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Work–Life Balance among Women Teaching Employees in First-Grade Colleges in Challakere City: A Case Study

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Abstract: ***The study of work-life balance is a burning issue in the world, as well and it is relevant for teaching women, that in today's world balancing, both sides is very difficult for women. In the case of first-grade colleges teaching women employees, they face more challenges in their work and life. This study is to highlight the need for adopting work-life balance policies for teachers at the first-grade college (degree) level. This research examines different components of work-life balance, especially concerning women teachers in government and private colleges, Based on empirical witness. The study recommended that there is a necessity to adopt work-life balance policies for teachers. The collection of data for the study was collected from 40 (forty) women teachers for government and private colleges for both academic and professional courses. The study finds that to a need to design work-life balance policies and programs for teaching women employees to enable them to balance their work and life. this research indicates that a variety of factors impact their personal and professional life, and what are the balancing methods they have to adopt, and what type of support they need from the side institutions. Also, this study identifies different personal motives and its priority among different demographic groups, which could become the basis for designing work-life balance policies for women teachers.***

Keywords: work-life balance, first-grade colleges, teaching women employees, family issues, professional issues, policies

1. Introduction

The teacher plays a key role in shaping the world for tomorrow. (Kumari & Devi, n. d.) The concept of work-life balance teaching women employees is a burning issue in first-grade colleges. In the world, many employees work different shifts, which results in having less time spent with family and friends. (Manjushree jandan, 2021). during the situation of COVID-19, teaching women have proceeded from offline teaching to online teaching, and they are facing more new challenges in learning ICT and decreasing academic activities (Mutulevicius**, 2021),** To the development of educational institutions in globalization adopting work-life balance policies like basement standards and curriculum instruction. They have to adopt legislative policies towards teaching women faculties to increase the fertility of the institutions to motivate the employees. (Ilić-Kosanović, 2021) The concept of work-life balance of female teaching employees has multiple problems that are faced by the time a husband earns and the wife cooks and stays at home, but now the time has changed, the woman also earns but she does not get any excuse for the home chore. (Sunitha et al., n. d.2022) To create their own identity and make a name in society and also create plot forms in institutions, Indian women are struggling more compared to their male counterparts. (Murthy & Shastri, 2015) In the present scenario, educational institutions provide training, and career development, that will create more opportunities for women to enter into the field of job. The work-life balance of teaching women employees is part of an educational institution and is linked with the life and work of the employees, and it's not similar to all, it is different from one to another. (Gassan Issa, 2020).

In the present condition, the issue of work-life balance is more needed. In Indian society dominated by males are involved in progressive processes and not household activities, germination, and child-caring are the single occupations of women, Indian women have not enjoyed a good status in history, they have been more burdened with work of all sorts in their life if they do work outside, they suffer from discrimination and exploitation in this male-dominated society. After changing economic conditions and social demands that changed work throughout the world, then the concept of a work-life balance became relevant in a teaching environment.

In this case study teaching women employees is very needed. The Education sector is a more significant factor in the progress of a nation. Human being life starts with proper education, without education, the development of a nation is very difficult, and providing quality teaching and teaching facilities is a very common responsibility of government institutions and organizations. The institutions may think that the teaching role is very important, the teacher always transfers all the qualities to future generations, A well-trained teacher can offer this responsibility easily so teaching women employees to provide training is very important. This research is an attempt to understand and identify the goal of women teachers with first-grade colleges and their way of effectively balancing their family obligations and work commitments. This present study provides suggestions for colleges regarding the issue of work-life balance policies. Work-life balance is a crucial issue for every employee in government and private institutions today, this is because there will be a decrease in employee productivity and performance if an organization does not think about the work balance of employees properly and is not managed properly (Abioro, Colangelo, samogon, 2018). Work-life balance

includes a balance between work and personal life that both bring satisfaction to the individual (betaine, 2019).

This case study aims to observe the work-life balance of teaching women employees in first-grade colleges in challakere the researcher collected data through structured questionnaires and conducted personal interviews what are the effects of online classes and the plan they are preparing to do online classes. And what are the policies they adopted in the colleges for work-life balance?

