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INFLUENCE OF WORK LIFE BALANCE AMONG WOMEN'S EMPLOYEES IN ACADEMIC SECTOR

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ABSTRACT

This research article seeks to "examine how work-life balance factors influence employee dedication within the education sector." The study utilizes data reduction through Exploratory Factor Analysis (EFA) on a participant group of 480 individuals selected from educational establishments in Bengaluru and distills a collection of 16 work-life balance statements into five key factors. The current research presents a model outlining how work-life balance factors affect employee dedication in the education sector. The findings suggest that elements such as the work environment, the ability to make decisions, individual roles, and support at work, and interpersonal conflicts among colleagues significantly influence employee dedication within the education sector. Consequently, human resource managers in educational institutions should prioritize these elements to enhance employee commitment. This research assessed the Influence of work life balance among women's employees in academic sector. Multiple linear regression analysis indicates that the work environment, decision-making authority, personal roles, work-related support, and conflicts with colleagues considerably affect employee dedication in the education sector.

Introduction

There exists a rich historical background of women in India. In a society like India that is evolving, the conventional roles of women as homemakers and nurturers are strongly established. Indian women have consistently faced challenges when measured against their male counterparts. The participation of women in the labor force has diminished due to various social, cultural, and religious influences. In contemporary India, significant changes are taking place in the lives of women. The existence of working women today is fraught with difficulties. They face numerous obstacles in both their private and professional spheres. Due to the insufficient time allocated to their families and careers, they find it hard to maintain a balance between their work and home life. The concept of work-life balance is becoming increasingly significant to both employers and employees alike. Attaining a healthy balance between personal and professional aspirations can be critical. As noted by Singh, R., and Aggarwal, S. (2020), when individuals cannot harmonize their work responsibilities with family life, it adversely affects their personal lives. It is undeniable that women today have greater access to employment and

higher educational attainment than a decade ago. This shift has been dramatic over the past ten years. Even in metropolitan areas, women commuting to their jobs must still brace themselves for unwelcoming gazes and disrespectful remarks from bystanders. Public attitudes have somewhat evolved due to the wave of women entering the workforce, leading to a greater acknowledgment of their professional abilities. For certain roles, such as teaching and nursing, many employers prefer women, under the impression that they are more compliant, which they are. However, a significant portion of society continues to believe that working individuals lack moral integrity. A work instruction is a crucial element for the seamless functioning of a company, as it often includes a comprehensive outline of the various tasks necessary for its operations. The phrase "work-life balance" pertains to the capacity of employees to manage their personal lives alongside their professional commitments. The professional experiences of women have been a significant topic of discussion among experts over the past few decades.

Review of Literature

Cinamon, Rich, and Westman (2007) assert that "Women engaged in higher education tend to work extended hours and encounter various job-related stressors, including managing large classes, dealing with student misconduct, overseeing parental interactions, preparing lectures, tracking attendance, handling awards, following reporting formats, and taking care of additional tasks such as administrative responsibilities." Lakshmi S. and Kumar S. (2022) observe that "Women in higher education frequently work full-time hours continuously until the end of the day, especially in private institutions; a significant number of them also bring workplace duties and responsibilities home."

According to the Department for Education and Employment (2000), "Achieving Work-Life Balance involves more than just women juggling home and family obligations." It also necessitates changes in work hours so that individuals, irrespective of age, race, or gender, can establish a suitable rhythm that allows for the balancing of work with other duties and ambitions. Understanding the true essence of work-life balance is essential. Due to increasing levels of education, women from various socioeconomic groups in India have started engaging in paid work.

A study conducted in 2006 by Olson-Buchanan and Boswell found that "It is crucial to comprehend how individuals separate or segment their work and life roles, including the extent to which they feel that one role intrudes upon the other, influenced by technology and job descriptions." Additionally, the primary focus of the research carried out by Jones and Taylor (2013) was on "the perceptions of female educational staff in relation to non-educational staff regarding the balance between work and leisure activities, to determine the key concepts that defined the essential terms of Work-Life Balance as presented in the accompanying table."

“The balance between work and personal life for women workers, emphasizing the repercussions of an uneven professional life,” as noted by Kalpana Devi and U V Kiran (2014). The conclusions from this research indicate that "the equilibrium of work and personal life is influenced by various

elements such as weather conditions, physical demands, home situations, and other consistent work factors," along with "long working hours, commuting time, and the workplace atmosphere." As stated in Nidhi Aggarwal's (2015) research, "work-life equilibrium must be organized in a manner that keeps employees fulfilled in their jobs." Employers should offer adaptable working hours for female employees when the workload is manageable. If the demand is significantly above what the employee can handle, the task should be assigned to another colleague. “A study on Work-Life Balance and the requirements of female employees in an emerging nation aimed at identifying the existing policies for supporting a healthy work-life equilibrium for women in the workforce” was conducted by Mahmoud Abubaker and Christopher Bagley (2016). The research findings indicated that Palestinian organizations already implement several policies, from which female workers benefit both in their professional roles and at home.

