

Work-Life Balance among Faculty Members of Management Institutions in Khordha District

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Abstract

Life is full of orchestrating a basket of professional and personal roles and performances – love, care, compassion, happiness – in the family, with friends, in the community and with colleagues at the workplace. The present study examines the work-life balance and job satisfaction among faculty members of management institutions in the Khordha district using cross-tabulation and descriptive statistics. It is found that male faculty members of professor rank have a high level of work-life balance as compared to their female counterparts. Both the male and female faculty members with above 20 years of work experience are maintaining a better work-life balance than the married female with small children and fewer years of work experience. These categories of female workers are more likely to affect by the stress of work and personal life enhancement. The study illustrates the differential attitudinal and gender stereotypes practices found between members/customer associates with the male and female faculty's work-life balance. The study emphasized a feminist work-life balance measure to improve the working condition, release stress and gender-friendly work environment. A few are flexibility in the working hours, arresting gender discrimination in the workplace, equal experience equal position, increment, and organizing gender-sensitive programme recognition and awards.

Keywords: *Work-Life Balance, Job Satisfaction, Cross Tabulation, Descriptive Statistics, Khordha District.*

I. INTRODUCTION

As we all know life is a basket which fills with love, affection, family, friends, happiness, and more. But the term work-life balance is simply the need and necessity of both work and profession to feel happy and complete. People believe that it is difficult to maintain a good balance but some argued that quality and good life require both the aspects like a good family and good work culture in the professional sphere. Before going to the term Work life balance it is required to understand the term work, life and balance individually for better clarification. Work-life balance is a term widely used by employees, employers and researchers as well after the industrial revolution. It is a situation which emphasises the time allotment of individuals towards work life and personal life. The most important idea of restoring work-life balance is to identify the priority, scheduled the priority, and then finally

allocate the resources on priority. To live a happy and successful life we need to live with work, so it is said that work is worship, work is God, work is life and many more, in addition to this "when work is a pleasure, life is a joy! when work is a duty, life is slavery" (Groky, 2015). For a successful living, we can't either neglect our work or our being, rather it would be more advisable to learn the technique to coordinate with both.

II. LITERATURE REVIEW

In this section, we have discussed the past works of literature survey and appropriation for this study design. Beninger (2010) conducted a research study on "Work women, especially on academics from United States, Australia, Sweden" found that women working in the academic sector suffer from a chain of challenges in case of their work and life situation. Kaur (2011) did a research work on "study "Comparative study of occupational stress among teachers of private and government schools with their age, gender and professional experience" depicted to achieve a work-life balance situation in the individual lives we need to better deal with stress so, stress management is also important. Sliskovic and Sersic (2011) explore the area of stress that arise during the work of university faculty members with special attention to gender and their classification of designation. During this research, the study researcher examines the stress experiences of both male and female faculty members in the university supported by this study by Tressa and Manisha (2011), Nidhi & Balasubramanian (2013).

Uddin, Hoque, Mamum and Shahab (2013), Singal and Parvesh (2015) and Sonia Mahakur (2015) and Dikshit & Acharya (2017) conducted work-life balance is important and the only way to get a continuous balance between work and life is family support and organisational cooperation. Further, it is found that the teaching environment influenced the productivity and performance of teachers to a greater extent. Moreover, Baral (2020) and Nanda & Kalyani (2020) conducted a study on stress that arise during the Covid period in the life of teachers and examine the relationship of occupational stress with different demographic variables such as gender of respondent, age of respondents, experience in teaching and the qualifications of respondents of a secondary school teacher of Bargarh district of Odisha. Dhanalakshmi (2021) conducted a study on work-related stress and its vulnerable culture in the organisation. Nayak, Dubey and Lenka, (2022) did a study on work-life balance and according to him the issue of such issues is across the globe. Teachers are considered the prime element of a civilized society full of knowledge and service motives.

III. OBJECTIVE AND HYPOTHESIS

As per the works of literature studies we found that many studies are based on job stress and work-life balances but the present study focuses on work-life balance and job satisfaction among faculty members of management institutions. This study is based on the following two hypotheses that identify the significant level of work-life balance and job satisfaction of the management faculties.

Hypothesis: 1 and 2

H10: The working employees do have a work-life balance.

H1a: The employees do not have a work-life balance.

H20: There is a significant difference between work-life balance and job satisfaction.

H2a: There is no significant difference between work-life balance and job satisfaction.

