WORK LIFE BALANCE ("WLB") OF TEACHING WOMEN EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This study investigates the WLB of women teachers in the private higher education sector. With a focus on factors influencing WLB, gender differences, and the impact of occupation (Government vs. Private), the research aims to contribute insights into the challenges faced by women educators. Examining the intersection of professional and personal responsibilities, the study explores the dynamics of WLB and its implications for individual well-being and organizational effectiveness. Drawing from a diverse literature review, the research identifies critical factors shaping WLB, such as societal changes, dual-income households, and gender imbalances in academic settings. Insights from previous studies on women employees in the education sector, particularly in India, provide a contextual backdrop. The research employs a mixed-methods approach, utilizing a structured questionnaire and secondary data sources. By shedding light on the work-life challenges specific to women teachers, the study seeks to inform educational institutions and policymakers about the importance of fostering a supportive environment for educators, ultimately enhancing the quality of higher education.

Keywords: WLB, Women Teachers, Private Higher Education, Gender Differences, Occupational Impact

INTRODUCTION

Higher education is highly esteemed in this nation. Although public institutions have a substantial impact on education, this research only focuses on the private higher education sector. Institutions of this kind provide prospects for obtaining undergraduate and graduate degrees from foreign institutions. Educators have a pivotal role in the achievement of these establishments. In order to provide exceptional service, they must possess both mental and physical fitness.

The emergence of dual-income families may be seen as the underlying cause of recent shifts in social dynamics. Consequently, contemporary women are trained from an early age to become proficient at multitasking. Several colleges exhibit a disparity in gender representation among their faculty, with women being the majority of academic staff. Acquiring knowledge of how these women manage the equilibrium between their professional and familial obligations is of utmost importance. To have a harmonious coexistence between your career and personal life, it is essential to create distinct boundaries between the two. An individual's mental and physical well-being is enhanced by maintaining a harmonious equilibrium between their work and personal obligations. The concept of WLB started to emerge throughout the 1990s. The genesis of this notion was

primarily driven by the extensive study on the detrimental consequences of an inadequate equilibrium between work and personal life, which adversely impacts individual well-being, familial relationships, and professional productivity.

The educator is a valuable asset to HEIs and plays a key part in the institution's success. Their effectiveness directly affects the educational process and the results achieved by students, thereby determining the goals of any given curriculum. Studies have shown that instructors at higher education institutions have the least consistent WLB compared to other jobs. Studies examining the WLB of teachers have difficulties elucidating the precise factors that lead to this instability. The comprehension of WLB indicators has significance in this study cohort, as the welfare of educators might impact their efficiency in teaching, research, and administration, consequently affecting the calibre of higher education.

The lack of support for maintaining a healthy WLB among university academics may have a detrimental impact on their dedication to both teaching and research. It can also create a disconnect from their family responsibilities. The WLB of instructors may have a detrimental effect not only on the quality of education but also on the sustainability of undergraduate and graduate programs, with both short-term and long-term repercussions. Consequently, teachers need to have a suitable framework throughout their professional development in order to maintain a healthy work environment. Higher education instructors experience ongoing stress concerning class quality, publication of scientific research, heavy workloads, deadlines, regular program evaluations, frequent participation in academic events, and other inherent professional activities.

LITERATURE REVIEW

Arean, A., and Kumar, R. (2015) have conducted research on the continuous evolution of many fields in response to technological advancements. In India, the majority of women were traditionally confined to the domestic sphere. However, this situation has transformed, and today, women are actively engaging in the technological revolution. Cadmic is an infinite entity found in nature that defies division and encompasses all knowledge. The survey's purpose was to provide information. This article evaluates the current study and concludes that it offers a promising approach for future research.

The study conducted by Yadav, K. R., and Dabhade, N. (2014) focuses on examining the WLB of female workers in the education sector. WLB is a widely sought-after condition for women workers in today's society. It contributes to increased job satisfaction and overall well-being. The lack of designated positions for female workers is a significant challenge for women. The standard deviation is used to assess the validity of data collected from respondents in the educational sector. Punia and Kamboj (2013) conducted a study on the impact of WLB on the quality of life of female workers in educational institutions, as well as its influence on student behaviour. Teachers and professors get happiness and a sense of fulfilment from their work. This research does not find any substantial variance in WLB based on the gender of individuals. The teaching department imparts information to students and derives joy from their progress. Today, self-designed questionnaires are used by students and researchers as a powerful instrument for gathering data. This research

highlights the superior advantages of art instructors compared to other teachers in achieving a high level of WLB.