Mayesha Tasnim, Muhammed Zakir Hossain, and Fabiha Enam (2017) examined "the reality of work-life balance experienced by working women in various private sector companies in Bangladesh." The results revealed that "the work-life equilibrium relies on the situations of the working women involved, who deal with extended hours, excessive workloads, and unhelpful management attitudes."

In 2017, Mansi Tiwari explored "the actual conditions regarding work-life balance for female workers in private organizations." Even though the families of working women provide various kinds of support, it was found that private companies hold higher performance expectations; nevertheless, organizations must still foster an employee-centric environment for overall satisfaction. The review further suggested that employed women prefer demonstrating a professional image as being more respectable, safer, and superior compared to other sectors.

A research analysis was executed by Sumathi and R. Velmuruganin (2018) to explore the elements that influence work-life balance among women faculty members at Arts and Science Colleges located in Coimbatore, Tamil Nadu, India. The study indicated that female faculty members often work overtime and complete assignments at home to fulfill deadlines. Agha. K (2017) discovered a relationship linking job satisfaction, contentment in teaching, and work-life balance. A questionnaire was distributed to educators in both public and private higher education institutions in Oman to gather data. The analysis utilized structural equation modeling. The resulting research model demonstrated that work-life balance affects employee dedication, job satisfaction, and commitment to the organization. Moreover, it was found that job satisfaction and teaching satisfaction had a positive correlation.

Aruldoss, A., Kowalski, K. B., & Parayitam, S. (2021). This research explored the link between job-related stress and the balance between work and personal life for female faculty at the Central University of Delhi, as well as the degree of stress they face. A total of 120 individuals were selected for this study. Participants completed a survey designed to gather relevant information. To analyze the relationship between work-life balance and occupational stress, correlation analysis techniques were employed. The

findings indicated a strong positive correlation between female faculty members' work-life balance and the stress they encounter at central universities in Delhi.

Tressa and Manisha (2016) carried out a study to evaluate the levels of stress and the work-life equilibrium of female educators in KV schools. A questionnaire was distributed to female teachers at the primary level. The results indicated that educators are responsible for ensuring a healthy balance between work and personal life, as well as creating a stress-free environment. Moreover, it was found that employers within the institution offer better working conditions and flexible arrangements. According to Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021), the extent of work-life balance and demographic factors significantly influences female faculty members' overall work-life balance. Data collection required a sample of 200 individuals. Statistical analysis tools, including the Chi-square test and ANOVA, were employed for data evaluation and interpretation. The study revealed that female faculty in engineering colleges encounter stress from their ongoing work obligations while striving to manage both their personal and professional lives. It was also noted that female faculty in engineering colleges face notably more challenges compared to those in arts and sciences at other institutions.

Rathee, R., & Bhuntel, M. R. (2018). This research examines the pros and cons of achieving work-life balance, utilizing data sourced from secondary materials. The study discovered that various sectors, especially government entities, have insufficient policies supporting work-life balance for their employees. New policies regarding benefits in the private sector have been revised.

Hasib, A., Singh, B., & Tanwar, V. (2022) studied the stress levels among working women in professional colleges and their efforts to balance work responsibilities with family life. A survey was administered to teaching staff across numerous disciplines to gather information. The findings indicated that female educators commonly feel stressed when attempting to reconcile their personal and professional obligations.

Kaushik (2014) examined issues like gender stereotypes, discrimination, and sexual harassment within the Indian context. A structured survey was developed to gather primary data from 500 businesses across India. Most respondents represented sectors such as services, manufacturing, and education. In alignment with the study's objectives, the data obtained from questionnaires were coded, organized, and analyzed using factor analysis, one-way ANOVA, and frequency analysis. The results showed significant differences in perspectives between male and female respondents on these topics.

issues, despite the fact that neither age nor management level significantly influences these elements.

Uppalury and Racherla (2014) examined the relationship between agency and structure among Indian women leaders in regard to their work-life balance amid a globalizing world. The study focused on the dynamics of social production within a collectivist culture. It employed an interpretative and qualitative methodology. A total of 105 senior female leaders from major cities in India, including Delhi, Mumbai, Bangalore, Hyderabad, and Chennai, participated in semi-structured interviews. The findings highlighted how empowered women executives navigate structural limitations and how these actions shape social production.