IV. METHODOLOGY

Description of Sample

The study is conducted among academicians who have worked under management institutions in Khordha district. 330 working persons are selected as the sample population using a random sampling method. 165 female and 165 male from both private and government institutions from Professor, Associate Professor, Assistant Professor and Lecturer designation.

Description of the Tool used

Table 1 shows the major tool of data collection for this study which is the modified questionnaire of Hayman (2005). It consists of 15 statements about work-life balance and 10 statements about job satisfaction. The responses for each question are provided with scores ranging from 1 to 5 (Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree). However, reliability tests, cross-tabulations and descriptive statistics have been used for this present study. In coding data, response categories of the Likert scale provided in the questionnaire are organised in the following way:

Table-1: Scores for Response categories (Variables measured on Interval scales)

Response Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Scores	1	2	3	4	5

V. RESULTS AND DISCUSSION

5.1 Cross Tabulation

5.1.1 Cross Tabulation of Gender and Age Wise Distribution

Table 2 represents the relationship between gender and age-wise distribution of the respondents in the study area. It is indicating that there are 8.2 per cent of female respondents and 4.8 per cent of male respondents are belongs to the age group of 25 to 30. Out of the 330 respondents, 12.4 per cent of respondents are female and 10.3 per cent of respondents are male having the age group of 30 to 35. In the case of female respondents, 10.6 per cent are having the age group of 35 to 40 as compared to the male respondents which are 8.2 per cent. The highest male respondents are comes under the age group of 45 and above which reflects that senior-level employees are working more as male persons as counterparts of female respondents in the study area. Hence, age and gender are statistically and positively significant at 10 per cent level which indicates that there is a relationship associated between the two variables.

Table-2: Cross-tabulation of Gender and Age Group (Percentage)

Gender	Age Group				
	25-30	30-35	35-40	40-45	45 &Above
Female	8.2	12.4	10.6	6.7	12.1
Male	4.8	10.3	8.2	8.8	17.9
Total	100	100	100	100	100
Pearson chi2 (4) =9.107, prob. = 0.058*					

Note: ***p>0.010, Source: Field Survey-2022

5.1.2 Cross Tabulation of Gender and Marital Status

The analysis of the table-3 shows that there is 37 per cent of female respondents belong to married, 11.5 per cent belong to unmarried and 1.2 per cent belong to divorced. Out of 165 female respondents, 0.3 per cent of those who are belonging to the widowed category. Whereas, in the case of male respondents, 40.6 percents are having the married category while 8.2 percent are in the unmarried category. The male widow category is the same as follows the female widow category which is only 0.3 percent. However, these two variables are associated with each other and it is statistically significant at 10 percent level of probability. The results reflect in table-3.

Table-3: Cross-tabulation of Gender and Marital Status (Percentage)

Gender	Marital Status			
	Married	Unmarried	Widowed	Divorced
Female	37.0	11.5	0.3	1.2
Male	40.6	8.2	0.3	0.9
Total	100	100	100	100
Pearson chi2 (5) =9.906, prob. = 0.078*				

Note: ***p>0.010, Source: Field Survey-2022

5.1.3 Cross Tabulation of Gender and Present Designation

The bivariate analysis contributed of gender and present designation of the employees is presented in table-4. In the study area, male persons are designated or appointed as a Professor (8.8 percent) as counterparts of female respondents (3.6 percent). While the results also depict that female respondents are having most in lower positions as lecturer (11.5 percent) and Assistant Professor (28.5 percent) as compared to male respondents which is only 8.5 percent in the study area. Furthermore, gender and present designation of the employees are positively associated with each other and it is statistically significant at 5 percent level of probability.

Table-4: Cross-tabulation of Gender and Present Designation (Percentage)

Gender	Present Designation			
	Professor	Associate Professor	Assistant Professor	Lecturer
Female	3.6	6.4	28.5	11.5
Male	8.8	6.7	26.1	8.5
Total	100	100	100	100
Pearson chi2 (3) =8.943, prob. = 0.030**				

Note: **p>0.05, Source: Field Survey-2022

5.1.4 Cross-tabulation of Gender and Education

The data reported in table-5 represents the relationship between gender and education. The below table indicates that 35.5 percent are male respondents fall into PhD qualification as compared to female respondents which is 26.7 percent while 14.2 percent of female

respondents are having a master degree as counterparts of male respondents. The result shows that female respondents are having less educational qualification in PhD degrees in the study areas. Thus, these two variables are positively and significantly related to each other. The p-value shows that it is significant at 1 percent level of probability.

