

Practicing Work Life Balance among the Female Faculty Members in Self-Financing Colleges

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ABSTRACT: Self-financing college faculties especially female who maintain a balanced work-life experience are generally more motivated and less stressed, leading to higher productivity and fewer conflicts between colleagues and management. Work-life balance practices would include employer-led programs that support healthy lifestyles, flexible vacation policies, and paid training. This means "work stays at work and home at home," so neither activity interferes with the other. The study aimed to understand practicing work life balance among the female self-financing faculties in Tirunelveli District. 100 female faculties were identified by Convenience sampling method and questionnaire were issued to those faculties to collect related data for the study. The study revealed that a healthy work-life balance leads to fulfillment in working and personal life. Work should not interfere with a person's personal life, and his personal life should never interfere with work. Work-life balance has to do with aligning the private time of female employees with their professional commitments, allowing them really to focus all their energy at work when necessary and giving them a chance to be beneficial to themselves outside the workplace. This is the need for employees to be productive, healthy, and engaged.

KEYWORDS: Work-life balance, Policies, Training, Faculties, Female.

I. INTRODUCTION

Work-life balance refers to the multi-dimensional construct as related to the extent of which an individual feels that his work life is rewarding, fulfilling, and free from stress and also adverse work outcomes. High work-life balance is essential for enhancing and maintaining the effectiveness and productivity of an organization to meet its core objective. As is true for any other type of organization, the HRM department significantly

determines WLB, with factors that will eventually support or affect this type of balance. Quality of work life refers to the level of satisfaction or dissatisfaction an individual experiences in his job or career. Generally, people who like their work usually experience a higher quality of work life and those with unhappy feelings or whose needs are not met, a low quality of work life. While the specific requirements of a high quality of work life vary greatly from person to person, certain basic elements that are generally included within a quality of work life can be likened to the career equivalent of human basics like health and food, as they are necessary in terms of an acceptable standard of living and shelter. For example, a person of quality of work life will mostly experience respect at work and fair and courteous treatment from coworkers and managers. The job should not provoke too much physical discomfort or mental stress; working itself should be enjoyable or at least something that is not unpleasant. A fair and adequate salary for work done, and a sense of being valued or appreciated for contributions to an organization, are also key. Ultimately, quality of work life relates to how much happiness or fulfillment someone derives from his career. Since people's priorities and preferences vary, what would constitute a high quality of work life will vary. In fact, some people might be fine with any job, even the minimum wage, so long as it meets all their needs, whereas others find such a job too routine and physically demanding and hence not fulfilling at all. Irrespective of individual's preference, the individuals who earn good money to live comfortably, find their jobs interesting or significant, and experience personal fulfillment in their jobs. According to this definition, therefore, contented employees are termed to possess high quality of work life while dissatisfied or uninhibited employees usually have low quality of

work life. Educational institutions shape and develop society's future; thus, both professional and personal life factors determine WLB. There are so many influencing factors. It must be taken seriously and addressed in relation to the changing needs and aspirations of employees. That would ensure a high WLB in educational institutions so that employees can better enjoy their work and finally contribute to the betterment and prosperity of society.

SIGNIFICANCE OF THE STUDY

A healthy work-life balance for personal well-being and relationships in an institution will also benefit institutional productivity and general performance. Some institutions score high on the list of work-life balance, but job seekers are increasingly attracted by the self-finance institutions which can attract and retain younger workers today. Holidays no longer feel a luxury; they are rather a necessity with annual leave. However, time off gives employees a chance to break off from work and therefore a chance to mend, relax, and enjoy themselves. There would therefore be an opportunity to rest and rejuvenate, and this would serve to increase productivity and concentration once they are back to work. Traditionally, work has formed a significant part of human life, and its influence upon the psychological well-being of a person is well acknowledged. Today, Quality of Work Life is quickly becoming the essential dimension of overall Quality of Life. Several organizations, including private self-finance institutions, many employees dissatisfied with their work because of imbalance between work and life.

PROBLEM IDENTIFICATION

Improper Work-life balance among women faculties in self-finance college has been linked to a range of health issues, including poor physical health, psychological distress, mental health problems, and overall life dissatisfaction. However, the impact of work-life conflict on health outcomes may vary by gender, due to the unequal distribution of responsibilities between work and home. For example, some studies have found that working women report better outcomes in relation to work-life conflict and self-reported health compared to men, while other studies suggest similar effects for both genders. Additionally, women who share equal responsibility for both work and family tend to experience lower levels of fatigue, stress, and physical symptoms compared to women who face a disproportionate burden of either work or family responsibilities.

