

A Study of Work life Balance among the University Teachers of Haryana

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ABSTRACT

The changing economic conditions and social demands have changed the nature of work throughout the world. Changes in the social, political and economic fabric of societies have influenced and continue to influence both the nature of employment and its relationship to life outside work. The study has been conducted among the private and state university teachers working in Haryana. The sample has been drawn randomly 387 university teachers of which 200 from 4 private universities and rest from the state universities. The study has been conducted to study the level of work life balance among the university teachers. Compare the level of work life balance among private and state university teachers in Haryana. The relevant statistical tool has been used in order to address these objectives. The study concluded the work life balance is favorable among the teachers. Further, found no significant difference among the teachers of private and state universities.

1. Introduction

The concept of Work Life first came into sight in 1980's when the workplace dynamic began to change the level of satisfactory involvement of the exact fit among versatile roles played by an individual is Work Life Balance. The very issue of Work Life Balance has become increasingly a global phenomenon. Today, in the fast running phase of life, people really find it difficult to manage a balance between the pressures of work place and the duties of a home-maker, be it a male or female. Their life hops at either end of a see-saw and often ends up in a juggling life. This contemporary managerial issue has become a challenging factor of not only the young corporate who had just started their family life but also the young and middle-aged parents who needs to provide constant attention to their children who are fast-growing students or young adults. *Work- family balance* is a term that refers to an individual's perceptions of the degree to which s/he is experiencing positive relationships between work and family roles, where the relationships are viewed as compatible and at equilibrium with each other.

Work life balance is a self defined, self determined state of well being that a person can reach or can set as a goal that allows him to manage effectively multiple responsibilities at work, at home and community. It supports physically, emotionally, family and health and does so without grief, stress or negative support.

The concept of Work-Life Balance (WLB) was traditionally restricted to employees who constituted majority of male and less-female employees. Over the years, the practice of women employment has led to a leading emphasis on work-life balance. Since the families have shifted from male breadwinner to dual earner trend, the boundary of work and life has become more and more broad and complex. With a positive trend towards technological advancement, the work demand has made a disturbing intrusion into the family and personal life. Work-family balance has been defined as an

“extent to which an individual is equally engaged in andequally satisfied with his or her work role and family role”.

Work-life balance issues appear to affect some groups of people more than others - those working long hours, those whose work spills over into the home as a result of modern technology, those in non-standard employment such as shift work, those on low incomes, those trying to juggle parenting and paid work, and those with cultural obligations beyond the family and paid work. The **positive effects** of proper Work Life Balance are motivation towards work, positive job satisfaction, improving employee morale and productivity, enough time for personal and family life, improved health condition, etc. whereas the **negative** effects of work life balance causes stress, reduces productivity.

Maintaining work life balance is not only important for their personal health and relationships, but it can also improve the efficiency of their work performance. In today's fast paced business world, the ability to achieve work life balance is becoming more and more difficult. Hence, teaching professionals needs a very much consideration in maintaining their work life balance.

2. Literature review

Lakshmi and Gopinath (2013) examined the effects of work life balance on women's performance and work attitude. Data were collected from 50 faculty members of SRM University, Kattankulathur. Findings of the study revealed that modern organizations, especially educational institutions, should address the work life balance related issues among staff, specifically women and take a holistic approach to design and implement policies to support the teacher staff to manage their work life balance which would add to the performance of these staff members.

Mohanty (2014) examined different elements of work life balance especially with reference to teachers working in government and private institutes. The purpose of present

study was to highlight the necessity of adopting WLB policies for teachers at college level. Data were collected from 50 teachers. The findings of the study indicated that the need for designing WLB policies and programs for teacher community to enable them to balance their work and life needs.

More (2014) studied work Life balance among the teaching professionals in higher education system in reference to rural area ShirpurTaluka,Dhule District. The study observed that teaching professionals have encouraging result on their work life balance. They freely communicate with their superior about working pattern; change in working conditions and about their problems which leads to effective balance between professional life and personal life and working teaching professionals have family responsibilities and good career opportunities in educational institution in rural area due to work life balance. Working teaching professionals can fulfill the family responsibility and for personal problems given leaves by the management. Due to good work life balance of teaching professionals educational institutions were found to be successful and have goodwill in their field.

Sam (2014) examined about the factorial evils that women face today in her work life and how she manages to balance it with respect to academicians. It also provided knowledge on the WLB practices that needs to be reinvented so as to meet the corporate challenges for both the organization and women. This study revealed that major factors like stress, time, self, change, family management play a major role in influencing the WLB issues in women and managing the above factors through their skill and confidence lies their ability to balance their work & life. Irfan and Azmi (2015) explored the increasing cases of work life problems among teachers. Thus, the purpose of the study was to map the dimensions of WLB among teachers. Study was based on the responses of teachers both from university and school Result revealed that no significant difference was found among teachers on the any WLB dimensions.

