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## **AWARENESS OF WORK LIFE BALANCE AMONG THE FEMALE FACULTY MEMBERS WORKING IN SELF-FINANCING COLLEGES**

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### **ABSTRACT**

The concept of quality of work life for female faculties in self-financing colleges is increasingly gaining importance. When these faculties experience a high quality of work life, they are better able to focus on both their individual growth and student development. The success of any institution heavily depends on how effectively it attracts, recruits, motivates, and retains its faculties. The study mainly aimed to understand the awareness of work life balance among the female faculties working in self-financing colleges in Tirunelveli District. 100 female faculties were identified by Convenience sampling method and questionnaire were issued to those faculties to collect related data for the study. It is concluded that in today's dynamic work environment, institutions must be more flexible to nurture their workforce and secure their commitment especially for female faculties. As a result, female faculties need to adopt strategies that enhance faculties' quality of work life, ensuring that both organizational goals and faculty needs are met.

**KEYWORDS:** Quality of work life, Student, Motivates, Environment, Female faculties.

### **INTRODUCTION**

A women faculty in self-financing college who has good quality of life usually feels that all his basic needs and desires have been fulfilled, hence with happiness and satisfaction as a whole. On the other hand, a person having bad quality of life might suffer in one or more fundamental areas such as health, independence, or being active in some enjoyable activities or any other kind, usually limited by physical, mental, or financial constraints. Quality of work life refers to the extent to which an individual is satisfied with or fulfilled within his/her career. People who enjoy their jobs report a high quality of work life, while individuals dissatisfied or whose needs are not satisfied report a low quality of work life. While the exact demands for a quality of work life can be different for each person, there are factors that everyone will agree must be met. While the basic necessities for health, food, and shelter determine the general quality of life, these factors are what pertain to the work environment.

For example, in order to achieve good work life, a person should be respected at work, which the individual receives from immediate and superior management, therefore, justly and politely by colleagues. Work-life balance can be encouraged to reduce the level of stress at work, as employees who feel that they have control over their time would most likely have better relationships with management. Moreover, the more employees are able to distinguish their work life from their personal life, the better they can cope. Work-life balance is an ideal distribution of time and energy from work to other important aspects in life. It happens every day as it is quite difficult to find time for family, friends, community involvement, personal growth, self-care, and other activities away from work.

Many female faculties in self-financing colleges undergo personal, professional, and financial issues that make work-life balance even more challenging. Employers can help female faculties achieve a better balance between work and life by implementing policies, practices, and expectations that help their employees lead more balanced lives. Such provisions may include flexible work schedules, paid time off (PTO) policies, reasonable expectations regarding workload and communication, and company-sponsored family events and activities. Quality of work life is a significant area that determines job involvement, feelings of competence, and job satisfaction that impact performance in one way or another. Good quality of work life leads to positive results in these areas. Healthy balance between work and personal life is not how well they interact with one another but how they should exist in each of the individual factors within each one. The whole balance gets disturbed when the problems in one's personal life find their way into the employee's job life-or vice versa. However, professional life can also be adversely affected by the personal issues. First of all, a true work-life balance is only possible when certain conditions are obtained at the workplace; such that work does not interfere with the well-being of an employee. Ideally, this balance works as the foundation and the goal for a productive and healthy working relationship.

### **Need of the study**

Career and personal ambitions can be considered as the most significant aspects of life; most women need to work in order to sustain their families. Due to changes in the environment and economic conditions, this transition has become a new norm and in constant evolution. One of the hottest contests that women engage in is the balance between their roles in family and at work. A combination of factors explains this: career development, work stress, career ambition, work-family conflict, family-work conflict, child care duties, and the more general idea of work-life balance and the related policies. With women now increasingly contributing to household earnings, the problem of women's WLB at work has gained much attention. More women enter the workforce especially self-financing colleges and pursue careers that last beyond marriage. Married women working for pay have extra burdens of childcare responsibilities and responsibilities to manage the household in comparison with the male counterpart. However, as a group, working women in self-financing colleges portray

considerable commitment and perseverance to operate within these inevitable constraints. Their income-generating activities make them deliver better for their families than any other member and do more to promote their household welfare.

### **Problem of the study**

Climbing the corporate ladder comes with its own set of challenges, further compounded by gender bias and structural inequalities. Despite progress, women faculties in self-financing colleges still face a salary gap, underrepresentation in leadership positions, and, at times, an unsupportive workplace culture. These disparities hinder professional growth and often lead to stress, diminished self-esteem, and feelings of inadequacy. Additionally, women faculties are often forced to choose between career advancement and family responsibilities due to insufficient maternity policies and a lack of childcare support at the workplace, which can negatively impact their mental health.

