

INTRODUCTION

Work-life balance is a crucial aspect of an individual's well-being, especially in professions that demand both intellectual and emotional involvement. Teaching is one such profession that requires educators to dedicate significant time and effort to their professional responsibilities while also managing personal and family commitments. Striking a balance between work and personal life is essential for maintaining job satisfaction, mental health, and overall productivity. However, teachers often struggle with long working hours, administrative duties, and the emotional demands of mentoring students, which can affect their work-life balance. The increasing expectations from educational institutions, coupled with the evolving nature of academia, make it more challenging for educators to maintain a clear distinction between their professional and personal lives.

College teachers, in particular, face unique challenges as they juggle multiple responsibilities, including lectures, research, student mentorship, and institutional duties. The growing expectations from academic institutions, increased workload, and pressure to publish research papers often lead to stress and burnout. In addition to these professional challenges, personal responsibilities such as childcare, eldercare, and household duties add to their struggles. The advent of digital technology has further complicated the work-life balance, as teachers are often expected to be available beyond their regular working hours through emails, online meetings, and virtual learning platforms. The inability to manage these multiple roles effectively can lead to physical and emotional exhaustion, which in turn affects both personal life and job performance.

This study focuses on the work-life balance of college teachers under Kannur University, analyzing the challenges they face and the factors that influence their ability to maintain equilibrium between their professional and personal lives. It aims to examine how workload, institutional policies, personal commitments, and external expectations impact their overall well-being. Furthermore, the study seeks to explore possible strategies that can help educators better manage their responsibilities and improve their quality of life. By understanding the key stressors and potential solutions,

the study aims to provide insights that can help educators and institutions create a healthier and more sustainable work environment in the academic sector of Kannur University.

STATEMENT OF THE PROBLEM

Work-life balance has become a critical issue for professionals across various sectors, and the academic field is no exception. College teachers are expected to fulfill multiple roles, including lecturing, research, student mentorship, administrative responsibilities, and participation in institutional activities. These increasing demands, coupled with personal and family responsibilities, often create challenges in maintaining a healthy work-life balance. The inability to manage these responsibilities effectively can lead to stress, burnout, reduced job satisfaction, and even impact the quality of education imparted to students. In the context of college teachers under Kannur University, the problem becomes more significant due to factors such as workload intensity, extended working hours, research pressures, and the evolving expectations from academic institutions

SIGNIFICANCE OF THE STUDY

Work-life balance is a critical factor in determining the overall well-being, job satisfaction, and productivity of employees across all professions, including the academic sector. College teachers play a vital role in shaping the future of students, and an imbalance in their professional and personal lives can have significant consequences on both their effectiveness as educators and their personal well-being. This study aims to highlight the importance of maintaining a healthy work-life balance for college teachers, emphasizing how it affects their mental health, job performance, and overall quality of life.

OBJECTIVES OF THE STUDY

- To understand the problems and stress faced by teachers.
- To reduce, eliminate the negative effects of stress on a person physical and emotional wellbeing.

- To know the satisfaction level of teachers from their job.
- To list out the different sources of stress faced by teachers.
- To implement efficient systems lesson for planning, grading, and communication.
- To identify important stress management tips

SCOPE OF THE STUDY

This study focuses on analyzing the work-life balance challenges faced by college teachers under Kannur University, considering factors such as workload, institutional policies, and personal commitments. It aims to provide insights into the key stressors and potential strategies to enhance their well-being and job satisfaction within the academic environment.

LIMITATIONS OF THE STUDY

- The study is based on a sample of 50 college teachers, which may not fully represent all faculty members under Kannur University.
- The research focuses on work-life balance among teachers, limiting its scope in understanding broader workplace challenges in the academic sector.
- The findings are time-sensitive, as academic policies and work expectations may change over time.
- Responses may be influenced by personal perceptions and biases, affecting the accuracy of the data collected.

LIST OF CONTENTS

| CHAPTER No. | CHAPTER NAME | PAGE No. |
|------------------------|---|---------------------|
| I. | INTRODUCTION | 1-5 |
| II. | REVIEW OF LITERATURE | 6-9 |
| III. | THEORETICAL FRAME WORK | 10-20 |
| IV. | DATA ANALYSIS AND INTERPRETATION | 21-45 |
| V. | FINDINGS, SUGGESTIONS AND CONCLUSION | 46-488 |
| | BIBLIOGRAPHY | 49 |
| | APPENDIX | 50-53 |