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Factors Affecting Quality of Work-Life Balance Among Teachers in Higher Education Institutions

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Abstract

Quality of Work-life balance is a significant aspect to enhance female teacher effectiveness and their satisfaction in the framework of student education. It has been repeatedly demonstrated that a healthy work-life balance benefits instructor wellbeing and enhances student behavior. The present study investigated the quality of work-life balance among female teachers working in various academic streams across universities and colleges. The results showed that teachers' work-life balance is directly and strongly impacted by their designation, kind of appointment, academic streams they teach in, and the type of institution they work for. However, there are no appreciable differences in the instructors' work-life balance between genders or marital status.

Keywords: Quality of work life balance, Female Teachers, Higher Education Institution

I.INTRODUCTION

The term work-life balance describes a state in which the components of a work and private life are in perfect harmony with each other. This means completing daily work without neglecting any part of private life (health, family and friends, culture, and hobbies), and vice versa. Work-life balance has been a topic of intense discussion for decades. It's no surprise, given the wide range of challenges faced by busy professionals. These challenges includes Expectations of being "always on", Time constraints caused by back-to-back meetings all day and the constant distractions of communication technology and open-office floor plans and the pervasiveness of work given our constant connectedness. However they face multi challenges which cause pressure, stress, and burnout. The work-life balance is the degree to which an individual can simultaneously balance the emotional, behavioral and time demands of paid work, family and personal duties (Clark and Hill, et al., 2004).

Work-life balance can be the solution we are searching for, but only when we know what "work-life balance" actually means, and how to implement it. To some, work-life balance means the convenience of being able to manage a personal life during the work day, without the hassle of having to get permission or explain our activities to others. Another common definition of work-life balance is "equal time or priority to personal and professional activities." But both of these definitions have weaknesses that are preventing work-life balance from being the solution it should be. Few reference state that the flexible working arrangements that allow both parents and non-parents to avail of working arrangements that provide a balance between work responsibilities and personal responsibilities (Marafi, 2012). It also leads to the pleasant and holistic integration of work, family, social life and personal life. It extended that the individuals are equally involved in, and equally satisfied and balanced with their professional role and their family role. In majority, work-life balance means the convention of one's real and perceived individual and work responsibilities, and thereby satisfying the key needs of both oneself and those one is loyal to support.

Review of Literature

Work life balance has always been great concern for current researches because of its direct relationship with productive quality of work life (Fleetwood, 2007 and MacInnes, 2008). Researches have proved that a good quality work life balance results in the wellness of the faculty and also improved student behaviour. Moreover, good work life balance gives a feel of job satisfaction and also helps to achieve higher retention rates in the institution (Lakshmi & Kumar (2011). Moreover during the previous decades the work pressures in academia have been constantly nationally and globally thereby creating many stressors. It has been argued that rising stressors in

academia are 'eroding' the operating capabilities of universities (Perry, et al., 1997). Very few studies have examined academics' ability to balance work and personal life, and overcome work-life conflicts (Bell, Rajendran & Theiler (2012). Zedeck (1992) hypothesized that high levels of perceived job pressure stress and job threat stress would predict increased levels of work-life conflict, and decreased levels of work-life balance.

Career to teachers are challenged by the full-time work and at the end of each work-day in a private Educational Institution they carry more of the responsibilities and commitments to home as viewed by Lakshmi & Kumar (2011). Their study highlighted the issues connected with work life balance of teachers in an educational institution and the factors that determine work life balance. Moreover, environmental matching calls for harmonizing the physical working environment with individual employee's needs and aspirations to provide them better quality of work life. In any of the organization, for educators, professionals, corporate trainers, recruiters, managers there are some reasons for their extra performance apart from average performance which is neither the technical skills nor the intelligence rather it is something else that cannot be defined in words i.e. extra role behavior and the same can be attained through improved quality of work life (Punia, and Yadav & Punia, 2013).

