



WORK LIFE BALANCE AND ITS IMPACT ON JOB SATISFACTION AMONG WORKING WOMEN IN INDIAN UNIVERSITIES

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ABSTRACT

This study explores the intricate dynamics of work-life balance and its impact on job satisfaction among women employees in Indian universities. The study utilises a thorough survey that utilises a five-point Likert scale to examine three primary dimensions. These dimensions include the accessibility of personal life advancement opportunities, the impact of rewards and recognition on self-confidence and job satisfaction, and the perceived level of satisfaction in achieving a work-life balance. The results of the study demonstrate a complex and multifaceted situation, characterised by a range of perspectives about the implementation of personal life improvement programmes and the impact of incentives. Despite encountering various obstacles, a significant segment of women articulates contentment in effectively managing the delicate equilibrium between their work and personal spheres. The research highlights the significance of clear and open communication, customised support systems, and continuous efforts by organisations to cultivate an inclusive atmosphere. As the participation of women in academia continues to be significant, the aforementioned perspectives serve to enrich the continuing discourse around gender equality and the overall welfare inside Indian institutions.

Keywords: - Work Life, Job, Satisfaction, Obstacle, Participation, Indian University.

INTRODUCTION

The discourse around higher education in India is undergoing a transformation. The academic environment, which was historically dominated by males, is now seeing a significant shift as women are increasingly entering many realms of academia. The increasing presence of women in higher education institutions nationwide brings attention to their diverse responsibilities as instructors, researchers, administrators, and carers. Nevertheless, this noteworthy advancement is not devoid of its obstacles, and a crucial aspect that

requires consideration is the intricate balance between professional and personal life that female employees at Indian colleges must navigate.

In recent decades, there has been a significant increase in the enrolment and active engagement of women in academic endeavours inside Indian institutions. The formerly dominant gender imbalance is progressively being replaced by a more inclusive and varied academic setting. Women are increasingly occupying positions of leadership, therefore challenging the prevailing gender norms in historically male-dominated sectors. Their presence in these professions is making substantial contributions to the intellectual and cultural landscape of higher education institutions. Nevertheless, this process is followed by a series of complex obstacles, with the primary concern being the pursuit of a cohesive equilibrium between one's professional and personal life. Female individuals in the academic field often encounter the need to skilfully manage many activities, including doing rigors research, fulfilling teaching obligations, handling administrative tasks, and attending to domestic obligations. The intricate network of societal demands and responsibilities may prove to be daunting, prompting enquiries about the viability of maintaining such a diverse way of life and its potential impact on one's level of professional contentment.

CONCEPT OF WORK-LIFE BALANCE

The concept of work-life balance has significant meaning for those who want to achieve a state of equilibrium between their professional and personal domains. This concept encompasses the intricate practise of effectively managing one's time and energy in order to fulfil the requirements of a demanding profession, while also prioritising personal well-being, familial connections, and particular interests. For female professionals employed in Indian higher education institutions, attaining this state of equilibrium is often comparable to navigating a precarious path, whereby any lack of balance may have repercussions not just on their own lives but also on the wider academic community. There are several consequences associated with an unequal distribution between work and personal life. The presence of stress, burnout, and unhappiness may have a pervasive impact on the professional realm, including both the personal well-being of individuals and the general productivity and vitality of the academic setting. It is important to acknowledge the complex interplay between work-life balance and job happiness in order to comprehend the elements that contribute to the comprehensive growth of women in the academic sphere.

The objective of this research is to explore the various aspects of work-life balance and its influence on job satisfaction among female employees in Indian institutions. The study aims to collect significant insights into the subjective experiences of women in academics by using a thorough questionnaire constructed on a five-point Likert scale. The study encompasses an examination of individual obstacles, organisational assistance, and assessments of job contentment, so offering a comprehensive comprehension of the dynamic relationship between work and personal life within the framework of higher education in India.