Thakur, A., and Geete, V. (2014) noted that Indian families are experiencing ongoing changes in the context of modernity, as demonstrated in their study on the WLB of female workers. Currently, I will elucidate the increased access of Indian women to higher educational possibilities compared to previous years. In our land, known as Mother Earth, women were revered as goddesses before industrialization.

Sharma, P., and Dr Dayal, P. (2015) conducted a study on female workers in the educational sector of India. The objective of this research was to analyze the many elements that impact the female workers at Work Life Bank. This work included a sampling methodology and a data-gathering approach. According to this research, women employees demonstrate enhanced performance when they are motivated by family and personal interests. There is a growing desire for WLB in the business sector, as discussed in this study. It becomes more challenging to maintain a healthy equilibrium between work and personal life.

Hafiz, S. (2017) conducted a study on WLB among female workers in a particular industry. The study aimed to determine the perspective of female employees about the advantages and difficulties associated with achieving WLB. This research collects both primary and secondary data. The issue of WLB has emerged as a significant concern for professionals in the banking business, both in the private and public sectors. This article examines the repercussions based on gender and demographic factors. Women in this research bear the entire burden of managing both personal and family matters.

Dr. Manisha and Kumar, R. S. (2016) conducted a study published in the Journal of Research and Development in Technology and Management Science. Obstacles encountered by women employed in the banking industry to examine the obstacles encountered by women employed in both the government and private sectors. This approach included data analysis techniques, questionnaires, and interviews. Female employees are encountering a supportive demeanour from their superiors, who inspire their performance. The banking industry plays a crucial role in economic growth, and women are an integral element of rural communities. Banks play a crucial role in the functioning of any civilization on a worldwide scale. This report highlights the heightened problems faced by banks in managing a diverse workforce. The personnel lack the necessary skills to handle diversity effectively. This research examines the impact of age, gender, and other factors on family and personal life.

OBJECTIVES OF THE STUDY

- Investigate Factors Influencing WLB.

- Explore Gender Differences in WLB.

- Assess the Occupational Impact on WLB.

- Examine the Relationship Between WLB and Teacher Performance.

- Provide Insights for Policy and Practice.

METHODOLOGY

This research is a component of the broader effort.   These participants are identical to those that took part in a poll about work satisfaction.   This cross-sectional study was restricted to state Public Universities and their associated institutions that provide majors in Arts, Science, Commerce, and Management.   The target audience consisted of tenured faculty members working in teaching departments of universities and related schools.

