

A STUDY ON WORK-LIFE BALANCE AND ITS ASSOCIATED FACTORS AMONG FEMALE FACULTY MEMBERS OF EDUCATIONAL INSTITUTES WITH SPECIAL REFERENCE TO THE ANAND REGION

Authors:

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Abstract:

In today's fast-paced and competitive business environment maintaining a healthy work-life is important. The main purpose behind the study is to examine which factor is most support female employees to maintain their personal and professional life. The study has been undertaken among female employees of education institute with special reference to Anand. Data collection involved both primary source through structured questionnaire and secondary sources, including various websites, journals and online articles. The sample for this study has been selected 100 female employees from various educational institutes. Data has been analysed through Statistical Package Social Science (SPSS). Factor analysis has been applied to draw the results of the study. The findings emphasized the positive impact of work-life balance on the job performance and highlighted the importance of family support in maintaining it. This study concludes that achieving a healthy work-life balance is crucial for individual well-being and organisational success, leading to improved physical and mental health, reduce stress levels, increased job satisfaction, higher productivity, and enhanced overall quality of life. Organisational strategies such as flexible work arrangements play a significant role in enabling female employees to achieve this balance, ultimately benefiting both individuals and organisation.

Keywords: Work-life Balance, Employee well-being, Job Performance, Female Employees, Educational Institute.

1.1. Introduction

Work-life balance has emerged as a crucial factor influencing job satisfaction, particularly among female faculty members in educational institutions. Balancing professional responsibilities with personal commitments presents unique challenges for women, as they often navigate multiple roles in both their academic and domestic spheres. The ability to maintain a healthy equilibrium between work and personal

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life is essential for overall well-being, productivity, and job satisfaction.

In the context of educational institutions in the Anand region, female faculty members encounter various work-life balance challenges, including workload pressures, time constraints, and the need for institutional support. While research on work-life balance is extensive, limited studies have focused specifically on its impact on female faculty members in this region. This study aims to explore the factors influencing work-life balance among female faculty members, examine its impact on their job satisfaction, and identify possible strategies to enhance workplace policies for better work-life integration.

By analysing the experiences and perspectives of female faculty members, this research will contribute valuable insights into fostering a more supportive and flexible work environment in educational institutions.

1.2. Review of Literature

The study of work-life balance has been widely explored by researchers globally, emphasizing its impact on job satisfaction, employee well-being, and organizational productivity. Several studies have analysed different aspects of work-life balance, providing insights into its determinants and consequences.

Malik et al. (2010) examined the relationship between work-life balance and job satisfaction among MBBS-qualified doctors in Pakistan. The study, using SPSS for data analysis, found that effective job management significantly improves job satisfaction, highlighting the importance of structured policies to maintain work-life balance.

Reddy et al. (2010) conducted research on work-life balance among married women employees in India. The study, based on a sample size of 90 participants utilized a convenient sampling method and emphasized the role of organizational guidelines in reducing family-work conflicts. The study suggested that better workplace policies could help improve employees' ability to balance professional and personal life.

Noor (2011) explored the relationship between work-life balance and the intention to leave among employees in public higher education institutes in Malaysia. Data collected from 1078 participants were analyzed using SPSS and MS Excel, revealing that workplace conditions and personal responsibilities significantly influence employees' commitment to their organizations.

Fatima and Sahibzada (2012) investigated work-life balance among university teachers in Pakistan, aiming to identify factors contributing to imbalance. The findings suggested that partner support and flexible work arrangements play a crucial role in enhancing work-life balance and job satisfaction.

Syed et al. (2012) examined job satisfaction among faculty members at Sindh- Jamshoro University in Pakistan. The study, conducted on a sample of 300 respondents and analyzed using SPSS Version 18, revealed that work-life imbalance contributes to job dissatisfaction, emphasizing the need for improved institutional policies.

These studies collectively suggest that work-life balance plays a critical role in shaping job satisfaction across various professional domains. The research findings indicate that factors such as workplace policies, partner support, flexible work arrangements, and personal commitments significantly influence an individual's ability to maintain work-life harmony. Understanding these factors is essential in formulating policies that enhance employee well-being and organizational efficiency.

