

# Assessing the Factors That Lead to a Balanced Work-Life of Faculties of Engineering Colleges

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## ABSTRACT

Achieving optimum Work life balance is an ongoing process. With huge variability in professionals and professions both it is likely that no single rule or theory is common. Every profession has different aspects, requirements demands similarly every human has different responsibilities, abilities and aspirations. It therefore becomes crucial to analyze all professions and individuals from a focused multiway approach. And the results couldn't be generalized given that the nature of research is different for different Individuals and professions.

In the article efforts are put to assess the various factors that lead to a balanced work life of faculties of engineering colleges and how these individual factors affect work life balance and influence the overall work life balance such as effect of courses taken, spouse employment, effect of income/salary and effect of stress level towards job.

**Keywords**—courses, income, optimum balance, stress, work life balance, variability.

## I. INTRODUCTION

Work life balance can be described as a measure of the balance between the job and the personal life of an employee. In other words we can say the work life balance is a technique to divide the time and energy of an employee among work, family and other important accepts of the life optimally. Work life balance is an important issue in the academic world, how to manage work with family successfully. Thus, it is a very important issue for employee as well as from organizational aspect also.

Faculties are the most important resources of any academic organization or institution, the responsibility of the faculties are teaching, administration, research and consultancy, placement activity of the institute and also other important activities of the institute. Thus, faculties have more responsibility which leads to imbalance in his personal life and professional life. The most influential aspect noticed is increase in the level of dissatisfaction in faculty and the complaints that their institutions do not cooperate with them to achieve a fair balance between work and personal life. Quality of teaching & research and good placement record is not achieved without highly qualified faculty along with the high satisfaction level of faculty.

Many organizations have started introducing innovative policy on work life balance by providing opportunity like flexible time work schedule, shared responsibility of job, five days week work culture, special leave provision, some special quota for their wards and conduct family event and activities sponsored by organization etc. This leads to fill the gap between personal, professional and social life of a person and better work productivity and outcome at organization level. So good work life balance reduces stress and leads to productive outcome and enable faculties to find the time for family and other personal issues.

## II. METHODOLOGY

The methodology includes framing of the Questionnaire, data collection, 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. LITERATURE REVIEW

In this section it was discussed about the various existing state of the art that has been published and provide the analysis on work life balance among faculties of an engineering colleges on different parameter.

**Dundas (2008)**, in this paper author define WLB is nothing but effective management of act between work and personal development, voluntary work, activities with family, social and leisure.

**Behav (2009)**, in this paper they analyse WLB and said that the employee of an organization will longer retain if they have a greater flexibility in their time expectation especially for those employee who have their own family.

**Fatima and Rehmal (2012)**, Conducted research to analysis role conflict effect on employee job satisfaction as well as leaving.

**Usman & Ramjus (2013)**, in this paper author evaluate the effect of salary and job stress on job satisfaction of faculties. Results indicate that the relationship exists between job satisfaction and job stress.

According to **Malik & Hogg (2010)** the employee having higher work demands will result in higher level of stress. This causes negative impact on their physical and psychological well being. Therefore, organization needs to understand the important of job stress and WLB of their employee.

**Wesley and Muthuswamy (2005)** they studied the sample of 230 faculties of an engineering colleges in Coimbatore, India. They found that work to family conflict was more prevalent than family to work conflict. The finding of different

studies reported that work to family conflict is more frequent than family to work conflict.

**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. These studies show differences on the basis of rank and gender, and also provide implication of family friendly policies for institutions of higher education.

**Fub et al (2008)** gave analysis on the parameters marital status and age group. They found marital status and age group was a significant predictor of work interference in family. Effect of emotional intelligence on WLB also has been studied. Significant correlation has been found. The effect of personality type and situational factors has also been studied and analyzed.

**(Maslach, Jackson, & Leiter, 1996; Schaufeli & Enzmann, 1998)** provided 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.

**Manisha & Dev Raj (2017)** in their paper observed that among 300 faculties around 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

**Burke (2002)** in his paper observed that high psychological job demands like long working hours, working under deadlines, without clear direction leads 75 percent of the working employee suffer from depression or general anxiety disorder than those the employee with lowest level of psychological job demands. Such kind of work does not permit to take care of their family, this leads faculty/employee feel unhappy, disappointed and frustrated.

**Manisha &Sushma (2017)** in their paper observed that the type of courses taken up for studies influence the time available for family, friends, socializing, leisure etc. 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

In this paper it was focused on investigating the factors that affect the work life balance. i.e, identify the key factors that influence the work life balance of faculties.

Such as effect of courses taken, spouse employment, effect of income/salary and effect of stress level at different level such as assistant professor, associate professor and professor.

The study of work/life balance involves the examination of people's ability to manage simultaneously the multi-faceted demands of life.

Thus, 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.

#### Research Objectives of the study:

- i. To study how the individual factors affect work life balance and influence the

overall work life balance such as effect of courses taken, spouse employment, effect of income/salary and effect of stress level towards job.

- ii. To study the level of stress among faculties of engineering & management institutes.

#### Research Hypothesis of Study:

In this paper the following hypotheses are proposed and their validity tested through chi-square statistic technique.

