

A STUDY OF WORK LIFE BALANCE OF WOMEN EDUCATORS WORKING IN HIGHER EDUCATION

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ABSTRACT

Expectations from the women are increasing as society goes advance. Now days, women are not only play the role of home maker but also they can generate income for their family by joining the organization as a paid workforce. The main reason for maximum number of women are working women, is change in the mindset of new generation and increasing cost of living. In recent time, women are the equal competitor of man in each and every field. So this tendency is increased day by day, as a result, dual career families replaced by the core traditional families. Women are facing difficulties to maintain work life balance as they have higher workload and dual responsibility of work and home. In the current study, 135 women educators working in higher education are considered for the survey. It is concluded from the current study that the level of work life balance is moderate. It can be enhance by providing the Flexible working hours, child care facility, Transport facility, Recreational facilities and Job sharing.

Keywords: Work-Life Balance, Family Support, Child Care, Job Sharing, Flexible Working Hours

1. INTRODUCTION

We all can see the divinity of women as a mother in the form of careful person, a daughter in the form of innocence, a sister in the form of warmness and as a wife in the form of devotion. Now days, the house four walls confinement is broken by women and performing the duties of the house for the happiness of their family members and she also try to do well at their workplace. After handling so many responsibilities, women are ignored and misunderstood by the society and treated as a “weaker sex”. (Bhuskute, S. B, 2013). Skill and knowledge are facilitated by teaching professional through the methods of interactive learning in the management education (Radha, A, 2015). So the balance in work and life for women teachers is necessary for both female employees as well as female employers. We can see that the number of women employees is increasing at workplace day by day which is reason for the

demographic changes arising at workplace. Dual career family system is increasing so it is becoming important issue (Baral, R., & Bhargava, S. 2011).

2. Literature Review

Now a day's work life balance becomes the main issue for the female teaching professional. The demand for teachers work load not only limits to the workplace but they also have to maintain students records, preparing lectures and study material at home, apart from research work, attending webinars, seminars, conferences and other Institution related requirements. Extra time is given by female teachers to perform productive and effective at their workplace. (Petare, P., 2013). Traditionally, the women role is limited to the raising children, cleaning the home and cooking etc. They are not allowed to go outside from the house for work but now women are working in each and every field and they are performing well at both the places work and home (Petare, P., 2013). It's not surprising that the female employees are facing too much stressed in balancing their family and work at same time. Some time they are unable to priorities among the family life and work life as they have to manage both their career life and family life. Working female employees are facing challenges to balance between work and life (Bhuskute, S. B, 2013).

To increase the employees' productivity and commitment at workplace, organizations need to focus on effective practices and policies of work life balance. Organizations should focus on the similarity among the organizational ethics and employees' commitment towards the organisation (Baral, R., & Bhargava, S. 2011). In the present century, education process is changing fast which influence teaching professionals' role, their teaching activities and their responsibilities in the management education. At the result, their psychological wellbeing is lowering down because the face stress in balance the work and family stressor (Radha, A., 2015).

Alongside with teaching, faculty members has to accomplish various other tasks at workplace such as industrial visit of students, research paper publications, attending faculty development programme, counseling of students, providing guidance to the students in their projects, conducting exams, helping students in preparing summer training report and they also focus on the placements of students. At the current time, young or fresher teaching professionals are facing more work life balance conflict problems because they are tried to perform well at both the places work and family (Radha, A., 2015). Extended working hours and heavy work schedule are also responsible for work life imbalance. So the organizations need to focus on the recreational facility, reduced working hours, flexi timings and other facilities to eliminate the work life imbalance among the female teachers (Petare, P., 2013). The work life balance position can be better by providing the family friendly environment, transport facility, roasted day off to the female teaching professional, child care facility, flexible working hours, residential facility, job sharing (Uddin, M. R et al, 2013).

3. Objective of the study

To ascertain the work life balance of female teachers who are working in higher education.

4. Research Methodology

A structured questionnaire is used to collect the sample from female teachers working in higher education. 135 female teachers working in higher education from Universities and Colleges in with Haryana are considered for the survey to take the real status of female teachers.

Table 1: Work life balance

Statement	Strongly agree	Agree	Somewhat Agree	Disagree	Strongly disagree
I do not happy with the current job and want to leave my job because of the conflicts originated at work place.	5% (7)	7% (9)	11% (15)	30% (40)	47% (64)
My personal and professional life interferes with one another.	10% (14)	9% (12)	25% (34)	23% (31)	33% (44)
I can accomplish the both personal and professional life demands.	13% (18)	26% (35)	40% (54)	14% (19)	7% (9)

We can see in the above table 1 which regards to the first statement “I am not happy with my job and want to leave my job because of work life balance issues”, 5% female teaching professional are strongly agree, 7% female teaching professional are agree and 11% female teaching professional are somewhat agree, it means total 23% (7% +11%) respondents agree that they want to dispensation their job due to work life balance issues at workplace however 30% respondent shows disagree and 47% respondents showed strongly disagree, it means total 77% (30% + 47%) respondents are disagree with the above statement and they do not want to left their current job due to the work life balance situation.