This investigation aims to not only illuminate the difficulties encountered by employed women but also to highlight exemplary practises within institutions and areas that need improvement. The primary objective is to provide a valuable contribution to the continuing scholarly conversation around gender equality within academic settings. Additionally, this study aims to offer actionable suggestions that enable institutions to

cultivate an atmosphere conducive to the success and well-being of women, both in their professional and personal lives. As we begin this endeavour, we acknowledge the crucial significance of achieving work-life balance in crafting the narratives of achievement, contentment, and gratification for female individuals inside Indian academic institutions.

CHALLENGES FACED BY WOMEN IN INDIAN UNIVERSITY

Social conventions, institutional frameworks, and cultural expectations all contribute to a hostile environment for women in Indian higher education. Although much progress has been accomplished, we still have a long way to go before we achieve true gender parity. Here are a few of the obstacles that female students at Indian institutions must overcome.

➤ ***Gender Stereotyping and Discrimination***

Women frequently confront deep-seated gender prejudices and preconceptions that might impact their academic and professional experiences. Opportunities for women in positions of leadership or in specific academic fields may be hampered by stereotypical views of the sexes.

➤ ***Underrepresentation in Top Positions***

While more women than ever are attending higher education, they are still underrepresented in positions of power. It's possible that women suffer obstacles in obtaining administrative positions, reducing their ability to affect the direction of institutions' policies and procedures.

➤ ***Work-Life Harmony***

Women in academia have a persistent challenge: how to successfully juggle their personal and professional lives. The pressure of conforming to traditional expectations of caring responsibilities may be substantial, with negative consequences for both professional advancement and employment happiness.

➤ ***Discrimination and Harassment***

Instances of harassment and discrimination, whether subtle or overt, represent substantial obstacles for women in academic contexts. The prevalence of issues like sexual harassment, discrimination based on gender, and prejudice in performance reviews makes it difficult to foster a welcoming and inclusive workplace.

➤ ***Policies that aren't family-friendly enough***

Unfortunately, many institutions in India do not provide enough family support services, such as flexible work schedules, maternity leave, or on-campus daycare. The lack of such support structures might make it tough for women to handle both their academic and domestic duties.

➤ ***Inadequate Funding and Resources for Research***

Disparities in research opportunities and output may be exacerbated by the fact that women researchers may have difficulties in acquiring research funding and gaining access to relevant resources. This constraint might inhibit professional progress and recognition in the academic world.

➤ *Hiring and promoting with implicit and explicit bias*

Women may be at a disadvantage in the workplace due to implicit prejudices in recruiting and promotion procedures. Decision-makers may be influenced by preconceived notions about women's work ethic and aptitude for specific positions, which may be a barrier to progress.

➤ *Inadequate Social Interactions*

In order to advance in one's career, networking is essential; nevertheless, gender dynamics may make it harder for women to get entry to informal networks. Mentoring, teamwork, and professional advancement may all suffer from a lack of networking opportunities.

➤ *The Influence of Social Pressures and Stigma*

Women in academics may face extra obstacles due to societal norms that place a premium on marriage, childbirth, and family life. Internal difficulties and external criticism might result from the stigma that comes with making unorthodox decisions about one's work or delaying having children.

➤ *An Inequitable Distribution of Educational Options*

There may still be barriers to higher education and research for women in various parts of the world. Disparities in access to higher education are often experienced by women and may be influenced by social, cultural, and bias-based factors.

It will need a concerted effort on many fronts to meet these problems, including revisions to institutional rules, cultural norms, and social assumptions. Creating a more inclusive and supportive environment for women at Indian institutions entails removing gender stereotypes, encouraging equal chances, and developing a culture that values diversity and gender equality.