H01.1= There is no association between Work-Life Balance and Type of Course being taught by the faculties.

H11.1= There is association between Work-Life Balance and Type of Course being taught by the faculties.

H02.1= There is no effect of spouse employment on Work-Life Balance of faculties (WLB)

H12.1= There is effect of spouse employment on Work-Life Balance of faculties (WLB).

H03.1: There is no effect of Income on Work-Life Balance (WLB).

H13.1: There is an effect of Income on Work-Life Balance (WLB).

H04.1: Teachers having children does not impact their Work-Life Balance (WLB)

H14.1: Teachers having children does impact their Work-Life Balance (WLB)

#### V. RESEARCH DESIGN, TOOLS AND DATA COLLECTION

The study aims to understand on investigating the factors that affect the work life balance and the impact of these factors on their Work Life balance/imbalance. 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, courses being taught, career progress, university environment, teaching hours, leisure activities, health related information, spouse employment, income, satisfaction levels, personal information like family, child care, marital issues, friends, colleagues and their relation with parameters like age, marital status no. of children and gender so as to find out whether these parameters effect their level 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.

**VII. RESULTS AND DISCUSSION**

**Result 1**

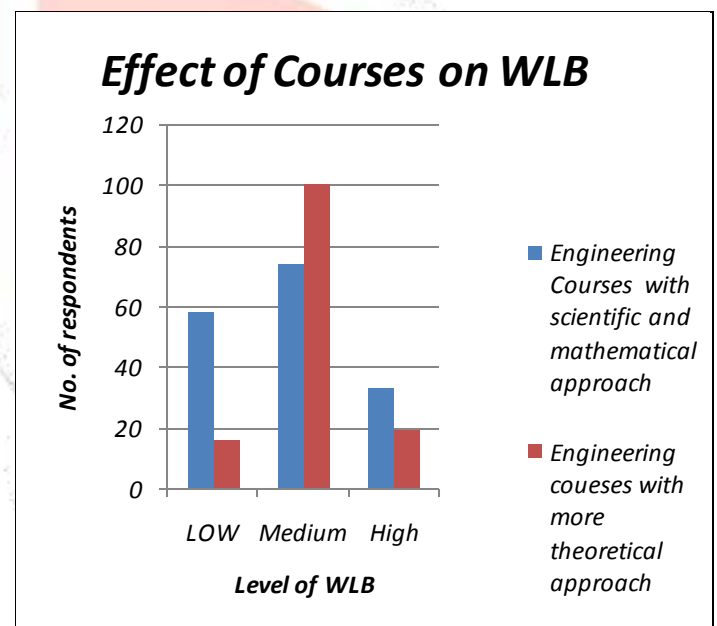
H01.1= There is no association between Work-Life Balance and Type of Course being taught by the faculties.

H11.1= There is association between Work-Life Balance and Type of Course being taught by the faculties.

	Low	Medium	High	Row Totals
Engineering courses with scientific and mathematical approach	58 (40.59) [7.47]	74 (94.89) [5.05]	33 (28.52) [0.70]	165
Engineering courses with more theoretical approach of teaching	16 (33.41) [9.07]	100 (78.11) [6.13]	19 (23.48) [0.85]	135
<b>Column Totals</b>	74	174	52	<b>300 (Grand Total)</b>

The p-value is = 0.00001. The result is at  $p < .05$ . Thus, chi square test is rejected. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Therefore, it is concluded that there is association between Work-Life Balance and Type of Course being taught by faculties.



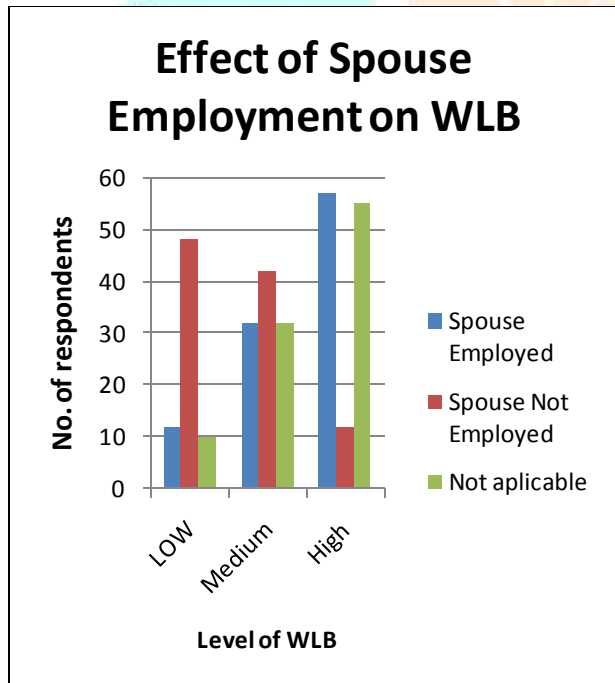
**Result 2**

H02.1= There is no effect of spouse employment on Work-Life Balance (WLB)

H12.1= There is effect of spouse employment on Work-Life Balance (WLB).