Okosatrio(2018) provided a framework for understanding the relationship between worklife balance and employee motivation in public sector ok Jakarta, Indonesia. The study concluded that personal life significant affects the work. Majority of the respondents prefer flexible work and operating from home in comparison to males. The findings further stated that females in contrast to males are more organized in managing professional commitment and personal life agendas. Additionally, all employees seek taking holiday in contrast to extra money or bonus. Lastly, working long hours is the most demotivating job attribute.

Nizamand Kam (2018) critically examined the determinants of work life balance in the event industry of Malaysia. The study found that working hours, work load, work arrangements and reward schemes have significant impact on work life balance. Leave polices found insignificant impact on work life balance.

3. Objectives of the study

1. To study the level of work life balance among university teachers of Haryana.
2. To study the level of work life balance among the public and state university teachers of Haryana.

4. Research methodology

Research design: The present study is aimed at investigating the level of work life balance as well as comparative analysis in private and state universities teachers in Haryana. Its design is descriptive in nature as it seeks to discover ideas and to bring out new relationship.

Sample: A sample of 387 teachers was taken to meets the sample adequacy of which 200 from private universities namely as Maharishi Markandeshwar university (Mullana), K.R Mangalam university (Gurugram), Lingayas university (Faridabad), Baba Mast Nath university (Rohtak) and 187 from public namelyKurukshehra university, (Kurukshehra), Maharishi dayanand university (Rohtak), Indira Gandhi university (Meerpur), DeenbandhuChhotu Ram university of science and technology (Murthal). Sample teachers were selected by using simple random sampling from different private universities and state universities of Haryana by using lottery method because of easy accessibility and affordability. This study is limited to a particular teachers working in universities in Haryana. 387 completely filled in questionnaire were finalized, non response rate was negligible. Adequate care has been taken to avoid redundancy in data collection from the sample elements.

Measures: Work life balance scale is meant to diagnose the level and the areas of W-L balance in an organization as perceived by its employees. It should be responded by the employees at various levels in different departments/sections. The scale developed by Pareek (1983) consisting of 36 items which includes 18 negative items. All the closed-ended questions were designed to generate responses on a five point likert scale to measure thework life balance indicated as 0 not true, 1little true,2 somewhat, 4 fairly true and 5 definitely true. The scoring of negative items has been done as vis -a-versa.

Tools for Analysis: data were analyzed by using one sample t- test and independent sample t test.

5. Results and Discussion

Table 4.1 Descriptive statistics of Work Life Balance Dimensions (N=387)

S.N	Dimensions	Standard Mean	Observed mean	Std error of mean	t values	Sig 2 tail p value
1	Social needs	50.04	59.7053	1.35015	7.15869	.000
2	Personal needs	50.04	65.9765	.83214	19.15122	.000
3	Time management	50.04	47.2492	.65625	-4.25265	.000
4	Team Work	50.04	60.6105	.80350	13.15557	.000
5	Compensation and benefits	50.04	63.2935	.7865	16.85124	.000

6	Work	50.04	65.3623	.77914	19.66566	.000
7	Work life balance (Overall)	300.24	362.1974	3.53455	17.52908	.000

Source: Primary data

A glance at table A reveals that the mean score of personal needs has been reported (65.97) as against the standard mean score (50.04) indicating thereby that university teachers can devote their time to satisfy their personal needs viz can take care of their health by doing regular exercise, help their children in preparing their exams. Highest needs is backed by work as the mean score is reported (65.360) as against the standard mean score (50.04) indicating thereby that the teachers enjoys their profession without any kind of stress.

As far as compensation and benefits is concerned the mean score is reported as (63.29) suggesting that the teachers are able to satisfy the basic requirements of their family along with enjoy certain privileges offered by the organization vizwifi connectivity, travelling allowances etc.

The observed mean score of team work has been reported 60.610 suggesting that the teachers prefer to do jobs in a team rather than alone. e they prefer to share their work in the group and maintain cordial relation with the colleagues and superiors which creates positivity in the work environment and thereby leads to low stress.

Comparison of work life balance among teachers.

Table 4.2 - COMPARATIVE ANALYSIS OF WORK LIFE BALANCE

S.NO	Dimensions	Pub_Pvt	N	Observed Mean	Std. Error of Mean	T- Value	P value
1	Social Needs	public universities	187	60.7660	1.19946	.759	.448
		private universities	200	58.7136	2.36101		
2	Personal needs	public universities	187	66.7869	1.22650	.942	.347
		private universities	200	65.2188	1.13067		
3	Time management	public universities	187	48.9250	.91881	.2486	.013
		private universities	200	45.6824	.92364		
4	Team work	public universities	187	60.7437	1.12686	.160	.873
		private universities	200	60.4858	1.14601		
5	Compensation and benefits	public universities	187	63.9772	1.12512	.840	.402
		private universities	200	62.6542	1.10147		
6	Work	public universities	187	65.1144	1.06396	-.307	.759
		private universities	200	65.5941	1.13518		

Source: Primary Survey Results

Personal needs: Table 2 presents the obtained mean score personal needs has been reported that public universities score 66.78 while private universities 65.21 for which the standard mean is 50.04. On basis of descriptive analysis the public university teachers with mean score (66.789) reported that they are able to satisfy their personal

The observed mean score of social needs has been reported (59.705) against the standard mean of 50.04 indicating that the university teaching employees had enough time for social activities i.e they are able to spend time with families, friends, social emergencies, religious functions, etc.

