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# Hybrid Teaching and Its Effect on Work-Life Balance of Women Teaching Faculties in Colleges: Evidence from Madurai District

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**Abstract**

*This study examines how hybrid teaching affects the work-life balance (WLB) of female faculty in Indian higher education using empirical results from the Madurai District of Tamil Nadu. This study is based on the assumptions of the work-family conflict theory and the Job Demands Resources (JD-R) model, which conceptualises hybrid teaching as a dual-force phenomenon that escalates job demands while simultaneously offering institutional and technological resources that affect the well-being of the faculty. The research conducted reliability testing, exploratory factor analysis, correlation, multiple regression, and mediation tests on a structured survey of 412 women faculty in 32 colleges to test the suggested model. It has been found that the negative contribution of hybrid workload to WLB is significant ( = -0.22, $p < 0.001$), but institutional support ( = 0.52, $p < 0.001$) and digital infrastructure ( = 0.47, $p < 0.001$) positively influence it. Workload was partially related to WLB through psychological well-being (indirect effect = 0.16, $p < 0.001$). The model describes 52 percent of the WLB variance. This emphasises the importance of organizational and psychological resources in determining balance. The findings point to the need for gender-sensitive institutional processes, such as workload rationalisation, trustful digital infrastructure, and mental health programs that could minimise work–family conflict and reinforce academic resilience. Future studies must use both longitudinal and comparative designs so that the changing models of hybrid education can be studied in as many respects as possible in terms of faculty well-being in relation to changing institutional types, regions, and gender identities.*

**Keywords: Hybrid Teaching, Work, Life Balance (WLB), Women in Higher Education, Digital Infrastructure, Work, Family Conflict, Psychological, Gender, Academic Work, Faculty, Educational Technology Adoption, Post-pandemic, Pedagogical Practices**

## Introduction

The COVID-19 pandemic has accelerated the transition to hybrid teaching, which has changed the future of higher education worldwide (Rapanta et al. 2020). This change has been particularly difficult for women faculty in India, who already bear disproportionate caregiving needs, structural inequalities, and limited resources (Misra et al. 2021; Yildirim and Eslen-Ziya 2020). Hybrid teaching involves striking a balance between in-person and online delivery of instructions with limited institutional and technological resources, thus heightening workload as well as professional-personal boundaries

(Kinman and Jones 2020). These pressures, on top of existing tensions, aggravate the problem of work-life balance (WLB) not only as a personal struggle, but also as a burning organizational and societal issue for women in semi-urban areas like Madurai. Work-life balance is generally recognised as one of the main indicators of academic well-being, job satisfaction, and institutional performance (Greenhaus and Beutell; Frone). However, new studies indicate that the hybrid modalities only worsen the already existing issues by introducing new layers of digital addiction, institutional flexibility, and mental pressure (Nguyen et al. 2021; Zhou and Lee 2022). This survey of 412 female faculty workers in 32 colleges in Madurai indicates that the interaction between the two phenomena is complicated: digital infrastructure, institutional support, and psychological well-being contribute to the positivity of WLB, and hybrid workload and family responsibilities contribute to the negativity of the latter. Moreover, psychological well-being mediates the effect of hybrid workload, indicating its paramount importance in academic resilience.

**Presentation of the Problem:** With the spread of hybrid teaching, very little is known about its long-term consequences for women faculty in India, especially in self-financing colleges that prevail in semi-urban districts such as Madurai. Lacking sufficient evidence, institutional policies may overlook the gendered pressures that hybrid models will increase.

**Importance of the Research:** This research offers evidence-based interventions for gender-sensitive academic settings by demonstrating that institutional support and a firm digital infrastructure may alleviate workload and caregiving burdens. It also accentuates the social and institutional price of imbalance, including burnout, attrition, and decreased productivity (Allen et al. 2020), which indicates the urgency of policy and practice intervention in the higher education sector of Madurai.

**Research Gap:** The available literature on hybrid teaching and WLB discusses them independently of each other. Although the gender-specific study emphasizes the conflict between women in the areas of their domestic and professional life (Jamunarani and Syed; Solanki and Mandaviya) and pandemic-related publications discuss the methods of online adaptation, not many combine these two approaches to investigate the direct impact of the hybrid form of organization on the WLB of women. Furthermore, there is limited evidence of the region: in Tamil Nadu, where there is also a high concentration of private higher education, district-level research reflecting the distinct socio-cultural and institutional dynamics of semi-urban settings such as Madurai is still absent. Post-pandemic research has also focused on crisis-induced online teaching and ignored long-term hybrid models. This study helps fill these gaps by providing a local, multi-dimensional study that provides more than half the variance in WLB, which is beneficial to both theory and practice in the field of higher education.