REVIEW OF LITERATURE

Roehling & Moen (2001) in their seminal study, examined the correlation between work-life balance initiatives and organizational retention strategies. The study revealed that the implementation of retention measures proved to be effective in helping employees achieve a notable equilibrium between their professional and personal lives. The potential advantages of these activities and programmes may primarily lie in their impact on the organization rather than their direct benefits for the workforce. The impact of work-life imbalance on employee performance within organizations has been a subject of considerable research and analysis in the literature. Numerous studies have explored the relationship between the two variables, shedding light on the negative consequences that work-life imbalance can have on an employee's overall performance. Researchers have found that when employees experience a significant disparity between their work and personal life, it can lead to a decline in their job satisfaction, motivation, and engagement. This, in turn, can result Furthermore, it is worth noting that a significant issue faced by employees is the challenge of achieving a harmonious equilibrium between their professional and personal lives. Organizations are tasked with the responsibility of ensuring and optimizing work-life balance elements within their institutions. The literature review highlights the various impacts of work-life balance on employees, including low morale, low

productivity, high absenteeism, conflict, poor cooperation, and ill health conditions. The study concluded that in order to foster a suitable work-life balance and enhance employee retention, institutions must provide appropriate work-life balance measures and implement effective retention strategies.

Singh (2010) conducted a study to examine the perception of work-life balance policies among software professionals. The concept of work-life balance has garnered significant attention in the literature, focusing on the extent to which employees are engaged in their work and the level of preparedness exhibited by organizations in promoting employee welfare. This study acknowledges the importance of women employees establishing clear expectations with their superiors in order to assert control in the workplace. The findings of the study indicate that female employees are required to fulfill their domestic responsibilities during both the morning and evening hours, in addition to their professional obligations. The present study's findings shed light on the occurrence of work-life imbalance, which can be attributed to the unanticipated intrusion of personal obligations. The existing body of literature has reached a consensus that work-life imbalance is associated with a range of negative outcomes, including stress, burnout, ill-health, restlessness, and poor work productivity. The present study posited the notion that enhancing the work-life balance of female employees within the organization was imperative.

Matheswaran and Hemalatha (2015) in their study, conducted an examination of the work-life balance experienced by women employees in both public and private sector schools. This study conducted an investigation into the phenomenon of work spillover and excessive working hours among school employees. The findings revealed that a significant number of individuals in this profession tend to bring their work home and exceed the industry standard in terms of working hours. The study revealed that female employees in the public sector school system adhere to a predetermined schedule, aligning their working hours with the established norms of the industry. The existing literature highlights the demanding nature of women's employment in the private sector, particularly within educational institutions, where they are required to dedicate a significant portion of their day to work. In addition, it is worth noting that private school teachers bear a significant level of responsibility. Their duties encompass various aspects such as admissions, promotional efforts, regular teaching tasks, participation in school events, and engagement in school development initiatives. The findings of the study indicate that private school teachers are required to dedicate additional time to their work, extending their responsibilities beyond the confines of the school environment. This includes the completion of tasks and obligations within their own homes. The present study reached the conclusion that the work-life balance of public-school teachers surpasses that of their counterparts in private schools.

Laxmi and Guatam (2017) in their study conducted an assessment on the work-life balance of female employees in Indian universities, examining the influence of age, gender, and marital status. The present study examines the impact of changes in work culture on employees' awareness and behaviour, with a particular focus on the implications for professionals in managing their work and family responsibilities. The findings of this study shed light on the longstanding interdependence between work-life and personal life. It is evident that various factors such as increased working hours, workplace obligations, family income, and household

responsibilities have exerted a notable impact on both personal life and work-life dynamics. The findings of this study indicate that certain demographic factors, such as being female, belonging to an older age group, being married, and having less work experience, are associated with a higher likelihood of experiencing work-life imbalance. The study's findings indicate that there is a correlation between certain demographic factors and the level of work-life imbalance experienced by individuals. Specifically, it was observed that men, individuals in the lower age group, unmarried individuals, and those with higher levels of work experience tend to have a lower level of work-life imbalance. These findings contribute to the existing body of literature on work-life balance and provide insights into the factors that may influence an individual's perception of work-life balance. Further research is warranted to explore the underlying mechanisms and potential implications of these findings. The existing body of literature suggests that institutions should implement a range of favourable policies in order to address the work-life balance of their employees.