Bandekar and Krishna (2014) investigated the trends and challenges concerning women's work-life

balance. Their research revealed that various factors, such as insufficient knowledge and education, financial difficulties, family responsibilities, and competitive circumstances, significantly influenced women's lives. It was also noted that for couples to achieve contentment, both partners need to engage in diligent work.

Sigroha (2014) analyzed the perspectives of employees regarding the impact of certain measures on working women's work-life balance. A sample of 400 respondents was collected for this research. The data was analyzed and interpreted using one-way ANOVA. The results indicated notable differences in employees' views on the importance of child care services and flexible work hours. Furthermore, disparities concerning women's health issues were identified.

De, A., Khera, R., Samson, M., and Shiva Kumar, A. K. (2011) explored the barriers that hindered career progression among working women and their job satisfaction levels. This study was conducted across banks, educational organizations, businesses, and various private and public entities to gather insights on working women's work-life balance using correlation analysis and chi-square tests. The chi-square analysis indicated no link between the capability to maintain a balance between work and family after training. The study concluded that challenges emerged for both junior and senior employees. The overarching finding suggests that prolonged work hours and high job interference with family responsibilities increase the risk of both mental and physical health issues over time.

Research Problems

The aim of this research was to evaluate the work-life balance of individuals employed in the education field. The main goal of the research was to identify the elements that affect workers' dedication to the education industry concerning their personal and professional lives regarding the balance between work and life. Consequently, thorough investigation into both domains was necessary for this research. The results indicated that achieving a sound equilibrium between one's job and personal life is vital for attaining satisfaction in both professional and family settings. Additionally, the study revealed that aspects like prolonged working hours, lengthy travel times, heavier workloads, and family responsibilities contribute to employee stress levels. Respondents indicated they experienced heightened pressure, anxiety, and stress, making it difficult for them to find time to care for themselves and manage their household.

Research Objectives

1. To pinpoint the characteristics of work-life balance of women within the education sector.
2. To evaluate the influence of work-life balance characteristics on women employee commitment.

Research Hypothesis

1. Ho1: There is no significant correlation between women work-life balance characteristics and women employee commitment.
2. H02 There is no notable relationship between the work environment and women employee commitment.
3. H03There is no significant association between decision-making authority and women employee commitment.
4. H04 There is no substantial link between individual roles and women employee commitment.
5. H05 There is no significant connection between workplace support and women employee commitment.
6. H06There is no notable correlation between conflicts with coworkers and women employee

commitment.

Statistical Tools

- Reliability Test
- Exploratory Factor Analysis
- Multiple Linear Regression

Research Methodology

Obtaining sample data proved challenging due to the vast number of individuals utilizing social media platforms in India. Conversely, convenience sampling was employed to gather the needed sample data from the Bengaluru area, targeting a sample size of 480 within the Education Sector. By following an objective sampling method, systematic bias and sampling errors were reduced, aiming to establish a sample design that faithfully reflects the population. Employees in the education sector made up the sample population.

Table: 1. Case Processing Summary

		N	%
Cases	Valid	240	100.0
	Excluded[a]	0	.0
	Total	240	100.0

a. Listwise deletion based on all variables in the procedure.

Table: 2. Reliability Statistics

Cronbach's Alpha	N of Items
.976	18

The internal consistency of the questionnaire of 16 questions with a value of the Cronbach's Alpha is 0.861, which shows that data is 86.1 per cent reliable**.**

Exploratory Factor Analysis

Table: 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	2483.187
	Df	108
	Sig.	.000

KMO-Bartlett's test is essential for assessing the suitability of data before conducting factor analysis. This test evaluates both multivariate normality and the adequacy of the sample size. In this research, the KMO score is determined to be 0.845, which exceeds the threshold of 0.5, signifying that the sample is adequate. A Bartlett's Test of Sphericity result of 0.000, which is less than 0.05, indicates that the many variables are normally distributed. Therefore, the examination of variables is regarded

as an appropriate approach for further analysis of the data.