OBJECTIVE OF THE STUDY

To know the practices of work life balance among the female faculties of self-financing colleges in Tirunelveli District.

II. REVIEWS OF PAST LITERATURE

In this context, Rajini and Pushpavathi (2021) sought to establish a relationship between Emotional Intelligence and the quality of work life among employees in educational institutions, a sector where maintaining a high quality of work life is particularly challenging. The study found a positive correlation between emotional intelligence and work life balance, indicating that individuals with higher EI tend to view their work environment more favorably, adapt more effectively to stress and change, and manage other challenges in their own unique ways. The research also revealed that women exhibited slightly lower levels of both emotional intelligence and work life balance compared to men. However, no significant differences were observed between academic and non-academic teaching staff regarding emotional intelligence and work life balance. The study by Vasumathi et al. (2019) aimed to analyze emotional intelligence on work life balance of faculty members in Tamil Nadu, India. A discriminant analysis was carried out to show a significant association between type of university and the influencing factors on emotional intelligence and work life balance. The conjoint analysis then identified the critical attributes of emotional intelligence and work life balance that allow for the most and least effective combinations of these factors in influencing work-life balance. The study also focused on the fact that in an environment characterized by high competition in educational institutions, emotional intelligence is a key skill required to succeed effectively. This would thus indicate that professional perfection comes at a personal expense; however, the balance between one's professional and family life serves as an essential precursor to overall well-being. Emotional intelligence also plays a significant role in helping enhance performance at both professional and personal levels and reduce stress at both levels. The results from the study determined that workers who are characterized by high emotional intelligence are able to manage work better such that long working hours and after-hours meetings that may strain their work-life balance are prevented. Subha (2013) revealed that modern organizations, of which educational institutions are not an exception, have to concentrate on the work-life balance issues regarding their staff, especially women. She

believes this must be achieved through the application of an integrated design of policies that would empower teaching staff to better manage their work-life balance. As part of her recommendations, she believes such policies would improve the performance of members of the staff. Balancing work and family or other commitments has been increasingly a concern for employees as well as organizations in the present setup.

III. METHODOLOGY

The research methodology describes the systematic process as well as the methods applied to data collection, analysis, and interpretation. It explains the methods of a piece of research, providing the reader with an explicit guide in the execution of the study. Strong methodologies are

vital for the reliability and validity of the study. This study is based on primary data collected from a sample of 100 female faculty members at self-financing colleges in Tirunelveli District, selected through convenience sampling. Data was gathered using a questionnaire, and Multiple Regression analysis was applied for the analysis.

IV. RESULTS AND DISCUSSIONS

A multiple linear regression analysis is used to predict the values of the dependent variable, Y, based on a set of p explanatory variables (x_1, x_2, \dots, x_p). These notes outline the core theory behind multiple linear regression, complemented by examples from census data to illustrate and apply the theory in practice.

Table 1

Model Summary

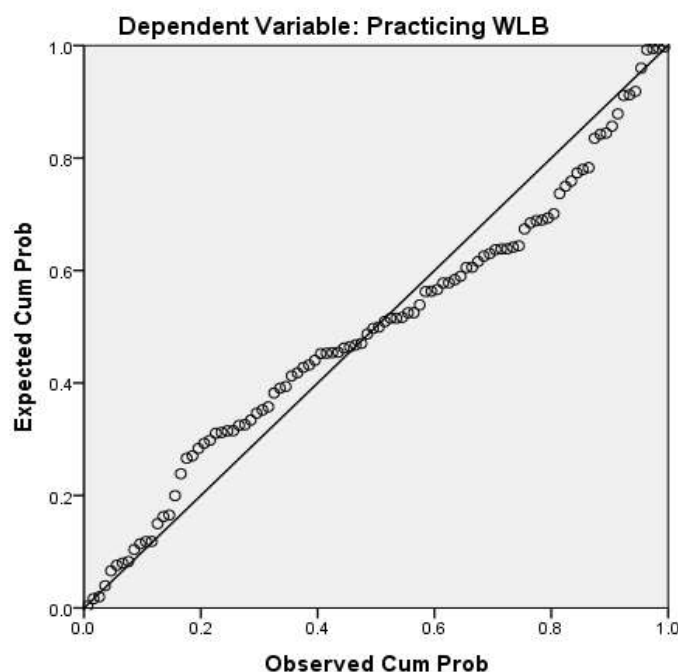
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 ^a	.379	.310	10.674

It is noted that R square value is 0.379 which shows that three variables such as marital status, type of family and income per month and are contributing 37.9% on the practices of WLB

among self-financing college women faculties these are significantly associated at 1% and 5% level.

