

## QUALITY OF WORK LIFE BALANCE IN HIGHER EDUCATION SECTOR

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Dr. Neelam Chakrawarti\*

### ABSTRACT

*Higher education is the key to a country's prosperity, as it increases the country's economic potential and leads to its development. It is the job of educational personnel to effectively and efficiently understand and transform the energy and knowledge of students. According to numerous research studies, the quality of work life (QWL) is one of the most important and effective human resource management instruments. Those interested in the quality of working life and its relationship to overall quality of life has always been concerned about work-life balance. Balancing a successful career with a personal or family life can be difficult, and it can have an impact on a person's job happiness and personal life duties, including academic ones in higher education. Employees are encouraged by quality of work life initiatives, which help them, strike a balance between their professional, personal, and social lives, resulting in increased job satisfaction.*

**Keywords:** *Work-Life Balance, Work–Stress, Higher Education Institutions, Job Satisfaction.*

### Introduction

Any country's backbone is education, and the educational business serves as a supplier to other industries. Higher education, in comparison to primary and secondary education, has a significant role in a country's economic development. This has a direct and profound connection with the industry. Higher education serves as a link between students and businesses. Students are trained for specific subjects, technologies, sectors, and domains in accordance with current industry needs. Higher education is the first and most important step in meeting the needs and difficulties of industry and society. Because infrastructure and technology are less required in education than in other industries, the efficacy and efficiency of the industry is directly dependent on people. Employees spend around a third of their lives at work, or about twelve hours each day, on average; this has an impact on the employee's total life. "Quality of Work Life (QWL)" is a human resource management concept that aims to improve employees' quality of life at work. As a result, the employee's family and social lives improve. The phrase "quality of work life" has been around for four decades, yet it is still a relatively new notion in India. Work Productivity Life is a broad term that encompasses all facets of an employee's work life.

The goal of this paper is to review the existing literature on work-life balance, including the identification and description of work-life balance in a number of sections, including the first section on career growth and work-family conflict, the second section on motivation and work-life balance, and the third section on work-life balance in general. The third section examines Job Satisfaction and Work Life Balance, the fourth section considers Turnover, Absenteeism, and Work Life Balance, the fifth section considers the Competitive Environment and Work Life Balance, the sixth section considers Appreciation and Work Life Balance, the seventh section identifies and describes Work-life practices/policies and Work Life Balance, and the eighth section considers Work Stress and Work Life Balance.

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\* Assistant Professor, Jayoti Vidyapeeth Women's University, Jaipur, Rajasthan, India.

## Objectives

The following are the study's aims:

- Research the Quality of Life Index (QWL) and redefine it for higher education institutions.
- Employees in higher education institutions' current attitudes toward QWL.
- The state of QWL in higher education institutions today.
- To assess work-life balance, teaching satisfaction, and job satisfaction among teachers in higher education institutions in the Sultanate of Oman.
- The purpose of this study was to look into the relationship between work-life balance, teaching satisfaction, and job satisfaction.

## Literature Review

### Workplace stress and work-life balance are discussed

Job stress is a highly regular occurrence among employees of all levels, and it is the result of job requirements and the resources available to meet those expectations. Job stress is defined as the negative physical and expressive responses that occur when the job demands do not meet the worker's capabilities, resources, or needs (Michie, 2002). It has a tremendous effect on the employees' psychological and physical well-being, as well as their productivity. Excessive job stress has been linked to a variety of health issues, including high blood pressure, depression, and anxiety, according to previous research (Balkan, 2014a). Work-life balance, on the other hand, is a situation in which a person tries to strike a balance between work and personal life at the same time (Chandra, 2012). Workplace environments are often stressful, causing employees to work long hours and care for their families, especially if they are married and have children. Work-life balance is now about balancing time between these two settings. Work-life balance, on the other hand, is rarely viewed as a positive element and is frequently viewed as a bad aspect.

The literature on work-life balance is studied and available from various perspectives. In recent years, there has been an increased interest in the human resource management literature on the work-family interface, particularly regarding the sources and outcomes of conflict between these two spheres. A variety of research has looked at this topic from various angles.

**Goodstein (1994)** and Ingram and Simons (1995) gave an institutional perspective on organisations' reactions to work-family difficulties, whereas Greenhaus and Beutell (1985) and Greenhaus et al. (1989) looked at the antecedents of conflict between family and work. Furthermore, Campbell, Campbell, and Kennard (1994) looked at the impact of family responsibilities on women's work commitment and performance. The work-family debate has been broadened to include the relationship between business-marriage partners (Foley & Powell, 1997).