Kadam (2021) In his research work, provides a definition of Work-Life Balance, a topic that has garnered significant attention in academic literature, legislative discussions, and public discourse. The concept of work-life balance encompasses the careful allocation of time and energy between one's professional pursuits, such as career advancement and ambition, and personal aspects of life, such as maintaining good health, seeking pleasure, and fostering intellectual growth. The concept of work-life balance refers to the pursuit of a harmonious equilibrium between an individual's daily accomplishments and personal fulfilment across four distinct domains: work, family, first introduced in the United Kingdom during the latter part of the 1970s to delineate the equilibrium between an individual's professional commitments and their personal life. The concept of Work-Life Balance was initially introduced and utilized in the United States in 1986.

OBJECTIVES OF THE STUDY

- To analyse the factors affecting work-life balance of women working in Indian university.
- To examine the difficulties encountered by women employees in Indian university.
- To investigate the aspects of work-life balance and its impact on job satisfaction among working women in Indian universities.

RESEARCH METHODOLOGY

Data from primary and secondary sources are gathered in order to meet the study goals. In order to collect primary data for the research project, the survey approach is used. Individual interviews conducted with research participants and a specially created survey instrument are used to gather the relevant data. Numerous sources, including books, journals, magazines, and internet, are used to gather secondary data.

DATA ANALYSIS AND INTERPRETATION

Table: - 1 Indian Universities offers women employees personal life advancement

OPINION	F	%
Strongly Disagree (SD)	00	00.00
Disagree (D)	06	13.33
Not Sure (NS)	11	24.44
Agree (A)	23	51.11
Strongly Agree (SA)	05	11.11
Total	45	100.00

