BALANCING WORK LIFE AND HEALTH DUE TO NEW POLICY OF WORK-FROM-HOME FOR MANAGEMENT FACULTIES IN INDIA – A MIXED RESEARCH

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Abstract

There is enough evidence in the previous literature that due to pandemic covid-19 entire education system has adopted online teaching policy. There are also evidence online teaching is impacting the work life and health of faculties and students. This study aims to analyze the work life balance and work health balance of management faculties in India due to change online teaching policy from home. The study is conducted using mixed research technique, i.e., qualitative and quantitative. Primary data was collected using five-point Likert scale questionnaire and factors analysis was applied to identify the factors effecting management faculties work life and work health balance. Using multiple linear regression, it was found out that management faculties work life balance due to online teaching policy is significantly affected by health of faculties, support from organization and family time. Work health balance is significantly affected by health of faculties, support from organization, student's performance, job security and change in pedagogical tool. The quantitative analysis was further validated by qualitative analysis which was done by taking interviews of management faculties. This research suggests the management institution in India to give enough job security to faculties during pandemic covid 19, balanced amount of work so that they can balance their personal life and take care of their health.

Keywords: - Work life balance, work health balance, management faculties, pandemic, covid 19, job security

Introduction

The spread of Covid -19 has created an enormous challenge for developed and developing countries. Covid-19 has disrupted the normal lifestyle of people and virtual world has come to the rescue. The pandemic Covid-19 has significantly disrupted the higher education sector, which is critical determinant of a country's economic future. Over 1.5 million school across India closed down due to pandemic and switching to large scale digital education is a challenge (Kaushik Deka, 2021). According to 2019 government survey, only 24% house-hold have access to internet and in rural India only 4% household have access. The education ministry's budget for digital e-learning was slashed to Rs 469 crores in 2020-21 from Rs 604 crores the previous year (Kaushik Deka, 2021). According to UNICEF, the Covid 19 pandemic has disrupted the education system around the world and has affected 90% of the world's student population. India is estimated to lose $440 billion (Rs 32.3 lakhs crores) in possible future earnings (Kaushik Deka, 2021).

Research which was on the response of teachers, students and families in the Lower Mainland of British Colombia, Canada on the impact of educational impact of the Covid-19 has recommended communication, implementation of health, and educational practices that are more vulnerable to population and address the emotional wellness is required (Margaret MacDonald, 2021). A study also found out that amongst Chilean teachers' quality of life has been affected during covid- 19. This is mainly due to work overload, feeling of uncertainty, loneliness, fear that the pandemic and its associates' confinement will worsen. Teachers reported a low-quality life with significant impact on mental and physical health (Pablo A. Lizana, 2021). 90 million teacher's worlds wide and over 6 million in India have been at the trying to control the damage control of Covid 19 and ensure that learning reaches learners during lockdown. They have been trying to pick up new technical skills and learning new software. This transition from chalk and duster classroom to online teaching has

introduced new challenges. Teachers are facing issues like 'quality teaching', 'stress and anxiety', 'teachers self-care' (Chari, 2020).
Since, Covid-19 has disrupted the work life and health of teacher's community ((Kaushik Deka, 2021), (Pablo A. Lizana, 2021)), the present research aims to analyze work-life balance (WLB) and work health balance (WHB) of Management faculties in India due work from home policy.

