

## WORK-LIFE BALANCE OF WOMEN IN ACADEMICS-FDP (MOTIVATING FACTOR)

**M.R. Uma**

*Research Scholar, Assistant Professor, M.B.A Department,  
Raja college of Engineering and Technology, Madurai*

**Dr.J.Parasuraman**

*Principal, Director, Department of Management studies,  
Research Advisor, J.J.College of Arts and Science, Pudukkottai*

### **Abstract**

*Work-life balance is a concept including proper prioritizing between "workaholics" (career and ambition) on the one hand and "lifestyle" (Health, pleasure, leisure, family and spiritual development) on the other. It is the term used to describe practices in achieving a balance between the demands of employees' family (life) and work lives. The increasing prevalence of work life conflicts and increasing concern about work life issues in the corporate arena present both a challenge and opportunity for Human Resource (HR) Professionals. Work-life balance initiatives designed to help employees balance their work and personal lives are not only an option, but also a necessity for many employers today. There is a need for organizations to adopt human resource strategies and policies that accommodate the work-life needs of a diverse workforce in the current environment. Faculty Development Programme is one factor which will help the academicians to be contended with work. This paper presents the results of the study on institutional policies and provisions regarding work-life balance of the academicians, which was carried out among engineering colleges. The results reveal the commonalities and differences in work-life balance provisions.*

**Keywords:** *Work life balance, WLB initiatives, Human resource strategies, Institutional Policies, Women Academicians.*

### **Introduction**

Indian families are undergoing rapid changes due to the increased pace of urbanization and modernization. Indian women belonging to all classes have entered into paid occupations. At the present time, Indian women's exposure to educational opportunities is substantially higher than it was some decades ago, especially in the urban setting. This has opened new vistas, increased awareness and raised aspirations of personal growth. This, along with economic pressure, has been instrumental in influencing women's decision to enter the work force. Most studies of employed married women in India have reported economic need as being the primary reason given for working.<sup>1,2</sup>

Women's employment outside the home generally has a positive rather than negative effect on marriage. Campbell et al.<sup>3</sup> studied the effects of family life on women's job performance and work attitudes. The result revealed that women with children were significantly lower in occupational commitment relative to women without children; contrary to expectation, women with younger children outperformed women with older children. Makowska<sup>4</sup> studied psychosocial determinants of stress and well-being among working women. The significance of the work-related stressors was evidently greater than that of the stressors associated with the family function, although the relationship between family functioning, stress and well-being was also significant.

Multiple roles and professional women Super<sup>5</sup> identified six common life roles. He indicated that the need to balance these different roles simultaneously is a reality for most individuals at various stages throughout their lives. Rather than following a transitional sequence from one role to another, women are required to perform an accumulation of disparate roles simultaneously, each one with its unique pressures.<sup>6</sup> Multiple role-playing has been found to have both positive and negative effects on the mental health and well-being of professional women. In certain instances, women with multiple roles reported better physical and psychological health than women with less role involvement. In other words, they cherished motivational stimulation, self-esteem, a sense of control, physical stamina, and bursts of energy.<sup>7</sup> However, multiple roles have also been found to cause a variety of adverse effects on women's mental and physical health, including loss of appetite, insomnia, overindulgence, and back pains.<sup>8</sup>

The expression work-life balance (WLB) was first used in the middle of 1970s to describe the balance between an individual's work and personal life. Over 30 years ago, Kanter (1977) opined about the myth of spate worlds and called attention to the reality that work and home are inescapably linked. In the past 15 years, there has been increasing interest in WLB in the popular press and in scholarly journals as well as government, management and employee representatives (Russell and Bowman, 2000). The importance of WLB was now focused by many organizations and hence this topic was chosen for the study. According to Heery and Noon (2008), "WLB is the principle that paid employment should be integrated with domestic life and community involvement in the interests of personal and social well-being." Teacher's role in student's development is an essential part which assists in creating a prosperous future.

