

## **Work Life Balance of Teaching Faculty with Reference to Andhra Pradesh Engineering Colleges**

**\*V. Madhusudhan Goud<sup>1</sup> and \*\*K. Nagaraju<sup>2</sup>**

<sup>1</sup>*Department of Management Studies, G.Pullaiah College of Engineering &  
Technology, Kurnool, Andhra Pradesh.*

<sup>2</sup>*Research Scholar, Sri Krishna Devaraya Institute of Management,  
Anantapur, Andhra Pradesh.*

### **Abstract**

The successful management of an organization's human resources is an exciting, dynamic and challenging task, especially at a time when the world has become a global village and economies are in a state of flux. In organizations and on the home front, the challenge of work life is rising to the top of many employers' and employees' consciousness. Human resources are the most valuable and unique assets of an organization. In today's fast paced society, educational institutions seek options to positively impact the bottom line of their faculties, improve faculty morale, retain faculties. Work life balance has been one of the major factors in influencing the organization's efficiency. This article highlights the issues connected with work life balance of faculty in educational institutions and the factors that determine work life balance.

**Keywords:** Human resource, faculty, work life balance, educational institutions.

### **1. Introduction**

Work life balance has always been a concern of those interested in the quality of working life and its relation to broader quality of life (Guest, 2002). The concept of work life has been abstracted from the job satisfaction level of an employee, which is an extrinsic factor of job satisfaction. It aimed to provide quality of life for an employee at the same time retaining the productivity levels of an employee at the work

place. The balance work life score provides an organization with a productive and innovative employee (Greenhaus, 2003), whereas disparity in the work life balance tends to develop depressed and dissatisfied staff (Kofodimos, 1993). Though it is a very broad subject which speaks about both career development on one side and the family care on the other side, it is very necessary to know how the people balance the professional demands and domestic compulsions. Professional life means the aim to grow and earn respect in the organization and society at large and Personal life means taking care of family, children, parents, health and spending the leisure time effectively. With the development in educational, economical and social standards, things have improved to a great extent and the role of faculty in balancing their lifestyle is less taxing. Work – life balance for teaching professional has become one of the greatest challenges in today's world. Teachers work load not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but need to also focus on soft skills and life skills so that they not only produce good professionals but also develop good citizens.

## **2. Review of Literature**

Both women and men prefer working in organizations that support work-life balance. Men appeared to benefit more than women (Burke 2002). Men feel more satisfied when they achieve more on the job even at the cost of ignoring the family. On the other hand, women stress that work and family are both equally important and both are the sources of their satisfaction. For them the former is more important. When work does not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They draw tight boundaries between work and family and they do not like one crossing the other (Burke 2002). Fisher and Layte (2003) consider three distinct sets of measures of work-life balance, viz. proportion of free time, the overlap of work and other dimensions of life, and the time spent with other people. Several reviews have highlighted other issues such as age, gender, life-cycle stage, ethnicity, citizenship, and childcare arrangements which also merit attention (Wallace and Cousins 2004; Jager 2001). Thornthwaite (2004) suggest that there is a strong, unmet demand among working parents for shortened working hours, part-time work and flexible working time. Management must communicate their organization's family-friendliness in such a way that all employees feel that they have equal access to alternative working time provisions.

### 3. Objectives of the Study

- To identify the key factors influencing the work life balance.
- To examine the effect of work life balance on faculties' performance and work attitude.

### 4. Methodology of the Study

- Sampling design proposed for the study is 'Stratified Random Sampling'.
- Primary data was collected from the faculty members of 14 engineering colleges of Rayalaseema region of Andhra Pradesh. Secondary data was collected from various journals, magazines etc.
- Sample size is 210, out of 250 questionnaires distributed to faculties of various disciplines.

### 5. Data Interpretation

#### 5.1 Demographic Information of Respondents

In the present study, respondents' demographic information as follows: Males-128 (60.95%) and females-82(39.04%). Marital status of the faculty is single-48 (22.8%), married-162 (77.1%). Age <25 years 38 (18%), 26-30 years-61(29%), 31-35 years-70 (33%) , 36 years and above-41(19.5%).Designation Dean-5 (2.3%), principals-6(2.8%), Professors-31(14.7%), Associate professors-62(29.05%), Assistant professors-106(50.4%).Dual Income Families-62(29.5%), Single income families-148(70.04%), Faculty working hours-<10 hours per week-10(4.7%), <10-20 hours per week-172(81.09%), <20-30 hours per week-28(13.03%).Additional working hours per week, <5 hours-123 (57.1%), 10-20 hours-68(32.3%), 20 and above -19(9%).

