



Understanding the Work Life Balance of Faculties of Engineering Colleges of Allahabad

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ABSTRACT

The work life balance concept is explained as handling the problem of increasing amount of stress in the work place as people are engaged in a wide range of tasks in their life/work environment, including; work, family, friends, health, leisure, socialization and own self. This balance is achieved by balancing the work and family, ultimately creating a conducive working environment and achievement of good level of personal life satisfaction.

The research problem chosen for the study is to identify and analyze the impact of variables related to the faculty associated with engineering colleges. The past studies conducted in the field helped in identifying the dimensions of work life balance and variables. The study was conducted in two categories of higher education that is Engineering Colleges. The study area is geographically confined to Allahabad district.

Descriptive research is adopted in the analysis. The profile of colleges and teachers for the study area district is collected and population is determined. From the population stratified random sampling is adopted, through which the sample size is derived as 300 teachers.

Keywords— work life balance, work environment, socialization.

I. INTRODUCTION

Work-life imbalance is a serious issue and needs to be dealt as it has serious effects of the productivity, hampers employee loyalty to the organization, hampers employee job satisfaction, reduced the commitment to the organization, increases employee absenteeism, increases employee turnover intention, hampers organizational citizenship behavior and also affects employee life satisfaction, hampers employee relations with other staff and also his/her family members, hampers employee happiness, increases his/her tension/stress, affects marital satisfaction and also the health of the employees. Both

faculty and the management need to work together to solve the issue of work-life imbalance, else it will have its negative on the faculty career life and also their personal life. Faculty members have to do a great task of preparing the future citizens of our country and if faculty themselves are struggling in managing their work-life balance then how can they give their best to the students and ultimately not only the faculty career life and personal life will suffer but the students will also suffer.

II. METHODOLOGY

The methodology includes collection of data, framing of the Questionnaire, data processing and finally analysis of the data obtained, interpretation of data along with results and outcomes. The data is collected from Secondary as well as Primary Sources.

The study conducted is exploratory and conclusive.

The Questionnaire has questions based on 5-point Likert Scale, which measures Work life balance and work life imbalance of working individuals. The participants are asked to indicate the extent to which they agree with each item. The responses range from 1 (highly disagree) to 5 (highly agree). Lower scores indicate low level of work/life balance, while higher scores indicate high levels of work/life balance.

III. PRIOR APPROACH

Greenhaus, offer the following definition of work-family balance: at which extent an individual is equally engaged in- and equally satisfied with- his/her work assigned & family roles (Jeffrey H. Greenhaus et al; 2003).

A suitable definition of work-life balance may be meaningful daily achievement with satisfaction of all the four quadrants of life, i.e; work, family, society and self. The right balance for an individual today will probably be different tomorrow. For instance, the right balance for an

individual when he/she is single will be different from when he/she gets married or when he/she is near to retirement (AgarwalaTanuja, 2007).

Organizations having better financial outcomes where there is sound work-life balance practices and policies. (Fleetwood, 2007). These benefits are as follows: lower number of absentee, high productivity; improved customer experience; enhanced recruitment and retention; lesser overheads; highly motivated, satisfied (Employers for Work Life Balance, 2006).

(Maslach, Jackson, & Leiter, 1996; Schaufeli & Enzmann, 1998) provide the comparison of faculty with other professions, the faculty shows high levels of fatigue and pessimism, which are said to be the core dimensions of burnout/ work life conflict.

Johnsrud and Rosser (2002) they proposed and tested a multilevel structural equation model (SEM). The model was used to determine the impact of faculty morale and work life on their intent to leave. And also determine whether the impact is a function of institutional or individual perception. The results show that the perceptions of faculty members have of their work life had a direct and powerful impact on their morale, and subsequently on their intentions to leave at both the individual and group or institutional levels.

Glass and Camarigg (1992) suggested that among the major benefit of academic employment is the flexibility of these jobs, this shows that workplace flexibility is one of the important factor in reducing work-family conflict. A key problem, on the other hand, is that academic jobs are very challenging/ demanding. Professors often criticize that the demands of their jobs never finish.