2. Statement of the Problem

This study was conducted to evaluate the teaching of women's work and life balance in first-grade colleges of government and private in Challakere. The main aim of the study was to find out the satisfaction level of teaching women in both sectors concerning their professional and personal lives. So, there was a need to study both sectors systematically for research during this study, it was been found that the balance between professional and personal life is significantly important to obtaining family satisfaction and work satisfaction. The study has disclosed that teaching women are facing more stress due to long working hours, traveling time, increased office workload, family responsibilities, etc. They find themselves more stressed, anxious, and pressurized and even cannot find sufficient time for their personal care and household work.

Traditionally, the concept of balance between work and family life was very clear. But today, occupy positions and levels as academics in the field of education to balance their personal life, and maintaining a balance between work is not an easy task teaching women employees. The reason for choosing this concept is to know the work engagement and the personal balance of female employees and how they can manage both sides to perform their duties effectively at the workplace. Also, to know the challenges they face at the workplace.

Work-Life Balance Definition: Work-Life Balance is the continuous negotiation and efforts of individuals to maintain equilibrium between the realms of personal life and work life. The self-image that works and related activities are compatible and promote growth through one's current life priorities Kalith & Brough, (2008).

One of the most educated definitions of work-life balance has been the one by Campell Clark (2000), who defines work-life balance as ‘satisfaction and run at work and home with a minimum of role conflict’.

The expression work-life balance shows a remarkable phenomenon -the separation of work and all other life roles, thus provoking the thought that work is not an integral part of life and that it is a burdening factor in one’s life.

Work-Life Balance among Teaching Women Employees: To balance work and life positively teaching women employees is a vital need for them to get satisfaction on both sides. The work-life balance is not only balancing equally on both sides but it has a different meaning that, to achieve more productivity in the workplace teaching women employees have to make some preparation to do the job according to the situation and carefully handle those conditions, and also proper managing needs, because nowadays in the field of the teaching profession is considered a tough job, in case of degree colleges preparation of subject wise is needed. After covid education platforms drastically changed from offline to online. Without knowing the ICT tools operating it’s very difficult to handle the online mode of teaching. And New syllabus of NEP, examination, evaluation BOE, BOS, NAAC. SCOUT and GUIDE, RUSA, HOD, WOMEN CELL COORDINATOR. Placement cell. Various work Internal marks, project report, pg. co-ordinator, UUCMS, LMS, Etc different work creates stress and frustration in the workplace.

In the case of the home major role is caring for children cooking, washing, financial support, family responsibilities, in-laws caring, to managing home chore activities Management is very tough for teaching women employees, so these are huge responsibilities for both fields create psychological stress, mental stress, for teaching women employees in the field of degree colleges. Hence, they have to need proper work-life balance policies and practices from the side of institutions and also support from the side of the family.

3. Review of Literature

- Arunkumar (2019), stated in this study that job stress exists in various institutions, even in higher educational institutions. Different determinants cause stress in the workplace including undesirable demands and apparent pressures of the work situation. Job stress problems: teaching preparation, new syllabus, timetable, continuously working. Technical problems: E–teaching. Work-life balance of employees, job stress, commitment, career development, and family pressures.
- Marish Kumar (2019), examines in this study That work-life balance encourages employees to divide their time based on priorities and maintain balance by allocating family time, health, vacation, etc., as well as work, business travel, etc.
- Shiva Kami (2019), stated in this study Factors like personal and professional problems, work environment, working time, traveling problems, and health issues. Over time work, traveling, less time spent at home, less attending social functions, family outings, percentage of family and work time spending, pressure and stress related with colleagues.
- Sangeetha S et. al (2020), discuss that job satisfaction is a vital factor regarding turnover rates, especially among women. Work-life balance today, especially in times of COVID where home and workplace have transgressed boundaries is an imperative precursor for the well-being of an individual., lack of motivation and stress-related issues, Covid -19: offline classes to online classes, new technology, smart class, videos, PPT, zoom meeting, google meeting, etc.
- Yukta Kotwal (2019), stated that the study discovered that two main factors contribute to work-life balance, family-related factors, and job-related factors. Policies, dependent care centers, flexible working hours, work-family activities and support systems, and also

counseling services or employee assistance programs. Working environment, workload, overtime work on holidays, family support, and management support.