### **Aim of the study**

The study mainly aimed to understand the awareness of work life balance among the female faculties working in self-financing colleges in Tirunelveli District.

### **Materials and Methods**

Abhitha and Hebbar (2022) seek to explore the challenges that teaching faculties face in order to establish how they manage their work and family responsibilities. Informed by the results, the study will give recommendations to college management concerning the kind of support that faculty should be given in achieving effective work-life balance. Work-life balance is the core value for all working individuals in various settings, and this is not an exception to the teachers. Most professors undergo high levels of work-related stress that affect the employees' professional and personal lives. The key conclusion from the paper is that most of the female professors report feelings of being relatively positive towards their working conditions and are in a position to cope with the stress associated with daily balancing of their professional and family duties. However, they voice out dissatisfaction in terms of low salary, lack of recognition, insufficient resources, and opportunities for career development. Based on this, the management should take appropriate actions to improve faculty work-life quality-to their advantage, while enjoying an even better work-life balance. Shalini (2017) discussed factors and challenges related to work-life balance issues that female faculty members confront in Nijalingappa College. The study showed that the demands of personal and professional lives face a great challenge to coping as such demands turn out to be impossible to cope with, where the women faculty members fail to strike a balance as such a situation of competing responsibilities remains a common challenge to women professionals. Since such problems cannot be evaded and must be addressed right away, the paper recommends that organizations implement policies and programs that promote better work-life balance for women. This may include flexible time schedules,

policies that alleviate stress, gender-fair practices, and leave policies that are certainly more effective. Such steps would contribute to maximizing well-being and optimizing both performance and productivity. Fisher (2003) conducted work-life balance by investigating aspects of time utilized in the workplace, time utilized in work-related activities, work achievement goals, and belief that one possesses the capability of achieving performance. Confidence and positive attitude are what any individual needs to have while doing work so that a worker can possess the zeal and energy that will enable them to achieve their set goals. For women workers, the tasks they perform to meet demands for heavy work and multiple tasks lower their confidence to get things done within time and as needed. The deadlines in most cases make them feel stressed and anxious, thereby creating an imbalance in their work and life.

The current study utilizes both primary and secondary data. Primary data was collected from the female faculties working in self-financing colleges in Tirunelveli District, Tamil Nadu. A field survey technique was employed to gather relevant information from 100 female faculties working in self-financing colleges in Tirunelveli District through convenience sampling. A questionnaire served as the primary tool for data collection. In addition to the primary data, secondary data was also incorporated into the study. For the analysis of the primary data, simple tabular presentations were created, and statistical technique such as mean, S.D, and Anova analysis were applied.

### **Analysis and results**

**Table 1 Age and awareness of female faculties working in self-financing colleges towards WLB**

<b>Age</b>	<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Min</b>	<b>Max</b>	<b>S.D</b>
Below 35 (young age)	44	44.0%	38.20	20	55	9.360
35 - 50 years (middle age)	40	40.0%	28.45	13	48	9.165
51 and above (old age)	16	16.0%	36.81	22	55	10.219
Total	100					

The awareness of female faculties (young age) working in self-financing colleges towards work life balance is 38.30 (mean) which minimum and maximum score is 20 and 55. The awareness of female faculties (middle age) working in self-financing colleges towards work life balance is 28.45 (mean) which minimum and maximum score is 13 and 48. The awareness of female faculties (old age) working in self-financing colleges towards work life balance is 36.81 (mean) which minimum and maximum score is 22 and 55. It is found that young aged female faculties had high awareness towards work life balance.

**Table 2 Age and awareness of female faculties working in self-financing colleges towards WLB (ANOVA)**

			<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Awareness * age	Between Groups	(Combined)	2135.863	2	1067.932	12.032	.000
	Within Groups		8609.497	97	88.758		
	Total		10745.360	99			

F value of the study is significantly associated at 1% level. Hence there is a close relation between age and awareness of female faculties working in self-financing colleges towards WLB.

**Table 3 Marital status and awareness of female faculties working in self-financing colleges towards WLB**

<b>Marital status</b>	<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Min</b>	<b>Max</b>	<b>S.D</b>
Married	60	60.0%	38.90	15	55	8.879
Unmarried	40	40.0%	26.85	13	48	8.179
Total	100					

The awareness of female faculties (married faculties) working in self-financing colleges towards work life balance is 38.90 (mean) which minimum and maximum score is 15 and 55. The awareness of female faculties (unmarried faculties) working in self-financing colleges towards work life balance is 26.85 (mean) which minimum and maximum score is 13 and 48. It is found that married female faculties had high awareness towards work life balance.