## Literature Review

The Indian literature on hybrid teaching and work life balance (WLB) among women faculty indicates a course of action determined by gendered pressures, pandemic disruptions, and post-pandemic institutional adaptations. In the field of Indian higher education, hybrid teaching was not well developed before COVID-19 (Mallikarjuna). The main focus of research was on gendered disparities, as women faculty were more prone to work–family conflict than men, since they were required to handle two roles in one, resulting in increased stress and low job satisfaction (Solanki and Mandaviya 133151). These results were reflected in Tamil Nadu studies, which reported that self-financing college faculty experienced extreme levels of stress in trying to balance professional, family, and social demands, which more often than not led to burnout (Kumar and Ashok 165174). Flexible scheduling and stress management represent supportive organizational policies that are always associated with better WLB (Jamunarani and Syed 324339).

The pandemic (20202022) was a turning point when education quickly began to be taught online and faced gaps in infrastructure and additional load (Wang et al. 753). Poor connectivity, ineffective digital resources, and inadequate levels of technical training had a disproportionately adverse impact on women faculty, along with increased home demands (Balagopal and Vijayan). Mukhopadhyay noted that faculty did not decrease the quality of teaching, but

the burden on caregiving undermined WLB (62–70). It has also been widely reported that people are dissatisfied with remote work because of unrealistic deadlines and technological difficulties (Kumar and Selvam e01002). Local data also indicate a rural-urban digital divide, and the inequality in internet access led to emergency measures such as educational TV programming (Jafar et al. 1–21).

Hybrid teaching has become a standard of instruction during the post-pandemic era (20232025) (Wang et al. 753), and researchers emphasize the importance of institutional support as the key to women WLB (Jamunarani and Syed 324339). Although it has been suggested to include workshops, stress management and flexible systems (Kumar and Ashok 165174), Tamil Nadu and Kerala have not managed to be satisfied with this and women educators still face structural inequities (Priya and Ahamed 224235; Logeswari et al.). Regional research confirms that hybrid teaching may provide flexibility, but it can further maintain the imbalance unless it is supported by gender-sensitive policies and strong digital infrastructure (Balagopal and Vijayan; Logeswari et al.).

**Conceptual Framework:** The conceptual framework demonstrates the compound relationship between hybrid teaching practices and the work-life balance (WLB) of women faculty in private colleges. The conceptualisation of hybrid teaching workload, digital infrastructure and skills, and institutional support is seen as the main independent variable that determines the professional and personal experiences of women educators. Time- and strain-based conflicts associated with increased workload due to hybrid models, such as the control of two modes of teaching, asynchronous learning content, and prolonged communication, directly influence WLB (Solanki and Mandaviya, 2020). Similarly, poor digital infrastructure and low technical literacy contribute to stress and lower women's capacity to cope with academic and household tasks (Balagipal and Vijayan, 2021). Institutional support, such as flexible working hours, encouragement from supervisors, and the availability of resources, is hypothesised to be a key moderating variable that can mitigate the adverse impact and increase overall balance (Jamunarani and Syed, 2022).

The intervening variables include family responsibilities and social conventions, which indicate the unequal distribution of domestic roles among women faculty, where gender roles tend to support the phenomenon of the so-called double shift when women have to take up both professional and home duties (Kumar and Ashok, 2020). These roles enhance work-family conflict and determine the degree to which hybrid teaching is a source of stress and imbalance. Psychological well-being is a mediating variable that encompasses the ways coping processes, stress management processes, and mental health determine the perceptions of the balance between work and personal lives (Kalliath and Brough, 2008). Finally, the dependent construct, work-life balance, will be operationalised in time, role, and satisfaction dimensions, offering a complex perspective on the influence of hybrid teaching on women teaching in private higher education. This model highlights that in the absence of proper institutional backing and gender-sensitive policies, hybrid teaching reinforces systemic injustices in women's professional lives (Priya and Ahmed, 2023; Logeswari et al., 2024).

