

A Descriptive Study Of The Impact Of Institutions On The Work-Life Imbalance Of The Female Teaching Faculty

Abirami R¹ , Paulrajan Rajkumar²

¹Research Scholar, Saveetha School of Management, Saveetha Institute of Medical and Technical Sciences.

²Associate Professor, Business School, VIT University, Vellore.

Abstract:

In the contemporary world, couples are working together to fulfil their requirements. As a result, when compared to other fields, most men and women prefer educational sectors such as schools and higher education colleges for time management. However, men are more likely than women to focus solely on work, resulting in an imbalance between women's personal and professional lives. This study examined whether the age group and type of institution where women are working had an impact on the work-life imbalance of female faculty members working in various colleges. The education sector has three types: "government institutions", "government-aided institutions", and "self-financing institutions". To analyse the work-life imbalance, descriptive statistics such as mean, frequency, Kruskal-Wallis, and analysis of variance were used in this study.

Keywords: Work Life imbalance, working women, educational institution, educational sector

1. Introduction

The majority of women were able to balance family and career with the help of family support, but an Indian woman faces unique challenges in achieving work-family balance. Every day, women tackle all of their responsibilities. It's still up for debate whether women can strike a good work-life balance. Work-non-work conflict has been researched, but the influence of non-work-work conflict has been mostly disregarded in studies. Personal relationships can be strained as a result of a work-life imbalance. If you're always working or stressed out, you might not be able to give your spouse, children, or friends the attention they require. Aside from deteriorating mental and physical health, a lack of work-life balance can result in exhaustion and fatigue. You may be unable to fully focus or participate in family activities during personal time. Most men and women

choose academic professions for time management compared to other fields. The education sector has three types: "government institutions", "government-aided institutions", and "self-financing institutions". The study's goal is to examine how work-life fusion is evolving as technology progresses. Work place work and personal obligation management. The work-life balance has been converted into a merger of work and life, and the two dimensions of work and life have combined. Donna (2014).

2. Literature Review

The goal of this research is to explore how various types of work-family support affect job results in a group of 124 Italian teachers, both men and women, who work in Italy. How much did this study contribute to the time-based, energy-based, behavioral, and psychological factors influencing work satisfaction and organizational citizenship behavior? The study's sample size could have been larger, and this study only examined one direction of influence, from job to family, ignoring the other side of the process. Marco (2015).

A research study on the effects of marital status and work-life balance in Roman Georgeta (2013). The connection between a person's marital status and a company's work-life balance policy. The findings reveal that descriptive statistics were utilised for the four employee types included in the research (unmarried, married without children, married with children under 18 and married with children over 18) and the sample size of 132. The company will begin treating all four staff groups equally.

In this study, Dhavala (2019) sought women teaching professionals in a Mangalore college to rate their work-life balance. To complete the survey, 30 female staff members from Mangalore's engineering colleges were called. Furthermore, the study comprised a large sample size of solely female academics, providing us with insights that may be applied to the full organisation, including all teaching and non-teaching people, in order to gauge their commitment and productivity. The study might be broadened to include additional graduate colleges in the area, as well as a comparison with professional colleges.

The focus of this research is to look into the elements that influence WLB in Andhra Pradesh's teaching staff in engineering institutions, faculties, and work attitudes. The sample size for this paper was 210 replies out of 250, and the approach utilised was stratified random sampling. Faculty members from 14 engineering institutes in Andhra Pradesh's Rayalaseema region provided the data. Finally, the majority of the faculty is under stress. Madhusudhan believes that if management adopts faculty-friendly policies, he will be successful (2013).

The work-life balance challenges faced by female teaching professions in public and private institutions in the Punjab areas of Patiala and Ludhiana are the subject of this study. Khushboo Mittal (2015) discovered that the most critical elements influencing female faculty health were 1. role overload, 2. Time management, 3. Dependent care, social support, and health. The random sampling method was used to obtain data from 197 out of 240 faculty members, 101 male

respondents and 96 female respondents. The new teaching and learning environments, it is found, place a significant strain on teaching professionals. They will be unable to cope with the impact of work stress on their lives. As a result, it is critical for any organisation to provide stress-relieving facilities for its employees. Higher education institutions in India might do more study on the same topic.

The female instructors at the Arts and Science College in Coimbatore district are the subjects of this investigation. Investigate the elements that influence work-life balance and how teaching faculty manage their work-life balance. About 200 of the 750 female faculty members working in Coimbatore's arts and science institutions have not returned their questionnaires, and 35 have just partially completed them. As a result, the 515 forms constitute the study's sample size; the questionnaire has 29 such questions, and a five-point scale was used. Only female faculty members working at self-financing arts and science colleges in the Coimbatore district are considered in this study. Further research can be carried out on the work life balance of both aided and self-financing faculty members at Arts and Science colleges in the Coimbatore district, and a similar type of study may be carried out to ascertain the work life balance of women members working at police departments. Sumathi (2018).

