



THE IMPACT OF WORK-LIFE BALANCE ON THE COMMITMENT AND MOTIVATION OF INDIAN WOMEN EMPLOYEES IN THE HIGHER EDUCATION SECTOR

Authors

Dr. D.K. Mitra
Assistant Professor
Department of commerce
Jamshedpur Co-operative College

&

Manjulata Samantaray
Research scholar
Department of Commerce and Business Management
Kolhan University

ABSTRACT

The primary objective of this research paper is to examine the impact of work-life balance on the commitment and motivation levels of women employees in the higher education sector in India. Women are increasingly experiencing a mental state characterised by stress due to the dilemma they face in choosing between prioritizing their home responsibilities and pursuing career progress. The demographic most significantly impacted by this phenomenon consists of women employed in highly demanding occupations, particularly within the education sector. The primary aims of this research were to elucidate the impact of work-life balance on the levels of job satisfaction and commitment among female employees. Historically, women were predominantly limited to occupying formal employment roles such as secretarial positions, teaching, nursing, and similar fields. Numerous studies have revealed a correlation between the utilization of working hours and a reduced incidence of conflict among employees who avail themselves of childcare centres, referral services, and other family-related resources. The current study aims to investigate the outcomes of an empirical analysis pertaining to the challenges encountered by women in achieving work-life balance. The analysis of the collected data unveiled several concerns pertaining to the maintenance of work-life balance. Notably, it was observed that women encounter challenges in effectively managing cultural expectations, job performance, and issues stemming from their peer groups. This study examined the effects of work-life balance factors on employee commitment within the education sector. The analysis reveals that several factors, such as the working environment, decision-making authority, personal role, work support, and conflict with colleagues, exert a substantial influence on employee commitment within the education sector.

Keywords: Work Life Balance, Commitment, Environment, Decision making, Stress, Conflict.

INTRODUCTION

India has a notable and esteemed historical legacy concerning women. In a dynamic societal context such as India, where firmly entrenched gender norms have historically assigned women to conventional responsibilities as homemakers and caretakers. Indian women have historically had many challenges in comparison to their male counterparts. The decline in female labour force participation can be attributed to several social, cultural, and religious influences. The lives of women in contemporary India are experiencing significant transformations. The contemporary experiences of women in the workforce provide a multitude of challenges. Individuals face a multitude of problems in both their personal and professional spheres. Individuals face challenges in achieving equilibrium between their professional and personal spheres due to insufficient allocation of time towards their familial and organizational commitments. The issue of achieving a balance between work and personal life has become a subject of growing significance for businesses and employees alike. The attainment of personal and professional goals is contingent upon the establishment of a favourable equilibrium between work and personal life. The inability to achieve a harmonious equilibrium between work and family life has adverse effects on the personal lives of individuals who are employed. Undoubtedly, contemporary women exhibit a greater prevalence in occupational roles and possess a heightened level of educational attainment compared to their counterparts in the preceding decade. Over the past decade, there has been a significant transformation in this regard. In urban settings, women who commute to their workplaces are often confronted with the need to anticipate and cope with unwarranted attention and discourteous remarks from unfamiliar individuals. The entrance of women into the workforce has led to a notable shift in public opinions, resulting in an enhanced recognition of women's professional capabilities. Many companies exhibit a preference for women in certain occupational roles, such as teaching and nursing, as they are often influenced to believe that they are according to societal norms and expectations. However, it is commonly held by a significant portion of the population that individuals who are employed exhibit a deficiency in moral integrity. A work instruction is a crucial element for ensuring the efficient functioning of a company, as it offers a comprehensive delineation of the many tasks necessary for its operation. The concept of "work-life balance" pertains to the capacity of employees to achieve equilibrium between their personal and professional spheres. The topic of women's professional lives has been a significant issue of discussion among experts in recent decades.