Miryala & Nagapriya (2012) highlighted the necessity of adopting work life balance policies for teachers teaching at different levels. Based upon the different elements especially with reference to government and private institution teachers, the study proposed a proper policy for work life balance. Punia & Sharma (2008) viewed that the cost of replacing workers can be considerable, and the specific workplace acquired skills and knowledge people walk away with can take years to replace, therefore, quality of work life is essential component to retain the talent. Fatima & Sahibzada (2012) explored the determinants of work and life imbalance with respect to male and female university teachers and viewed that partner support, colleague support and job resources are positively associated with the work life balance whereas unfair criticism at job is negatively associated with work life balance.

Teaching as on date is one the most challenging and stress full profession and the stress among teachers is a contributor to illness as well as a cause for mental health problems. A study in Warwickshire found that 25 percent of head teachers had an alcohol problem. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. When one starts a new career versus when one is nearing retirement brings changes in work-life balance.

Keeping in mind the importance of quality of work life balance among teachers in different educational institutions, an idea was conceptualized to study status of the quality of work life balance among teachers as this is the high point in research when individuals should be acquainted with the term work life balance to gain knowledge of productive and balanced attitude towards their all spheres of existence. Considering the status of work life balance and to find out comparisons among teachers from select educational institutions in Tiruchirappalli, the present study was carried out with this objective to elucidate different factors affecting status of quality of work life balance among teachers.

Purposes of the Study

How do the higher educational institute teachers impressed about their quality of work life balance in their organisational setup of educational institution which is quite good question for almost everyone? To clarify the answer for the above said question, theresearchers raised logical self-made specific standard inventory for a purpose in order to explore the nature of teachers' perception about their quality of work life balance. Since in the Indian circumstances, not much effort have been taken to collect the data through this study among the female teachers. With this background the researcher made an attempt in their present study to evaluate the level of quality of work life balance among the female teachers in higher institutions. The Primary purpose of the research study has been to identify the various factors of quality of work-life balance among higher education teachers of public and private sector institutions. The present research intends to analyze the effects and variations that may exist in quality of work life balance of higher education teachers in Tiruchirappalli.

Research Questions of the Study

The present study intended to answer the following research questions:

1. Does a teacher's work-life balance affect as a result of their designation?
2. Does teachers with varying appointment types have varying levels of work-life balance?
3. Does the gender of teachers affect how well they combine their professional and personal lives?
4. Does teachers' marital statuses affect the quality of work life balance?
5. Does the academic stream of teachers affect their quality of work life balance?
6. Does the quality of work-life balance affect the type of institution where they employed?

Hypotheses of the Study

Based on the research questions the following hypotheses been structured for further analysis.

1. There is no significant effect of teachers' designation on their quality of work life balance.
2. There is no significant effect of teachers appointment on their quality of work life balance.
3. There is no significant variance in the quality of work life balance of teachers according to gender.
4. There is no significant variance in the quality of work life balance of teachers according to their marital status.
5. There is no significant difference in the quality of work life balance of teachers according to their academic stream.

Analysis of the Study

To examine the questionnaire, statistical tools were applied to know the reliability of framed hypotheses. In order to test the validity of the factors of quality of work-life and check the Cronbach Alpha values of Five Factors were made. These are the Cronbach Alpha values of Five Factors of quality of work-life such as Satisfaction with family and self-life (F1: 0.802); Role overload (F2: 0.755); Awareness towards work life balance (F3: 0.771); Job satisfaction and flexible environment (F4: 0.753); and Self Appreciation of work (F5: 0.724).

Mean, Standard Deviation and Cronbach Alpha values of Five Factors identified and Designated

Table 1

S. No.	Designated with the factor	Items	Mean	Var.	SD	Cronbach Alpha
1	Satisfaction with family and self-life	10	33.06	45.6	6.7	0.802
2	Role overload	14	43.7	61.5	7.84	0.755
3	Awareness towards work life balance	9	36.8	21.4	4.6	0.771
4	Job satisfaction and flexible environment	7	26.57	21.2	4.6	0.753
5	Self Appreciation of work	6	21.71	15.3	4.1	0.724

Anova (Table 2)

H1. There is no significant effect of teachers' designation on their quality of work life balance.