Scope of the Study: The scope of this study is confined to first-grade colleges in Challakere during semester two of the academic year 2021-2022. The respondents are female faculties from different departments (i. e., Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Science, Bachelor of Arts.

Objectives:

- To know the teaching women employees a work-life balance in first-grade colleges in Challakere city.
- To determine the factors and impact on the teaching women employees work-life balance of first-grade colleges.
- To find out the policies of the teaching women employees work-life balance and give suggestions.

Hypotheses:

Ho: There is no difference of opinion among teaching women employees of the first-grade colleges towards the job environment.

H1: There is no difference of opinion among teaching women employees towards life environment.

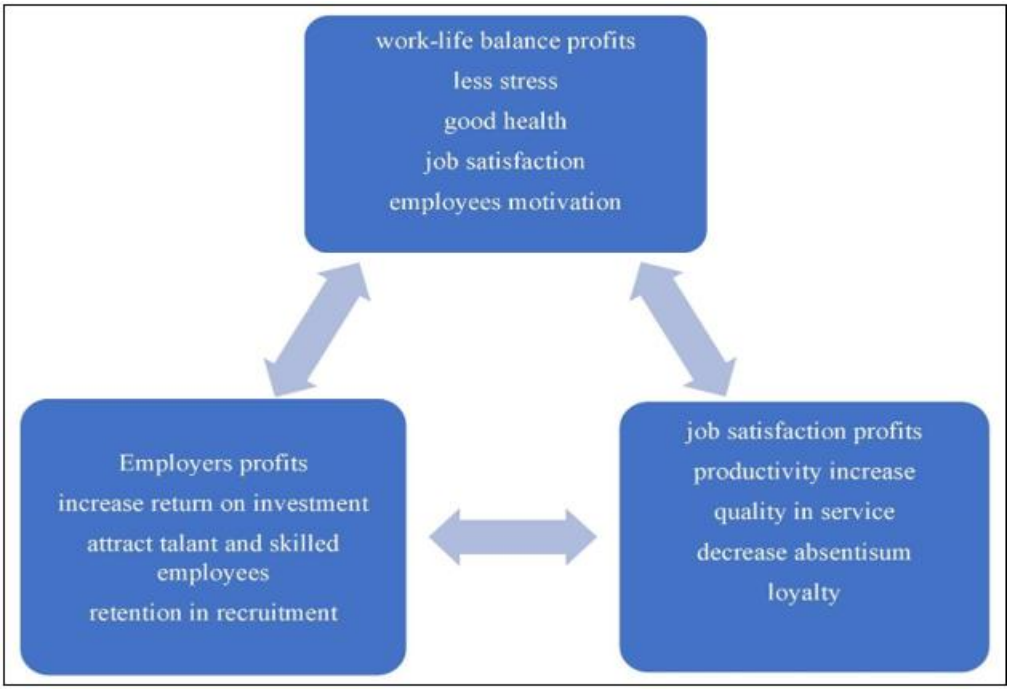
H2: every one of the teaching women employees is happy with the work-life balance of the first-grade colleges.

Factors of work-life balance

Individual Factors:	Societal Factors	Organizational	Other Factors
Personality Spouse support	Type of Family	Work-life balance practices & policies	Job type Role ambiguity Income Source
Wellbeing Colleagues support	Marital status	Organizational support	Academic development
Work arrangements Job stress	Parental status	Organizations rules	Higher studies
Colleagues support	Employee level	Committee decision	Social status
Role conflict	Experience	Technical tools facilities	Service purpose

These are the major factors observed through the review of the literature in the selected relevant factors applicable to this study.

Benefits of Work-Life Balance of Teaching Women Employees:



4. Methodology

In this research, the study was carried out based on observation of the taught women employees of first-grade colleges both government and private colleges in Challakere.

Type of research: Descriptive

Sampling technique: convenient and snowball sampling method

Sample size: A targeted population of 40 including married teaching women employees was also selected out of which 36 filled questionnaires were used for data analysis.

5. Data Collection Methods:

- Primary data was collected using questionnaires and personal interaction with the teaching female employees.
- In the questionnaire, a set of 10 questions were formulated and tested using Reliability Analysis.