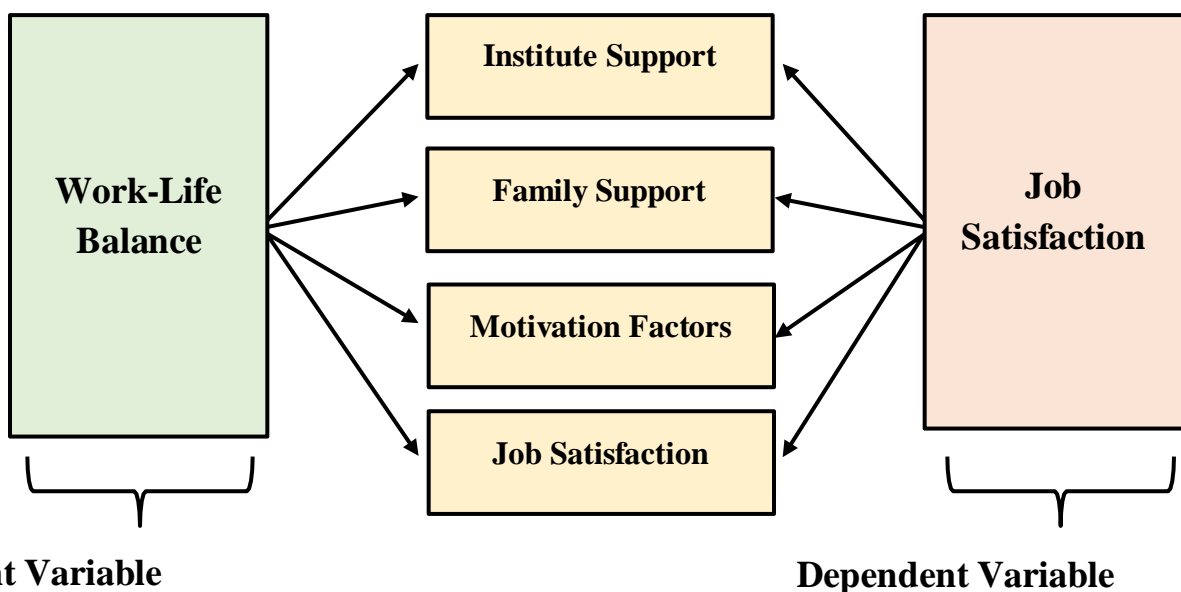
1.3. Research Gap

Research gap in the literature provides researcher the ground to carry out further research on current topic. The existing literature on work-life balance and job satisfaction provides valuable insights, but there is a noticeable research gap regarding the specific context of female faculty members in educational institutions in the Anand region. From the available literature review it could analyze that small numbers of studies are conducted in Anand city regarding work-life balance of female faculty in education sector. All literature studies are focus on different industries and regions; the current study is about the impact of work-life balance on job satisfaction among female faculty.

1.4. Research Objectives

1. To identify the most important underlying factors affecting work-life balance among female faculty members
2. To identify the stress management strategies adopted by female faculty members to maintain work-life balance.
3. To identify the specific challenges faced by female faculty in achieving work-life balance in educational institutions.

1.5. Conceptual Research Model



1.6. Research Methodology

This study aims to identify the associated factors to the work-life balance among female faculty members in educational institutions in the Anand region. A structured research methodology was adopted to ensure the accuracy and reliability of the findings.

The study follows a descriptive research design, utilizing both primary and secondary data. The primary data was collected through a structured questionnaire distributed via google forms to female faculty members in Anand's educational institutions. The questionnaire was designed to get insights regarding their work-life balance, challenges, job satisfaction, and institutional support.

For sampling, a convenience sampling method was used, and 100 respondents participated in the survey. This approach ensured accessibility while maintaining diversity in responses across different levels of teaching experience and marital status.

The data collection involved two main sources:

Primary Data - Collected through survey questionnaires.

Secondary Data - Gathered from journals, research papers, online articles, and previous studies on work-life balance and job satisfaction.

The data was analysed using SPSS and MS Excel, enabling statistical validation of findings. Descriptive statistics, and inferential statistical methods, such as Cronbach’s alpha for reliability testing, were applied to ensure consistency in responses. Additionally, Kaiser-Meyer-Olkin (KMO) and Bartlett’s Test were conducted to verify the adequacy of sampling for factor analysis.

1.7. Data Analysis

Descriptive Statistics

Table:1 Demographic Information of the Respondents

Demographic variable	Category	Frequency	Percentage (%)
Age	Less than 25	06	06
	25 - 35	40	40
	36- 45	42	42
	46 Above	12	12
Marital status	Married	75	75
	Unmarried	25	25
Years of experience	Less than 1 year	11	11
	1-5 years	36	36
	6-10 years	22	22

	More than 10 years	31	31
Level of teaching	Primary level	26	26
Secondary level		06	06
Higher secondary level		11	11
UG level		27	27
PG level		27	27
	Other	03	03
Total		100	100

The demographics of the research participants show a diversified group: 40% are between the ages of 25 and 35, and 42% are between the ages of 36 and 45. In terms of marital status, 25% are single and 75% are married. 36% of them have worked at their institute for one to five years, 31% for more than ten years, 22% for six to ten years, and 11% for less than a year. In terms of teaching levels, 27% work in postgraduate and undergraduate education, 26% in basic education, and 6% in secondary education. Furthermore, 1% work in offices doing investigative work or corporate training. All things considered, these percentages provide a thorough summary of the participants' demographic traits.