The purpose of the study is to look at the resilience of first-line nurse managers and their work-life balance in a Korean country. Kim Miyoung (2015) The grounded theory technique of Strauss and Corbin was utilized to analyse the research method used in this study. A total of 20 female nurse managers from six university hospitals were included in the study. From December 2011 to August 2012, data was gathered through in-depth interviews. Positive thinking, "flexibility," "taking responsibility," and "separating work and life" are all characteristics of resilience. More study is needed on the impact of nurse manager roles on WLB on staff nurse retention and work satisfaction outcomes in nursing organisations. Furthermore, the study suggests that institutional support for work-life balance should be prioritised.

The organisation is analysing this study, which is about general work-life balance. Working individuals examine their circumstances and look for new ways to solve time management issues. Working for life is the major goal of this work-life balance. Work-life balance can be attained by allocating time appropriately to all aspects of one's life. This can help you avoid becoming unbalanced. Delecta (2011).

3. Research Objective

To assess the effect of age and the institution in which female researchers work on work-life balance.

4. Research Hypothesis

Hypothesis 1 - Women's age groups have a significant impact on work-life balance.

Hypothesis 2 - The type of institution has a significant impact on work-life balance.

Hypothesis 3 - Women's age groups and the type of institution have a significant impact on work-life balance.

5. Methodology and Data Collection

The information was gathered using the "structured questionnaire" instrument. Individuals completed the questions. The acceptable number of responses is 961 out of a total of 1050 respondents. Accepted responses made up 91.52 percent of the faculty members at various colleges in and around Chennai, while rejected respondents made up 89 percent of the total respondents. Secondary data was gathered from internet-accessible publications and papers. According to Rahul (2015), the research design presented for this study is a "descriptive" style of research.

5.1. Respondents profile:

The respondents' profiles are in Fig 1 as per the demographic classifications like age group and type of institution. The respondents categorised by "age group" were in four groups. Below 25 years old, 26 to 30 years old, 31-35 years old, and 36 years old and above. The age groups below '25 years old' were 28 in number and 2.91 in percentage, the age group '26-30 years old' was 577 in number and 60.043%, and the age groups '31-35 years' and '36 years and above' had 334 and 22 in number and represent 34.76% and 2.29 percent of the women faculty in educational institutions, respectively

The respondents of the type of institution where women teachers are working are shown in Fig 1. They are classified into three categories: "government institution", "government-aided institution", and "self-financing institution". Respondents in government colleges account for 86 numbers and 8.95 percent, respondents in community colleges account for 59 numbers and 6.14 percent, and respondents in self-financing or private colleges account for 816 numbers, or 84.91 percent of women faculty in educational institutions of faculty work in private colleges in and around Chennai.

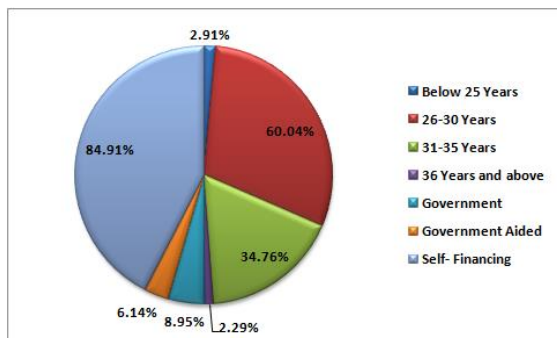


Figure 1. Demographic Profile of the respondents

6. Analysis and Implementation

The comparative analysis of two ways Analysis of variance for significant differences between age and type of institution, along with the dependent variables Q1, Q2, and Q3 of women research scholars in the education sector in Chennai.

Q1-The demands of my family or spouses interfere with my work

This static analysis shows in table 1 that the outcome of the ANOVA test has been carried for independent variables like age group of women and type of institution along with the dependent variable Q1. The sources of variation are the "age," "type of institution," and "age*type of institution" rows, and these are highlighted. Such rows indicate whether the independent variables (the "age" and "type of institution" rows) and their interaction (the "age* type of institution" row) have a statistically significant effect on the dependent variable, "Question 1: The demands of my family or spouses interfere with my work" It is critical to first examine the "age* type of institution" interaction, as this will influence how you interpret results. The "sig." column shows that there is no statistically significant interaction at the $p = .0052$ level. It is also desired to give the results of "age" and "institution," but this must be evaluated in light of the interaction result. We can see from table 1, that there was a statistically significant difference in mean "Question 1" between "age" ($p = 0.020$), but there were no statistically significant differences between institutions ($p = 0.781$).