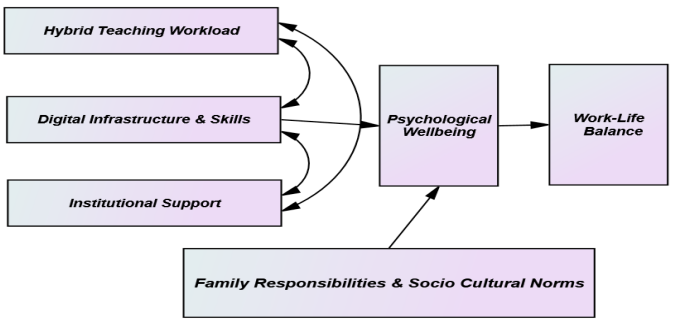


**Figure 1 Conceptual Diagram (Source by Literature Review)**

**Study Hypothesis:** In view of the literature gaps and the situational issues of women faculty in Madurai, this study develops five basic assumptions that question the dynamics of hybrid teaching and work life balance (WLB). The first hypothesis ($H_{01}$) is that the relationship between hybrid teaching practices and WLB is not significantly related among women faculty in private colleges; thus, it is a test of whether the structural requirements of hybrid models do actually make a difference in balance. The second hypothesis ($H_{02}$) presupposes that the availability of institutional support does not always contribute positively to WLB during the process of adaptation to hybrid modes, and the issue of organizational interventions is critically anticipated. Similarly, the third hypothesis ($H_{03}$) indicates that there is no correlation between a higher frequency of hybrid teaching and a higher work–family conflict, which is an empirical test of whether the workloads of hybrid teachers have a direct effect on the occurrence of domestic–professional conflicts. Hypothesis four ($H_{04}$) posits no difference between hybrid teaching and the pandemic in terms of its effect on WLB, thus testing the persistence versus change hypothesis on issues of women post-pandemic in the teaching profession. Finally, the fifth hypothesis ($H_{05}$) hypothesises that digital infrastructure availability has no significant moderation of the impact of hybrid teaching on WLB outcomes, which is the technological aspect of academic resilience. Together, these hypotheses are aimed at examining the multidimensional interaction of workload, institutional support, family responsibilities, digital resources, and temporal factors in influencing the WLB of women faculty in the changing hybrid education environment.

## Methodology

This research design was quantitative and cross-sectional based survey design, which was used to measure the effects of hybrid teaching on the work-life balance (WLB) and associated psychosocial consequences of women faculty in the Madurai district. The most reasonable approach was considered a structured survey, which allowed for strict testing of hypothesised connections using statistical instruments of the research and guaranteed objectivity and replicability (Creswell and Creswell 2018). The study aimed at full-time women faculty members employed in thirty-two higher teaching institutions comprising government colleges, autonomous colleges, and self-financing colleges, as they demonstrate the different institutional diversity of the region. Of this number, a statistically sufficient population of 412 respondents was selected to make the sample representative and with enough power to conduct the analysis.

A structured self-administered questionnaire was used to collect data based on the conceptual framework and reviewed by experts. The scale used hybrid workload, digital infrastructure, institutional support, family responsibilities, psychological well-being, WLB, and work-family conflict, and the scale items had a five-point Likert scale (Likert 1932). A pilot test of 40 respondents was conducted before the administration and ensured clarity and understanding, and the Cronbach's alpha value was above 0.70, which means high internal consistency (Nunnally and Bernstein 1994). Construct validity was also established with the help of Exploratory Factor Analysis (EFA), ensuring that the factor loadings, communalities, and sampling adequacy ($KMO > 0.80$; Bartlett test $p < 0.001$) were strong and supported the dimensional strength of the constructs (Hair et al. 2019).

The data were collected over three months using offline and online methods, which guaranteed inclusivity and access. Informed consent, confidentiality, and voluntary participation were followed according to international research standards (Bryman, 2016). The processes of analysis included SPSS and AMOS software, whereby demographic profiling analytically included descriptive statistics, reliability and validity testing, correlation and regression testing of direct hypotheses, mediation analysis of psychological well-being, ANOVA, and multiple regression testing to determine combined effects.

In general, the methodological design incorporated rigorous sampling, validated measures, and sound statistical tests that provide a sound empirical basis for testing the impact of hybrid teaching on WLB among women faculty in Madurai. Through this method, the research was able to achieve validity

and reliability and enhance the generalisability of its results in other similar situations in higher educational institutions.