With regards to the second statement “I can manage the demands of both personal and professional life”, 10% female teaching professional are strongly agree, 9% female teaching professional are agree and 25% respondents female teaching professional are somewhat agree, it means total 44% (10% + 9% + 25%) respondents agree that their personal and professional life interfere one another. Whereas 23% respondent shows disagree and 33% respondents showed strongly disagree, it means total 56% (23% + 33%) respondents are disagreeing with the above statement and it is proved that means there is a good work life balance. As regard to the second statement “I can manage the demands of both personal and professional life”, 13% female teaching professional are strongly agree, 26% female teaching professional are agree and 40% female teaching professional are somewhat agree, it means total 79% (13% + 26% + 40%) respondents agree that they can manage their demands of both personal and professional life. Whereas 14% respondent shows disagree and 7% respondents showed strongly disagree, it means total 21% (14% + 7%) respondents are disagreeing with

the above statement. it means they are unable to fulfill the demands for both professional and personal life.

Table 2: The personal life effects on professional life

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Conflict in professional and personal life disturbed me to perform well at workplace	11% (15)	9% (12)	23% (31)	38% (51)	19% (26)
My family members are cooperative in maintaining the work life balance	6% (8)	45% (61)	21% (28)	19% (26)	9% (12)

We can see in the above table 2 which regards to the first statement “The conflict in personal and professional life disturbed me to perform well at workplace”, 11% female teaching professional are strongly agree, 9% female teaching professional are agree and 23% female teaching professional are somewhat agree, it means total 43% (11% +9% +23) respondents agree that they are unable to perform well at workplace due conflict arising in personal and professional. Whereas 38% respondent shows disagree and 19% respondents showed strongly disagree, it means total 57% (38% + 19%) respondents are disagreeing with the above statement it means they are not facing the conflict between in personal and professional and they are performing well at their workplace.

As regard to the second statement “My family members are cooperative in maintaining the work life balance ”, 6% female teaching professional, 45% female teaching professional are agree and 21% respondents are somewhat agree, it means total 72% (6% + 45% + 21%) female teaching professional agree that their family members are cooperative in maintaining their work life balance . Whereas 19% respondent shows disagree and 9% respondents showed strongly disagree, it means total 28% (19% + 9%) respondents are disagreeing with the above statement and it means their family members are not cooperative with them in maintaining the balance among work and life.

Table 3: The professional life effect on personal life

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Stress created at the work radically reduces the cheerfulness of my family	5% (7)	11% (14)	42% (57)	23% (31)	19% (26)
My head of the department and colleagues are cooperative in maintaining the work life balance	7% (10)	42% (57)	27% (36)	9% (12)	15% (20)

We can see in the above table 3 which regards to the first statement “The stress originating at my work drastically diminishes the happiness of my family”, 5% female teaching professional are strongly agree, 11% female teaching professional are agree and 42% female teaching professional are somewhat agree, it means total 58% (5% +11% + 42%) respondents agree that the happiness of their family drastically diminishes due to stress originating at workplace. Whereas 9% respondent shows disagree and 15% respondents showed strongly disagree, it means total 24% (9% + 15%) respondents are disagreeing with the above statement and their job does not bother them to spend the time with their family members.

As regard to the second statement “My head of the department and colleagues are cooperative in maintaining the work life balance”, 7% female teaching professional are strongly agree, 42% respondents are agree and 27% female teaching professional are somewhat agree, it means total 76% (7% + 42% + 27%) respondents agree that their head of the department and colleagues are cooperative with them in maintaining the work life balance. Whereas 9% respondent shows disagree and 15% respondents showed strongly disagree, it means total 24% (9% + 15%) respondents are disagreeing with the above statement. It means their head of the department and colleagues are not cooperative with them in maintaining the balance among work and life.

Policies to enhance the work life balance of women teachers working in higher education: The many suggestions are given by the respondents to enhance the work life balance of female teachers who are working in higher education are as follows:

Table: 4

Factors	Weight (%)	No. of Respondents
➤ Reduced workload	5.92	8
➤ Flexible working hours	20.00	27
➤ Transport facility	5.18	7
➤ Medical facility	8.88	12
➤ Job sharing	14.81	20
➤ Child care facility	4.44	6
➤ Residential facility	9.62	13
➤ Recreational facilities	14.81	20
➤ Remuneration	17.03	23
Total	100%	135

It can be seen in the above table 4, that 20.00 % (27) respondents replied that flexible working hours should be provided by the institutions to enhance the work life balance of female teachers. Whereas 5.92 % (8) respondents stated that workload of faculty members should be reduced by the institutions so that they can focus on research and publication work also. Again 5.18% (7) respondents replied that private colleges should focus on transport facilities for their staff. 8.88% (12) respondents replied that medical facility become

important part now which is not provided by many of institutions so they have to provide medical reimbursement to their staff in case of uncertain medical emergency situation. 14.81% (20) respondents stated that job sharing facility is the important factor affecting the work life balance. Whereas 4.44 % (6) respondents believes that child care facility can improve the work life balance. 9.62 % (13) women teachers replied that residential facility can also improve the work life balance. 14.81 % (20) and 17.03 % (23) respondents replied that respectively recreational facilities and remuneration are also important to enhance the work life balance of female teachers.

5. CONCLUSION

In last few years, there is much progress done on the work life balance of female teachers in India but miles to go. It is found from the current study that 58% respondents answered that their family happiness is drastically diminishes due to stress originating at workplace whereas 43% respondents stated that they are unable to perform well at workplace due conflict in personal life. So the conflicting situation of work life balance affects the personal and professional life of female teachers. Female teachers try to perform well at workplace as well as at home. So organisation need to ensure flexible working hours, reduced workload, transport facility, medical facility, Job sharing, child care facility and residential facility to enhance the work life balance of women teaching professionals working in higher education.

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