Literature Review of Work Life Balance
According to literature review analysis work life balance policies has not led to well balanced or gender-neutral work and family policies. According to the findings, work life policies is gendered, with more mothers than fathers working flexibility. This mainly because organization expectation fails to acknowledge social changes around the paternal parenting role. WLB focused mainly on issues of paid work and child care. It failed to account domestic labor, mainly by mothers (S.B. Burnett, 2010). An exploratory by conducting interview of working women as par time manager to analyse the employment trajectories, aspiration, WLB and career mobility. Majority of the women are career focused, but worked intensively and felt frustrated with their lack of mobility and career progression. Majority claimed that they worked more than the contractual hours (Jennifer Tomlinson, 2010). Amongst employees working in Uranium mines in Namibia positive work-home interaction and negative work-home interaction has direct positive and negative effect on psychological meaningfulness and psychological availability respectively. Psychological meaningfulness, psychological availability, positive work-home had direct effect on employee engagement. It was suggested that implementation of policies to promote meaningfulness and availability at work, positive work interaction and protect employees against negative home-work interference can contribute to personal engagement at work (Sebastiaan Rothmann, 2014) . Relationship of management control and WLB of junior accountant in multinational accounting firm was analyzed. It was analyzed that companies work culture and identity produces web of control that prohibits these junior accountants from achieving WLB. Mostly accountant reported lack of unpaid weekend and unreported work in terms benefits to their career (Puja Ladva, 2014). For working women in Oman, research suggested that Family friendly policies can enable them to perform better. It is suggested in Oman Governmental intervention are needed to direct organisation to classify some jobs as "family Friendly". Organisation are also suggested to observe healthy workplace practices (Shweta Belwal, 2014). A research also supported that relationship between supervisor work life balance support and autonomy with employee work life balance is significantly related. Employee WLB is positively related to organisational pride and job satisfaction (Marta Mas-Machuca, 2016). In Australian financial sectors emotional support at work by supportive supervisor plays a major role in maintaining WLB. Empathetic supervisor who listens to employees and sensitive towards their family and personal responsibilities can have a major influence on their WLB (A.K.M. Talukder, 2017). According to a literature review analysis flexible work schedule and arrangement is an effective mean of achieving WLB. Flexi-timing, work from home, part time job and teleworking has been suggested as an effective way of achieving WLB. Shift work has been suggested negative way of achieving WLB (Esther Kadarko Dizaho, 2017). Another literature review analysis suggested gender matter in understanding the outcome of flexible working. Women are more likely to carry domestic work while working flexibly, while men likely to prioritise and expand their work sphere. Women and more likely to face negative outcomes due to flexible workings. Flexible working may promote traditionalised division of labour resulting in hindering rather than supporting gender equality (Heejung Chung, 2018). According to an employee survey of Bulgaria, Finland, Germany, Hungary, Netherlands, Portugal, Spain, Sweden and United Kingdom an ideal work culture amplifies the increase in work family conflict due to working from home, but equality for men and women. Women are more sensitive to the proportion of colleagues working from home. More colleagues are working from home less conflict they experience (Tanja van der Lippe, 2018). According toa survey of workers who switch on and off their workplace and home had significantly greater job and life satisfaction level than their workplace counterparts. No significant

difference was found between who strictly work at their place of business or from a combination of workplace and home on perceived stress. Many respondents' complaint of long working hours, little time to spend with family and friends, stress and worry about their job (Jennifer Sharkey, 2019). According to a survey of female employees in Bangladesh working in commercial banks workplace support, superior support and WLB policies significant helped them to attain WLB (Mahi Uddina, 2020).