Ward and Wendel (2006) draw the boundary between work and family for different types of institutions. And also provide their views on women faculty who are on the tenure track (on verge of promotion and who are mothers of young children.

K.Santhana Lakshmi et al, (2013) have examined that the Educational institutions should address the Work Life Balance related issues among their staff, specifically women and take a holistic approach to design and implement the policies to support the teaching staff to manage their WLB. Mary K. Pratt (2006) analysis the various needs of work life balance. From their result we observe that providing flexibility timing to employee turned out to be very cost effective and business turned out to be good. It clearly specify that "employee morale, employee productivity, retention- all these things improve when people feel they have more control over when, where, and how they work".

Clark (1989) observed that in teaching profession has different dimensions such as kind of work, quality of work, authority, identification and career growth etc., and most important thing is that all these dimensions differ with different institutes and course that is why this field is most preferred for Work family conflict. Near (1989) studied the

feasible ways in which work and life away from work are connected among university faculty members. This study shows differences on the basis of rank and gender, and also provides implication of family friendly policies for institutions of higher education.

Work life balance for teacher of engineering college has become one of the greatest challenges in today's world. Faculties are required to spend some extra hours' everyday for effective and productive lecture, so that they could reach higher levels and face the challenging atmosphere.

The increase in work ethics and consumerist culture has grown to greater extent that the value of parenting and home making has deteriorated. Good work life balance reduces stress and leads to productive outcomes. Thus the teaching faculty is able to give their best with high motivation and morale. Work based support to women is positively associated to job satisfaction, organizational commitment and career accomplishment. (Marcinkus, 2007) Home working could be stressful and demanding, if young children need to be managed. (Valcour and Hunter, 2005) These reviews highlight that there are work life balance issues that need to be addressed.

This work is an effort towards understanding how the faculty feels about his/her life while engaged in the field of technical education, whether there is sense of fulfilment or sense of missing life because of the competing demands of college work, tutorials, research, personal life and social activities. Insights on how their Age, Gender, Marital status affects their work life balance.

IV. RESEARCH GAP AND OBJECTIVES

The shift in working pattern, the necessity to change with the system and learn new things, personality evolution, strenuous working hours, erratic work schedule, the increasing number of multi career families, the demands of today's society; has made long lasting impact on the work life balance of teachers. A healthy work environment is very essential for an engineering college faculty to be productive and successful. Work life imbalance leads to poor performance, poor concentration.

Most of the studies on teacher's work life balance have been conducted in western countries (e.g. Rosner et.al 2005; Robotham 2001; Jacob 2004; Hakanenet.al 2005). This concept is under explored in the Indian context and there is need to conduct such researches in India extensively.

Research Objectives of the study:

- To understand how the faculty feels about his/her life while engaged in the field of technical education and their perceptions whether there is sense of fulfilment or sense of missing life because of the competing demands of college work and relationship of sense of Missing personal and social life due to low levels work life balance amongst faculties with Age, Gender and Marital status.

V. RESEARCH DESIGN, TOOLS AND DATA COLLECTION

The study aims to understand how the faculty feels about his/her life social and personal life due to competing demands of college work and how the parameters like age, gender, marital status effect their work life. The methodology includes Data collection, types of Questionnaire, Processing of data and finally analysis, interpretation of data along with outcomes. In this paper the data is collected from Secondary as well as Primary Sources.

The study conducted is exploratory, conclusive and based on multi-cross sectional design. Quantitative data was generated to test the research hypothesis. A survey-questionnaire that suits to the local and social settings of Allahabad has been developed. The questionnaire was made after study and analysis of extensive literature review. The questionnaire included scale type of questions. The questionnaire was personally-administered so that their neutral opinion is recorded. The study was conducted on the faculty of engineering colleges of Allahabad Region.

The questionnaire is based on various categories and factors of Academic-work-Life balance of faculties which included academic works, career progress, university environment, teaching hours, leisure activities, health related information, satisfaction levels, personal information like family, child care, marital issues, friends, colleagues and their relation with parameters like age, marital status and gender so as to find out whether they feel sense of fulfilment or sense of missing social and personal life due high/low levels of work life balance.

