

Impact of work life balance on enrichment and wellbeing: Empirical study of married female teachers of higher education

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Abstract

Work life balance has become the most challenging issue in the education sector after the COVID-19 pandemic. It is becoming difficult for the female teachers to maintain a balance between personal and professional lives, which disturbs their enrichment and wellbeing. The literature review of the current study has endured many studies related to work life balance, enrichment and wellbeing of the female teachers working in the higher education with special reference to Haryana region. The endeavor of this study is to discover the work life balance impact on the wellbeing and enrichment of female teachers working in higher education. To investigate the ground of enrichment & wellbeing and work life balance of female teachers, both qualitative and quantitative mode of research has been used to collect the data. Structured questionnaire has been used to collect the data from 79 respondents from the Haryana region. The data is analyzed through regression and correlation model. It is concluded from the study that significant female teachers agree that work life has the positive impact on enrichment and wellbeing.

Subject Classification: I3.

Keywords: *Work life enrichment, Wellbeing, Work life balance, Female teachers, Higher education.*

Introduction

Enrichment and wellbeing of female teachers is necessary not only to complete the academic activities on time but also give extra time for research activities which create the imbalance between the personal

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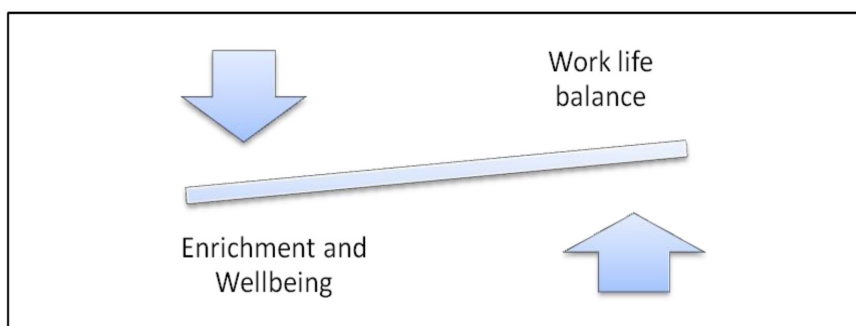
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and work life of female teachers. Female teachers 'work life balance becoming difficult because they have to focus on academic activities as well as research activities at the same time. Work life balance is a holistic approach which integrates the activities of personal and professional life (Rashmi, Kataria & Singh, 2021). Work life enrichment explain the positive experience among the personal and professional lives to achieve the satisfaction (Brough., Hassan & Driscoll, 2014). There is a strong and significant relationship among the work life enrichment & wellbeing (Burdzińska, & Rutkowska, 2015 & Wong et. al., 2021).

Literature Review

Work life enrichment is not demands low work infect it demands work resources activation. A family supportive environment should be created by institutions and encourage work life enrichment. Institutions needs to minimize the work demand to balance the work and life of teachers and should provide the supportive work culture (Beham, Drobic, & Prag, 2011). Work family enrichment is a positive technique to integrate personal and professional life so it is helpful to gain work life balance (Shah, 2014). The balance between work responsibility and family responsibility becoming a challenge for the person in the different profession. In the Higher education, women teachers experienced strain among the work responsibility and family responsibility. There is an unmistakable new pattern in the work direction. More ladies who join the association are from monetarily stable families. They are focused on their occupations and appreciate places of obligation, yet they are confronted with issues of portability and moderate advancements because of time limitations and family duties. They likewise face issues involved with male subordinates. There is no ideal outline to work-life adjusts; it fluctuates from person to person as the needs of people vary. People need to keep up an appropriate parity or harmony between work life and individual life (Rakhee Rakesh, Kumar, & Sant, 2018).

After COVID-19, Education Technology was used by the educators and students in the classroom (Cherner & Mitchell, 2020). In the growth of education, technology plays an important role. There is a relationship between education and technology which explains that in what manner technology can shape the education. Education technology provides the awareness of 'techne' as which become important in the education (An & Oliver, 2020).



Source: Primary

Figure 1

Conceptual framework of Work life balance, Enrichment and wellbeing

Work engagement is directly affected by work orientation and psychological meaningfulness is indirectly affected by work orientation (Rothmann and Hamukang, 2013). Organizational supportive culture is responsible for less psychological strain high work engagement and low turnover (Timms, et. al., 2014). It provides a clear picture of the positive outcomes of combining work and life roles. When the role of an individual has improves the work life quality that is called work life enrichment and well being which directly correlated with work life conflicts. Their wellbeing and health of woman educators is affected because of more work (Doble & Supriya, 2010). It means you are engaging in your role performance cognitively, emotionally and mentally. Organizational supportive culture is responsible for less psychological strain, high work engagement and low turnover (Timms, et. al., 2014).