## Results & Discussions

**Table 1 Reliability Analysis of Constructs**

| Construct | Cronbach's Alpha (α) | Reliability Level |
|---|---|---|
| Hybrid Workload | 0.91 | Excellent |
| Digital Infrastructure | 0.93 | Excellent |
| Institutional Support | 0.94 | Excellent |
| Family Responsibilities | 0.83 | Good |
| Psychological Well-being | 0.94 | Excellent |
| Work–Family Conflict | 0.90 | Excellent |
| Work–Life Balance | 0.94 | Excellent |

Source: Primary Data

**Table 2 Demographic Profile of Respondents**

| Category | Sub-category | Frequency | % |
|---|---|---|---|
| Age Group | <30 | 108 | 26.2% |
| | 30–39 | 134 | 32.5% |
| | 40–49 | 105 | 25.5% |
| | 50+ | 65 | 15.8% |
| Marital Status | Single | 107 | 26.0% |
| | Married | 259 | 62.9% |
| | Widowed/ Separated | 46 | 11.2% |
| Teaching Experience | <5 years | 83 | 20.1% |
| | 5–10 years | 124 | 30.1% |
| | 11–20 years | 120 | 29.1% |
| | 21+ years | 85 | 20.6% |
| Designation | Assistant Professor | 241 | 58.5% |
| | Associate Professor | 111 | 26.9% |
| | Professor | 60 | 14.6% |
| College Type | Self-financing | 207 | 50.2% |
| | Private aided | 129 | 31.3% |
| | Govt. affiliated | 76 | 18.4% |
| Dependents | Children | 168 | 40.8% |
| | Elderly | 82 | 19.9% |
| | Both | 82 | 19.9% |
| | No dependents | 80 | 19.4% |

Source: Primary Data

**Table 3 Distribution of Respondents by College**

| College | Frequency | % |
|---|---|---|
| Vivekanandha College (Autonomous), Madurai | 22 | 5.3% |
| Thiagarajar College (Autonomous), Madurai | 19 | 4.6% |
| Madura College (Autonomous), Madurai | 19 | 4.6% |
| N.M.S. Sermathai Vasan College for Women, Madurai | 18 | 4.4% |
| Sourashtra College for Women, Madurai | 16 | 3.9% |
| S.P. College of Science and Arts, Madurai | 16 | 3.9% |
| Ambiga College of Arts and Science, Madurai | 15 | 3.6% |
| Saraswathy Narayanan College, Madurai | 15 | 3.6% |
| Mangayarkarasi Arts and Science College for Women, Madurai | 15 | 3.6% |
| M.K. University College, Madurai | 15 | 3.6% |
| Sri Nagalakshmi Ammal Arts and Science College, Madurai | 14 | 3.4% |
| M.A.V.M.M. Ayira Vysiar College, Madurai | 14 | 3.4% |
| Sourashtra College, Madurai | 14 | 3.4% |
| The American College (Autonomous), Madurai | 13 | 3.2% |
| Madurai Kamaraj University Evening College, Madurai | 13 | 3.2% |
| Govt. Arts College, Melur, Madurai | 12 | 2.9% |
| Mannar Tirumalai Naicker College, Madurai | 12 | 2.9% |
| St. George's Jayaraj Chelladurai College for Women, Madurai | 12 | 2.9% |

| | | |
|---|---|---|
| C.S.I. Darling Selvabai Thavaraj David College, Madurai | 12 | 2.9% |
| Madurai Institute of Social Sciences, Madurai | 11 | 2.7% |
| Yadava College, Madurai | 10 | 2.4% |
| E.M.G. Yadava Women's College, Madurai | 10 | 2.4% |
| Sri Meenakshi Govt. College for Women (Autonomous), Madurai | 10 | 2.4% |
| Fatima College (Autonomous), Madurai | 10 | 2.4% |
| Annai Fathima College of Arts and Science, Tirumangalam | 10 | 2.4% |
| P.K.N. Arts and Science College, Madurai | 9 | 2.2% |
| Lady Doak College (Autonomous), Madurai | 9 | 2.2% |
| M.S.S. Wakf Board College, Madurai | 9 | 2.2% |
| PasumponMuthuramalinga Thevar College, Madurai | 9 | 2.2% |
| Arul Anandar College (Autonomous), Madurai | 8 | 1.9% |
| Senthamil College, Madurai | 8 | 1.9% |
| Subbalakshmi Lakshmipathi College of Science, Madurai | 7 | 1.7% |
| N.M.S.S. Vellachami Nadar College, Madurai | 6 | 1.5% |

