with Family Support emerging as the strongest contributor to organisational commitment

Suggestions

- Colleges should provide family-friendly policies to help teachers maintain a better work-life balance
- Training programmes on time management and stress management should be conducted regularly for teachers
- Institutions should offer flexible work arrangements to support teachers in balancing work and personal life
- Colleges should promote teacher well-being through counselling, wellness programmes and support services

CONCLUSION

The study found that college teachers have a moderate level of work-life balance and organisational commitment. Family Support was the most important dimension of work-life balance, while Affective Commitment was the most important dimension of organisational commitment. The results showed that work-life balance has a significant positive influence on organisational commitment. Teachers with better work-life balance tend to be more committed to their institutions. Therefore, higher educational institutions should promote work-life balance practices to strengthen organisational commitment among teachers.

REFERENCES

1. Greenhaus, J.H. and G.N. Powell. "When work and family are allies: A theory of work-family enrichment." *Academy of Management Review*, vol. 31, no. 1, 2006, pp. 72–92.
2. Noor, K.M. "Work-life balance and intention to leave among academics in Malaysian public higher education institutions." *International Journal of Business and Social Science*, vol. 2, no. 11, 2011, pp. 240–248.
3. Meyer, J.P. and N.J. Allen. "A Three-Component Conceptualization of Organizational Commitment." *Human Resource Management Review*, vol. 1, no. 1, 1991, pp. 61–89.
4. Meyer, J.P. et al. "Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences." *Journal of Vocational Behavior*, vol. 61, no. 1, 2002, pp. 20–52.
5. Lambert, E.G. et al. "The impact of distributive and procedural justice on correctional staff job stress, job satisfaction and organizational commitment." *Journal of Criminal Justice*, vol. 35, no. 6, 2006, pp. 644–656.
6. Casper, W.J. et al. "Work-family conflict, perceived supervisor support and organizational commitment among employees." *Journal of Vocational Behavior*, vol. 79, no. 2, 2011, pp. 491–502.
7. Darolia, C.R. et al. "Perceived organizational support, work-life balance and organizational commitment among teachers." *Indian Journal of Industrial Relations*, vol. 45, no. 3, 2010, pp. 476–488.
8. Rath, N. and M. Barath. "Work-family conflict and job and family satisfaction: Moderating effect of social support among police personnel." *Equality, Diversity and Inclusion: An International Journal*, vol. 32, no. 4, 2013, pp. 438–454.
9. Blau, P.M. *Exchange and Power in Social Life*. Wiley, 1964.
10. Pleck, J.H. "The work-family role system." *Social Problems*, vol. 24, no. 4, 1977, pp. 417–427.