#### **Work-Life Balance of Teachers**

Teaching is a profession that one could spend virtually hours upon hours working at every day, all day long - 365 days a year and still never be truly finished off. New teachers soon realize that there is always something that needs to be done: Students need

enrichment, others need remedial assistance, the bulletin board needs to be changed, math sheets need to be copied, the yearbook pages need to be proofed...and this is just the beginning. For new teachers especially this seemingly endless list is daunting and doesn't even address the workload at home. It can be very stressful and intimidating, particularly at the beginning of the year. But it's generally understood that the experienced teachers are better in managing time than the new teachers. College teachers have different kind of job description than the school teachers. The work under taken by the college teachers are different from the school teachers. The teachers who work in the same field of profession gains more experience in managing time, solving problems, finishing the syllabus in easier way etc., but the new teachers find the problem in these things. Teacher's role in student's development is an essential part which assists in creating a prosperous future. In this study the women teachers working in self- financing engineering institutions are taken as samples. Their role in work and family, factors hindering them to achieve WLB, impact of work on WLB etc., were examined and accordingly suggestions are provided.

#### Reviews

A study was conducted by Wendy C. Marcinkus, Karen S. Whelan-Berry, Judith R. Gordon (2007)<sup>9</sup> to examine the relationship of a network of social support for midlife women with their attitudes toward work-family balance and work outcomes, including job satisfaction, organizational commitment, and career accomplishment. Results indicate that the women generally received more personal social support than work-based social support and more instrumental than expressive support from all sources. Work-based social support was positively associated with job satisfaction, organizational commitment, and career accomplishment; personal social support was also associated with job satisfaction and organizational commitment. Work-family balance may partially mediate the relationship between social support and work outcomes.

Elizabeth A. Smith (2008)<sup>10</sup> in his article about importance of work-life balance says that the flexible working helps to keep the staff motivated. The policy has also enhanced the company's reputation with both clients and employees. The author contends that workplace flexibility has helped to improve overall employee flexibility and empowerment. The review of literature reveals that there are only limited reviews on wlb of teachers. Hence this study focuses on giving new ideas on work-life balance which would act as a guide for further studies.

Convenient random sampling were chosen for the study and the sample size is 200.Both Primary and secondary data were used.Descriptive research is the design for the study.

### Tools used for Data Analysis

The following statistical tools are used for analysis of data.

- Percentage Analysis
- Weighted Average Method
- Chi-square Analysis

### Percentage Analysis

It refers to a special kind of rates, percentage are used in making comparison between two or more series of data. A percentage is used to determine relationship between the series.

$$\text{Percentage} = \frac{\text{No. of Respondents}}{\text{Total no. of Respondents}} * 100$$

### Weighted Average Method

The weighted average method is used to rank the availability of facility in Apollo Hospital. Five point rating scale is used & each scale has given score according to its importance starting from 5 to 1.

$$\text{Weighted average value} = \frac{\sum(w_i x_i)}{\sum(w_i)}$$

$W_i$  = weighted attached to variables.

$X_i$  = the variable value.

### Chi-Square Analysis

The Chi-square test is a statistical test that measures the divergence of the observed data from the values that would be expected under the null hypothesis of no association. This requires calculation of the expected values based on the data. The expected value for each cell in a two-way is equal to (row total \* column total) / n, where n is the total number of observations included in the table, where the square of the difference between the observed and expected values in each cell, divided by the expected value, are added across all of the cells in the table.

The formula for chi-square is:

$$\chi^2 = \sum (O_i - E_i)^2 / E_i$$

Where:  $\chi^2$  is the value for chi-square.

$O_i$  is the observed frequency.

$E_i$  is the expected frequency.

The distribution of the statistic  $\chi^2$  is chi-square with (N-1) degree of freedom, where N respondents the total number of factors. The distribution is denoted  $\chi^2$  (df), where df is the number of degree of freedom.

Table 1: Number of Training Attended

Particulars	No. of Respondents	Percentage
Less than 3	100	50
3 to 5	35	17
6 to	40	20
Above 9	25	13
<b>Total</b>	<b>200</b>	<b>100</b>

**Interpretation**

From the table it is inferred that 50% of the respondents have attended less than 3 sessions, 20% of the respondents had attended 6-9 sessions, 17% of the respondents have attended 3-5 sessions, 13% of the respondents have attended more than 9 sessions.