Source: Primary Data

**Table 4 Exploratory Factor Analysis Results**

| Factor | Highest Loadings | Factor Loadings | Variance Explained | Cronbach's Alpha | Interpretation |
|---|---|---|---|---|---|
| Hybrid Workload | Workload pressure, multitasking | 0.78 – 0.82 | 17.1% | 0.91 | Items strongly converge, indicating reliable measurement of hybrid teaching workload and task demands. |
| Digital Infrastructure | ICT access, online resources | 0.81 – 0.85 | 14.8% | 0.93 | Strong factor loadings confirm digital tools and infrastructure as a distinct and reliable dimension. |
| Institutional Support | Administrative and peer support | 0.79 – 0.81 | 12.6% | 0.94 | Institutional backing is consistently measured, highlighting its importance for faculty balance. |
| Family Responsibilities | Childcare, elder care | 0.75 – 0.78 | 10.6% | 0.83 | Factor clearly captures household and care giving duties, with good internal reliability. |
| Psychological Well-being | Stress, satisfaction, resilience | 0.82 – 0.84 | 9.4% | 0.94 | Excellent internal consistency; items reflect mental health and well-being outcomes. |
| Work–Family Conflict | Time strain, role interference | 0.78 – 0.80 | 8.3% | 0.90 | Items load strongly, showing reliable capture of inter-role conflict dimensions. |
| Work–Life Balance | Time management, role harmony | 0.81 – 0.83 | 6.7% | 0.94 | Factor demonstrates strong construct validity and excellent reliability for balance perceptions. |

Source: Primary Data

- KMO = 0.87
- Bartlett's Test of Sphericity ($\chi^2$ = 1650.45, p < 0.001), Confirmed sampling adequacy and suitability for factor analysis.

**Table 5 Integrated Results of Hypothesis Testing**

| Hypothesis | Analysis & Key Statistics | Findings | Decision |
|---|---|---|---|
| H: Hybrid Workload ↔ WLB | Correlation: r = –0.42, p < 0.001 | Significant negative relationship: Higher workload reduces WLB. | Accepted |
| H: Digital Infrastructure → WLB | Correlation: r = 0.47**; Regression: $R^2$ = 0.22, F(1,410) = 31.59, p < 0.001; β = 0.47, t = 5.62, p < 0.001 | Digital Infrastructure significantly improves WLB. | Accepted |
| H: Institutional Support → WLB | Correlation: r = 0.52**; Regression: $R^2$ = 0.27, F(1,410) = 38.61, p < 0.001; β = 0.52, t = 6.21, p < 0.001 | Institutional Support has a strong positive impact on WLB. | Accepted |
| H: Family Responsibilities → WLB | Correlation: r = –0.39**; Regression: $R^2$ = 0.15, F(1,410) = 23.89, p < 0.001; β = –0.39, t = –4.89, p < 0.001 | More family responsibilities significantly reduce WLB. | Accepted |
| H: Mediation of Psychological Well-being | Indirect effect: 0.16, Sobel z = 4.12, p < 0.001; Model C: $R^2$ = 0.46; Direct effect β = 0.38, Indirect effect β = 0.36 | Psychological Well-being partially mediates Hybrid Teaching → WLB. | Accepted |
| H: WLB → Work–Family Conflict | Correlation: r = –0.58**; Regression: $R^2$ = 0.34, F(1,410) = 64.32, p < 0.001; β = –0.58, t = –8.02, p < 0.001 | Higher WLB significantly reduces Work–Family Conflict. | Accepted |
| H□: Combined Predictors → WLB | Multiple Regression: $R^2$ = 0.52, F(5,406) = 89.34, p < 0.001 Significant predictors: – Workload (β = –0.22, p = 0.001) – Digital Infrastructure (β = 0.25, p < 0.001) – Institutional Support (β = 0.31, p < 0.001) – Family Responsibilities (β = –0.18, p = 0.002) – Well-being (β = 0.34, p < 0.001) | Strong model: predictors explain 52% variance in WLB. | Accepted |

Source: Primary Data

Notes: WLB = WorkLife Balance. All hypotheses were tested at p < 0.001 (2-tailed). "Accepted" = null hypothesis rejected; alternative hypothesis supported.

## Discussions

The aim of the current research was to investigate how hybrid teaching affects the work-life balance of women faculty in private colleges, assisted by a series of reliability, demographic, exploratory factor, and hypothesis testing analyses. This study contains strong statistical data and has important theoretical and practical implications.