91% of the people surveyed say they think there are ample opportunities for job advancement. Conversely, 9% of participants, representing a minority, maintain the contrary viewpoint. The majority of female faculty members, according to this research, think their university offers enough chances for professional growth and advancement, demonstrating a positive perception of career advancement within their academic setting.

Table 2: Stress management strategies adopted by female faculty members

Options	Frequency	Percentage(%)
Exercise / Physical activity	21	21
Socializing with friends / Family	41	41
Counselling	02	02
Meditation / Mindfulness	12	12
Hobbies / Creative activities	22	22
Other	02	02
Total	100	100

Table 2 presents the stress management strategies adopted by female faculty members. The findings show that socialising with friends and family is the most preferred strategy, reported by 41% of respondents. This is followed by hobbies and creative activities (22%), exercise (21%), and meditation or mindfulness (12%). These results indicate that social support and personal activities play an important role in managing work-related stress.

Table 3: Challenges faced by female faculty members in achieving a work-life balance

Option	Frequency	Percentage(%)
Physical & Mental health issue	60	60
Gender inequality	05	05
Financial issue	10	10
Communication issue	19	19
Other	06	06
Total	100	100

The above table presents the challenges faced by female faculty members in achieving work-life balance. The findings reveal that physical and mental health issues are the most significant challenge, reported by 60% of respondents. Other challenges include socioeconomic difficulties, gender inequality, and communication problems. These results indicate that health-related issues are the primary concern affecting the work- life balance of female faculty members.

1.8. Factor Analysis

The primary data were collected with the help of structured google form and entered into SPSS version 26 for analysis.

Principle Component Analysis (PCA) is a common method of exploratory analysis. The objective of Principle component analysis (PCA) is to reduce the original variable into smaller sets of combinations to find a limited number of factors. PCA is comprised of three steps wherein first step, the suitability of the data is evaluated for factor analysis, after that in second step, factors are extracted and in third step factor rotation and interpretation is performed.

To maximise the dispersion of loadings within factors, varimax rotation was used. Also, varimax seeks to produce an interpretable cluster of factors by heavily loading fewer variables into each factor. To make sure the data could be factored, two further measures were calculated. Kaiser-Meyer-Olkin measure of sampling greater than 0.6 is adequate for factor analysis. The research revealed that the KMO value was 0.810, which was considered adequate for further analysis. A significant finding of the Bartlett test of sphericity ($p=.000<0.005$) indicated that the data was suitable for factor analysis.

1.9. Inferential Statistics

Table 4: Cronbach’s Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	12

A Cronbach's alpha value of 0.850 indicates a high level of internal consistency reliability for this research. This means that the items or questions used in this study to measure a particular construct (such as work-life balance or job satisfaction) are highly correlated with each other. A Cronbach's alpha value above 0.7 is generally considered acceptable for research purposes, and a value above 0.8 is often considered very good. Therefore, reliability testing suggests that the items in the research are reliable and can be trusted to provide consistent results.

Table: 5 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
Bartlett's Test of	Approx. Chi-Square	437.691
Sphericity	df	66
	Sig.	.000

Data suitability for factor analysis is evaluated using the Kaiser-Meyer-Olkin (KMO) metric of sampling adequacy. A high degree of sampling adequacy is indicated by a KMO value of 0.810, which implies that the variables included in the research study are highly correlated and hence appropriate for factor analysis. The results of Bartlett's test of sphericity show whether or not the variables under investigation are related by determining if the correlation matrix differs from an identity matrix in a meaningful

way. If the p-value is less than the chosen significance level (typically 0.05), it indicates that the correlations between variables are sufficiently large for factor analysis. Therefore, based on these results, the dataset was considered suitable for factor analysis to explore relationship between different factors.

Table: 6 Varimax-rotated Component Matrix

Statements	Component			
	1	2	3	4
1. My family understands and respect the demands of my job.		.822		
2. I feel free for talking with my family about work- related matters.		.839		
3. The institute provides flexible work arrangements.	.746			
4. The work has been given to me is based on my interests as well as my fields of expertise.	.773			
5. I am making a valuable contribution to the education of students and the mission of the institute.			.852	
6. I am satisfied with the recognition and appreciate receive for my contribution.				.765
7. My passion for teaching fuels my satisfaction more than salary.				.766
8. Opportunities for professional growth motivate me to balance work and life.	.664			
9. Engaging with students and witnessing their academic growth motivate me in my teaching role.			.804	

The Cronbach’s alpha value for component was established and item were rearranged as component 1 : ‘Integrated work-life enrichment’, Component 2 : ‘Supportive Family dynamic’, Component 3 : ‘Student centric teaching fulfilments’, Component 4 : ‘Intrinsic recognition and satisfaction’. Table explain the items, the Cronbach’s alpha Value and the new component description.