#### 5.2 Factor Analysis

The objective set for this paper is to identify the factors that influence Work life balance among Teaching Faculty in Andhra Pradesh Engineering Colleges; Factor analysis was conducted to ascertain the relative strength of various factors in this regard. The KMO measure indicated sample adequacy of 0.773 which is good. The Bartlett's test confirmed normality of the samples as supported by statistically significant Chi-square value.000.

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.773
Bartlett's Test of Sphericity	Approx. Chi-Square	1.028E3
	df	21
	Sig.	.000
<b>5.2.1 Communalities</b>		

	Initial	Extraction
dependents	1.000	.884
family culture	1.000	.828
working hours	1.000	.743
flexibility	1.000	.701
role clarity	1.000	.883
head support	1.000	.622
co-worker support	1.000	.784

Extraction Method:  
Principal Component Analysis.

<b>5.2.2 Total Variance Explained</b>									
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.794	54.198	54.198	3.794	54.198	54.198	3.270	46.712	46.712
2	1.651	23.591	77.789	1.651	23.591	77.789	2.175	31.076	77.789
3	.691	9.873	87.661						
4	.336	4.793	92.454						
5	.251	3.582	96.036						
6	.163	2.335	98.371						
7	.114	1.629	100.000						
Extraction Method: Principal Component Analysis.									

<b>5.2.3 Component Matrix</b>		
	Component	
	1	2
dependents	-.862	-.375
family culture	-.666	.620
working hours	-.602	.617
flexibility	.808	.218
role clarity	.900	.269
head support	.371	-.696
co-worker support	.802	.375

Extraction Method: Principal Component Analysis.		
2 components extracted		
5.2.4 Rotated Component Matrix		
	Component	
	1	2
dependents	-.935	
family culture		.869
working hours		.834
flexibility	.810	
role clarity	.915	
head support		-.788
co-worker support	.883	
a. Rotation converged in 3 iterations.		

Factor analysis extracted two factors for work life balance for teaching faculty. The first factor reveals dependents, time flexibility, role clarity and co-worker support. The second factor extracted reveals family culture, working hours and head support. Management has to concentrate on time flexibility, role clarity, co-worker support, working hours and head support for managing work life balance of teaching faculty. Management also need to emphasis on dependents of the teaching faculty.

## 6. Implications of the Study

Based on the findings of the study, it is clear that faculty undergo severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. As this paper is focusing on only identification of factors affecting work life balance, it has not considered the type of policy support required for such faculty in educational institutions.

## 7. Conclusion

From the above table, it is cleared indicated that majority of the faculty feeling stress due to dependents, role clarity, co-worker support, family culture, working hours, flexibility, head support. If the educational institutions management think over the issue of providing employee friendly policies to faculties in order to balance their professional and personal life, definitely it can achieve competitive advantage in terms of student quality of education and faculties may turn into good organization citizens.

## References

- [1] Guest, D.E. (2002). Perspectives on the study of work-life balance, *Social Science*.
- [2] Greenhaus, J. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behavior*, 63(3), 510-531. *Information*, 41(255), 255-79.
- [3] Kofodimos, J. R. (1993). *Balancing act*. San Francisco: Jossey-Bass.
- [4] Burke, R. J. 2002. Organizational values, job experiences and satisfaction among managerial and professional women and men: Advantage men? *Women in Management Review* 17 (5): 5–6
- [5] Fisher, K., and M. Layte. 2002–2003. Measuring work-life balance and degrees of sociability: A focus on the value of time use data in the assessment of quality of life. Working Paper of the European Panel Analysis Group 32.
- [6] Wallace, C., and C. Cousins. 2004. Households, work and flexibility (hwf). [Http://www.hwf.at/downloads/open\\_area/publications/forum\\_publications\\_04.pdf](http://www.hwf.at/downloads/open_area/publications/forum_publications_04.pdf).
- [7] Emslie, Carol (2009). "Live to work or work to live?" *Harvard Educational Review* 16 (1): 151–172.
- [8] Bettina-Johanna, Krings, (2009). "Working Time, Gender and Work-Life Balance", et al., Leuven, Belgium.