WOMEN AND WLB

20,836 Canadian employees from the public and private sectors who represented 408 various population centres in Canada participated in a study by Duxbury, Higgins, and Lee (1994). The purpose of the study was to examine the rational model and the job strain model of work-life conflict (WLC). The findings revealed that women devoted more hours to work and family activities compared to men, and they also experienced higher levels of role overload. Additionally, it was shown that women encountered more work-to-family conflict than men, although they spent less time on their professional responsibilities compared to men. The authors proposed two potential justifications. Initially, gender role norms might cause women to experience more tension due to their involvement in the atypical position of paid employment. Furthermore, women often bear a more significant burden of domestic chores and childcare responsibilities compared to men. The timing of domestic chores may overlap with the 30 hours of paid employment, leading to conflicts. This may also result in women undergoing a phenomenon similar to a 'second shift' as they transition from 'paid employment' to domestic chores. In line with the job strain model of work-life conflict (WLC), the authors also found that those who lacked self-control struggled more with role overload, family-work conflicts, and work-life balance issues. The significance of perceptions of control remains crucial, even in situations where job expectations are the same.
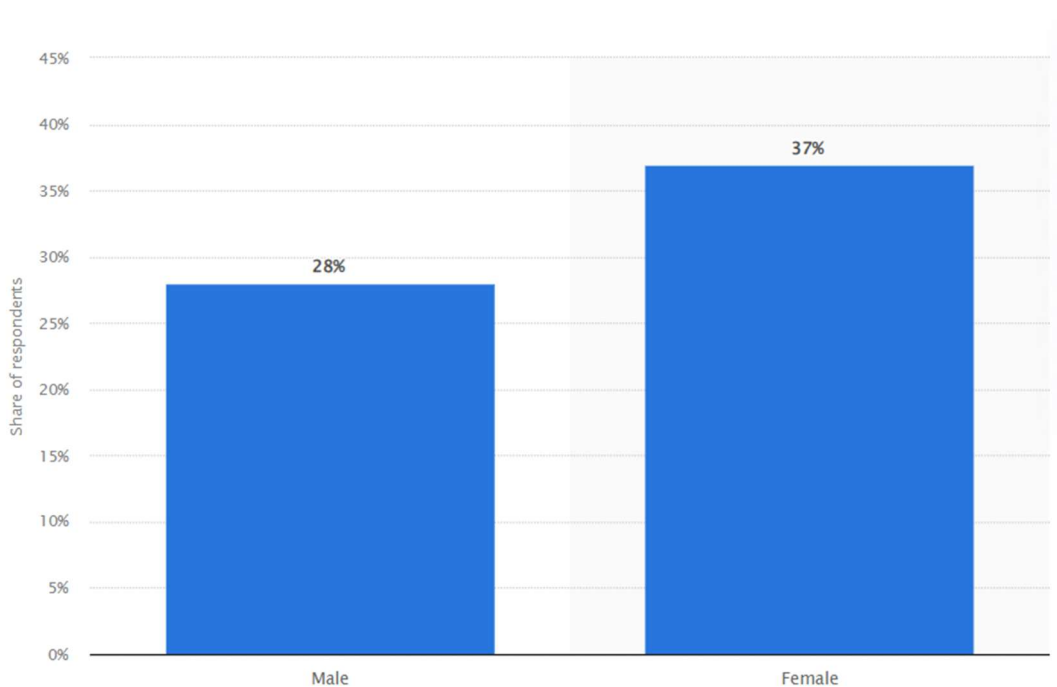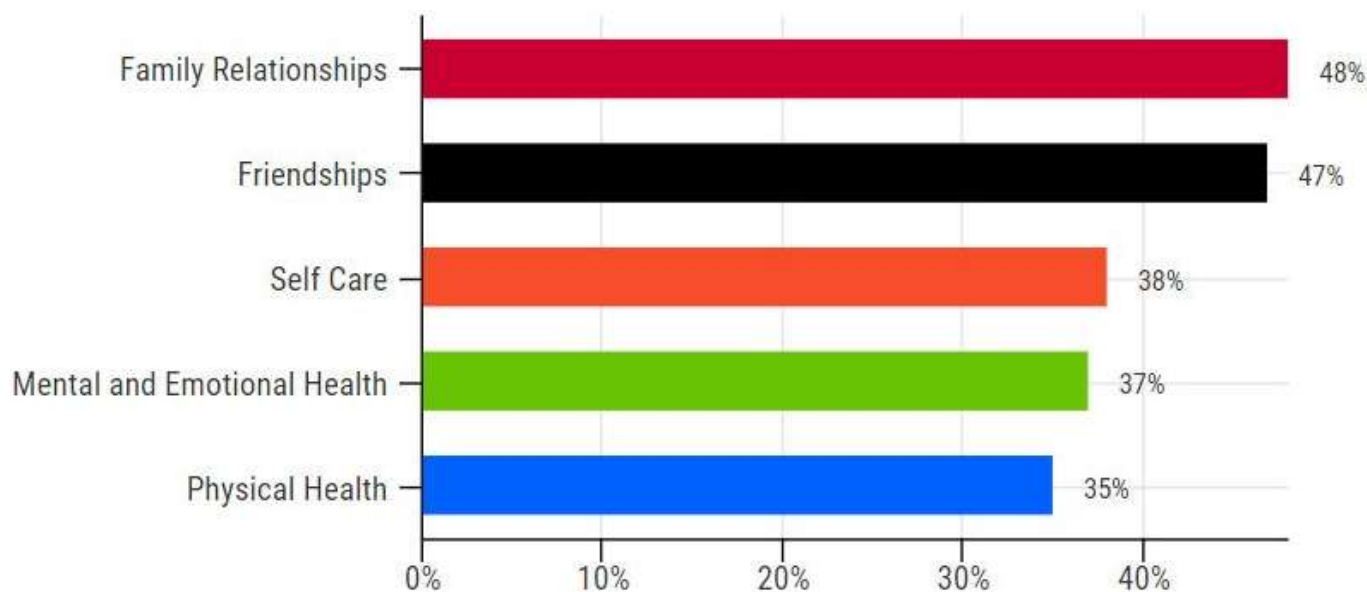

Figure 1: Poor WLB in India: likelihood of leaving employment by gender, December 2021.