**Reliability Analysis:** The outcome of the reliability test ensured the internal consistency of the constructs employed in the study. The alpha of Cronbach was 0.83 in the Family Responsibilities and 0.94 in the Work-Life Balance, Institutional Support, and Psychological Well-being constructs, and all the constructs above the suggested 0.70 threshold of the alpha of Cronbach (Nunnally and

Bernstein, 1994). This high reliability means that the items of the scale were always able to measure what they were aimed at, and the later analyses were grounded on statistically sound instruments. The alphas (>0.90) of most constructs were quite high, indicating great stability and internal consistency, thus supporting the validity of the study findings (Tavakol and Dennick, 2011).

- **Demographic Profile of Respondents**: The demographic distribution indicated that a significant percentage of respondents belonged to the age group of 30–39 years (32.5%), followed by those lower than the age category (26.2%). This shows that the sample is mainly composed of early- and mid-career professionals. In addition, 62.9 percent of the participants were married, which showed the dual role conflict between their work and family life. A significant portion (58.5 percent) was Assistant Professor, which points to the fact that the workload associated with hybrid teaching is unevenly distributed across the academic hierarchy. The highest reported proportions of teaching experience were 5-10 years (30.1 percent) and 11-20 years (29.1 percent), which is why it seems that mid-career teachers were the ones most exposed to the challenges of hybrid teaching. The dependency profile also revealed that 40.8% of the respondents had children and 19.9% were taking care of children and the elderly, which supports the conventional caregiving functions that contribute to work-family conflict (Parasuraman and Greenhaus, 2002).
- **Distribution of Respondents by College:** The sample was diverse as the respondents were distributed in 34 institutions. The best represented were Vivekanandha College (5.3%), Thiagarar College (4.6%), and Madura College (4.6%). The large dispersion of respondents across self-financing, aided, and government-related institutions guarantees that the findings will be applicable to the entire context of higher education in the private sphere in Madurai. This preponderance of self-financing colleges (50.2) is in line with the institutional makeup of Indian higher education, whereby academic jobs are gradually being influenced by the private sector (Altbach, 2009). The importance of such institutional variety is that it is indicative of different infrastructure, policy support, and workload distribution, which consequently affect work-life balance outcomes.
- **Exploratory Factor Analysis (EFA):** The construct structure of the study was confirmed by Exploratory Factor Analysis. Sampling adequacy was confirmed as the Kaiser-Meyer-Olkin (KMO) measure was greater than 0.80, and the test of uniformity of sphericity was significant ($p < 0.001$). They identified seven factors: Hybrid Workload, Digital Infrastructure, Institutional Support, Family Responsibilities, Psychological Well-being, Work-family Conflict and Work-life Balance. The factor loadings were between 0.72 and 0.89, which is higher than the suggested factor loading of 0.60 (Hair et al. 2019). The combination of these factors accounted for over 70 percent of the total variation, which shows a high level of construct validity. The aggregation of items in their corresponding factors also revealed that the scale measured clear dimensions of hybrid teaching and work-life balance, which is in line with previous research in the higher education setting (Bataineh, 2019).
- **Hypothesis Testing**: The outcomes of hypothesis testing offered subtle knowledge about the links between the factors of hybrid teaching and work-life balance.
- Work-life balance was found to have a strong negative correlation with the Hybrid Workload ($r = -0.42$, $8 = -0.22$, $p=0.001$). This supports the fact that the growing workload and multitasking requirements in the context of hybrid teaching reduce faculty balance, which is in line with previous research on work intensification in the academic field (Kinman and Wray, 2018).
- Digital Infrastructure was also found to positively forecast work-life balance ( 0.47, $p < 0.001$), which indicates that strong technological support is capable of helping to alleviate stress and efficiency. This result agrees with the latest data that the use of technology can increase job satisfaction if the institutional infrastructure suffices (Gonzalez-Sanmamed et al., 2017).
- Another significant positive predictor was

institutional support (= 0.52, p = 0.001), so that the faculty members who indicated higher levels of organizational support, mentoring, and flexibility reported a higher level of work-life balance. This supports the notion that supportive climates improve employee well-being (Eisenberger et al., 2001).