Designation	N	Mean	SD	F	Sig.
Assistant Professor	111	173.57	15.04	2.963	0.045
Associate Professor	27	181.35	17.69		
Professor	5	168.38	27.55		

The Table-2 shows the total mean scores were 173.57 (SD=15.04) for the assistant professors; 181.35 (SD=17.69) for associate professors and 168.38 (SD=27.55) for the professors. ANOVA was applied to calculate the variations in quality of work life balance and it was found that a difference exists in the quality of work life according to their designation. The significance value i.e. $p=.045$ denotes significant difference in the quality of work life balance across three designations of the teachers. Hence the hypothesis is rejected.

Anova (Table 3)

H2. There is no significant effect of teachers appointment on their quality of work life balance.

Appointment	N	Mean	SD	F	Sig.
Regular	96	177.56	16.14	3.628	0.02
Guest Lecture	14	176.85	15.35		
Contract based	33	168.35	17.65		

The Table-3 express the total mean scores were 177.56 (SD=16.14) for the Regular appointment; 176.85 (SD=15.35) for Guest Lecture and 168.35 (SD=17.65) for the Contract based appointment. ANOVA was applied to calculate the variations in quality of work life balance and it was found that a difference exists in the quality of work life according to their appointment. The significance value i.e. $p=.02$ denotes significant difference in the quality of work life balance across three appointment of the teachers. Hence the hypothesis is rejected.

Anova (Table 4)

H3. There is no significant variance in the quality of work life balance of teachers according to gender.

Gender	N	Mean	SD	F	Sig.
Male	65	176.29	15.7	0.955	0.340
Female	78	176.65	16.5		

The Table-4 displays the total mean scores were 176.29 (SD=15.7) for the male category; 176.65 (SD=16.5) for female teachers. ANOVA was applied to analyze the variations in quality of work life balance and it was found that a difference exists in the quality of work life according to their gender. The significance value i.e. $p=.340$ denotes significant difference in the quality of work life balance across three appointment of the teachers. Hence the hypothesis is accepted.

Anova (Table 5)

H4. There is no significant variance in the quality of work life balance of teachers according to their marital status.

Marital Status	N	Mean	SD	F	Sig.
Married	114	175.89	16.7	1.401	0.162
Unmarried	29	171.15	15.5		

The Table-5 displays the total mean scores were 175.89 (SD=16.7) for the married teachers; 171.15 (SD=15.5) for unmarried teachers. ANOVA was applied to analyze the variations in quality of work life balance and it was found that a difference exists in the quality of work life according to their marital status. The significance value i.e. $p=.0162$ denotes significant difference in the quality of work life balance across three appointment of the teachers. Hence the hypothesis is accepted.

Anova (Table 6)

H5. There is no significant difference in the quality of work life balance of teachers according to their academic stream.

Academic stream	N	Mean	SD	F	Sig.
Science	35	170.35	13.84	2.732	0.046
Commerce	41	176.71	17.36		
Arts	67	168.95	16.35		

The Table-3 express the total mean scores were 170.35 (SD=13.84) for the science department; 176.71 (SD=17.36) for Commerce stream and 168.95 (SD=16.35) for the Arts department. ANOVA was applied to calculate the variations in quality of work life balance and it was found that a difference exists in the quality of work life according to their appointment. The significance value i.e. $p=.046$ denotes significant difference in the quality of work life balance across three Academic stream of the teachers. Hence the hypothesis is rejected.

II.CONCLUSION

The study has exposed different factors related to quality of work life balance among teachers. It has been found that designation of the teachers; their nature of appointment, the academic stream in which they are teaching, and their serving institution affect their quality of work life balance significantly. However no significant variations have emerged in the quality of work life balance across the gender and marital status of the teacher. Hence policy makers, educational institutions and the teachers themselves need to take care of this aspect very carefully so that the output of the system adds to the quality of total system and the society.

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