- The few questions in the questionnaire were about work-life balance where the criterion for answering was agree or disagree, or sometimes.
- Construct some statements in a demographic manner like Age, designation, salary, marriage, and the number of children, which were included in the questionnaire to get accurate results in the research of work-life balance among teaching women employees.
- A few common statements questionnaire included given options yes/no Secondary data was collected from periodicals, books, newspapers, and online journal articles available on the internet.

Data Analytics: the data was tested and coded was done by using SPSS version 16 for Windows. The data was also presented in percentage and graphical representation using MS Excel. Statistical tools like mean, standard deviation, correlation analysis, and factor analysis were used to give justification for the results.

Table 1: Demographic characteristics of respondents:

Age group	Frequency	Percentage
Above 26 years	12	30
26-30	10	25
30-34	8	20
34-38	6	15
Above 38 years	4	10
total	40	

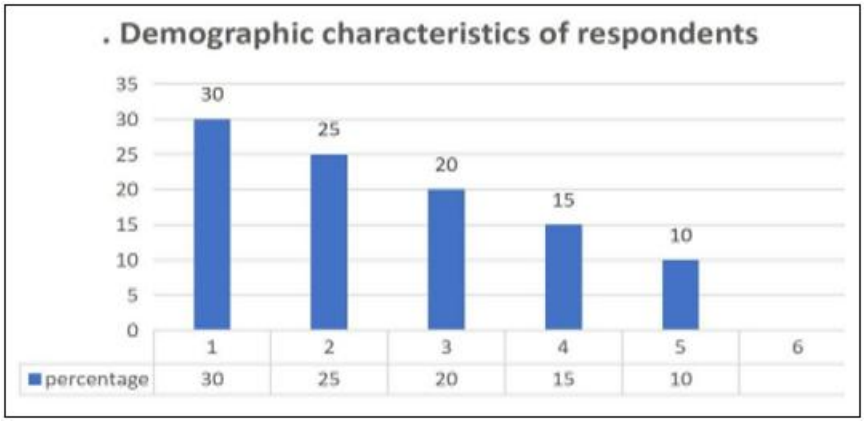


Figure 1: Demographic characteristics of respondents

This research was conducted teaching women employees of age group above 26 years are 30% and above 38 years 4 and they are 10% from the data. observation found that the majority of the respondents are the age of 26 years.

Table 2: Family size (children)

No of kids	Frequency	Percentage
1	22	55
2	12	30
No kids	6	15
total	40	

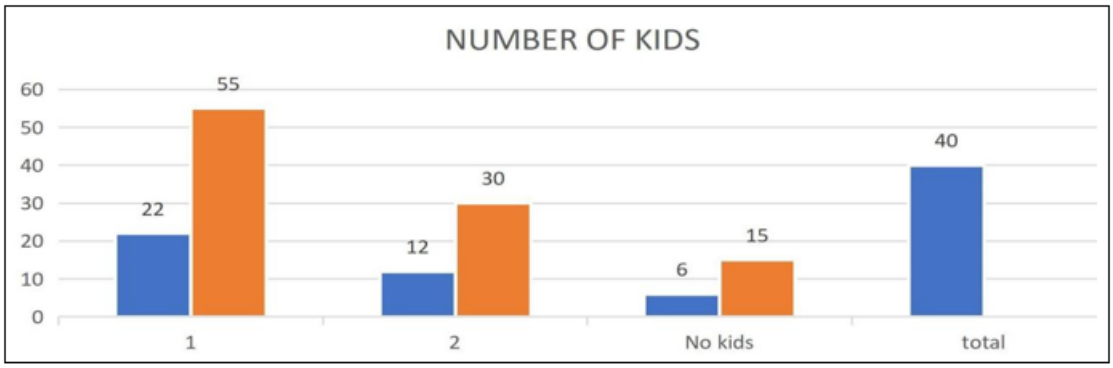


Figure 2: Family size (children)

The majority of the teaching women employees have one kid.22 respondents are one child and they are 55% in the first-grade colleges in Challakere.