The responses from 300 teachers were collected and were subjected to statistical analysis by using statistical tools like Microsoft Excel and SPSS. A self-administered questionnaire was distributed to the faculties. The questionnaire included Likert scale type of questions. The responses range from 1 (strongly disagree) to 7 (strongly agree). Higher scores indicate high level of work/life balance, while lower scores indicate low levels of work/life balance.

VI. RESEARCH HYPOTHESES

Faculty has to perform significant work place functions like teaching, mentoring, evaluations, research etc. The factors like age, gender, marital status has implications on the work life balance of faculty. Low levels of work life balance create sense of missing social and personal life amongst them. Thus, the objective of the study is to examine the influence of independent variables into the dependent variables.

HYPOTHESES

H01: gender of teachers does not affect level of work life balance.

H11: gender of teachers does affect level of work life balance.

H02: Age of teachers does not create a feel of missing social and personal life due to low levels of work life balance.

H22: Age of teachers does create a feel of missing social and personal life due to low levels of work life balance.

H03: Marital Status of teachers does not impact the level of work life balance.

H33: Marital Status of teachers does impact the level of work life balance.

VII. RESULTS AND DISCUSSION

Result 1

H01: gender of teachers does not affect level of work life balance.

H11: gender of teachers does affect the level of work life balance.

	Low	Medium	High	Row Totals
Male	26 (30.80) [0.75]	106 (105.23) [0.01]	22 (17.97) [0.91]	154
Female	34 (29.20) [0.79]	99 (99.77) [0.01]	13 (17.03) [0.96]	146
Column Totals	60	205	35	300 (Grand Total)

The chi-square statistic is 3.4091.

The p-value is .181857. The result is not significant at $p < .05$

Therefore, it is concluded that gender and level of work life balance are independent.

Result 2

H02: Age of teachers does not create a feel of missing social and personal life due to low levels of work life balance.

H22: Age of teachers does create a feel of missing social and personal life due to low levels of work life balance.

	Low	Medium	High	Row Totals
Age 25-35	8 (14.40) [2.84]	26 (27.47) [0.08]	46 (38.13) [1.62]	80

Age 35-45	12 (10.98) [0.09]	21 (20.94) [0.00]	28 (29.08) [0.04]	61
Age 45-55	23 (13.32) [7.03]	30 (25.41) [0.83]	21 (35.27) [5.78]	74
Age 55-65	11 (15.30) [1.21]	26 (29.18) [0.35]	48 (40.52) [1.38]	85
Column Totals	54	103	143	300 (Grand Total)
The chi-square statistic is 21.2591				

The p-value is .00016. The result is significant at $p < .05$.

Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Therefore, it is concluded that feeling of missing social and personal life due to low levels of work life balance depends upon Age of teachers

Result 3

H03: Marital Status of teachers does not impact the level of work life balance.

H33: Marital Status of teachers does impact the level of work life balance.

	Low	Medium	High	Row Totals
Married	64 (50.43) [3.65]	102 (107.39) [0.27]	12 (20.17) [3.31]	178
Unmarried	21 (34.57) [5.32]	79 (73.61) [0.40]	22 (13.83) [4.83]	122
Column Totals	85	181	34	300 (Grand Total)
The chi-square statistic is 17.7831				

Table indicates that, p-value is .000138 which is less than standard value 0.05. Therefore chi square test is rejected. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

There is an impact of Marital Status on level of work life balance.

VIII. CONCLUSION

Incidence of Work-life Imbalance among Faculty Members of Higher Education Institutions of Allahabad:

61% of the faculty members of higher education Institutions of Allahabad reported work life imbalance. Work-life imbalance affects not only the personal life of faculty members but also their professional life.

IX. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

i. The size of the sample used to determine the dimensions of the scale was small. Further research could focus on a wider sample in order to get more generalized results.

ii. The study is limited to teachers of only Allahabad colleges, so this study can be extended to compare the dimensions of work life balance with teachers of other universities and colleges of other cities.

iii. In addition, a new perspective is to study the cultural and environmental variables that could have influence on WLB such as the life-style and behaviors in different cultures and nationals.

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