Integrated work-life enrichment (Cronbach’s Alpha Score = 0.75) was described by factor such as the institute provides flexible work arrangements, the work given is based on interests as well as fields of expertise and opportunities for professional growth motivating to balance work and life. These factors indicate how institute helps their female faculties for maintaining their work-life balance.

Supportive Family dynamics (Cronbach’s = 0.76) were described by factors such as family understands and respecting the demands of job and feeling free to talk with family about work- related matters. These factors indicate how family support faculties for healthy work-life balance.

Student centric teaching fulfilments (Cronbach’s = 0.73) are described by factors such as making a valuable contribution to the education of students and the mission of the institute, Engaging with students and witnessing their academic growth motivate in teaching role. These factors highlights potential patterns of internal motivation.

Intrinsic recognition and satisfaction (Cronbach’s = 0.60) are described by factors such as satisfied with the recognition and appreciate receive for their contribution, passion for teaching which fuels satisfaction more than salary. These factors highlights potential pattern of recognition and job satisfaction.

Table: 7 Transformed Components

Items	Cronbach’s Alpha	Component Description
1. The institute provides flexible work arrangements.	0.75	Integrated work- life enrichment
2. The work has been given to me is based on my interests as well as my fields of expertise.		
3. Opportunities for professional growth motivate me to balance work and life.		
1. My family understands and respect the demands of my job.	0.76	Supportive Family dynamics
2. I feel free for talking with my family about work-related matters.		

1. I am making a valuable contribution to the education of students and the mission of the institute. 0.73 Student centric teaching fulfilments

2. Engaging with students and witnessing their academic growth motivate me in my teaching role. Intrinsic recognition and

1. I am satisfied with the recognition and appreciate receive for my contribution. 0.60 satisfaction

2. My passion for teaching fuels my satisfaction more than salary.

1.10. Discussion and Findings

This study provides insights into the work-life balance and job satisfaction of female faculty members in educational institutions in the Anand region. The demographic analysis shows that most participants are aged 36-45 years, with postgraduate or doctoral qualifications. A significant proportion (75%) are married, highlighting the dual responsibilities of career and family. Additionally, many have 1-5 years or more than 10 years of experience, offering diverse perspectives on work-life balance.

The findings reveal that work-life balance awareness is high among female faculty members, with most acknowledging its importance in maintaining well-being and productivity. A majority feel they have sufficient time for family after work, indicating a generally positive perception of balance. Furthermore, teaching responsibilities and a supportive work environment are identified as key factors contributing to job satisfaction.

Despite these positives, the study highlights several challenges, including communication barriers, physical and mental health issues, time management difficulties, and financial constraints. These challenges suggest that external factors such as workload and stress impact the ability to maintain work-life balance. Health concerns, in particular, indicate a need for institutional support through wellness programs and flexible policies.

In conclusion, work-life balance plays a crucial role in job satisfaction. Institutions should implement supportive policies such as flexible work arrangements, stress management programs, and career development opportunities to help female faculty members achieve a sustainable balance between their professional and personal lives.

1.11. Limitations

1. The area of research was limited to the particular place Anand city.
2. This study is based on primary data collected through google form and it carries the inherent limitations associated with this type of data collection.
3. This study is undertaken of 100 respondents only.

1.12. FURTHER SCOPE OF THE STUDY

- This study is limited to Anand city of Gujrat state only. So, we can go for other geographical area of any state or nation.
- This study is only based on limited female faculty of Anand city. Therefor research on a larger number of female faculty member may also be conduct in future.
- This study is totally based on female faculty members of Anand city. Thus, research on male faculty members can be done in the future as well.

1.13. Conclusion

In conclusion, the research provide a thorough picture of the demographic traits, attitudes, and difficulties faced by female faculty members in juggling their obligations in life and work. The findings highlight the value of instructional roles and encouraging work settings in fostering respondents' well-being and job satisfaction. Despite challenges including gender inequality and health-related worries, a sizable fraction of female faculty members have positive opinions about work-life balance and believe there are sufficient prospects for professional growth at their academic institutions. Interestingly, opinions vary according to marital status, indicating possible consequences for work satisfaction and a need for more research. The adequacy of the data for factor analysis and the high reliability of the study effort, as demonstrated by Cronbach's alpha value, highlight the robustness of the conclusions. The study's findings, which emphasise potential and obstacles for promoting well-being and job satisfaction in academic contexts, offer insightful information about the complex dynamics of work-life balance among female faculty members.

The study's conclusions provides insightful information on the potential and difficulties of fostering female faculty members' well-being and job satisfaction in academic environments. Through demonstrating the complex dynamics of work-life balance within this particular population, the study advances our knowledge of factors affecting women in academia's career fulfilment and satisfaction.

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