The role of women in society has undergone significant transformations on a global scale. A significant proportion of women are employed on a full-time basis and experience stress inside their respective workplaces. In the field of education, female employees often engage in remote work from their residences. The primary concern pertaining to women in the workforce has emerged as a consequence of demographic and social transformations, leading to a more heterogeneous paradigm. Several studies have indicated that the implementation of flexible working hours is correlated with reduced levels of work-to-life conflict. Research has indicated that employees who have access to daycare centres, referral services, and other family friendly practices tend to exhibit greater levels of dedication towards their respective organizations. The participants in the study ascribed the augmentation of their job happiness to the heightened flexibility afforded by the

ability to choose the place and schedule of their work. In a similar vein, a study conducted among employed individuals who are also parents revealed a positive association between their self-assessed productivity, level of flexibility, and overall contentment with achieving a harmonious equilibrium between work and personal life, and their level of job satisfaction. The study demonstrated that achieving a work-life balance had a beneficial impact on employee commitment and job satisfaction.

REVIEW OF LITERATURE

Khera et. al. (2011) conducted an investigation on the factors impeding the career progression of employed women and assessed their level of job satisfaction. This study employs correlation analysis and the chi-square test to investigate the work-life balance of women in several sectors, including banks, educational institutions, enterprises, and other private and public organizations. The results of the chi-square test indicated a lack of significant link between the capacity to manage work and family responsibilities following the completion of training. The outcome of this study article indicates that challenges were encountered by personnel at both lower and higher hierarchical levels. The overarching finding suggests that prolonged exposure to excessive work hours and significant conflict between job and family responsibilities is associated with an elevated likelihood of workers experiencing mental and physical health challenges over time.

Punia & Kamboj (2013) The research has focused on examining the impact of work-life balance on women employees in educational institutions and its subsequent influence on student behaviour. Teachers and professors derive a sense of satisfaction and fulfilment from their profession. This paper does not find substantial variance in work-life balance based on gender. The teaching department imparts knowledge to students and derives satisfaction from their progress. In contemporary academic practice, self-designed questionnaires have emerged as a prevalent instrument employed by students and researchers for the purpose of data collection. This article examines the advantages that art teachers possess over other teachers in terms of achieving a superior work-life balance.

Agha (2017) the researchers discovered a correlation between job satisfaction, teaching satisfaction, and work-life balance in their study. To gather data, a survey was disseminated among educators in both public and private higher education establishments in Oman. The utilization of structured equations was employed for the purpose of modeling. A study model was constructed based on the discovery that work-life balance has an impact on employee loyalty, job satisfaction, and organizational commitment. Furthermore, a positive correlation was found between employment contentment and teaching satisfaction.

Aruldoss et. al. (2021) the present study aimed to examine the correlation between occupational stress and work-life balance among female faculty members at the Central University of Delhi. Additionally, the study sought to determine the extent of occupational stress experienced by female faculty members. A total of 120 responders were required for the sample size. The participant was administered a survey with the objective of gathering data. Correlation analysis approaches were employed to gain an understanding of the relationship between work-life balance and occupational stress. The results of the correlation study indicated a significant

positive link between the work-life balance of female faculty members and their level of occupational stress in the central universities of Delhi.

Mayya et. al. (2021) the work-life balance of female employees is influenced by the degree of work-life balance and individual demographic characteristics. The data collection was conducted with a sample size of 200. In order to facilitate the analysis and interpretation of data, statistical methodologies such as the Chi-square test and ANOVA were employed. The study's findings indicate that female faculty members in engineering colleges encounter stress due to the ongoing demands of their employment and the challenges they face in achieving a harmonious equilibrium between their personal and professional spheres. It was also found that, in comparison to faculties of arts and sciences in other colleges, female faculties encounter notably more challenges inside the engineering college.

NEED OF THE STUDY

The significance of investigating the influence of work-life balance on the dedication and motivation of female workers in the higher education sector in India is underscored by numerous critical factors.