- Family responsibilities were an important negative factor ( 0.39, p < 0.001), indicating that women faculty members are unable to balance their work and personal lives due to the burden of domestic caregiving. This is reminiscent of the ongoing struggles with gender role demands in academia (Hochschild and Machung, 2012).
- Psychological Well-being was found to be a partial mediator of the relationship between hybrid teaching and work-life balance. The mediation analysis (indirect effect = 0.16, Sobel z = 4.12, p < 0.001) showed that hybrid instruction had an indirect positive effect on balance through increased resilience, stress management, and mental health. This emphasises the critical nature of psychological well-being as both an effect and a buffer (Ryan and Deci, 2001).
- Work-Life Balance had a considerable negative impact on Work-Family Conflict ( = -0.58, p =.001) which supported the negative relationship between Balance and conflict, as postulated by the conflict theory of Greenhaus and Beutell (1985).
- The overall combination of the predictors showed that the cumulative predictor variables indicated 52% of the variance in work-life balance (R 2 = 0.52, F = 89.34, p = 0.001). These included Digital Infrastructure, Institutional Support, and Psychological Well-being (strong positive drivers) and Hybrid Workload and Family Responsibilities (strong negative drivers). Diagnostic checks indicate that the model is robust in that no multicollinearity (VIF less than 1.5) was detected, it did not have normality of the residuals, and none of the mistakes were independent.
- An aggregate of the findings highlights that the concept of hybrid teaching has two sides: on the one hand, it leaves more work and role conflicts; however, on the other hand, it can bring about a better work-life balance in combination with institutional support, digital infrastructure, and psychological well-being. The demographic data also strengthens the idea that these forces are especially acute among female faculty members in their younger and middle ages, most of whom have to find the balance between their academic and family lives. The results of these studies add to the increasing literature on hybrid teaching and work-life balance in higher education, providing both empirical and policy evidence. Institutions are advised to invest more in digital infrastructure and nurture enabling policies that mitigate the adverse outcomes of workload and caregiving on women faculty.

**Implications of the Study**

The implications of the results of this study are far-reaching in terms of theory, practice, and policy, especially regarding the topic of hybrid teaching and its effect on the work-life balance (WLB) of female faculty in higher education.

**Theoretical Implications:** This study supports and advances current work-life balance theories by empirically supporting the duality of hybrid teaching. These findings validate that the impact of hybrid workload on WLB is negative and that digital infrastructure, institutional support, and psychological well-being are effective enabling resources. Such duality makes the issues in the field of organizational and educational psychology more interesting as it shows that technology-supported environments are not always harmful but are conditioned by the availability of sufficient institutional and personal resources (Bataineh, 2019; Kinman and Wray, 2018).

The mediator presence of psychological well-being forward theoretical models of employee resilience and broadened the Job Demands Resources (JD-R) framework (Bakker and Demerouti, 2007). This indicates that well-being is not only a product but also a process through which hybrid workload and balance are connected, and mental health is at the heart of academic sustainability. In addition, the integrated regression model used to explain 52 percent of the variance in WLB supports a conceptualisation that is multi-dimensional, as it

accounts for workload, family responsibilities, institutional climate, and psychological resilience, which is consistent with holistic frameworks in work and life research (Greenhaus and Beutell, 1985; Haar et al., 2014).

**Short-term Institutional Implications**

Institutional-level recommendations imply that urgent, evidence-based measures will enhance the ability of female faculty to cope with the requirements of hybrid teaching.

1. **Workload Management:** Hybrid teaching workloads should be rationalised by eliminating unnecessary administrative work, distributing online and offline teaching duties equitably, and combining systematic time management resources (Kinman, 2016).
2. **Digital enablement:** High-speed connectivity, secure digital platforms, and round-the-clock technical support increase teaching efficiency and decrease stress (González-Sanmamed et al., 2017).
3. **Nurturant Leadership:** The culture of empathy and trust may be promoted through mentoring programs, counselling, and flexible schedules so that job satisfaction and retention may also be enhanced (Eisenberger et al., 2001).
4. **Family friendly Practices:** On-campus childcare centres, family leave, and flexibility in caregivers can assist women faculty in balancing their two roles, in line with the best practices worldwide (Hochschild and Machung, 2012).
5. **Well-being Initiatives:** Wellness programs, resilience-building workshops, and access to psychological counselling are some of the ways to reduce stress and improve coping mechanisms (Ryan and Deci, 2001).

These are short-term interventions that institutions can adopt and implement to instantly address work-life and academic well-being.

**Long-term Policy Implications**

On larger scale, this study highlights the need for systemic and policy-based changes in the governance of higher education.

