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## WORK-LIFE BALANCE OF HIGHER EDUCATION TEACHERS: A STUDY ON THE PARTICIPANTS OF 72<sup>ND</sup> ORIENTATION PROGRAMME IN S. V. UNIVERSITY, TIRUPATI

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### ABSTRACT

*Work life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life. It is an issue that is important both to the organizations and to employees. In the light of latest UGC regulations, Higher Education teachers need to actively involved in research activities along with their teaching in order to move up in the career ladder. So in that process they have to spare maximum time in doing research, writing journal articles and publications. Again in the scenario of globalization, it is the responsibility of teachers to prepare the students to accept the challenges of the world. Therefore, teachers have to be more focused on their academics. In this process sometimes or most of the times there is a possibility that they ignore their family life. In this context a need was felt to conduct the study on work-life balance of higher education teachers.*

### KEYWORDS

work, family, higher education teachers, work-life balance.

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### INTRODUCTION

**W**ork life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life. It is an issue that is important both to the organizations and to employees. In the current economic scenario, organizations are hard pressed for higher productivity and need employees with improved work-life balance as an employee with better work-life balance will contribute more meaningfully towards the organizational growth and success (Naithani, 2010). This issue has come to the fore due to multitude of changes in the work place, in employee demographics and in the family sphere.

Family sphere changes that have impacted the work life balance of individuals in today's context include nuclear families, single parent households, dual earning parents, parents working at different locations and increasing household work. Hence, it has become very difficult to meet the family demands. Another change is the entry of women in workforce in a big way, while still continuing with their earlier role of a homemaker. So, women are playing a dual role, that of a breadwinner as also a homemaker. It is generally women who take the primary responsibility for childcare and who, in situations of conflict, adjust their working lives to accommodate family pressures (Falkenberg and Monachello, 1990; Ramu, 1989). All this puts an extra pressure on women employees.

Nathani and Jha (2009) has grouped factors influencing work and family life spheres into three namely, family and personal life related factors, work related factors and others. Family and personal life related factors include increasing participation of women in workforce, increasing participation of child bearing women in workforce, increasing participation of dual career couples in workforce, increase in single-parent/ single person households, increase in child-care/ elder care burden on employees and health and well being considerations. Work related factor include long hour culture and unpaid overtime, time squeeze, demand for shorter working hours, increase in part-time workers, work intensification and stress and changing work time. Other factors include ageing population, rise of service sector industries, technological complexity of work, skill shortages, loss of social support network, globalization and demographic shift of workforce.

As these changes at the workplace and family are affecting the work life balance of the employees working in various organizations, thus organizations are focusing on this issue.

### OBJECTIVES OF THE STUDY

1. To study whether the higher education teachers are able to achieve work-life balance.
2. To study various factors that contributes to the achievement of work-life balance of higher education teachers.
3. To suggest some measures to the teachers for having more satisfaction in their family as well as professional life.

### RATIONALE OF THE STUDY

In the light of latest UGC regulations, Higher Education teachers need to actively involved in research activities along with their teaching in order to move up in the career ladder. So in that process they have to spare maximum time in doing research, writing journal articles and publications. At times teachers also have to take up administrative responsibilities depending on the requirements of the institution. Again in the scenario of globalization, it is the responsibility of teachers to prepare the students to accept the challenges of the world. Therefore, teachers have to be more focused on their academics. In this process sometimes or most of the times there is a possibility that they ignore their family life. In this context a need was felt to conduct the study on work-life balance of higher education teachers.

### METHODOLOGY OF THE STUDY

The study was conducted based on primary data and secondary data. Questionnaire was supplied to the participants of 72<sup>nd</sup> orientation programme in SV University and data was collected from the participants and analysis was made from the collected data and findings were presented. The researcher has gone through different websites for getting conceptual clarity on the topic.

### LIMITATIONS OF THE STUDY

1. The study was limited to participants of 72<sup>nd</sup> orientation programme in S.V.University, Tirupati(conducted during the period may27<sup>th</sup> -june22<sup>nd</sup>, 2013)
2. The sample taken cannot be considered as the representation of the whole.

### LITERATURE REVIEW

Bailyn et al. (2001) defined work /life balance as harmonious and holistic integration of work and non-work, so that men and women can achieve their potential across the domains in which they play out their life roles.