Table 1. Two way ANOVA for dependent variable Q1

Source of Variation	DF	SS	MS	F	sig
Age (Years)	3	35.976	11.992	3.301	0.020
Type of institution	2	1.800	0.900	0.248	0.781
Age (Year) X institution	6	45.498	7.583	2.087	0.052
Residual	949	3447.896	3.633		
Total	960	3506.974	3.653		

Q2-Family responsibilities delays in completing job related work on time

This static analysis shows in table 2 that the outcome of the ANOVA test has been carried for independent variables like age group of women and type of institution along with the dependent variable Q2. The sources of variation are the "age," "type of institution," and "age*type of institution" rows, and these are highlighted. Such rows indicate whether or not independent factors (the "age" and "type of institution"), as well as their interaction (the "age* type of institution"), have a statistically significant effect on the dependent variable, "Question 2: Family obligations cause delays in completing job-related tasks on time." In terms of sources of variation, the "age* type of institution" interaction is critical since it determines how results can be interpreted. The "sig." column shows that there is a statistically significant interaction at the $p = 0.031$ level. It is also desired to give the results of "age" and "institution," but this must be evaluated in view of the interaction result. In table 2, there was no statistically significant difference in mean "Question 2" between "age" ($p = 0.232$), but there were no statistically significant differences between institutions ($p = 0.055$).

Table 2. Two way ANOVA for dependent variable Q2

Source of Variation	DF	SS	MS	F	P
Age (Years)	3	5.389	1.796	1.432	0.232
Type of institution	2	7.308	3.654	2.913	0.055
Age (Year) X institution	6	17.558	2.926	2.333	0.031
Residual	949	1190.559	1.255		

Total	960	1210.248	1.261	
-------	-----	----------	-------	--

Q3-Feel stress due to improper work life

This static analysis shows in table 3 that the outcome of the ANOVA test has been carried for independent variables like age group of women and type of institution along with the dependent variable Q3. The sources of variation are the "age," "type of institution," and "age*type of institution" rows, and these are highlighted. Such rows indicate whether the independent factors (the "age" and "type of institution" rows) and their interaction (the "age* type of institution" row) have a statistically significant effect on the dependent variable, "Question 3: Feel stressed as a result of poor work life. It is critical to first examine the "age* institution" interaction, as this will influence how you interpret the results. The "sig." column shows that there is a statistically significant interaction at the $p = 0.264$ level. It is also desired to give the results of "age" and "type of institution," but this must be evaluated in view of the interaction result. In table 3, there was a statistically significant difference in mean "Question 3" between "age" ($p = 0.820$), but there were statistically significant differences between institutions ($p = 0.057$).

Source of Variation	DF	SS	MS	F	P
Age (Years)	3	1.132	0.377	0.0308	0.820
Type of institution	2	7.057	3.529	2.877	0.057
Age (Year) X institution	6	9.416	1.569	1.280	0.264
Residual	949	1163.771	1.226		
Total	960	1175.902	1.225		

Table 3. Two way ANOVA for dependent variable Q3

7. Result

Table 1:

The probability value for age is $0.020 < 0.05$ at a significant level of 5% ($\alpha = 0.05$). As a result, because the P value (value of α) is less than 0.05, we reject the null hypothesis and accept the

alternative hypothesis at the 5% level of significance. Hence, it is concluded that there is a difference in perceiving these determinants by female faculty who differ by age group.

The probability value for institutions where female faculty are working is $0.781 > 0.05$ at a significant level ($\alpha = 0.05$). The null hypotheses are not rejected at the 5% level of significance because the P value (value of α) is greater than 0.05. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by institution.

The probability value for age and institution is $0.052 > 0.05$ at a significant level of 5% ($\alpha = 0.05$). As a result, because the P value (value of α) is greater than 0.05, the null hypotheses are not rejected at the 5% level of significance. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by age group.

Table 2:

The probability value for age is $0.232 > 0.05$ at a significant level ($\alpha = 0.05$). Because the P value (value of α) is greater than 0.05, the null hypothesis is not rejected at the 5% level of significance, and the alternative hypothesis is accepted. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by age group.

The probability value for institutions where female faculty are working is $0.055 > 0.05$ at a significant level ($\alpha = 0.05$). Because the P value (value of) is greater than 0.05, the null hypotheses are not rejected at the 5% level of significance. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by institution.

The probability value for age and institution is $0.031 < 0.05$ at a significant level of 5% ($\alpha = 0.05$). We reject the null hypotheses at the 5% level of significance because the P value (value of α) is less than 0.05. Hence, it is concluded that there is a difference in perceiving these determinants by female faculty who differ by age group.