Table 3: Working hours per day

Working hours per day	Frequency	Percentage
7 hours	12	30
8hours	10	25
9hours	18	45
total	40	

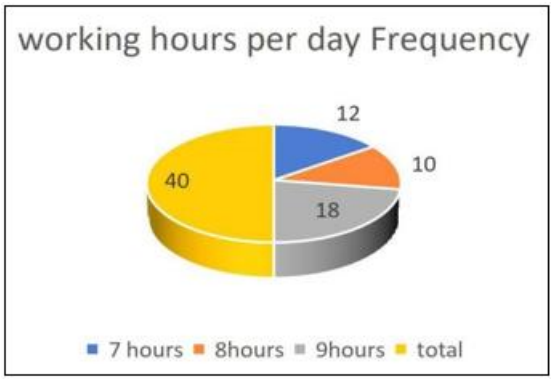


Figure 3: Working hours per day

The college teacher is working around 8 hrs. of duty at the workplace for 6 days a week. A majority percentage of teachers are in their place of work for more than 9 hours

Table 4: Work-life balance policy helps to increase the satisfaction of work and life

S. no	opinion	Govt Colleges	%	Private Colleges	%
1	Agree	10	50	8	40
2	Disagree	4	20	5	25
3	Strongly agree	5	25	4	20
4	Sometimes	3	15	3	15
Total		20		20	

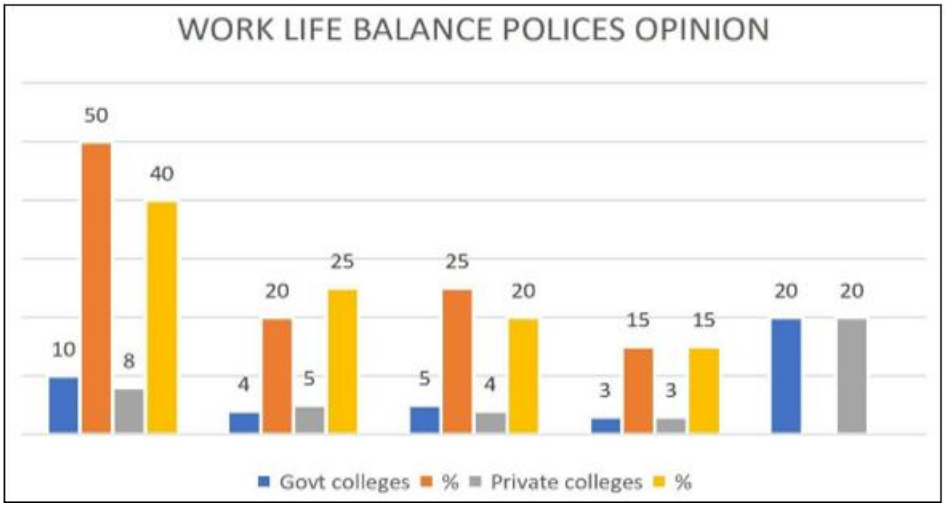


Figure 4: Work-life balance policy opinion

The analysis part of the study: The following analysis has been done in the current study with 40 respondents (Arts, science, commerce, and management) to identify the work-life balance of the teaching women employees.

Table 1: Analysis of the opinion of the respondents toward work-life balance
(SA-Strongly Agree: A- Agree: NA- Neutrally Agree: DA-Disagree and SDA-Strongly Disagree)

Statements	SA	A	NA	DA	SDA
Motivational factors					
Personal satisfaction	8	4	12	14	2
Financial independence	10	12	14	3	1
Social Reputation	8	4	16	7	5
Personal factor					
Health issues	23	5	4	6	2
Family support	8	6	3	22	1
Spend time with family	21	8	4	4	3
Professional factor					
Traveling duration	16	17	2	3	2
Work pressure	18	6	7	6	3

Percentage Analysis of General Statements:

Statement 1: Are you balanced between equal in personal and professional life

Respondents	No of respondents	%
Yes	12	30
No	28	70
total	40	

The data indicates that the majority of respondents are not able to balance their work and life.

Factor Analysis:
Previous literature suggested that factor analysis was found to be the most suitable technique for analyzing the data. statements related to the stress level, challenges that hinder the work-life balance, work-life balance, satisfaction, health problems, environment, problems of work-life balance, attitude towards work, and time management.