Chart 1

Normal P-P Plot of Regression Standardized Residual



The following table shows the multiple regression analyses which presents the relationship between independent variables and the practices of

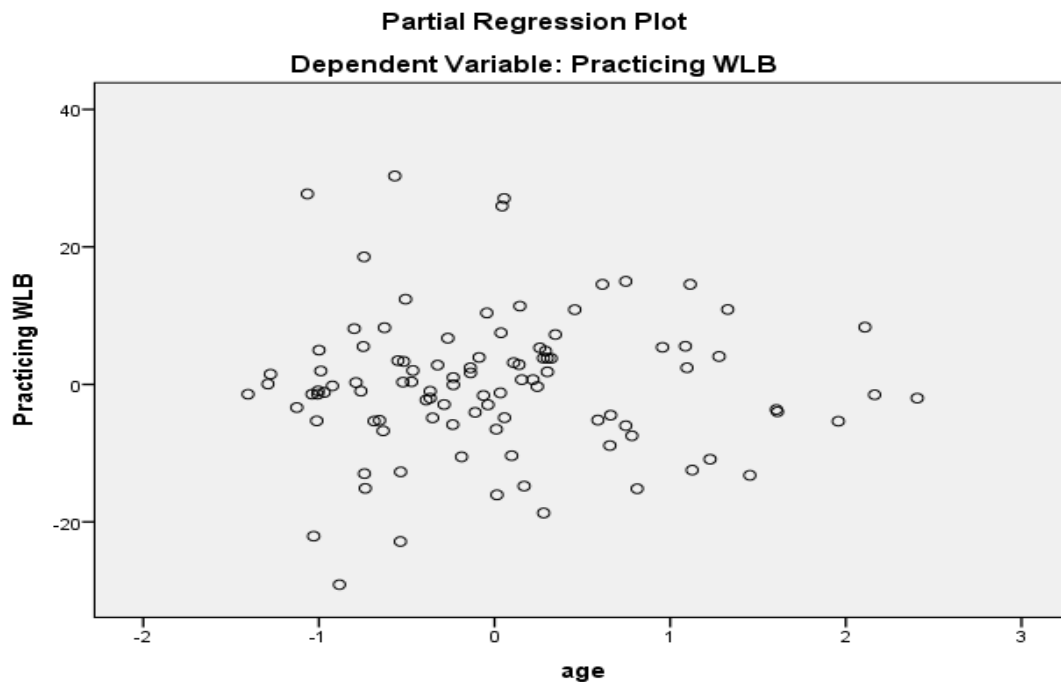
WLB among the women faculties of self-financing college.

Table 2
Coefficients

Variables	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	29.504	8.008	3.684	.000
Age	.150	1.290	.116	.908
Marital status	-6.306	2.762	-2.283	.025
Educational qualification	-1.344	1.653	-.813	.419
Department of faculty	1.443	2.003	.721	.473
Designation of faculty	-.205	1.131	-.181	.856
Experience of faculty	1.435	1.564	.918	.361
Family members	-2.691	1.403	-1.918	.058
Type of family	5.087	1.570	3.240	.002
Income per month	4.171	1.395	2.991	.004
Residential position	.763	1.626	.470	.640

It could be seen variables such as age, department, experience, type of family, income per month and residential position are positively associated with the women faculties of self-financing college. The velocity of raising the level of women faculties of self-financing colleges shows better results such as age with 0.150 units change, with 1.443 units change in department of women faculties, with 1.435 units change in experience of

women faculties in self-financing colleges, with 5.087 units change in type of family, 5.087 units change in type of family and with 4.171 units change in income per month and 0.763 unit change in residential position. The following chart shows the partial regression plot to understand the relation between independent variables and practicing WLB.