	Low	Medium	High	Row Totals
Spouse Employed	10 (29.30) [10.22]	30 (33.04) [0.03]	50 (38.65) [8.71]	90
Spouse not Employed	70 (36.56) [34.37]	40 (41.22) [0.01]	09 (48.22) [27.21]	119
Not Applicable	08 (28.14) [11.70]	30 (31.73) [0.00]	53 (37.12) [8.61]	91
<b>Column Totals</b>	88	100	112	<b>300 (Grand Total)</b>

The chi-square statistic is 100.8528. The p-value is =0.0042301. The result is at  $p < .05$ . Hence, null hypothesis is rejected and alternate hypothesis is accepted. Therefore, it is concluded that effect of spouse employment on Work-Life Balance (WLB) is significantly present.



**Result 3**

H03.1: There is no effect of Income on Work-Life Balance (WLB).

H13.1: There is effect of Income on Work-Life Balance (WLB).

	Low	Medium	High	Row Totals
High Income Group	12 (40.40) [19.96]	48 (40.80) [1.27]	60 (38.80) [11.58]	120
Medium Income Group	32 (33.33) [0.05]	42 (33.66) [2.07]	25 (32.01) [1.54]	99
Low Income Group	57 (27.27) [32.41]	12 (27.54) [8.77]	12 (26.19) [7.69]	81
<b>Column Totals</b>	101	102	97	<b>300 (Grand Total)</b>

The chi-square statistic is 85.342. The p-value is = 0.005321. The result is at  $p < .05$ .

Table indicates that, p-value is 0.005321 which is less than standard value 0.05. Therefore chi square test is rejected. Hence, null hypothesis is rejected and alternate hypothesis is accepted. Hence, there is an impact of Income on WLB.

**Result 4**

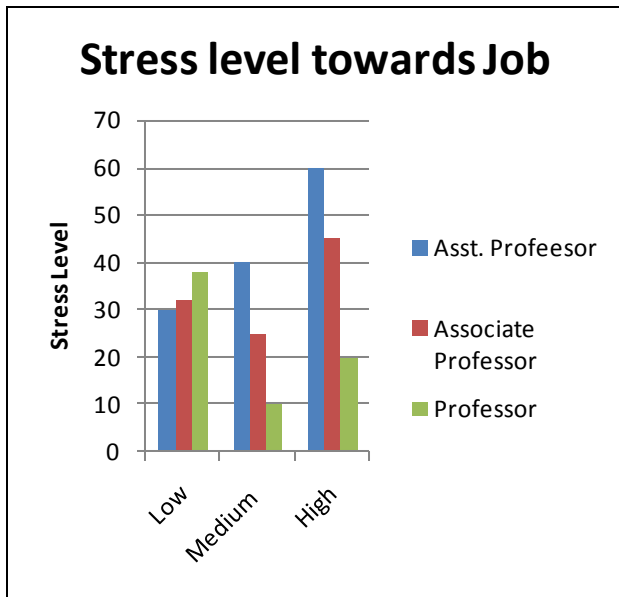
H04.1: Teachers having children does not impact on WLB

H14.1: Teachers having children does impact on WLB

	Low	Medium	High	Row Totals
Teachers having children	60 (50.43) [1.81]	106 (107.39) [0.02]	12 (20.17) [3.31]	178
Teachers having no children	25 (34.57) [2.65]	75 (73.61) [0.03]	22 (13.83) [4.83]	122
<b>Column Totals</b>	85	181	34	<b>300 (Gr and Total)</b>

Table indicates that, p-value is .001791 which is less than standard value 0.05. Therefore chi square test is rejected. Hence, null hypothesis is rejected and alternate hypothesis is accepted. Therefore, it is concluded that Teachers having children have impact on WLB.

We also analyze the effect of family concern of Assistant Professor, Associate professor, Professor on Stress level.



### VIII. CONCLUSION

From the above results and analysis it was concluded that there is association between Work-Life Balance and Type of Courses being taught by the faculties, it was found that courses which are scientific and mathematical the faculties found themselves at a better work life balance position as compared to theoretical subjects faculties. The effect of spouse employment on Work-Life Balance (WLB) is significantly present; the faculties who have a working spouse have to work more towards attaining favorable WLB given that the spouse also is working and therefore allocating less time towards household responsibilities as compared to the non-working spouse couple.

Among the other factors similarly the income of the faculties also have an effect on their work life balance, faculties who earn more feel that they are able to find solutions like maids, helpers, drivers etc. who help them achieve some balance leading less stress about the responsibilities at home, work etc. They are able to attain satisfaction and spend time for fun and leisure, outings, vacations etc.

Faculties having children have greater responsibilities and put significant time and efforts towards achieving favorable WLB as compared to faculties with no children. They have to allocate time to cater to needs of children.

Level and Hierarchy of employment too has an impact on stress levels. The higher the position the lesser the stress and more favorable WLB given that the position is attained at a particular age and experience and which in time polishes the individuals capabilities both at work and hones the personal capabilities as well. More balanced approach towards leading a less imbalanced 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 faculties of only Allahabad engineering colleges, so this study can be extended to compare the parameters of work life balance and findings of this research with faculties of other universities and colleges of other cities.

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