According to an interview of Spanish University nursing student's transformation to online education due to pandemic covid -19 e-learnings have set a limitation for older students who lived in rural areas with work and family responsibilities and with limited electronic sources. It is suggested for next academic year work should be done as future is uncertain in times covid -19 (Antonio Jesús Ramos-Morcillo, 2020). A global survey was conducted to analyse factors that influence academic's productivity while working from home during the mandate to self-isolate. It was found out that both personal and technological related factors affected individual attitude towards work from home and productivity. It is suggested to universities to provide hardware and software to academic community to work effectively, to provide University administrator with valuable information to help reduce the impact of work life balance challenges and should accommodate the flexibility and support to faculty and staff who cannot separate their dual home and work-based role (Safa'a AbuJarour, 2021). Student perception towards online teaching at the University of Burgos, Spain was evaluated towards engineering courses. According to their feedback, teachers possessed the technical knowledge, the social skills and the personal capabilities. The shortcomings of the online teaching were related to its particularities and each teacher's personality traits. It was analysed those teachers are well prepared for a situation of these characteristics and if online teaching scenario is continued, the quality of engineering teaching appears to be guaranteed (Víctor Revilla-Cuesta, 2021). Italian teacher online teaching experience was analysed using a questionnaire. It was found out that depression and stress are the main predictors of satisfaction level for online teaching. Coping, loss of control and self-efficacy are important protective factors. It was suggested some issues like difference between male and female, areas of dissatisfaction such as lack of direct interaction, assessment criteria, impact on mood and stress can be directly handles by school leaders, policy makers and clinicians to improve the procure of online teaching (Roberto Truzoli, 2021). Perception of post graduate dental students and instructors was also analysed. Both learners and instructors were satisfied with the rapid transition. Instructors were significantly more satisfied than the learners. They also faced unprecedent challenges due to covid 19 pandemic. It is suggested to decision makers to reinforce curriculum and maximise learning and teaching (Fatemeh Amir Rad, 2021). The students of traditional short- and long-term university programs were asked to assess their satisfaction with different digital communication tools used for e-learnings. They showed low satisfaction with pedagogical platform and positive reaction to e-communication tools. It was suggested that interest in intellectual outcome, the need of emotional and motivational element of cooperation and competition between students, smooth behavioural enrichment, which requires special efforts from students and their leadings from teachers (Nadezhda N. Pokrovskaia, 2021). Zagazig University, Egypt medical staff perception was evaluated towards e-learnings during pandemic covid 19. It was found out that 88% agreed technological skills of giving the online courses increase the educational value of the experience of the college staff. The highest barriers to e-learnings were insufficient/unstable internet connectivity, inadequate computer labs, lack of computers/laptop and technical problems (Marwa Mohamed Zalat, 2021). Australian, Malaysian and Indonesian Accounting Academics teachers experience of online teaching was evaluated during pandemic Covid 19. It was suggested that Universities combined current information and communication technologies, learning management system, blended learning experiences, training and supports, were able to accommodate the shift to a remote virtual classroom model. The availability of reliable internet connection for student is also crucial in ensuring access equality and effective remote virtual classroom delivery (Hadrian Geri Djajadikerta, 2021).

In the recent research it is quite evident that due to covid -19 pandemic education system worldwide had adapted e-learning method which has affected WLB of faculties and teachers ((Hadrian Geri Djajadikerta, 2021), (Nadezhda N. Pokrovskaia, 2021), (Víctor Revilla-Cuesta, 2021)). In the recent past no specific study has been conducted to analyse the impact on WLB for management faculties in India due to online teaching policy post pandemic covid-19. Hence, this paper aims to do so using mixed research method.

Work Health Balance
Relationship between work environment satisfaction, WLB satisfaction and burnout amongst psychiatrist working in medical schools in Japan was analysed. According to their responses they have little support, experiencing difficulty with WLB and having less work environment satisfaction were significantly associated with higher emotional exhaustion. A higher number of nights worked per month was significantly associated with higher depression (Wakako Umene-Nakano, 2013). According to students' responses regarding online education due to pandemic covid 19 they appreciate the software and online study materials being used to support online classes. They also felt that it is affecting their health and social life, giving them stress. It is suggested that professors can use flipped classroom, case studies and gamification in the online class for students (Pinaki Chakraborty, 2020). According to the response of Romanian teachers due to transformation to online teaching during pandemic covid 19 it gives them stress and their health is being affected. Keeping their health and maintain family life is a big challenge for them. They have recommended for grant of some high-performance technology and digitalization. Adaptation to new technology is stressful for many teachers (Obrad, 2020). An alternative hybrid approach was analysed for postgraduate practical summative assessment in pathology due to pandemic covid -19. It was suggested that an alternative novel hybrid method of real- time synchronous assessment with on-site and off-site examiner may be feasible. This model can be used for conducting summative assessment and can be practices in times of need (Shalinee Rao, 2021). Physical and mental health of students was analysed post pandemic covid -19. It was found out that mental health of students have been a major concern. To fund their education, students in United States often rely on some part time job in cafes and restaurant which is a non-essential retail. Due to covid 19 financial shock it had negative impact on their academic performance, which is highly associated with stress and anxiety (Laura Ihm, 2021).
In the recent literature, no specific paper was found analysing the health balance of management faculties in India. Research has been conducted for psychiatrist, Romanian teachers, student's health due to covid 19 ((Marwa Mohamed Zalat, 2021), (Wakako Umene-Nakano, 2013), (Pinaki Chakraborty, 2020)). This paper also aims to analyse the work health balance (WHB) of management faculties of India due to new working policy of work from due post pandemic covid 19.