*Figure 2: Factors affected due to poor WLB.*

TEACHERS AND WLB

There have been several instances when we have seen a correlation between WLB and instructors, specifically. Cinnamon, Rich, and Westman (2007) assert that teachers endure extended work hours, sometimes extending beyond regular school hours, and confront several workplace stresses, including substantial class numbers, student misbehaviour, and parental management, among others. The reference is from a paper written by Lakshmi S. and Kumar S. in 2011. Professional women face the demands of full-time employment, and upon completing their workday at a private educational institution, they assume a more significant share of duties and obligations in their personal lives. The majority of women work between 40 and 45 hours per week, and 53% of them have challenges achieving a satisfactory WLB.

The source cited is Hudson (2005). WLB, in its most comprehensive interpretation, refers to the state of achieving a suitable equilibrium or compatibility between the many responsibilities that a person assumes in their life. Organizational effectiveness has been linked to WLB practices, and Eby et al. (2005) investigated this claim. Most research has revealed that work-life practices cannot support the stated connection since they do not directly assess work-life conflict. WLB practices, however, may not always have an effect on workers' overall levels of incongruence. However, there are other ways in which they can boost organizational performance, such as by lowering operating expenses for telecommuting workers, maximizing output during peak productivity hours, or facilitating social exchange processes based on employees' perceptions of organizational support.

In their study, Deares et al. (2008) determined that the perception of a family-supportive business and the reduction of work-life conflict are the two main factors that explain the effects of work-life balancing policies on both employees and organizations.

According to Warren (2004), the simultaneous engagement in paid employment and parenthood continues to be a significant cause of emotional challenges and complications for women. Recently, there has been a workplace transformation due to technological advancements.

According to Boswell and Olson-Buchanan (2007), advancements in technology have made it easier and more economical for workers to stay connected with their jobs. Employees use various tools, such as emails, laptops, and mobile phones, to effectively do their jobs beyond the confines of their workplace. Employees have the option to reply to an email or a voice message outside of regular working hours, such as evenings or weekends, even if they are not formally working at that time. Researchers have discovered that workers who see their job function as a significant part of their identities are more inclined to use communication tools for work purposes even when they are not working. WLB refers to the optimal arrangement of an individual's involvement in paid employment, taking into account factors such as working hours and conditions as well as their engagement in other areas of life. The composition of this combination will vary as individuals go through life and experience evolving obligations and commitments in their professional and personal spheres. They may exhibit an excellent affinity for work while also displaying a "detached attitude" towards their job. The research conducted on the measures implemented by Indian corporations and organizations to promote WLB is deemed ineffective due to the absence of a focused scientific approach to assessing their applicability and practicality. Furthermore, no analysis has been conducted on the WLB of female teachers in private, unaided schools within the specific region of study. In order to address the research mentioned above gap, the current study is being done.

Figure 3: Challenges Faced by Women Teachers of State Universities

Data Source: https://dx.doi.org/10.19085/sijmd070501
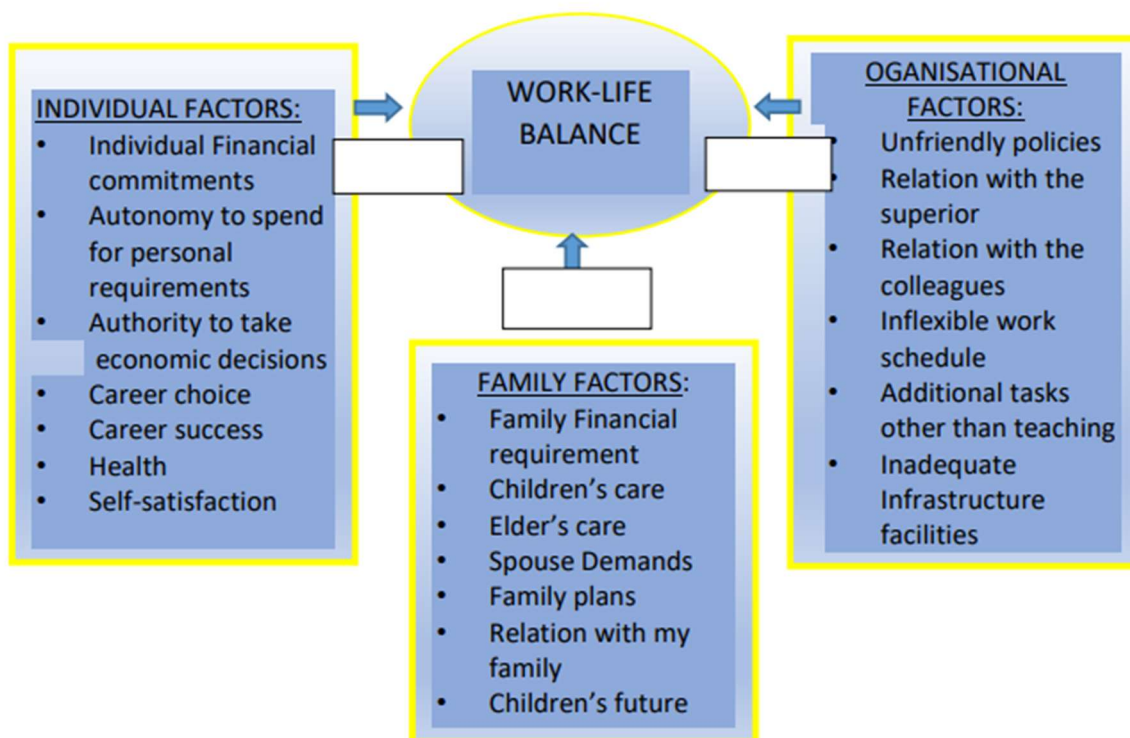
Table 1: Response to the Items of the WLB Scale.