After reviewing the literature, it is observed that good health condition and wellbeing can be achieved when employees follow work life balance strategies at their own; and those who are not following their own strategies of work life balance, they are also capable to accomplish the same. Policies and programmes related to Work life balance are also helpful to diminish the stress level of employees. It is found from the study that there is a moderate level of relationship among the employee's health and wellbeing (Zheng et. al., 2015) and there is also a relationship among the self efficiency and work life enrichment of employees (Chan et. al., 2016). Employee's wellbeing, organizational competitiveness, sustainability and productivity can be promoted through work life balance (Morgan & Craig, 2019). It is found from the extensive literature review that high level of family support is responsible for work life enrichment and wellbeing of a

person so there should be a synergetic combination among the work and family resources to gain the work life enrichment (Kalliath & Chan, 2019).

Methodology

The nature of study is descriptive. Work life balance and enrichment & wellbeing are two variables used in the study to attain the goal of this study. All the female teachers of Haryana working in higher education are the population of the study. Convenience sampling is used in the study as it reflects the unbiased results. For collecting the primary data questionnaire survey is used as it is convenient to collect the data.

Table 1 represents the result regarding the demographic variables. In the first variable most of the respondents are comes under the age group of 30 to 39 years and there is no respondent who has more than 59 years of age group. Among all the respondents 68.9 % female teachers have master degree, 5.7% teachers are doctorate. Furthermore 1.3 % teachers are lecturer, 5.1 % worked as Associate Professor and 93.7% worked as Assistant Professor. Out of the 79 contributors, 2.8% have less than or equal.

Table 1
Demographic Profile of female teachers

	Variables	Frequency (N)	Percentage (%)
Age	20-29 years	9	11.39
	30-39 years	62	78.48
	40-49 years	6	7.59
	50-59 years	2	2.53
	More than 59 years	0	0.00
Education	Master	73	68.9
	Doctorate	6	5.7
	Others	0	0
Designation	Lecturer	1	1.3
	Associate Professor	4	5.1
	Assistant Professor	74	93.7
Experience	0-1 year	3	2.8
	1-5 years	52	49.1
	6-10 years	16	15.1
	More than 10 years	8	7.5

Source: Primary

Table 2
Correlation Analysis

		Work Life Balance	Enrichment and Wellbeing
Work Life Balance	Pearson Correlation	1	.282
	Significance (Two tailed)		.007
	N	79	79
Enrichment and Wellbeing	Pearson Correlation	0.282	1
	Significance (Two tailed)	0.007	
	N	79	79

Source: Primary

to 1 year of experience. 1-5 years group consists 49.1 year of experience. 6-10 year age group belongs to 15.1% and more than 10 year of age consists 7.5%.

From the above Table 2, it is found that most of the respondent are belongs to the age group of 30 to 39 years and there are maximum number of female faculty are masters and assistant professor who have less than 5 years of teaching experience.

Here we see the relationship between the enrichment & wellbeing and work life balance. Correlation coefficient always show the relationship between the variables as it should be -1 to +1. In the above table the correlation coefficient is .282 which is moderate level. In the above table .007 is the significance level which is less than .50 which denote that there is correlation which is statistically significant. There is enough evidence to say that the correlation is exists in the population among the Haryana region.

Table 3
ANOVA

Model	df	Sum of Squares	Mean Square	F	Significance	R Square
Regression	1	5.600	5.600	7.240	.007 ^b	.085
Residual	77	60.368	0.764			
Total	78	66.298				

Source: Primary

(A) Dependent Variable-Enrichment and Wellbeing

(B) Independent Variable-Work Life Balance

ANOVA Table 3 helps us to know about the significant model. The standard value of Alpha is .05 to statistically significant model. The above Table 3 represents that work life balance is the predicator and the enrichment & wellbeing are the outcome variable. Here we look the significant value in the table i.e .007, which is less than the Alpha value .05. So we can say that the model is significant. Here $F(1, 77) = 7.240$, $P = .007$. R square gives the variance percentage in the dependent variable.

Limitation of the study

1. The geographical area of the study is limited to the Haryana only, while there are many other states where the higher education institutes are high in numbers as comparison to Haryana.
2. In the current study, only private universities are considered for the study, while there are many other public universities which can be considered also.

Conclusion

The main intend of this study is to diagnose the influence of better work life balance on enrichment and wellbeing of female teachers of Haryana working in higher education institutions. After reviewing the literature, it is concluded that on enrichment and wellbeing of female teachers working in Haryana, have a positive impact on work life balance. Correlation analysis, regression analysis and descriptive statistics are used to get the result. Family and organisation should be supportive to the female teachers so that they can more fully commit to their work. Organizations should implement the flexible policies to increase the enrichment and wellbeing of female teachers working in Haryana. As the study is conducted on female teachers of private private institutions, colleges, and Universities of Haryana, so there is a scope for the future researcher to extend the study and work upon both public and private universities.

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