**Table 4 Marital status and awareness of female faculties working in self-financing colleges towards WLB (ANOVA)**

			<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Awareness * marital status	Between Groups	(Combined)	3484.860	1	3484.860	47.038	.000
	Within Groups		7260.500	98	74.087		
	Total		10745.360	99			

F value of the study is significantly associated at 1% level. Hence there is a close relation between marital status and awareness of female faculties working in self-financing colleges towards WLB.

**Table 5 Educational qualification and awareness of female faculties working in self-financing colleges towards WLB**

<b>Educational qualification</b>	<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Min</b>	<b>Max</b>	<b>S.D</b>
PG with M.Phil	57	57.0%	30.72	13	55	10.371
PG with Ph.D	21	21.0%	34.10	15	55	9.853
PG with NET/SET	22	22.0%	42.77	23	47	4.750
Total	100					

The awareness of female faculties (PG with M.Phil) working in self-financing colleges towards work life balance is 30.72 (mean) which minimum and maximum score is 13 and 55. The awareness of female faculties (PG with Ph.D) working in self-financing colleges towards work life balance is 34.10 (mean) which minimum and maximum score is 15 and 55. The awareness of female faculties (PG with NET/SET) working in self-financing colleges towards work life balance is 42.77 (mean) which minimum and maximum score is 23 and 47. It is found that PG with NET/SET female faculties had high awareness towards work life balance.

**Table 6 Educational qualification and awareness of female faculties working in self-financing colleges towards WLB (ANOVA)**

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Awareness * educational qualification	Between Groups	(Combined) 2306.178	2	1153.089	13.254	.000
	Within Groups	8439.182	97	87.002		
	Total	10745.360	99			

F value of the study is significantly associated at 1% level. Hence there is a close relation between educational qualification and awareness of female faculties working in self-financing colleges towards WLB.

**Table 7 Experience and awareness of female faculties working in self-financing colleges towards WLB**

Experience	N	%	Mean	Min	Max	S.D
Below 5 years	49	49.0%	35.73	13	55	10.920
5 - 10 years	40	40.0%	31.20	20	55	9.706
11 - 15 years	9	9.0%	36.89	15	47	9.558
More than 15 years	2	2.0%	38.50	34	43	6.364
Total	100					

The awareness of female faculties (Below 5 years) working in self-financing colleges towards work life balance is 35.73 (mean) which minimum and maximum score is 13 and 55. The awareness of female faculties (5 - 10 years) working in self-financing colleges towards work life balance is 31.20 (mean) which minimum and maximum score is 20 and 55. The awareness of female faculties (11 - 15 years) working in self-financing colleges towards work life balance is 36.89 (mean) which minimum and maximum score is 15 and 47. The awareness of female faculties (more than 15 years) working in self-financing colleges towards work life balance is 38.50 (mean) which minimum and maximum score is 34 and 43. It is found that female faculties having more than 15 years experience had high awareness towards work life balance.

**Table 8 Experience and awareness of female faculties working in self-financing colleges towards WLB (ANOVA)**

			Sum of Squares	df	Mean Square	F	Sig.
Awareness * experience	Between Groups	(Combined)	2306.178	2	1153.089	13.254	.000
	Within Groups		8439.182	97	87.002		
	Total		10745.360	99			

F value of the study is significantly associated at 1% level. Hence there is a close relation between experience and awareness of female faculties working in self-financing colleges towards WLB.

### **Suggestions and conclusion**

Self-financing colleges plays an important role in the academic development of young people. It also creates an environment for students to develop further acquaintance with society and a sense of

commitment to political and civic involvement. For the career woman, juggling full-time work within an education institution and the second set of responsibilities of home life can be tough. Women faculties, therefore, should be given an open and active position in the institution's decisional bodies. They are an integral part of the institution and are key implementers of policies, rules, and regulations. Their input is crucial in teaching, introducing new ideas, integrating technology, teaching values, ethics, and essential skills to the children. All the factors of QWL are inter-related. There is some amount of relation between several factors governing the QWL of women faculties. Positive working environment, manageable workload, correct student teacher ratio, equitable salary structure, participation in research works, usage of technology in the teaching-learning process, and welfare measures other than monetary are interlinked. Most the changes of the practices related to people management particularly in relation to working hours, flexibility, and supportive leaders have contributed positively to the balance between work and family for women. Work-life balance programs have been successful for women; and the main key to work-life balance is self-management. Women faculties have to manage their own behavior and expectations on work-life balance. The self-financing institutions should take care on female faculties in their roles and responsibilities, salary structure, working hours, stress management and they should support in their balancing work and life.

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