According to Fisher (2001) work life balance comprises of four components. The first component is time, i.e., how much time is spent at work, compared to how much time is spent engaged in other activities. The second component is related to behaviour, such as, work goal accomplishment, as work life balance is based

on ones' belief that he is able to accomplish what he would like at work and in his personal life. Two additional issues or components are Strain and Energy. Strain has been defined as a third source of inter role conflict (Greenhaus and Beutell, 1985). The rationale for including energy is consistent with the notion of time; energy is a limited resource and relevant to employee being able to accomplish work and/or non work related goals. He further suggests that work life balance, includes both work/personal life interference as well as work/personal life enhancement and gives three dimensions of work life balance, i.e.,

- Work interference with personal life (WIPL)
- Personal life interference with work (PLIW)
- Work/Personal life enhancement (WPLE)

Greenhaus and Beutell (1985) based on the work of Kahn et al. (1964), defined work family conflict as: "A form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role."

Grzywacz et al. (2007) laid the conceptual foundation for work family facilitation and defined it as the extent to which an individual's engagement in one social system, such as work or family, contributes to growth in another social system.

Kirchmeyer (2000) defined a balanced life as achieving satisfying experiences in all life domains. Kirchmeyer went on to be more prescriptive, stating that to achieve satisfying experiences in all life domains requires personal resources like energy, time and commitment to be well distributed across domains.

The term "work/life balance" was coined in 1986, although its usage in everyday language was sporadic for a number of years. Interestingly, work/life programmes existed as early as 1930's. Before World War II, the W.K. Kellogg Company created four six hour shifts to replace the traditional three daily eight-hour shifts, and the new shifts resulted in increased employee morale and efficiency (Lockwood, 2003).

Work-family balance was defined as "the extent to which individuals are equally engaged in and equally satisfied with work and family roles" (Clark, 2000; Kirchmeyer, 2000). Work-family balance referred to the degree to which an individual is able to simultaneously balance the temporal demands of both paid work and family responsibilities, whereas work-family conflict represented incompatibilities between work and family responsibilities because of limited resources like time and energy (Gröpel, 2005).

In the recent years, it is being realized that life involves multiple domains and is not restricted to the domains of work and family only. Warren (2004), for example, noted that over 170 different life domains have been identified in previous investigations. The major ones include domains of work, financial resources, leisure, dwelling and neighborhood, family, friendships, social participation and health. All these domains of life are closely related to each other. This means, that neglecting or inappropriately preferring one life area will have an impact on other areas. For example, spending too much time and energy for work could lead to health problems (e.g., somatic complaints) or conflicts in the family (e.g., with one's partner), which in turn might affect the performance at work. On the other hand, spending too little time and energy for work usually leads to problems at the workplace and loss of employment which could also affect other life areas (e.g., stress, depression, family problems, less self-actualization). A broad term thus emerged in literature to refer to work/non-work conflict and it is "Work Life Balance" (Fisher, 2001; Hobson et al., 2001). It offers more inclusive approach to study work/non-work conflict compared to work family conflict.