Table-5: Cross-tabulation of Gender and Education (Percentage)

Gender	Education			
	PhD	MPhil	NET/SLET	Master Degree
Female	26.7	6.4	2.7	14.2
Male	35.5	3.0	3.3	8.2
Total	100	100	100	100
Pearson chi2 (3) =13.611, prob. = 0.003***				

Note: ***p>0.001, Source: Field Survey-2022

5.1.5 Cross-tabulation of Gender and Experiences

The cross-tabulation analysis between gender and years of working experience of the respondents presented in table-6. In the case of females, 12.1 percent with high working experience in their field which is more than 20 years while 7.3 percent of the male are having same teaching experience in the study area. 14.5 percent of males fall between 15 to 20 years of working experience as compared to 8.2 percent of females with the same expertise. Therefore, it is seen that percentages are close in the case of both males and females in their working experiences is between less than 5 years in the study area. High working experiences respondents are more likely to fall in the more than 20 years and this is more so in the case of females as compared to males.

Table-6: Cross-tabulation of Gender and Years of Working Experiences (Percentage)

Gender	Years of Experiences				
	0-5	5-10	10-15	15-20	20 &Above
Female	14.2	9.1	6.4	8.2	12.1
Male	12.1	10.3	5.8	14.5	7.3
Total	100	100	100	100	100
Pearson chi2 (4) =10.793, prob. = 0.029**					

Note: **p>0.05, Source: Field Survey-2022

5.1.7 Cross-tabulation of Gender and Organisation

Table 7 depicts the cross-tabulation between gender and working organisation in the study area. Both male and female respondents are working under private organisations as compared to government organisations which are 33 percent of female and 27.3 percent of males. Moreover, it is reflected that 22.7 percent of male respondents are working under government organisations as followed by female respondents which is less than 20 percent. Hence it is proof that these two variables are positively and significantly correlated with each other and the p-value is statistically significant at 5 per cent level of probability.

Table-7: Cross-tabulation of Gender and Organisation (Percentage)

Gender	Organisation	
	Government	Private
Female	17.0	33.0
Male	22.7	27.3
Total	100	100
Pearson chi2 (1) =4.570, prob. = 0.033**		

Note: ** $p > 0.05$, Source: Field Survey-2022

5.2 Mean Score and Standard Deviation of the Likert Scale

5.2.1 Mean Score and Standard Deviation of Work-Life Balance

The level of existence or degree of occurrence or level of each variable in the sample is analyzed in terms of the degree of responses given by the respondents with the help of mean score and standard deviation.

From the table-7, three dimensions of work-life balance such as work interference with personal life, personal life interference with work and work and personal life enhancement. It is found that in dimension:1 the mean values of all statements such as Q1 to Q7 fall under the highest level (Agreed) of the continuum. The overall mean score for dimension-1 is 18.36. In the case of dimension-2, all four statements likewise Q8, Q9 and Q11 are falls under the highest level in a continuum where only Q10 is found to have the mean score of 1.92. This value falls under strongly agrees the level of the continuum. Where dimension-3, the statement "My personal life gives me energy for my job" (Q12), "My job gives me energy to pursue personal activities" (Q13), "I have a better mood at work because of my personal life" (Q14) and "I have a better mood because of my job" (Q15) are found to have this value falls under the moderate level in the continuum.

The overall mean score for work-life balance is 41.36. It meant that respondents have a lower level of work-life balance. Therefore, it can be concluded that the academicians or teachers at the management institution have lower levels of work-life balance. By considering the standard deviation of 6.67, it can be concluded that the mean score may be increased to a high level ($41.36 + 6.67 = 48.03$) as well as may be decreased to a very low level ($41.36 - 6.67 = 34.69$).

Table-7: Mean, Standard Deviation and Reliability of Work Life Balance

Sl. No.	Statements	Mean	SD	Cronbach's Alpha
	<i>Dimension: 1 Work Interference with Personal Life</i>			
Q.1	My personal life suffers because of work.	2.57	1.09	0.690
Q.2	My job makes personal life difficult.	2.44	1.09	0.694
Q.3	I neglect personal needs because of work.	2.56	1.09	0.683
Q.4	I put personal life on hold for work.	2.73	1.05	0.686