Source: - Primary Data

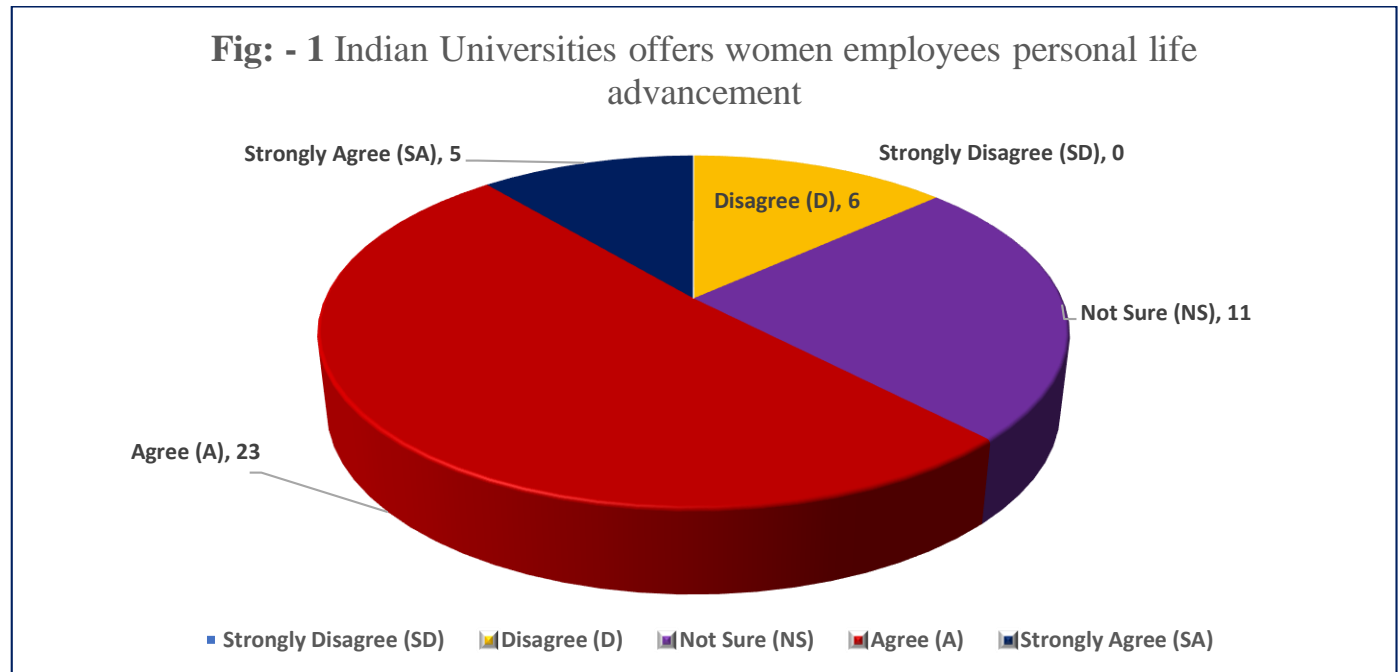


Table 1 shows the perspectives of female workers inside Indian universities about the efforts provided by their respective institutions for personal life growth. The data has been classified into five answer alternatives, namely Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), and Strongly Agree (SA). A significant proportion of participants, namely 51.11%, indicated their agreement (A) with the proposition that their respective colleges provide opportunity for personal life growth. In contrast, a percentage of 13.33% express disagreement (D) with the aforementioned assertion, whilst 24.44% indicate uncertainty (NS). In addition, a notable proportion of respondents, namely 11.11%, expressed a strong agreement (SA) on the presence of these activities inside their respective universities. The results indicate a range of viewpoints, suggesting that although a substantial number of individuals recognize the existence of strategies for personal life improvement, a considerable percentage remains unsure or disagrees. This highlights the intricate nature of the issue and emphasizes the need for institutions to effectively explain and improve support systems for the personal lives of their female workers in Indian universities, while considering their various needs and expectations.

Table: - 2 Rewards/appreciation by Indian university increase women employees' high self-confidence and job satisfaction.

OPINION	F	%
Strongly Disagree (SD)	00	00.00
Disagree (D)	05	11.11
Not Sure (NS)	07	15.56
Agree (A)	29	64.44
Strongly Agree (SA)	04	08.89
Total	45	100.00