**Hyman and Summers (2004)** identified seven significant issues linked with present work-life balancing practises. Uneven adoption across sectors and organisations, a lack of formalisation of rules at the organisational level, and a restriction on employee voice are among them. There is no indication of reduced working hours, concrete and intangible work intrusions into personal life, and domestic chores are still predominantly carried out by women, regardless of their employment status.

**According to researcher Vloeberghs (2002)**, there is a need for a realistic instrument to assess the current state of work-life balance. However, current work-life balance policies are narrow-minded in terms of addressing the needs and aspirations of employees, as revealed by researchers Eikhof et al. (2007), but there is a need for its realisation, as reflected in Emerald article, Human Resource Management International Digest, Vol.12 Iss: 7 (2004) which stressed that firms are realising the importance of being responsive and imaginative in meeting employee expectations for flexible perks that aid with work-life balance.

**Kumar and Shanubhogue (1996)** investigated and compared current and predicted QWL in universities and discovered a significant discrepancy between employees. They characterised the quality of work life programme as "a strategy that improves the lives of employees while also boosting the overall performance of the university."

**Rochita Ganguly (2010)** investigated university employees' QWL and the relationship between job satisfaction and quality of work life. The data was collected with great attention by the researcher. She selected literate and experienced individuals who recognise the importance of the questioner and appropriately fill out the data. For better understanding and idea flow, she designed the questioner in Bengali, a regional language of the employee. Employees are dissatisfied with their level of autonomy, personal progress, and exceptional assistance, according to the findings. Employees were dissatisfied with their jobs and with the university's QWL.

**Kumar D., & Deo, J., M., (2011)** conducted research to determine the impact of stress on the quality of college professors' work lives. They evaluated the diverse perceptions of quality of work life among 100 college instructors from universities in Bihar and Jharkhand. Junior instructors were shown to be more stressed than senior ones. Female teachers, on the other hand, were more stressed in their jobs than male teachers.

### **Quality Work-Life Balance Concept**

**Walton, Louis, Davis, Rose & et al, Robbins & Fernandes**, and others provided a number of QWL measurements for various sectors. According to these studies, the impact and importance of QWL dimensions varies depending on the industry. The educational institution is a unique location to work; no other industry has a work pattern, culture, or yield that matches its. The working circumstances of its employees are likewise significantly different from those in other businesses. As a result, it is necessary to comprehend the significance of the QWL architecture for educational institutions. The behaviour and work life of educational employees have an impact on their personal lives, the careers of their pupils, and the institute's performance. An educational institute's pillars are morale, values, motivation, and optimism. When employees are happy, these ideals may be maintained, enhanced, and spread. This is only possible if employees are able to strike a balance between their professional and personal lives. This study takes Walton's eight elements into account, reframing them for the perspective of educational employees as follows: Appropriate and equitable remuneration:- In order to improve QWL, adequate and fair remuneration is essential. Child poverty, poor educational attainment, future job insecurity, underemployment, and bad health are all reduced by adequate and equitable compensation. The low compensation has the potential to be a negative. This also promotes gender equality and alleviates the significant financial hardship that many families are experiencing. Employees in educational institutions work just as hard as those in the service and manufacturing industries, yet they do not receive the same pay raises, recognition, advancement, or appreciation. Faculty members are paid less than the students they teach and develop. According to Gautam Ahuja, professor at Ross School of Business University in Michigan, the pay gap between faculty and new recruits is 1: 2.4. According to data from the IIM-Ahmedabad study, an IIM professor earns less than Rs 7-8 lakh per year than a newly enrolled student. If educational institutions wish to recruit the best and brightest minds, they must offer competitive benefits, including a competitive compensation. In addition, the opportunity cost of industry careers must be considered.

### **Constitutionalism**

According to Friedman, Bell, and Hill, if an employer is concerned about individual rights, the quality of work life will be good. Employees in higher education face obstacles due to a lack of infrastructure and equipment, as well as time constraints, technology advancements, management pressure, and political influence. More interaction with management and freedom of speech are essential, as well as an organised and independent work environment, unbiased and transparent policy framework, and more involvement with management. As a result, a separate constitutionalism for higher education in India is advocated.