Practices of Work-Life Balance in Institutions:

1) **Teaching schedule:** teaching women Employees related issues of teaching hours are observed in most of the educational sector 24 hours a day, seven days a week, few employees are called on Saturday and Sunday, over workload, shift work, or increase in shift timings, long hours of work than regular timings,

excessive work on periodic, imbalance in work allocation as per working time.

2) **Communication**: in the case of teaching women employees' the level of personal growth is dependent on the quality of communication in the institutions. If there is no proper communication between them the results expected out of the work are not up to the mark. Institutions could improve the quality of working life by improving the nature and quality of communication of the mission and vision through employee participation. but in the modern era, both are required to communicate carried on as needed by employee skills & production process.
3) **Career development & growth**: the institutions cannot be assured longer to promise job security but they can help people to maintain the skills needed by the job market. The concept of relations to quality of life work integration suggests that there is a similarity in employees' idea of quality work chores, the amount of input in decision-making, career opportunities & job security.
4) **Organizational commitment:** As per the studies done by Steers (1977) "Commitment was significantly and inversely related to employee turnover. " This shows committed employees remained with the institutions for a longer duration than those who are less committed and have a passion for attending jobs and a more positive attitude. Commitment has a significant and positive impact on job performance and workforce retention. This shows that more committed employees will perform better at their jobs (Walton, 1985).
5) **Emotional supervisory support:** As suggested by (Van Daalen et al, 2006) emotional support work helps balance the work and family roles of the employee which also contributes to the employee's energy level.
6) **Flexible work arrangement:** Flexible employment is a combination of flex time and communication. Which contribute to work motivation and dedication? This is basically, scheduling activities at her suitable best time where you save the employee's actual time which can neither be used for work nor in family activities.
7) **Family-responsive culture:** If institutions have an understanding attitude toward teaching women employees where they can combine work and family roles, employees are not likely to worry about career opportunities, if they reduce their working hours due to family responsibilities (Thompson, Lyness, 1999).
8) **Employee motivation:** where environmental factors also play a significant role in employee motivation and performance. work-life also focuses on all aspects of working life towards satisfaction and motivation of employees. (Davis and Cherns-1975).

6. Findings

- Most of the government first-grade colleges teaching women employees suffer because they of not getting basic facilities. The majority of the teaching women employees expect some basic facilities from the side of colleges The work-life balance is an important tool for natural aspects of work satisfaction.
- Most of the work allotment for subjects is allotted to their experience and their skills. The proper work-life balance is improving the productivity of teaching women employees and motivating them.

7. Recommendations

- To improve the work-life balance of teaching women the institutions should encourage their employees to take breaks, walk tracks, or even work in an entirely
- The institutions allotted workload property and extra coordinator work should allocate the workload equally i. e., balancing the academic, research, and other professional development activities.
- Providing a restroom for teaching women employees Conducting some games such as bowling, tennis, and other games, as well as some sports equipment that helps them reduce stress and frustration.
- Periodic interaction with psychologists should be arranged to know the stress levels of the women employees. Accordingly, appropriate measures can be initiated to reduce the stress of employees. Annual physical medical examinations are to be conducted to identify their tension levels (blood pressure) and diabetic levels, which are the root causes of stress. Counseling sessions are to be arranged with experts to manage stress at work and develop a positive work-life balance.

8. Scope for Further Research

The present study is conducted in first-grade colleges in Challakere City by considering only the teaching women employees. This study can be extended to all the women employees in the challakere including administration employees and further, it can be conducted by including even the male employees as a part of the study. This study can also be conducted in all the institutions in the challakere to get a clear and more elaborate view of stress management in the workplace and work-life balance.

9. Conclusion

The present study suggests that there are lots of problems in work-life balance which all are related to the factors analyzed in this research study. For example, competition between time and work, stress, traveling problems, people's points of view try for their work, imprudent commitment at home and workplace, lack of coordination at the workplace and home, family expectations, etc. are hindrances to work-life balance. To sort out these hindrances of work-life balance, there is a need to study work-life balance. From the analysis, it is evident that there is a difference of opinion among female employees of degree colleges toward work-life balance. Hence, we can conclude that employees from various departments have a mix of opinions regarding their work environment and they have mixed opinions towards their family environment and also their work-life balance. Even though the employees express their satisfaction with the work environment and family environment, there is dissatisfaction with their work-life balance.

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