This phenomenon highlights the existing discrepancies and distinct barriers that impede the professional advancement of individuals, ultimately influencing their level of dedication and drive. Gaining insight into the difficulties encountered by women in managing the demands of both their professional and personal lives may facilitate the development of inclusive policies and practices that promote support and equality. The investigation of the impact of work-life balance on these variables within the higher education sector, especially among women, is crucial for institutions seeking to improve efficiency and retain highly skilled personnel. The importance of addressing this matter cannot be overstated, as it is essential in mitigating the risk of burnout, stress, and potential mental health issues that may result from an inadequate capacity to successfully balance work and personal obligations. Gaining insight into the many aspects that influence the level of commitment and motivation among female workers may be useful in formulating effective tactics aimed at attracting and retaining highly skilled personnel. Consequently, this has a favourable effect on the institution's standing and scholarly excellence.

OBJECTIVES OF THE STUDY

- To investigate the aspects of work-life balance within the higher education sector.
- To assess the influence of work-life balance factors on employee commitment.
- To examine the difficulties encountered by women employees in the higher education sector.

RESEARCH METHODOLOGY

In order to fulfill the objectives of the research, data from both primary and secondary sources are collected. The survey methodology is used as a means of gathering primary data for the purposes of the research study. The pertinent data is collected from the participants of the study using a specifically designed survey instrument and individual interviews. Secondary data is collected from many sources such as books, journals, magazines, and websites, among others.

DATA ANALYSIS AND INTERPRETATION

Table 1: - Attain recognition for their professional contributions from colleagues, management, and students

Opinion	F	%
SD	03	06.25
D	10	20.83
ST	09	18.75
A	21	43.75
SA	05	10.42
Total	48	100.00

Source: - Primary Data

Only 6.25 percent of the 48 respondents strongly disagreed, suggesting that only a tiny fraction of women in the workplace feel they are not adequately recognized for their work. However, 20.83 % of respondents strongly disagreed, indicating a larger but still modest percentage of people who felt they weren't properly acknowledged. 43.75% of all comments were "Agree," which is much higher than the next most prevalent choice. This shows that a significant proportion of women in the higher education sector felt their efforts were acknowledged. In addition, 18.75% said they sometimes got this recognition, highlighting a sizable percentage who had inconsistent recognition. At the other extreme, just 10.42% of respondents strongly believed that their efforts at work were appreciated. Overall, the chart suggests that a considerable majority of the female workers, accounting for around 62.5% (Agree and Sometimes combined), expressed either intermittent or constant acknowledgment for their professional achievements. There is still a sizable minority who feel they were not properly recognized, however; this calls attention to the need for further research into and possible adjustments to how women's accomplishments in higher education are acknowledged.

Table 2: - Management prioritize the well-being of employees and readily engage in discussions pertaining to work-life balance and familial matters

Opinion	F	%
SD	06	12.50
D	14	29.17
ST	10	20.83
A	16	33.33
SA	02	4.17
Total	48	100.00

Source: - Primary Data

Among the total 48 respondents, a tiny number (10.42%) strongly disagreed that managers promote employee well-being and participate in talks on work-life balance and family problems. Similarly, 14.58 percent of respondents didn't agree, making up a sizable but still modest portion of those who had an unfavourable opinion of supervisor involvement in such debates. Nearly half of those surveyed (45.83%) believed that their managers actively promote a healthy work-life balance for their staff and are willing to have open conversations about family concerns. Even still, one in five respondents (18.75%) said that this only happens sometimes, indicating that managers only occasionally participate in such talks. Only 10.42% of people

responded in the affirmative when asked whether or not they believe their managers successfully prioritize employee well-being and openly address issues related to work-life balance and family life. While many employees do appreciate their managers' attempts to promote employee wellness and have open conversations about striking a work-life balance, the research also reveals that many more feel these initiatives are spotty at best. This points to the need for more work to be done in the higher education sector to create an atmosphere where such conversations are constantly encouraged and supported by supervisors.