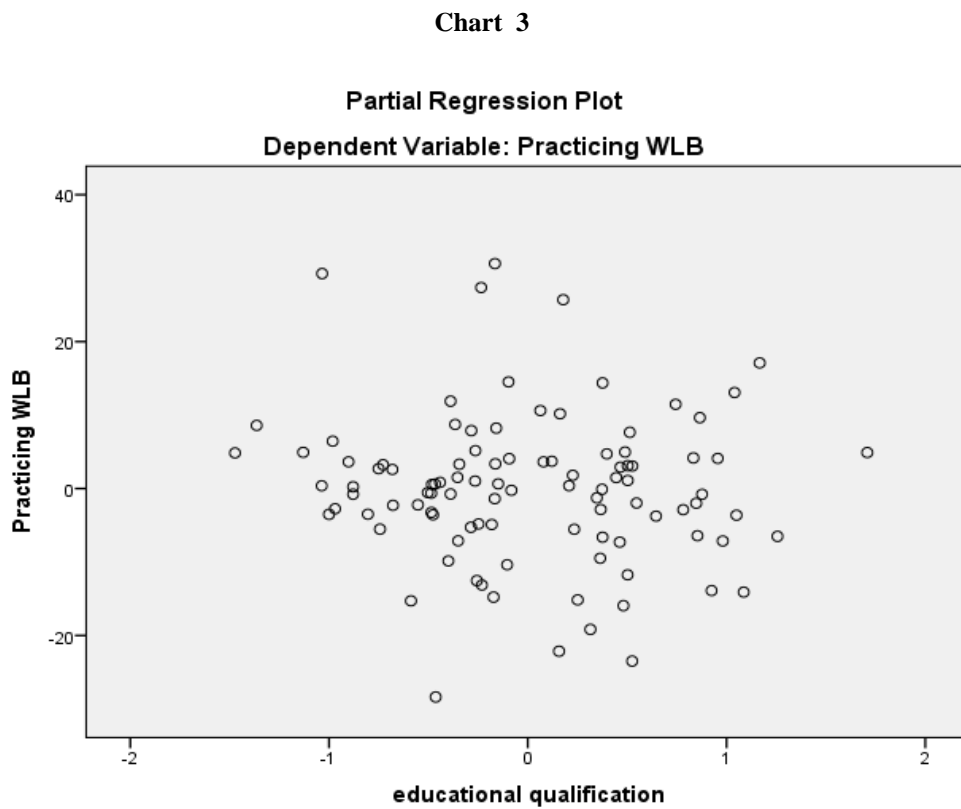
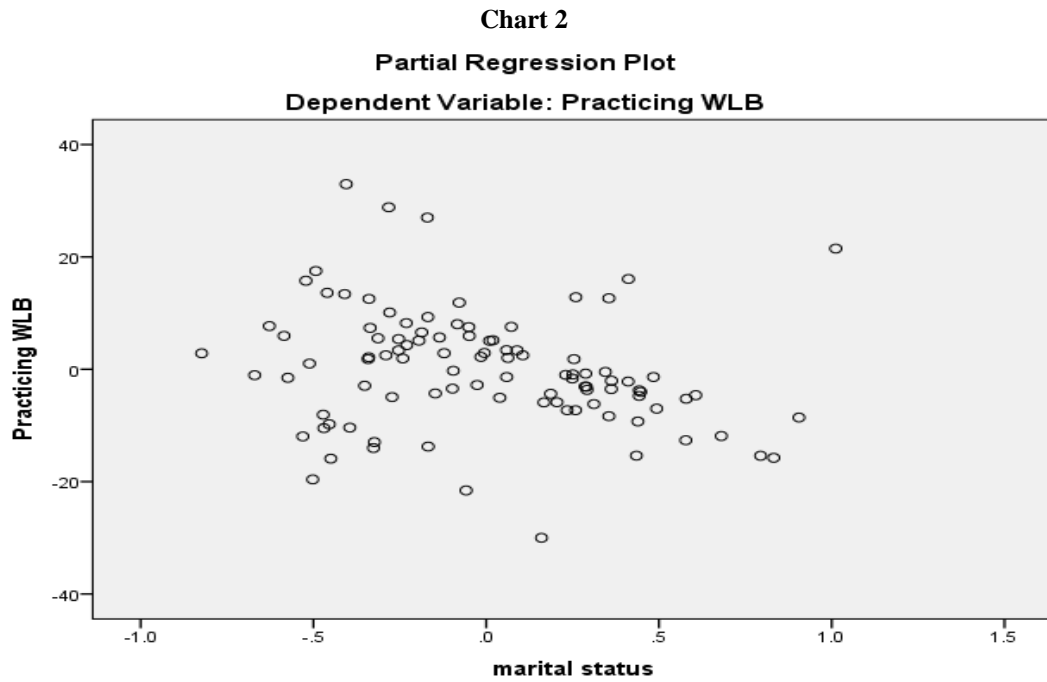