The mean of 47.249 has been reported in case of time management which is less than the standard mean score of 50.04 indicating that the university teachers are unable to synchronize their work in accordance with their time schedule which result stress among the teachers in order to meet the prescribed deadlines and schedule.

The results of the t-test reveal significant difference between standard mean and observed mean for social needs was statistically significant with $t=7.15$, $p<0.05$. Similarly the results of t test for personal needs, time management, team work and work also reveals significant difference between standard mean and observed mean with $t=19.15$, $p<0.05$, $t=-4.25$, $p<0.05$, $t=13.15$, $p<0.05$, $t=16.85$, $p<0.05$ and $t=19.66$, $p<0.05$ respectively.

needs viz able to attend household requirements, getting time to attend financial obligation i.e checking bank accounts, insurance premium dates, filing timely income tax returns more than of private teachers. Further, t test reveals no significant difference between the observed mean and the standard mean. ($t=.942$, $p<0.05$)

Work: An inspection of the table 2 reveals the mean score of work has been reported that private universities score 65.59 while public universities 65.11 against the standard mean score of 50.04. suggesting thereby that private teachers enjoy doing their jobs, love to do their jobs without any stress left with good energy level at the end of the day. T test found no significant difference between the observed mean and the standard mean ($t=-.307, p<0.05$)

Compensation and benefits: Monetary satisfaction is an important factor contributing towards the work life balance of the individual. Monetary satisfaction also includes the benefits and privileges offered by the organization. Various other items as reimbursement and compensation for extra efforts leads to work place satisfaction therefore, we can conclude that compensation and benefits contribute to the work life balance.

Mean score of public university teachers has been reported (63.97) while of private teachers as 62.65 as against the standard mean score of (50.04). It can be interpreted that public teachers are highly compensated for their efforts in the organization. Moreover, they did not find any difficulties in getting reimbursement for their expenses i.e medical benefits, travelling expenses etc in comparison to private teachers. Further, t test found no significant difference between the observed mean and the standard mean score ($t=.840, p<0.05$)

Team work – As environment and work culture affects working style of the person. It has direct effect on his emotional and social life. Employee should be in a state in which he can rely on his colleagues and thus feel satisfied at workplace.

Table 2 presents the observed mean score of team work has been reported that public universities teachers 60.74 while private teachers 60.48 as against the standard mean score of 50.04 suggesting thereby that public teachers have better team work i.e they love to share their work with their colleagues and meet up the expectations of their seniors and supervisors.

As the t test found no significant difference between the observed mean score and the standard mean score ($t=.160, p<0.05$).

Social needs: social needs reflect the relationship and association at work place. The observed mean score of social needs has been presented in the table 2. for public teachers

60.76 while private universities teachers is 58.71 indicating that public teachers are better to satisfy their social needs i.e they did not find any difficulties in taking leave at the time of social emergencies, are able to participate in community activities, attend religious commitments. They had enough time to put efforts for the advancement of poor and needy people.

Further t test reveals no significant difference between the observed mean and standard mean score of public and private universities teachers ($t=.759, p<0.05$).

Time management – Time management is taken as one of the variable of work life balance just because time affects human life in any situation, how individual utilize his time and how he divide his time between work and life.

Table 2 presents the observed mean score of time management for the public teachers 48.92 while of private teachers 45.68 as against the standard mean score of 50.04 suggesting thereby that the public teachers have better time management i.e they can adjust their working schedules to attend their life priorities, comfortable with travelling time to the organization. Also they do not find any kind of difficulties in meeting up the prescribed deadlines. Further t test reveals no significant difference between the observed mean score and the standard mean score ($t=2.486, p<0.05$).

6. Conclusion

The present study has provided comprehensive information about the work life balance between the Public and Private University teachers of Haryana. The societal developments have greatly increased the complexities of the interface between work and life roles especially in case of educational institutions. The result of this research had led the researcher to answer two research objectives that the researcher intended to achieve. The study concluded that the university teachers leading a favorable work life balance. Further, one sample t-test was used to identify the significant difference between the observed mean and the standard mean resulting thereby that no significant difference was found. The second research was carried out to compare the level of work life balance between the public and private university teachers. The study suggested that no significant difference between the level of public and private university teachers.

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