Table 3:

The probability value for age is $0.820 > 0.05$ at a significant 5% level ($\alpha = 0.05$). Because the P value (value of α) is greater than 0.05, the null hypotheses fail at the 5% level of significance. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by age group.

The probability value for institutions where female faculty are working is $0.057 > 0.05$ at a significant level ($\alpha = 0.05$). Because the P value (value of α) is greater than 0.05, the null hypotheses are not rejected at the 5% level of significance. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by institution.

The probability value for age and institution is $0.264 > 0.05$ at a significant level ($\alpha = 0.05$). As a result, because the P value (value of α) is greater than 0.05, the null hypotheses are not rejected at the 5% level of significance. Hence, it is concluded that there is no difference in perceiving these determinants by female faculty who differ by age group.

8. Conclusion

Women teaching faculty members in the education sector in Chennai have a work-life balance that is unbalanced. The influence of age and institution on women research scholars in engineering colleges is an imbalance impact affected by the age group of women on the demands of their families or spouses who interfere with my work. There is an imbalance impact affected by age and type of institution interaction on family responsibilities and delays in completing job-related work on time. There is no impact on feelings of stress due to improper work life by age and institution.

REFERENCES

1. Arun Vijay Subbarayalu, & Ahmed Al Kuwaiti. (2017). Quality of work life (QoWL) of faculty members in Saudi higher education institutions: A comparison between undergraduate medical and engineering program. *International Journal of Educational Management*, 33(4), 768-779. <https://doi.org/10.1108/IJEM-11-2017-0311>
2. Delecta, P. (2011). Work Life Balance. *International Journal of Current Research*, 33(4), 186-189.
3. Depolo, M., & Bruni, I. (2015). Teachers' facilitation between work and family roles: Myth or reality? *Procedia - Social and Behavioral Sciences*, 186, 886-893. <https://doi.org/10.1016/j.sbspro.2015.04.142>
4. Haeger, D. L., & Lingham, T. (2014). A trend toward work-life fusion: A multi-generational shift in technology use at work. *Technological Forecasting and Social Change*, 89, 316-325. <https://doi.org/10.1016/j.techfore.2014.08.009>
5. Khushboo Mitta, & Upasna Joshi. (2013). Can Women Manage it All - Work, Family and Life: ERA of being. *Global Journal of Management and Business Studies*, ISSN 2248-9878, 3(10), 1187-1196.
6. Khushboo Mittal. (2015). An Exploratory Study on the Work Life Balance of Female Teaching Professionals in Colleges in Punjab. MIT-SOM PGRC KJIMRP 1st International Conference (Special Issue) ISSN No.: 0976-8262, 178-183.
7. Kim, M., & Windsor, C. (2015). Resilience and work-life balance in first-line nurse manager. *Asian Nursing Research*, 9(1), 21-27. <https://doi.org/10.1016/j.anr.2014.09.003>

8. Kushi, K. B., Frank, R. A., Kamath, S. S., & Bennehalli, B. (2019). A study on work life balance of women teachers in a Mangalore engineering college. *Asian Journal of Education and Social Studies*, 1-8. <https://doi.org/10.9734/ajess/2019/v4i130109>
9. Madhusudhan Goud, V., & Nagaraju, K. (2013). Work Life Balance of Teaching Faculty with Reference to Andhra Pradesh Engineering Colleges. *Global Journal of Management and Business Studies*, 3(8), 891-896.
10. Panisoara, G., & Serban, M. (2013). Marital status and work-life balance. *Procedia - Social and Behavioral Sciences*, 78, 21-25. <https://doi.org/10.1016/j.sbspro.2013.04.243>
11. Purushottam Arvind Petare. (2013). A Study of work life balance of women working in teaching profession at Kolhapur. *Online International Interdisciplinary Research Journal*, 3(4).
12. Rani, S., Kamalanabhan, T., & Selvarani, M. (2011). Work/life balance reflections on employee satisfaction. *Serbian Journal of Management*, 6(1), 85-96. <https://doi.org/10.5937/sjm1101085r>
13. Sumath, V., & Velmurugan, R. (2018). Job satisfaction of female faculty in arts and science colleges in Coimbatore district. *International Journal of Engineering & Technology*, 7(3.6), 129. <https://doi.org/10.14419/ijet.v7i3.6.14955>
14. Valk, R., & Srinivasan, V. (2011). Work-family balance of Indian women software professionals: A qualitative study. *IIMB Management Review*, 23(1), 39-50. <https://doi.org/10.1016/j.iimb.2011.01.006>