Source: - Primary Data

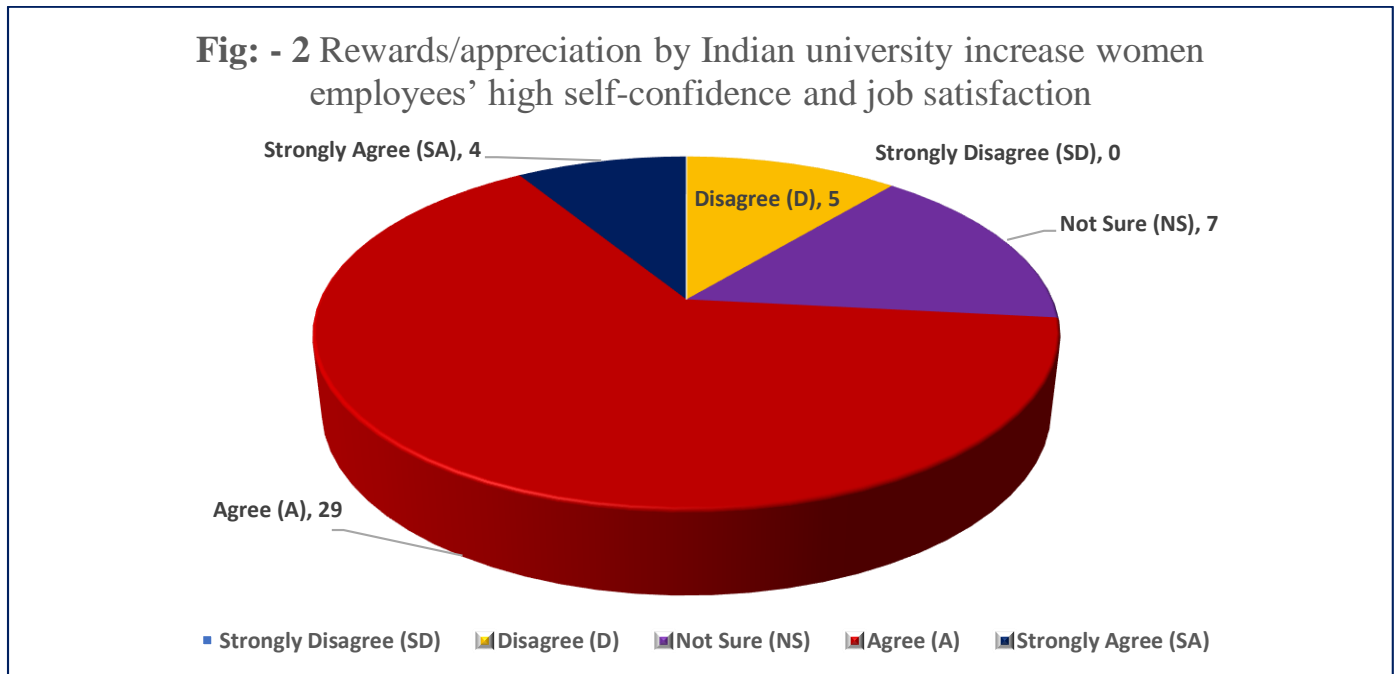


Table 2 demonstrates the perspectives of female workers within Indian colleges about the influence of incentives and recognition on enhancing their self-assurance and job contentment. The participants' replies are classified into five distinct categories, namely Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), and Strongly Agree (SA). A significant proportion of participants, comprising 64.44% of the sample, indicate their concurrence (A) with the notion that receiving incentives and recognition from their respective academic institutions positively impacts their levels of self-assurance and work contentment. A smaller percentage, namely 11.11%, expresses disagreement (D), whereas 15.56% of individuals have an uncertain stance (NS). Furthermore, a total of 8.89% of participants expressed a strong agreement (SA) with the given proposition. The aforementioned results underscore a prevailing favourable view among female workers, indicating that the provision of recognition and awards significantly contributes to the cultivation of elevated self-assurance and contentment with one's profession. Nevertheless, the existence of disagreement and confusion highlights the need of institutions doing additional investigation and enhancing their systems of reward and recognition in order to fit with the diverse viewpoints and expectations of their female employees.

Table 3: - level of satisfaction they experience in balancing their professional life and personal life by women employees in Indian university

Level	F	%
Highly Dissatisfied (HD)	00	00.00
Dissatisfied (D)	04	08.89
Not Sure (NS)	05	11.11
Satisfied (S)	30	66.67
Highly Satisfied (HS)	06	13.33
Total	45	100.00