Research Design and Methodology
Factor Analysis
The aim of this paper is to analyse the WLB and WHB of management faculties only in India suing pilot survey method of 100 samples. We have used mixed research approach, i.e., using quantitative and qualitative approach. Primary data of management faculties in India was collected using five-point Likert scale questionnaire using convenience sampling. The respondents were mainly from Bengaluru, Delhi and Mysore. 62% respondents were female faculties and 38% respondents are male faculties. 1% of the faculty was graduate, 3% of them are Mphil holders, 52% of them were postgraduate holders and rest are doctorate. The respondents worked either in private management colleges, Central University, private University and private education company. 39% of the respondents live in joint family, 57% of them live in nuclear family and 4% of them live as paying guest (PG) or in hostel.
Reliability and normality of the data was checked using Cronbach alpha (Fig 1) and P-P plot. The reliability of the data is 85% and data looked aligned with the normality. Factor analysis was applied

on the data and eight relevant factors has been identified from the respondents' data using IBM SPSS software (A. M. Dockery, 2014).

Fig 1. **Reliability Test**

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.858	40

Fig 2.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.866
Bartlett's Test of Sphericity	Approx. Chi-Square	3870.755
	df	780
	Sig.	.000

KMO measures the sample adequacy of the data. KMO value for the present data is quite high, hence factor analysis can be applied on the data set (1989, 2021). Bartlett test value is significant; hence variables are related to each other in the present dataset.

Fig 3. **Total variance explained**

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.326	38.315	38.315	15.326	38.315	38.315
2	4.927	12.317	50.633	4.927	12.317	50.633
3	3.529	8.823	59.455	3.529	8.823	59.455
4	1.777	4.442	63.898	1.777	4.442	63.898
5	1.370	3.425	67.323	1.370	3.425	67.323
6	1.274	3.186	70.509	1.274	3.186	70.509
7	1.120	2.799	73.308	1.120	2.799	73.308
8	1.010	2.525	75.833	1.010	2.525	75.833
9	.888	2.219	78.052			
10	.825	2.064	80.116			
11	.799	1.998	82.114			
12	.715	1.789	83.903			
13	.569	1.422	85.325			
14	.557	1.394	86.719			
15	.499	1.246	87.965			
16	.461	1.152	89.117			
17	.453	1.132	90.249			
18	.407	1.018	91.267			
19	.381	.953	92.220			
20	.350	.874	93.094			
21	.326	.814	93.908			
22	.280	.700	94.608			
23	.250	.626	95.234			
24	.250	.624	95.858			
25	.217	.544	96.402			
26	.187	.469	96.871			
27	.168	.419	97.290			
28	.166	.415	97.705			
29	.146	.366	98.070			
30	.119	.297	98.368			
31	.114	.285	98.652			
32	.096	.239	98.892			
33	.087	.219	99.110			
34	.085	.214	99.324			
35	.075	.187	99.511			
36	.066	.165	99.676			
37	.047	.118	99.794			
38	.037	.093	99.887			
39	.026	.064	99.951			
40	.019	.049	100.000			

Extraction Method: Principal Component Analysis.

When factor has a large eigenvalue, it is assumed that particular factor has some common traits or characteristics. In principal component matrix, component 1 to 8 has eigen value more than 1. Hence, the respondents have been compressed into 8 factors. Using component matrix, we grouped the questions into 8 factors and named them. The factors were named as 'Health', 'Support from organization', 'Student Performance', 'Job Security', 'Change in Pedagogical tool', 'Family Time', 'Change in assignment' and 'Experience of online teaching'. These names of factors were also confirmed by experts.

Regression model for WLB for Management Faculties due to online teaching policy
Using the above identified factors, regression model for WLB has been proposed at 5% significance level using IBM SPSS software. Dependent variable was taken as mean of some relevant questions which was further verified by an expert. Independent variables were taken as those identified factors.