Table 3: - level of difficulty they experience in balancing their professional commitments and personal life by respondents

Opinion	F	%
Not challenging at all	05	10.42
Slightly challenging	07	14.58
Moderately challenging	09	18.75
Very challenging	22	45.83
Extremely challenging	05	10.42
Total	48	100.00

Source: - Primary Data

Only 10.42% of the 48 respondents assessed their experience as 'Not demanding at all,' indicating that managing career and personal responsibilities was easy for them. A bigger but still modest number (14.58%) found it 'Slightly tough' to handle these responsibilities. 18.75% evaluated their experience as 'Moderately demanding,' showing moderation in the balance. Most respondents said 'Very Difficult,' with 45.83% having trouble managing work and life. Similarly, 10.42% said their experience was 'Extremely tough.' The research shows that over 80% of respondents found it difficult or extremely difficult to manage their work and personal life in higher education. A large majority reported severe problems, demonstrating that female workers struggle to manage these responsibilities and underlining the need for supporting policies and practices.

Table 4: - Level of support are the existing in institutional policies in facilitating a healthy work-life balance

Opinion	F	%
Not supportive at all	01	02.08
Slightly supportive	11	22.92
Moderately supportive	14	29.17
Very supportive	17	35.42
Extremely supportive	05	10.42
Total	48	100.00

Source: - Primary Data

Only 2.08% of the 48 respondents said institutional policies were 'Not favorable at all' for work-life balance. The least popular opinion was this. 22.92% of respondents were 'slightly supportive' of institutional strategies for work-life balance. 29.17% of respondents rated the policies as 'Moderately helpful.' Additionally, 35.42% of respondents rated these rules as 'Very supportive,' indicating that many felt them helpful in promoting a good work-life balance. Only 10.42% of respondents regarded institutional policies as 'Extremely supportive'

of work-life balance. The research shows that most respondents thought institutional policies supported work-life balance. The majority of respondents (71.01%) ranked the policies as somewhat to highly favourable, indicating good institutional support. These rules may be improved to better assist higher education women's work-life balance.

Table 5: - Work-life balance impact their dedication to their institution

Opinion	F	%
Not influential	00	00.00
Slightly influential	02	04.17
Moderately influential	19	39.58
Quite influential	17	35.42
Highly influential	10	20.83
Total	48	100.00

Source: - Primary Data

The following table provides insight into how female workers in the higher education sector see the influence of work-life balance on their commitment to their respective institutions. Surprisingly, not a single respondent (0.00%) said that the quality of their work-life balance didn't have a role in how committed they were to their organization. This indicates that all respondents believed that their work-life balance had an effect on their commitment. Only 4.17 percent of workers said that the work-life balance they had achieved had a "Slight influential" effect on their commitment. Even more telling is the fact that 39.58 percent of respondents said it had a "Moderately influential" effect on their lives. It was reported that 35.42 percent of the workforce believed that the quality of their work-life balance was 'Quite relevant' in determining how committed they were to their organization. Also, 20.83 percent said it was "highly influential," indicating that a sizeable percentage saw work-life balance as a major factor in their commitment. According to the results, 96.88% of people overall admitted that their work-life balance had some effect on their loyalty to their organization. The vast majority of women in the higher education industry believed that their work-life balance had at least some impact on their devotion, highlighting the necessity of addressing work-life balance in order to build better dedication among female workers.