Chart 1: Number of Training Attended

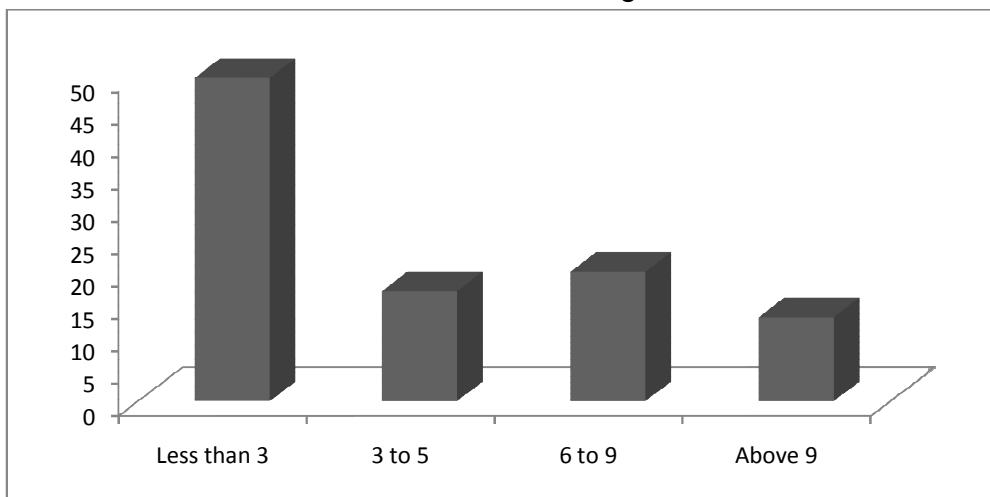


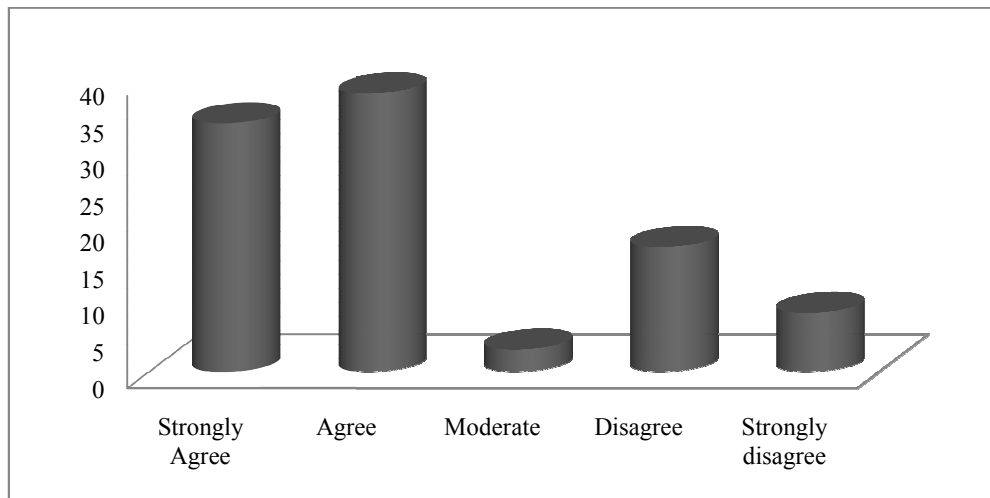
Table 2: Work Life Balance due to FDP

Opinion	No. of Respondents	Percentage
Strongly Agree	68	34
Agree	76	38
Moderate	6	3
Disagree	35	17
Strongly Disagree	15	8
<b>Total</b>	<b>200</b>	<b>100</b>

### Interpretation

From the table it is inferred that, 38% of the respondents agree with the statement that the respondents are able to balance work and life better through FDP programme because they feel happy when their career is given importance, 34% of the respondents strongly agree with the statement, 17% of the respondents disagree and 8% of the respondents strongly disagree.

Chart 2: Work Life Balance due to FDP



### Weighted Average Method

$$\text{Weighted Average method} = \frac{\sum (wx)}{\sum (w)}$$

SA	→ Strongly Agree	→ 5
A	→ Agree	→ 4
M	→ Moderate	→ 3
DA	→ Disagree	→ 2
SD	→ StronglyDisagree	→ 1

Table 3: Achievement of Better Results

Factors	Numerical value	No. of Respondents	(Wx)
Strongly Agree	5	68	340
Agree	4	76	304
Moderate	3	6	180
Disagree	2	35	70
Strongly Disagree	1	15	15
	$\Sigma(x) = 15$	$\Sigma(w) = 200$	$\Sigma(wx) = 909$

**Calculation of Weighted Average**

$$\begin{aligned} \text{Weighted Average} &= \frac{\sum (wx)}{\sum (w)} \\ &= 909/200 \\ &= 4.54 \end{aligned}$$

**Inference**

The weighted average value is 4.54. Therefore it can be concluded that the respondents strongly agree with the statement that achievements of better results is possible through the training program. Hence it is easy to have work life balance.