Fig 4. Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.851[a]	.725	.700	.25143	1.646

Fig 5. ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.141	8	1.893	29.937	.000[b]
	Residual	5.753	91	.063		
	Total	20.894	99			

a. Dependent Variable: WLB

Fig 6. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.587	.025		142.667	.000		
	REGR factor score 1 for analysis 1	.192	.025	.419	7.611	.000	1.000	1.000
	REGR factor score 2 for analysis 1	.274	.025	.596	10.831	.000	1.000	1.000
	REGR factor score 3 for analysis 1	.031	.025	.067	1.209	.230	1.000	1.000
	REGR factor score 4 for analysis 1	.030	.025	.066	1.203	.232	1.000	1.000
	REGR factor score 5 for analysis 1	-.112	.025	-.243	-4.416	.000	1.000	1.000
	REGR factor score 6 for analysis 1	.159	.025	.347	6.303	.000	1.000	1.000
	REGR factor score 7 for analysis 1	-.036	.025	-.079	-1.441	.153	1.000	1.000
	REGR factor score 8 for analysis 1	.006	.025	.013	.233	.816	1.000	1.000

a. Dependent Variable: WLB

According to figure 4,5, and 6 there is no multicollinearity in the data since VIF is 1 for all the independent variables. Durbin Watson value is within the range; hence we can say that data doesn't have any autocorrelation problem (Stephanie, 2021). In fig 5 significance value is less than 5%. Hence, sample provides sufficient evidence to conclude that regression model fits the data better than the model with no independent variables. In fig.6, REGR factor score 1 for analysis 1 is 'Health', REGR factor score 2 for analysis 1 'Support from organization', REGR factor score 3 for analysis 1 'Student Performance', REGR factor score 4 for analysis 1 'Job Security', REGR factor score 5 for analysis 1 'Change in pedagogical tool', REGR factor score 6 for analysis 1 'Family Time', 'Change in assignment' REGR factor score 7 for analysis 1 and REGR factor score 8 for analysis 1 'Experience of online teaching'. From figure 6 we can easily interpret that "Health", "Support from organization", "Change in pedagogical tool", "Family Time" has significant impacts the WLB of management faculties in India. Amongst significant variables "Change in pedagogical tool" has a negative impact and organization support has the highest impact on the WLB of management faculties in India. "Student performance", "Job security", "Change in assignment" and "experience of online teaching "doesn't have a significant impact on the WLB of management faculties in India due to online teaching policy. Together all the factors contribute 72.5% to WLB of management faculties in India due to online teaching policy and significant variables contribute 70%.

Regression model for WHB for Management Faculties due to online teaching policy
Online education policy has impacted the health of faculties across the world ((Sebastiaan Rothmann, 2014), (Sebastiaan Rothmann, 2014)). A regression model has been proposed in this paper taking work health balance (WHB) as dependent variables which is a mean of relevant health related question in

the data. These relevant questions were further confirmed by experts. Other identified factors has been considered as independent variables.

Fig 7 Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.986[a]	.973	.970	.16024	1.956

Fig 8 ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.291	8	10.411	405.461	.000[b]
	Residual	2.337	91	.026		
	Total	85.628	99			

a. Dependent Variable: WLB

Fig 9. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.515	.016		219.354	.000		
	REGR factor score 1 for analysis 1	.864	.016	.929	53.639	.000	1.000	1.000
	REGR factor score 2 for analysis 1	.277	.016	.298	17.229	.000	1.000	1.000
	REGR factor score 3 for analysis 1	-.077	.016	-.083	-4.791	.000	1.000	1.000
	REGR factor score 4 for analysis 1	.101	.016	.109	6.279	.000	1.000	1.000
	REGR factor score 5 for analysis 1	.040	.016	.043	2.482	.015	1.000	1.000
	REGR factor score 6 for analysis 1	.010	.016	.011	.631	.529	1.000	1.000
	REGR factor score 7 for analysis 1	.005	.016	.006	.319	.751	1.000	1.000
	REGR factor score 8 for analysis 1	.013	.016	.014	.827	.410	1.000	1.000