Eigen Values

The initial components in Factor Analysis are represented by the count of variables involved. However, not all 16 variables will remain in the analysis. By integrating the pertinent variables, this study will isolate only five factors. The variances of these factors are denoted by their Eigenvalues, which can be located in the total column. The highest Eigenvalue will always correspond to the first factor, which captures the most variation. The remaining variance will be accounted for as much as possible by the next factor, and this pattern continues until the last factor is reached. The cumulative percentage shows the overall percentage of variance explained by the current and earlier factors. The variance percentage reflects how much total variance each factor accounts for. In this analysis, the five factors explain 66.216 percent of the variance. The distribution of variance after applying varimax rotation with Kaiser Normalisation is illustrated by the rotation sums of the squared loadings. The purpose of varimax rotation is to optimize the variance of each factor.

Table: 4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.926	32.839	32.839	4.926	32.839	32.839	2.748	18.319	18.319
2	1.542	10.280	43.120	1.542	10.280	43.120	2.351	15.675	33.994
3	1.404	9.361	52.481	1.404	9.361	52.481	1.646	10.974	44.968
4	1.182	7.878	60.359	1.182	7.878	60.359	1.637	10.917	55.885
5	.878	5.857	66.216	.878	5.857	66.216	1.550	10.331	66.216
6	.796	5.304	71.519						
7	.632	4.214	75.733						
8	.608	4.051	79.784						
9	.593	3.956	83.740						
10	.522	3.482	87.222						
11	.462	3.081	90.303						
12	.440	2.934	93.237						
13	.393	2.622	95.859						
14	.339	2.259	98.118						
15	.282	1.882	100.000						
Extraction Method: Principal Component Analysis.									

Five elements have been identified through the application of Varimax Rotation alongside Kaiser Normalisation. Each factor consists of variables with factor loadings exceeding 0.5. A total of five elements were derived from a pool of 16 variables. From the 16 variables analyzed in the research, 5 elements were selected. These five identified factors account for 66.216 percent of the variance in work-

life balance characteristics of employees within the education sector.

Rotated Component Matrix

The Rotated Component Matrix illustrates the rotated factor loadings, representing the correlations between the variables and their respective factors. The factor column shows the rotated factors extracted from the overall factor analysis. These represent the fundamental factors employed after the process of data reduction**.**

Table: 5. Rotated Component Matrix[a]

Statements	Component				
	1	2	3	4	5
I need to look for opportunities outside my institution for career advancement.	.799				
My work is academic in nature and the environment is Conducive	.735				
I have power to take decisions in my family	.706				
My working environment is depressing.	.642				
My educational status and job performance increases conflicts among my colleagues.	.622				
I have enough time to take care and spend time with my family.		.811			
Role I play in various spheres (home, institution, family) conflicts with each other as well as with my values		.799			
I am able to talk to my children politely and hear them with patience (if applicable).		.760			
I get adequate training when new systems are introduced in my organization			.782		
I get disturbed when there is delay in the completion of work.			.752		
I get adequate time for lunch to have healthy food and talk to colleagues and feel relaxed			.553		
My superior gives guidelines to perform and encourages me to take my own decision.				.846	
My superiors give more importance towards well-being of employees and can easily discuss the issues related to work and family life				.716	
I get respect for my work from co-workers, superiors and students.					.756

Negative attitude of my family members hinders me in my work. (such as financial support, irritation at home, no tolerance)					.520
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

The relationship among the variables and the individual factors can be observed in the previously mentioned matrix. Typically, each variable is more significantly affected by a single factor compared to the rest. To identify the variables associated with each factor, the variable displaying the highest value in each row is selected to belong to that factor. To categorize the 18 variables into 5 primary factors while omitting those with low loadings, the values in every row have been emphasized in bold.

Multiple Linear Regression

In order to access the impact of independent variables on employee commitment as a dependent variable, enter a method of multiple regressions was applied.

Table: 6. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.724[a]	.524	.519	.661	1.973

a. Predictors: (Constant), Conflict with colleagues, Working Environment, Work Support, Personal Role, Decision making power

b. Dependent Variable: Employee Commitment

R: R represents the coefficient of multiple correlations, with a range from -1 to +1. The R-value of 0.724 signifies a considerable positive relationship between employee dedication in the educational field and factors associated with work-life balance. Square R: The coefficient of determination, denoted as R2, varies from 0 to 1. With an R square value of 0.524, it indicates that employee commitment in education explains 52.4% of the variation in the data. The Durbin-Watson (DW) statistic can be utilized to detect autocorrelation in the residuals of regression analysis. A statistical value within the range of 1.5 to 2.5 is seen as relatively normal. The result of 1.973 suggests that the residuals fall within this normal range and that there are no issues related to auto correlated predictors within the model. A statistical test called the Durbin-Watson (DW) statistic checks for autocorrelation within the residuals of a regression analysis. This statistic will always yield a value between 0 and 4. A result of 2.0 suggests the absence of autocorrelation in the sample. Values between 0 and less than 2 indicate positive autocorrelation, while values ranging from 2 to 4 suggest negative autocorrelation. It is generally accepted that test statistics falling between 1.5 and 2.5 are considered ordinary.