Q.5	I miss personal activities because of work.	2.73	1.11	0.685
Q.6	I struggle to juggle work and non-work	2.63	0.95	0.689
Q.7	I am unhappy with the amount of time for non-work activities	2.70	1.02	0.691
	<i>Dimension: 2 Personal Life Interference with Work</i>			
Q.8	My personal life drains me of energy for work	2.33	0.93	0.704
Q.9	I am too tired to be effective at work	2.07	0.88	0.701
Q.10	My work suffers because of my personal life.	1.92	0.79	0.707
Q.11	It is hard to work because of personal matters.	2.01	0.89	0.708
	<i>Dimension:3 Work and Personal Life Enhancement</i>			
Q.12	My personal life gives me energy for my job.	3.79	0.87	0.743
Q.13	My job gives me energy to pursue personal activities.	3.44	0.95	0.762
Q.14	I have a better mood at work because of my personal life	3.73	0.85	0.748
Q.15	I have a better mood because of my job.	3.64	0.96	0.758
	Overall Work Life Balance	41.36	6.67	0.726

Source: Authors Computation

5.2.2 Mean Score and Standard Deviation of Job Satisfaction

Table-8 represents the mean value and standard deviation of job satisfaction. It is consisting 10 statements. It is found that in statements (Q1) "I receive recognition for a job well done", (Q2) "I feel close to the people at work", (Q3) "I feel good about working at this Institute", (Q4) "I feel secure about my job", (Q5) "I believe management is concerned about me", (Q7) "My wages are good", (Q8) "All my talents and skills are used at work", and (Q9) "I get along with my supervisors" falls under the moderate level in a continuum along with their mean values is 3.53, 3.77, 3.98, 3.71, 3.29, 3.48, 3.56 and 3.88 respectively. Where two statements such as "On the whole, I believe work is good for health" (Q6) and "I feel good about my job" (Q10) are found to have the mean value falling 4.19 and 4.02 under the lowest level in a continuum.

The overall mean score for job satisfaction is 37.46. It is indicating that respondents have a lower level of job satisfaction in their work field. Hence, it is concluded that the academician or teachers at the management institution have a lower level of job satisfaction. By considering the standard deviation of 5.93, it depicts that the mean score may be increased to a high level ($37.46+5.93=43.39$) as well as may be decreased to a very low level ($37.46-5.93=31.53$).

Table-8: Mean, Standard Deviation and Reliability of Job Satisfaction

Sl. No.	Statements	Mean	SD	Cronbach's Alpha
Q.1	I receive recognition for a job well done.	3.53	0.94	0.823
Q.2	I feel close to the people at work.	3.77	0.86	0.828
Q.3	I feel good about working at this Institute.	3.98	0.83	0.807
Q.4	I feel secure about my job.	3.71	1.03	0.823
Q.5	I believe management is concerned about me.	3.29	0.97	0.818
Q.6	On the whole, I believe work is good for health.	4.19	0.74	0.822
Q.7	My wages are good.	3.48	1.15	0.830
Q.8	All my talents and skills are used at work.	3.56	1.09	0.823
Q.9	I get along with my supervisors.	3.88	0.76	0.825
Q.10	I feel good about my job.	4.02	0.82	0.812
	Over all Job Satisfaction	37.46	5.93	0.836

Source: Authors Computation

VI. CONCLUSION

This study aimed to measure the level of work-life balance and job satisfaction of academicians and measure whether the work-life balance of working women is varying based on job satisfaction, demographic variables such as age, working experience, type of position, marital status, working organisation and education. The level of work-life balance of working women in Khordha is low level. Based on the type of position, those male employees who belong to the professor rank have a high level of work-life balance as compared to female professors. Based on the age limit, the male respondents who are above 45 years old have a high level of work-life balance while others have a low level. In the case of working experience of the employees, the respondents who have service experience above 20 years have a high level of work-life balance.

This study has two hypotheses where H1a: The employees do not have work-life balance is accepted and H20: There is a significant difference between work-life balance and job satisfaction (There is a significant difference between the work-life balance of the academician based on demographic variables) is accepted. Work-life balance is very important for the growth of the organization as well as for the employee. It has also been concluded that females feel low work and personal life enhancement as compared to males. A significant difference has been found between male and female customer associates regarding their work-life balance. Therefore, the study emphasized a feminist work-life balance measure to improve the working condition, release stress and gender-friendly work environment. A few are flexibility in the working hours, arresting gender discrimination in the workplace, equal experience equal position, increment, and organizing gender-sensitive programme recognition and awards.

Conflicts of Interest: There is no conflict interest.

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