Chart 4

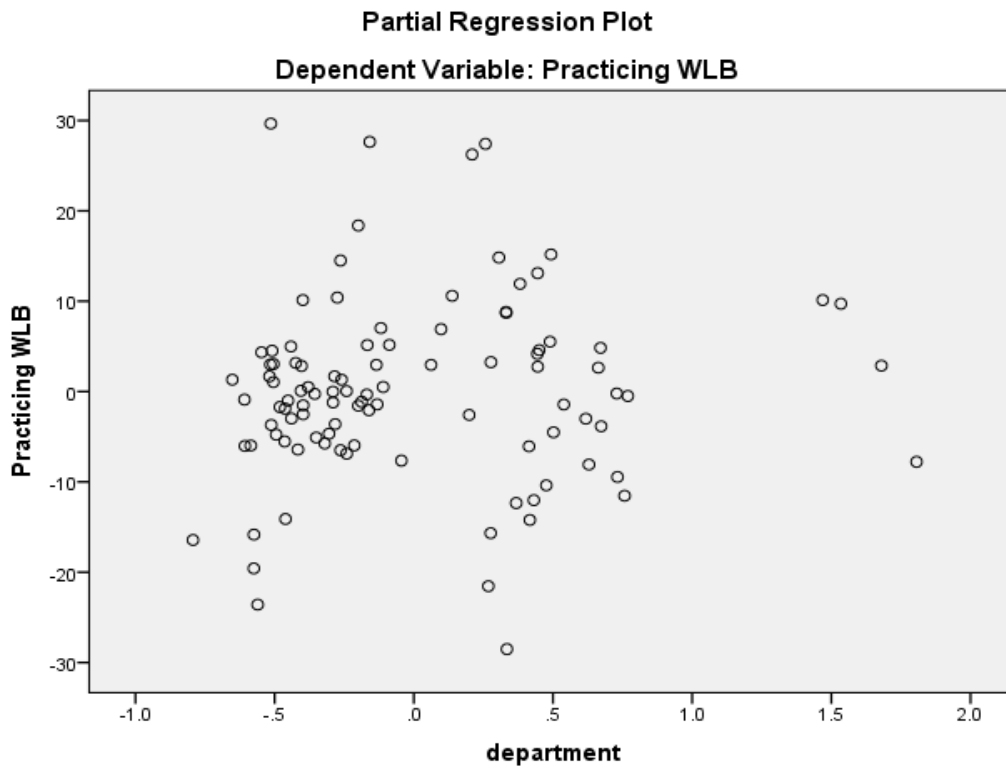


Chart 5

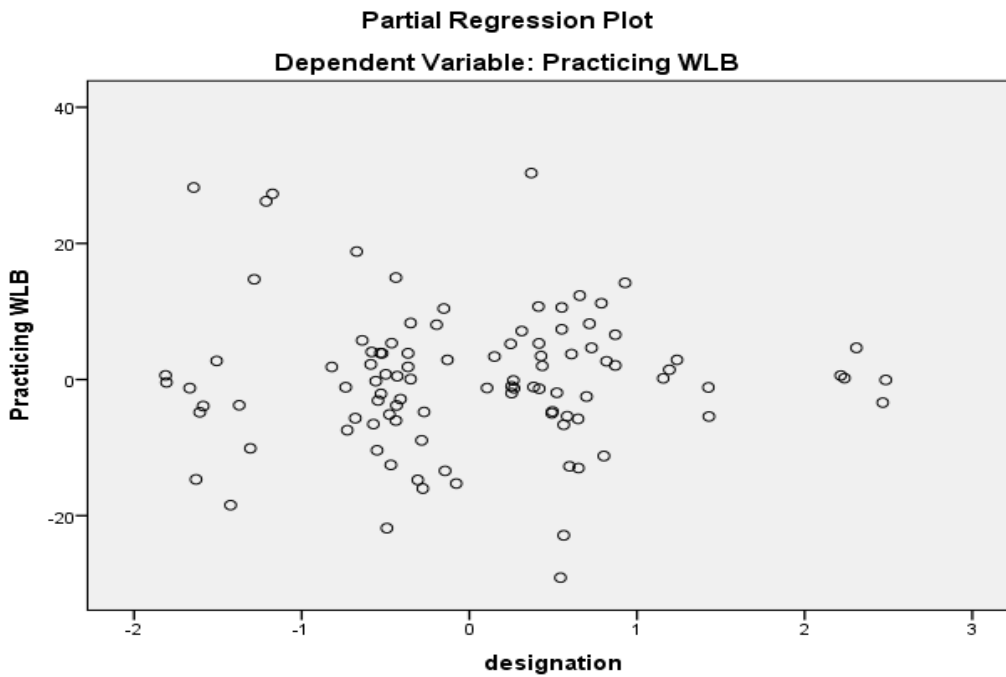


Chart 6

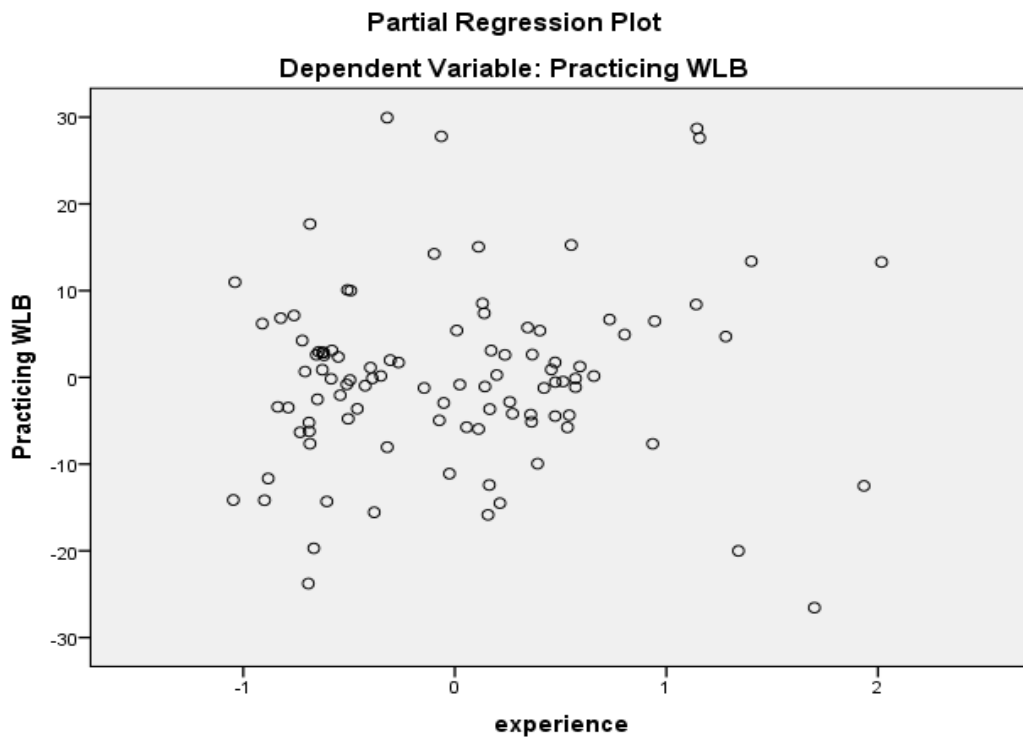


Chart 7

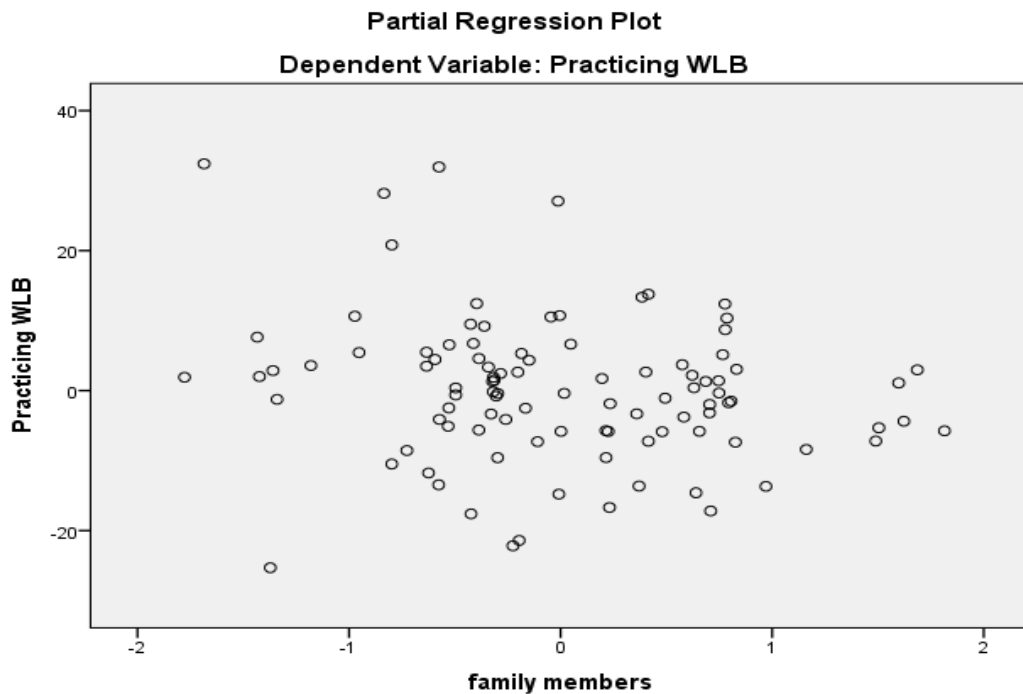


Chart 8

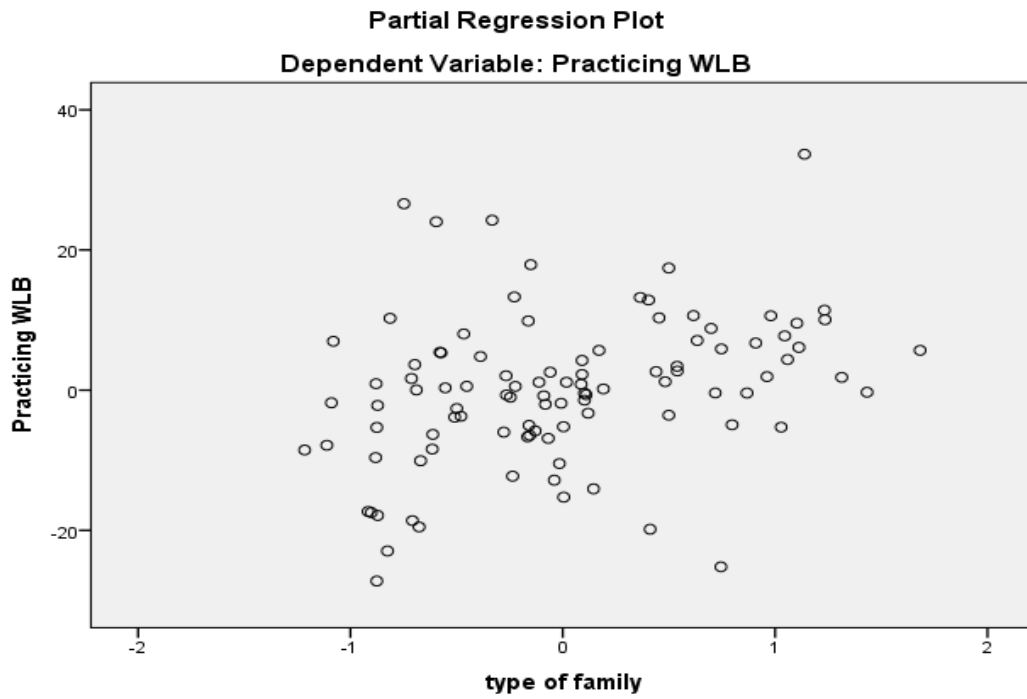


Chart 9

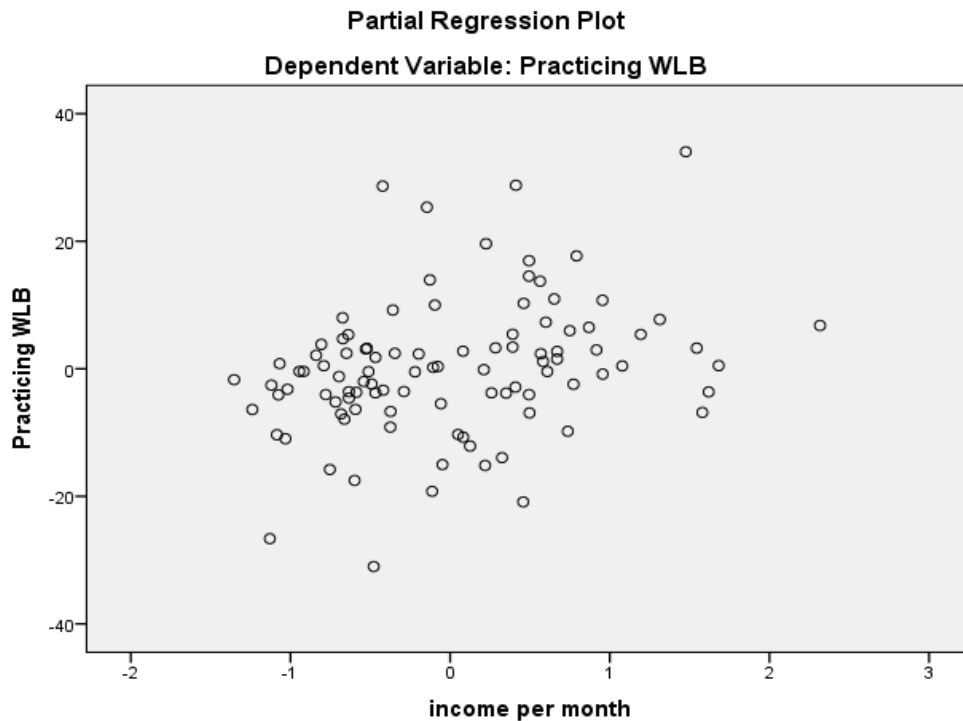


Chart 10

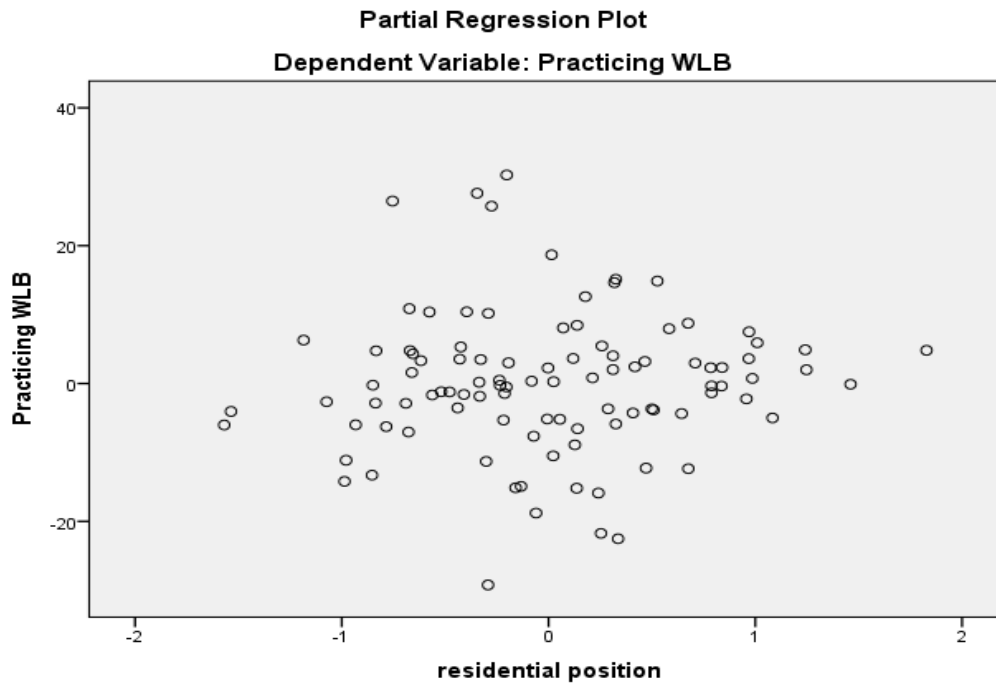


Chart 11

In Anova table, the variables whose F Value is 5.438 and the associated probability for F test is less than 0.05.

Hence the F value is significant at 1% level and the study is perfectly fit to know the relationship between the selected variables.

Table 3

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6195.160	10	619.516	5.438	.000 ^b
	Residual	10139.280	89	113.924		
	Total	16334.440	99			

a. Dependent Variable: Practicing WLB

The study found that the variables such as age, department, experience, type of family, income per month and residential position are positively associated with the women faculties of self-financing college.

V. RECOMMENDATIONS AND CONCLUSION

Any faculty member at any level will find it quite challenging to balance personal life, research, teaching, and service; this is especially true early in one's career. For instance, setting boundaries and management skills are deemed essential but can be developed over time. Faculty workloads often extend beyond the clocked hours within the campus, requiring another few hours at home preparing for the next day. Therefore, working females in self-financing colleges, in

general, have to face the stress of workplace pressure with family, social, and personal expectations. The faculty members, generally try to achieve control over their lives and influence over professional roles. Women faculty members, who maintain good work-life balance in self-financing colleges, are said to be more motivated, less stressed, and also well-connected to the students and management. Such balance would also positively impact the student learning and behaviors. Educational institutions supporting a strong balance between work life would attract and retain faculty members. Management in self-financing colleges should organize additional awareness programs for faculty members, focusing on stress management and strategies for achieving a healthy work-life balance.

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