Table 6: - Result

Result	T1	T2	T3	T4	T5
Multiple R	0.3395	0.1656	0.3327	0.3383	0.6463
R Square	0.1152	0.0274	0.1107	0.1144	0.4178
Adjusted R	-0.1796	-0.2967	-0.1857	-0.1806	0.2237
Standard Error	1.7172	1.8005	1.7216	1.7180	1.3930
P-Value	0.5761	0.7900	0.5842	0.5775	0.2385

FINDINGS OF THE STUDY

- About two-thirds of women working in universities and colleges report feeling appreciated for their contributions to the field by their superiors, peers, and students. While many were satisfied with the level of recognition received, many others thought that more might be done.
- In regards to supervisor support for employee well-being and talks on work-life balance, the survey found conflicting perceptions. While many were satisfied with the assistance, some felt it was insufficient or inconsistent, highlighting the need for more regular and thorough help from superiors.
- The majority of working women say they struggle greatly to maintain a healthy work-life balance, citing a variety of factors as the cause. This demonstrates a pervasive problem for women in academia and the need for enabling policies to solve this issue.
- Existing institutional policies were seen as somewhat to highly helpful by the majority of respondents in encouraging a good work-life balance. While this opinion was generally favourable, it may be strengthened to better accommodate the demands of women working in the industry to maintain a healthy work-life balance.
- Nearly all respondents acknowledged that their work-life balance had an impact on their level of loyalty to the organization, but to various degrees. The majority of respondents reported a moderate to high degree of influence, highlighting the necessity of promoting a healthy work-life balance to increase the commitment of women working in the academic field.

Taken as a whole, these results highlight the need for better institutional rules, regular recognition, and supervisor assistance to help women in higher education achieve a better work-life balance. In order to improve work happiness, performance, and devotion among women in this sector, the research stresses the necessity for proactive measures and supportive settings to address the obstacles experienced in reconciling professional and family life.

CONCLUSION

The research on the influence of work-life balance on the commitment and motivation of female workers in the higher education sector reveals vital findings. The results emphasize the difficult environment these women negotiate, combining career duties with home life. Even while many people said they had been recognized for their work, many others said they wanted more regular recognition. The fact that employees have differing opinions on whether or not their managers back talks on work-life balance points to the need for more uniform policies. The survey found that a large proportion of working women had trouble striking a balance between their personal and professional lives. There is opportunity for development to better accommodate the work-life balance demands of female workers in the industry, notwithstanding the generally good impression of current institutional rules. To further emphasize the need of addressing work-life balance in order to create deeper commitment among female workers in the higher education sector, the research also emphasized the significant effect of work-life balance on devotion. These results highlight the need for stronger, more consistent support systems inside institutions to help women overcome obstacles and achieve

a better work-life balance. Consistent acknowledgment, strong supervisor support, and successful institutional policies may all be achieved by cultivating such an atmosphere. The higher education industry as a whole will benefit from improved inclusiveness, support, and productivity if these issues are addressed, as will the dedication and drive of female workers.

REFERENCES

1. Agha, K. (2017). Work-life balance and job satisfaction: An empirical study focusing on higher education teachers in Oman. *International Journal of Social Science and Humanity*, 7(3), 164-171.
2. Aruldoss, A., Kowalski, K. B., & Parayitam, S. (2021). The relationship between quality of work life and work-life-balance mediating role of job stress, job satisfaction and job commitment: evidence from India. *Journal of Advances in Management Research*, 18(1), 36-62.
3. Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021). Work-life balance and gender differences: a study of college and university teachers from Karnataka. *Sage Open*, 11(4).
4. Rathee, R., & Bhuntel, M. R. (2018). Factors affecting work life balance of women in education sector. *International Journal of Social Science and Economic Research*, 3(3), 830-57.
5. De, A., Khera, R., Samson, M., & Shiva Kumar, A. K. (2011). PROBE revisited: A report on elementary education in India. OUP Catalogue.
6. Punia, V. & Kamboj, M. (2013). Quality of work life balance among teacher in higher education institution. Vol- 4(3), 197-208.
7. Yadav, R. K. & Dabhade, N. (2014). Work life balance and job satisfaction among the working women of education sector. *International letters of social and humanistic science*, 181 (21), 181-201.