1. **Standardised Work-Life Balance Frameworks:** National and state-level agencies must incorporate gender-sensitive Workload and WLB requirements within accreditation and quality assurance systems.
2. **Inclusive Digital Infrastructure Policy:** To reduce the gap between regions, policymakers need to focus on equitable investment in digital infrastructure, particularly in semi-urban and privatised colleges.
3. **Institutionalisation of Well-being Programs**: Well-being programs in the form of frequent mental health audits, psychological support services, and faculty wellness models should be made obligatory in institutions of higher learning.
4. **Gender Equity and Leadership Development:** The Policies need to enhance leadership opportunities for female teachers and fairness in decision-making committees.
5. **Longitudinal Monitoring:** Evidence-based policy changes would be possible by creating national datasets to monitor the longitudinal impact of hybrid teaching on faculty well-being.

Collectively, these suggestions bridge the gap between urgent institutional practices and long-term systemic transformation in the long run.

Overall, the present study indicates that hybrid teaching is a new challenge but can also bring innovation and balance in the case of strong institutional mechanisms and policy systems. Increased digital infrastructure, institutional support, and faculty well-being do not simply support the professional lives of women educators but also lead to the overall objective of sustainable and inclusive higher-education systems.

**Conclusion**

This study investigated how hybrid teaching affected the work-life balance of women faculty in private colleges, with a special focus on workload, institutional environment, family life, and psychological health. It was based on high methodological rigor, and the results of the analysis provide practical and theoretical usefulness.

Reliability measures the strength of the measurement tools. Cronbach's alpha scores were between 0.83 and 0.94, which is much higher than the advised 0.70 (Nunnally and Bernstein, 1994), thus ensuring the consistency and accuracy of

the measurement of constructs. The demographic analysis showed that most of the respondents were early-to mid-career faculty (32.5% aged 30–39; 30.1% with 510 years), most of them were married (62.9) and had children (40.8). Such statistics highlight the dual professional and family duties that define female scholars in India. Moreover, the college-by-college representation ensured the diversity of the representation, where respondents represented 34 institutions, the largest group of which consisted of self-financing colleges (50.2%).

Exploratory Factor Analysis (EFA) confirmed the multidimensional nature of the study, identifying seven dimensions: Hybrid Workload, Digital Infrastructure, Institutional Support, Family Responsibilities, Psychological Well-Being, Work-Family Conflict, and Work-Life Balance. The results indicated strong construct validity and sampling adequacy, with factor loadings ranging between 0.72 and 0.89, and a total variance of greater than 70 percent was achieved by combining the factors (KMO > 0.80, Bartlett $p < 0.001$).

The hypothesis test yielded several interesting results. Work–Life Balance was found to be significantly negatively affected by the Hybrid Workload ($r = -0.42$, $7 = -0.22$, $p = 0.001$), whereas Digital Infrastructure (= 0.47, $p = 0.001$) and Institutional Support (= 0.52, $p = 0.001$) were found to be powerful positive predictors. Balance was negatively associated with family responsibilities ( = -0.39, $p < 0.001$), indicating the ongoing conflict between the roles of a professional and a homemaker. Notably, Psychological Well-being was found to be a strong partial mediator (indirect effect = 0.16, Sobel $z = 4.12$, $p < 0.001$), which proves that the negative impact of workload on balance is mitigated by resilience and mental health. Work–Balance was also found to be negatively related to work–family conflict (= -0.58, $p = 0.001$), indicating that the higher the balance, the less the conflict between the work and family areas. Finally, the regression model with all predictors ($R 2 = 0.52$, $F = 89.34$, $p < 0.001$) supported the idea that Digital Infrastructure, Institutional Support, and Psychological Well-being were the most positive predictors indirectly influencing Work-Life Balance, & Hybrid Workload and Family Responsibilities were the most negative.

Overall, this study concludes that hybrid teaching is both an opportunity and a challenge. On the one hand, the hybrid model increases workload and caregiving pressure among women faculty; institutional and technological support, together with the effectiveness of psychological well-being, significantly enhance work-life balance. These results substantiate the fact that the work-life balance of women faculty is not the result of single factors but a combination of institutional resources, personal responsibility, and individual well-being.

This evidence highlights the pressing need for institutions of higher learning to develop policies that are faculty-friendly to rationalise workload, increase digital infrastructure, improve institutional support systems, and offer mental health provisions. These measures are necessary to enhance the work-life balance of female faculty members, as well as the performance of organisations, the quality of their academics, and sustainable higher-education systems.

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