**Chi-Square Analysis**

To find out the relationship between opportunities to develop new skills and overall opinion about the training program is analyzed using chi-square test.

**Null Hypothesis (H<sub>0</sub>)**

There is no significant difference between opportunities to develop new skills and overall opinion about the training program.

**Alternate Hypothesis (H<sub>1</sub>)**

There is significant difference between opportunities to develop new skills and overall opinion about the training program.

**Table 4: Opportunities to Develop New Skills Vs Overall Opinion**

Opportunities/ overall opinion	Strongly agree	Agree	Moderate	Disagree	Strongly Disagree	Total
Excellent	9	30	2	9	12	62
Good	10	34	2	11	15	72
Moderate	5	16	1	5	6	32
Poor	3	9	1	3	4	20
Very Poor	2	7	0	2	3	14
<b>Total</b>	<b>29</b>	<b>95</b>	<b>6</b>	<b>30</b>	<b>40</b>	<b>200</b>

$$\text{Chi-square } (x^2) = \frac{\sum (O-E)^2}{E}$$

Where, O = Observed frequency

E = Expected frequency

E = Row Total\* Column Total/ Grand Total

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
9	8.9	0.1	0.01	1.12
30	29.4	0.6	0.36	0.012
2	1.8	0.2	0.04	0.02
9	9.3	-0.3	0.09	9.67
12	12.4	-0.4	0.16	0.01
10	10.4	-0.4	0.16	0.01
34	34.2	-0.2	0.4	0.01
2	2.1	-0.1	0.01	4.76
11	10.8	0.2	0.4	0.03
15	14.4	0.6	0.36	0.02
5	4.6	0.4	0.16	0.03
16	15.2	0.8	0.64	0.04
1	0.9	0.1	0.01	0.01
5	4.8	0.2	0.4	0.08
6	6.4	0.4	0.16	0.02
3	2.9	0.1	0.01	3.44
9	9.5	-0.5	0.25	0.02
1	0.6	0.4	0.16	0.26
3	3	0	0	0
4	4	0	0	0
2	2	0	0	0
7	6.6	0.4	0.16	0.02
0	0.4	-0.4	0.16	0.4
2	2.1	-0.1	0.01	4.76
3	2.8	0.2	0.4	0.14
				<b>24.88</b>

Calculated value = 24.88

Degrees of freedom = (5-1)\*(5-1)  
= 4\*4  
= 16

Level of significance = 5% or 0.05

Table value = 26.296

Calculated value = 24.88

The Alternate Hypothesis is accepted

### Inference

At 5% level of significance and 4 degree of freedom the calculated value of chi-square test (24.88) is smaller than the table value of chi-square test (26.296). Hence Alternate hypothesis is accepted. Therefore there is significant relationship between opportunities to develop new skills and overall opinion about the training program.



### Conclusion

This study reveals that the women teachers know the importance of WLB and they try to reach it. Women teachers have now started to work on scheduling their daily activities thereby have better time management. The organizations may avoid bombarding heavy work load to the employees. Caring the work tension to home and vice versa leads to chaos. That's why it's said that while you reach home leave your thoughts about work at home door steps. Working women needs to be concentrated on WLB, which facilitates their improvements and achievements. This study doest meant to say that women teachers of today have attained work-life balance but it reveals the truth that women teachers are trying hard to attain that balance. On the part of employers, they can help the academicians by frequently arranging the faculty development programmes. This will be a source of positive motivation to work with full zeal and zest. This will help them to be occupied and the network contact also will be developed. They are in process of finding ways and means to have a feeling of satisfaction that both work and family commitments are being attained equally. In our increasingly hectic world, the work-life strategy seeks to find a balance between work and play. A sentence that brings the idea of work life balance to the point is: "Work to live. Don't live to work."

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