- Ñ Work and Personal Space Higher education is competing directly with national and international institutions, and the increase in admissions has put pressure on personnel. Work-life balance may appear to be minor operational concerns, but if not managed properly, it can cripple an enterprise. To enhance workplace performance, the work life space comprises flexible working, job sharing, telecommuting, compressed hours, part-time working hours and benefits, maternity leave, and so on. According to a survey by Wei (2005), 37.9% of instructors say their job is too heavy, while 84.9 percent believe they do not have the time or chance to further training due to a shortage of established posts and significant duties at work.
- Ñ Working Life's Social Importance Employees in educational institutions are more socially linked than those in other businesses. They are not only educating and nurturing young brains for survival, but they are also perpetuating a society's dominant ideals. Teaching is a well-respected profession, and teachers are often seen as role models for children. Employees of educational institutions shape a person's mentality, their ability to think innovatively and creatively, and their ability to be a good human being. Employees in the education sector have a respectful status in society, which can be enhanced by their participation in various social welfare activities such as literacy programmes for the poor, women empowerment programmes, clean and green city programmes, and blood donation and HIV/AIDS awareness programmes. Employees will be more satisfied and socially connected as a result of this.

### Research Design

The research is a survey that is descriptive in nature. Self-structured questionnaires are used to acquire primary data. In this paper, standard deviation is used to verify the accuracy of data provided by respondents from both sectors. The last question on the questionnaire there are 19 questions/statements in all, each with four options.

### Methodology

This section discusses the research paradigm, philosophy, data collecting, and quantitative and qualitative data analysis procedures. The interpretative research paradigm was chosen for this study because the goal is to better comprehend human nature. Also, because this study makes ontological assumptions and the study of human nature necessitates some subjectivity from the author, a subjectivist research philosophy was used. The study's research objective aided in dealing with the existing situation, while the approach defined the types of data that needed to be collected as well as the exacting sources of collecting.

### Hypothesis

- The educational industry has a healthy working environment.
- Education sector working women have a favourable attitude on work-life balance and job satisfaction.
- The organisations initiatives have a good impact on working women in the education sector.
- In the Education sector, work-life balance has a beneficial impact on job satisfaction among working women.

### Findings

- Working women are generally contented, and they consider the education sector to be an excellent place to work.
- Employees in the education sector have an average work-life balance and are usually satisfied with their working conditions.
- The education sector provided a participatory atmosphere for the majority of working women.
- Job satisfaction has an impact on employee morale, turnover, absenteeism, and pro-social behaviour, all of which are important for business success.
- There is a perception that companies are investing in work-life balance, but the "solutions" presented, which are similar to those offered in the education sector, are not always compatible with employee needs.
- Working in an environment where colleagues share their experiences and have mutual respect was also vital to job satisfaction for the employees.
- 34% of education employees believe they are not always making well-informed judgments about their personal work-life balance.
- Some employees in the education industry firmly believe that they are under mental duress at work.
- Employers do not always communicate adequately and clearly about work-life balance.
- The majority of education employees believe their superiors are more helpful and cooperative, which could be one of the causes for job satisfaction.
- Work-life balance is a key driver of intrinsic job satisfaction. Employees are reported to be more committed to their jobs if they are rewarded and appreciated more. This attitude toward their professions, on the other hand, causes more family conflict while also increasing job satisfaction.
- Allowing employees to choose their own work schedules improves the quality and productivity of the work. Because if an employee is granted this privilege, it also comes with the obligation of completing work within a set timeframe.

### Conclusions

Work-life balance and job satisfaction are not issues that can be fixed. These are continuing concerns that must be addressed. Work has the potential to take over your life. Achieving a work-life balance requires recognising what is vital and required, as well as working for what is appreciated. Having management abilities can allow you to have job satisfaction and a healthy work-life balance. There are numerous sources of stress in the job, and it is impossible to eliminate all of them. It could

potentially be dangerous. Stress can sometimes have a positive effect. Stress can occasionally drive and revitalise people, allowing them to do more; the key appears to be how people react with it. Working women can benefit from the education sector's implementation of organisational measures to control or decrease some of the key causes of stress. It may be claimed that as the satisfaction determinants vary, so does the level of job satisfaction. Work-life balance and employee satisfaction will be essential inputs for companies in developing appropriate policies for employees to solve work-life balance and job satisfaction issues.

Young brains can create a new world, and educational institution staff plays an important role in nurturing and educating these brains. The working life and surroundings of educational professionals play a significant effect in their lives. It has been proven that QWL elements are critical for building a healthy work culture, a positive human resource climate, and motivating and encouraging employees to do their best work.

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