Table: 7. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	228.441	5	45.688	104.442	.000[b]
	Residual	207.351	474	.437		
	Total	435.792	479			

a. Dependent Variable: Employee Commitment

b. Predictors: (Constant), Conflict with colleagues, Working Environment, Work Support, Personal Role, Decision making power

The F-ratio (104.442) is statistically significant with a p-value (0.000) <0.05 (level of significance) and also demonstrates the model's significance, indicating the study's overall model's statistical significance as well as the significant relationship between the independent variables (Work-Life-Balance Attributes) and the dependent variable (Employee Commitment).

Table: 9. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.657	.141		4.674	.000
	Working Environment	.202	.033	.244	6.091	.000
	Decision making power	.165	.035	.195	4.705	.000
	Personal Role	.188	.034	.220	5.530	.000
	Work Support	.224	.033	.238	6.769	.000
	Conflict with colleagues	.087	.032	.096	2.719	.003

The t-values analyzed indicate that the coefficient differs from 0 with p-values under 0.05, signaling that the aspect of work-life balance concerning employee commitment is a statistically meaningful predictor. The influence of work-life balance on employee commitment is represented by the standardized coefficient displayed in table 9 above.

H01 There is no meaningful connection between the working environment and employee commitment.

According to Table 9, the Beta value is 0.244, reflecting a positive effect of the working environment on employee commitment. Given that the t value is 6.091 and the significance value is 0.000, which falls below 0.05, the working environment significantly influences employee commitment within the education sector. Therefore, the null hypothesis H01.1, which asserts that there is no meaningful relationship between the working environment and employee commitment, is dismissed.

H02 There is no meaningful connection between decision-making power and employee commitment.

In Table 9, the Beta value is noted as 0.195, indicating a positive influence of decision-making power on employee commitment. The t value of 4.705 and the significance value of 0.001, both of which are under 0.05, reveal that decision-making power significantly impacts employee commitment in the education sector. Consequently, the null hypothesis H01.2, claiming there is no meaningful relationship between decision-making power and employee commitment is refuted.

H03: There is no meaningful connection between personal role and employee commitment.

Table 9 indicates a Beta value of 0.220, which signifies a favorable influence of personal role on employee commitment. The t value is recorded at 5.530, with a significance value of 0.000, both indicating that personal role has a significant effect on employee commitment within the education sector. Thus, the null hypothesis H01.3, positing that no meaningful relationship exists between personal role and employee commitment, is rejected.

H04: There is no meaningful connection between work support and employee commitment.

In Table 9, the Beta value is presented as 0.238, demonstrating a positive impact of work support on employee commitment. With the t value at 6.769 and a significance value of 0.000, which is less than 0.05, work support significantly affects employee commitment in the education sector. Therefore, the null hypothesis H04, which suggests there is no significant relationship between work support and employee commitment, is negated.

H05: There is no meaningful connection between conflicts with colleagues and employee commitment. Table 9 displays a Beta value of 0.096, indicating a positive effect of conflict with colleagues on employee commitment. Since the t value is 2.719 and the significance value is 0.003, both below 0.05, conflict with colleagues significantly influences employee commitment within the education sector. Therefore, the null hypothesis H05, which states that no significant relationship exists between conflicts with colleagues and employee commitment, is rejected.

Multiple Regression Result Summaries

Table: 10. Regression Results Summary

Ho1: There is no significant relationship between work life balance attributes on employee commitment.			
Sub-Hypothesis	**Sig.**	**Remark**	**R^2**
$H0_{1.1}$: There is no significant relationship between working environment on employee commitment.	.000	Rejected	0.524
$H0_{1.2}$: There is no significant relationship between decision making power on employee commitment.	.000	Rejected	
$H0_{1.3}$: There is no significant relationship between personal role on employee commitment.	.000	Rejected	
$H0_{1.4}$: There is no significant relationship between work support and employee commitment.	.000	Rejected	

$H0_{1.5}$: There is no significant relationship between conflict with colleagues and employee commitment.	.003	Rejected	

Conclusion

The research examined how factors related to work-life balance affect commitment levels of employees within the education sector. The findings from multiple linear regression analysis indicate that the work environment, the authority to make decisions, individual responsibilities, support at work, and conflicts with coworkers notably influence employee commitment in the education field.

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