a. Dependent Variable: WLB

According to figure 9 there is no multicollinearity in the data since VIF is 1 for all the independent variables. Durbin Watson value (Fig 7) is within the range; hence we can say that data doesn't have any autocorrelation problem (Stephanie, 2021). In fig 8 significance value is less than 5%. Hence, sample provides sufficient evidence to conclude that regression model fits the data better than the model with no independent variables. In fig.9, REGR factor score 1 for analysis 1 is 'Health', REGR factor score 2 for analysis 1 'Support from organization', REGR factor score 3 for analysis 1 'Student Performance', REGR factor score 4 for analysis 1 'Job Security', REGR factor score 5 for analysis 1 'Change in pedagogical tool', REGR factor score 6 for analysis 1 'Family Time', 'Change in assignment' REGR factor score 7 for analysis 1 and REGR factor score 8 for analysis 1 'Experience of online teaching'. From figure 9 we can easily interpret that "Health", "Support from organization", "Student's performance", "Job Security" and "Change in pedagogical tool" has significant impacts the WHB of management faculties in India. Amongst significant variables "Student's performance" has a negative impact and "Health" has the highest impact on the WLB of management faculties in India. "Family time", "Change in assignment" and "Experience of online teaching" doesn't have a significant impact on the WHB of management faculties in India due to online teaching policy. Together all the factors contribute 97.3 % to WHB of management faculties in India due to online teaching policy and significant variables contribute 97%.

Qualitative Analysis

We also supported out quantitative output with qualitative analysis using thematic analysis (Moore, 2007). For qualitative analysis 26 faculties interviews were taken on different issues like health, effectiveness of online teaching, technical or network issues and student engagement issues and 5 themes were identified, i.e. "Is online teaching effective", "Technical issue faced by faculties", "Network issues faced by faculties", "stress and anxiety due to online class" and "student discipline and engagement issues". 22 faculties reported "online teaching is not effective", 21 of them reported

"stress and anxiety due to online class", 12 of them reported "network issues faced by faculties", 8 of the reported that "student discipline and engagement issues" and 4 reported "technical issues faced by faculties".

In the quantitative analysis, in regression model of WLB "Health", "Support from organization", "Change in pedagogical tool" and "Family Time" is a significant variable. According qualitative analysis mostly faculties reported that they don't find online teaching as effective as offline classes. According to them communication and bonding with students is difficult. They also reported high stress issue and health issue due to online teaching policy. They face sometime technical and technical issue which makes the student engagement difficult for them. In WHB regression analysis also "Health", "Support from organization", "Job Security" and "Change in pedagogical tool" are significant factors. Hence, quantitative analysis results are well aligned with qualitative thematic analysis.

Discussion and Limitation

The paper has analyzed the WLB and WHB of management faculties in India using mixed research technique. According to factor analysis 8 factors has been identified. For WLB of management faculties in India due to online teaching policy is significantly and positively affected by the factors like health, support from organization and family time. In qualitative analysis also faculties reported high stress and health issue due to online teaching policy. Only teaching has become the need of the time due to pandemic covid 19. It is suggested that faculties can be given fixed working hours for classes and other academic activities. This will give them time for health management and family time. Many faculties reported that they had to change their pedagogical style of teaching management students which is negative for their WLB. Management teaching requires blended learning method with practical exposure. Due to pandemic covid 19, management faculties changed their lecture delivery pattern which reduced their WLB. Cooperation from students to understand the topic and be interactive in the class can enhance the management faculties WLB during online classes. It is recommended that institution should give faculties enough opportunities to take care of their health, which can enhance their WLB. WHB of faculties is significantly positively by the factor health. WHB is also positively significantly affected by support from organization they receive, student's performance, job security and change in pedagogical tool. It is suggested to management colleges in India that they can support their faculties by giving them some new learning management system (LMS), new hardware and balanced working hours. This can enhance the performance and WHB of management faculties. Management institution can also take care of job security of management faculties by giving them some assurance. Due to pandemic covid 19 and online education policy many teachers in India have lost their jobs which has created a panic amongst them affecting their health and WLB (Samta Jain, 2021). In the interview many management faculties reported that they can take care of their health if they get enough support from organization regarding job security and less stress for students' performance.

The present paper is limited to analyze the WLB and WHB of management faculties in India. This is basically a pilot study with 100 primary data for 26 management faculties interview. This study can be further taken with more sample, or WLB of India management faculties can be compared with some other country management faculties. The finding of the study is aligned to previous research. This study has contributed in the literature of WLB and WHB for management faculties in India. Study can also be further taken with different field of specialized faculties.

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