Items representing WLB	Number agreed (%)		χ^2 value	p-Value
	Male (n = 127)	Female (n = 136)		
1. At the moment, because the job demands it, I usually work long hours.	65 (51.2)	61 (44.9)	1.054	.305
2. There is not much time to socialize/relax with my family/partner at work.	24 (18.9)	45 (33.1)	6.834	.009 (Sig.)
3. I have to take work home most of the evenings.	33 (26)	39 (28.7)	.239	.625
4. I often work late/at the weekend to deal with paperwork without interruptions.	35 (27.6)	42 (30.9)	.35	.554
5. Relaxing/forgetting about work issues is hard to do.	38 (29.9)	55 (40.4)	3.18	.075
6. Worry about the effect of work stress on my health.	30 (23.6)	49 (36)	4.81	.028 (Sig.)

7. My relationship with my family/partner is suffering because I do not see enough of them/I am too tired.	14 (11)	23 (16.9)	1.883	.17
8. My family is missing out on my input, either because I do not see enough of them/I am too tired.	17 (13.4)	27 (19.9)	1.972	.16
9. Finding time for hobbies leisure activities/to maintain friendships and extended family relationships is difficult.	37 (29.1)	49 (36)	1.419	.234
10. I want to reduce my working hours and stress levels, but I feel I have no control over the current situation.	33 (26)	46 (33.8)	1.92	.166

The comparison of responses on the WLB scale between male and female faculty members is provided in Table 2. A more significant proportion of female respondents exhibited agreement on all things, with the exception of the statement, "At present, due to job demands, I typically work long hours," in comparison to their male counterparts. Three out of the ten items had a disparity of 10 percentage points. A considerably more significant proportion of women expressed concern over the impact of work-related stress on their health (p =.028). A significantly more significant proportion of individuals reported seeing a limited amount of time available for socializing and relaxing with their family or spouse in the workplace (p =.009). Additionally, they found it challenging to unwind and detach from work-related concerns.

CONCLUSIONS AND RECOMMENDATIONS

For professionals who put in more than 40 hours a week in addition to other commitments like being a husband, caregiver, or parent, the idea of WLB may seem impossible at times. Women in athletic training teaching positions recognize the obstacles inherent in higher education and may struggle to adequately juggle all of their duties. Our participants talk about the difficulties they've faced and the strategies they've used (such as getting help from their spouses and departments) that are common among women faculty members in STEM fields. This suggests that worries about striking a healthy work-life balance are shared by people in all academic disciplines. Working conditions at universities are more flexible, and the institution's ethos supports work-life balance.Still, this doesn't always imply that WLB is simple, particularly when it comes to things like professional achievement and motherhood. Our faculty members were able to find a healthy work-life balance in large part because they learned to delegate tasks to their partners and social networks. To maintain homeostasis and take charge of one's daily activities, it was helpful to distinguish between important and unimportant jobs. The findings of our study contribute to the growing body of literature on the challenges that women in academia now confront. The advice is based on the four main outcomes that were previously offered. Female faculty members should be aware that juggling a lot of responsibilities might be stressful but that it's possible to find a healthy balance between work and personal life. Teachers who identify as women should create daily

routines that include time for self-care, family time, and professional development. In order to meet their obligations in both their personal and professional lives, women faculty members should talk openly about them with their peers, supervisors, and significant others. Women in academia should draw distinct lines between their work, family, and personal lives so that they may give their full attention to each role. Focusing on a single task at hand has been shown to have positive effects on mental health, productivity, and overall happiness.

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