Source: - Primary Data

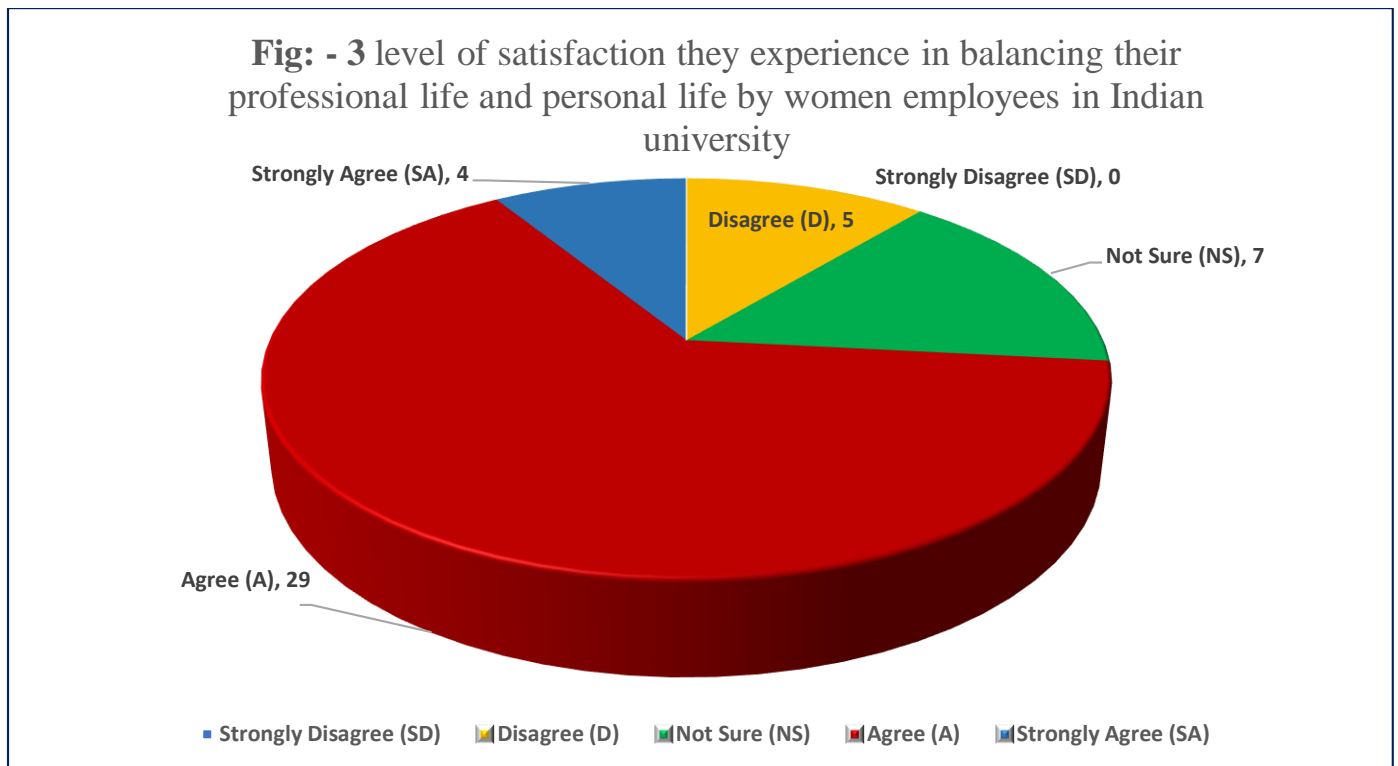


Table 3 illustrates the stated levels of satisfaction among female workers in Indian universities with respect to the equilibrium between their professional and personal domains. The replies have been classified into five distinct categories, namely Highly Dissatisfied (HD), Dissatisfied (D), Not Sure (NS), Satisfied (S), and Highly Satisfied (HS). Surprisingly, none of the participants indicated a state of high dissatisfaction (HD). However, a total of 8.89% of respondents indicate a state of dissatisfaction (D), whilst 11.11% express uncertainty (NS) on the equilibrium they perceive. The majority of respondents, comprising 66.67%, expressed satisfaction (S), while a significant 13.33% reported high satisfaction (HS). The results of this study indicate a prevailing favourable feeling among female workers in Indian universities with regards to their capacity to effectively manage the demands of both their professional and personal life. The lack of significantly unsatisfied feedback is noteworthy, nevertheless, the existence of some levels of discontent and uncertainty emphasizes the need of continuous endeavours to improve work-life balance programs in order to address the varied requirements of the workforce. The data reveals that a significant percentage of respondents expressed satisfaction or high satisfaction, suggesting an overall sense of pleasure with the perceived equilibrium between work and home life among female workers in this particular setting.

Table 4: - Result

Result	T1	T2	T3
Multiple R	0.4880	0.4412	0.5024
R Square	0.2382	0.1946	0.2524
Adjusted R	-0.0156	-0.0737	0.0032
Standard Error	0.0910	0.0714	0.0660
P-Value	0.4041	0.4570	0.3883

CONCLUSION

In conclusion, the establishment of a conducive atmosphere for women in Indian university necessitates a comprehensive comprehension of their unique encounters, obstacles, and aspirations. The results obtained from this research are a useful asset for organisations seeking to improve gender inclusion, work-life balance, and job happiness. In order to foster a fairer and more satisfactory academic environment for women at Indian institutions, it is imperative to adopt a comprehensive strategy that encompasses policy improvements, cultural transformations, and focused support systems. By means of ongoing research, constructive communication, and proactive initiatives, it is possible to make significant progress towards establishing a more inclusive and supportive atmosphere that enables women to flourish academically and professionally within the domain of higher education.

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