## ANALYSIS AND INTERPRETATION OF THE SURVEY RESULTS

- Out of the 41 respondents selected for survey, about 68.29 % (28) of the respondents spend 4-8hrs towards their duties at work place and about 26.82%(11) of the respondents spend 8-12 hrs towards their duties at work place. So majority of the higher education teachers are spending 4-8 hrs time in their work place for fulfilling office duties.
- From the study conducted, out of 41 respondents, about 85.36%(35) of the respondents felt that they spare enough time for their family life and a very small percentage (14.63%) of the respondents opined that they were not spending enough time towards their family life.
- From the study conducted, out of 41 respondents about 90.24% (37) of the respondents opined that they have no dissatisfaction regarding discharging duties at work place where as a small percentage (9.75%) of the respondents opined that they were dissatisfied with their discharging of duties at work place.
- From the study conducted, out of 41 respondents, about 73.17 % (30) of the respondents felt that they are not having dissatisfaction in their role regarding discharging duties towards family. Very small percentages (26.82%) of the respondents have dissatisfaction towards their role in family.
- From the study conducted, out of 41 respondents, majority (about 75.60%) of the respondents opined that they are willing to accept additional duties/administrative duties they are offered to by higher authorities. Only a small percentage i.e. 24.39% of the respondents was reluctant to accept additional duties/administrative duties.
- From the study conducted, about 85.36% (35) of the respondents opined that they are concentrating on their children's studies and other related activities after going home. About 14.6% (06) of the respondents felt that they are paying less attention towards their children's studies and related activities.
- From the study conducted, out of 41 respondents, majority i.e. 78.04 % (32) of the respondents felt that they were not overburdened with duties at work place. A very small proportion (21.95%) of the respondents opined that they were overburdened with duties at work place.
- From the study conducted, out of 41 respondents, about 78.04 % (32) of the respondents were not having a feeling of guiltiness towards their role in family life. About 21.95 % (09) of the respondents feel guilty for not discharging responsibilities at home.
- From the study conducted, out of 41 respondents, all the respondents opine that co-operation from family members is very much essential in achieving work-life balance. So we can understand that support from family members i.e. spouse, children, parents, in-laws etc will help a lot in maintaining work-life balance.
- From the study conducted, out of 41 respondents, about 95.121 % (39) of the respondents felt that support from peers/colleagues is essential for achieving work-life balance. A very small percentage i.e. 4.8% of the respondents feels that support of peers/colleagues is not essential for achieving work- life balance.
- From the study conducted, out of 41 respondents, majority i.e.; 95.121% of the respondents opine that support of superiors is essential for achieving work-life balance, whereas only a small proportion i.e. 4.8% of the respondents feel that support of superiors is not essential for achieving work-life balance.
- From the survey conducted, out of 41 respondents, about 73.17 % (30) of the respondents opined that they have enough time for their entertainment/recreation. About 26.82% (11) of the respondents feel that they have no time or at times very less time for their recreation or entertainment.
- From the study conducted, out of 41 respondents, about 63.41% of the respondents opined that they actively indulge in their hobbies; where as 36.58% of the respondents were not getting actively involved in their hobbies.

## FINDINGS OF THE STUDY

- Majority of the respondents were found to be satisfied towards their role in family life and they were not feeling guilty towards their role in family life.
- Majority of the respondents were found to be satisfied towards their role at work place in discharging their duties.
- Majority of the respondents were actively indulged in their hobbies.
- Majority of the respondents were willing to accept additional duties/administrative responsibilities if they were offered to by superiors.
- Majority of the respondents were concentrating on their children's education and other related activities after going home.
- Majority of the respondents felt that they were comfortable at their work place and were not overloaded with too many duties.
- About 68% of the respondents were spending 4-8hrs of time at their work place.

## SUGGESTIONS

- In addition to the teaching and administrative activities, the teachers should find time to actively involve in academic activities particularly research so that they can contribute more knowledge in their domain. Since the participants of the programme are in the early stages of their career, more focus need to be placed on research.

- Also the teachers should equally focus on their family life, particularly towards their children's education.
- The teachers should make a brief note of activities they have to fulfill every day so that they can prioritize the activities such that the most important activities can be given more preference than less important ones.
- The teachers should develop necessary competencies to meet the global challenges.
- The teachers should equip with sufficient knowledge and skills so as to meet the expectations of the students.

## SUMMARY AND CONCLUSION

Good work-life balance is an essential factor in staff effectiveness and satisfaction, which in turn supports student learning. Work-life balance is about helping staff combine work with their personal commitments and interests. A lack of work-life balance adversely impacts on all staff and reduces their chances of good health and their ability to balance workload and other activities, such as learning, sport, leisure and family life. Women teachers are disadvantaged to a greater degree because women cite workload in teaching as incompatible with raising their family as they struggle to discharge responsibilities.

In the light of this scenario, an attempt was made to study the work-life balance of higher education teachers so as to know their satisfaction level regarding their work and family life. The outcome of the study was that most of the respondents were happy in their family life as well as they are able to fulfill their responsibilities at work place. The respondents were also of the opinion that support from family, peers and superiors is very much essential to maintain work-life balance. There is a limitation in the study that as the study was conducted on a small sample, it cannot be considered as the representative of the whole. So an in depth study from a broader perspective should be made to understand various factors that affects the work-life balance of higher education teachers so as to reach real conclusions.

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