

Role of job design on institutional support and work-life equilibrium of women teachers in Chennai

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Abstract

The study endeavoured to investigate the job design's influence on institutional support and work-life equilibrium of female teachers in Chennai. The female teachers serving in higher educational institutions were identified for selection of sample. The study was commenced with 973 samples. Purposive sampling technique was used for selection of samples. The study considered the variables like personality, job atmosphere, commitment, institutional support, job design and work life balance of women teachers. Statistical tools like structural equation modelling, One-way Anova and post-hoc tests were performed with relevant hypotheses. Results showed that personality, job atmosphere, and commitment had positive and significant effect on institutional support. Institutional support had affirmative and noteworthy impact on work-life equilibrium of women teachers. Job design had significant partial mediation towards institutional support and work-life equilibrium.

Subject Classification: 90B50, 90B70.

Keywords: Job design, Work-life equilibrium, Women teachers, Educational institutions.

1. Introduction

The educational industry is going through a phase of expansion with certain restrictions, which puts a lot of strain on teachers in general and women teachers in specific and could have an impact on their work-life equilibrium (Saha et. al., 2016). Long hours, unavoidable overtime, the possibility of sickness, and increased stress at work all contribute to job discontent, which in turn results in a high imbalance and low productivity. Educational institutions look for ways to improve the work-life equilibrium of its teachers (Arunkumar and Saminathan, 2017). Work-life balance has emerged as one of the most crucial factors influencing an institution's competency to achieve desired outcomes. In addition to keeping track on students' progress and attending to other institutionally linked functional requirements, teachers' workloads also extend to their homes, where they must spend extra time each day in order to be effective and productive in

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their line of work (Sivakami, 2019). Therefore, the work-life equilibrium is highly critical to women teachers. In this way, it is crucial to assess how teachers, particularly women who work in the teaching profession, manage their work and personal obligations, and how they tackle balance between such obligations (Jeslin and Babu, 2016).

Work-life equilibrium and its management is highly a challenging task for both educational institutions and teachers. Personal tasks and professional duties are the two sides of life of a women teacher. One of the biggest concerns in the career of a teacher is juggling work and personal obligations perfectly. A healthy equilibrium between work and personal life will increase teachers' productivity and contentment (Santhana and Gopinath, 2013). Work-life equilibrium thus encompasses a variety of aspects of work, including institutional support, job atmosphere, personality, commitment and job design. Institutions in the education sector are making more demands on their teachers (Akter et. al., 2016). Educational institutions recruit teachers with a variety of demographic traits because they need to strike the ideal equilibrium between work and individual life. Three requirements should be met for work-life balance such as, time, contentment, and participation. The right amount of time spent on work and family will, however, boost both physical and psychological participation as well as satisfaction with job and family obligations, thereby ensuring work-life balance. Work-life equilibrium is therefore a major issue that both teachers and institutions are concerned about (Komal, 2014).

The teacher receives several criticisms and struggles greatly to establish an equilibrium between their personal and professional commitments. Because services are provided and consumed simultaneously in the educational sector, women teachers are under higher stress, have a heavier task, and are required to put in long hours even at home (Yadav and Dabhade, 2014). Additionally, changes to the working environment in education tend to affect how services are provided and how people behave at work. Even though work and personal lives are always intertwined, longer workdays may cause employees to behave differently at work and make it more challenging to balance personal obligations (Madhusudhan and Nagaraju, 2013). Work-life equilibrium is crucial in determining how well teachers succeed. Work-life balance has become a pervasive issue, and it is directly related to how productive women teachers are in their job. A poor work-life balance may cause family strife and a subpar lifestyle, which would be detrimental to the level of

productivity at the office (Vinodhini and Ramkumar, 2022). In general, institutions are expected to be considerate of their teachers' need for a work-life equilibrium by implementing flexible scheduling, particularly for women teachers (Tressa and Manisha, 2016). Work-life equilibrium is more difficult in nuclear families where both spouses are employed, and kids suffer the most as a result. Building a sound and sensible society is something that both educational institutions and women teachers should be concerned about (Sangita, 2014; Minothini and Chitra, 2022).

2. Statement of the Problem

Individual personality is connected with managing the odds in both personal and official errands. Personality is directly relied on persistence, zeal, absorbedness, enthusiasm, vitality, vigour, and superiority. To minimise conflict between work and personal life, personality involves striking a balance between professional endeavours and other pursuits (Ramanathan and Vanitha, 2011). A positive work environment will improve teachers' abilities and lessen the negative effects of workplace fallacies. The main factors that encourage teachers to pay attention at work include noble job direction, successful relationships with work-mates, empowerment in decision-making, and prosperity and leisure activities (Noor, 2011). Commitment of women teachers is the crucial element in work-life equilibrium, it influences performance, contentment, and relationship in workplace (Seethalakshmi and Shyamala, 2022). Commitment may be connected with personal comfort, career, family care, excitement in education, social connections and so on. Commitment has considerable effect in balancing obligations between work and life (Sathishkumar and Prakash, 2016).

Institutional support can easily be used to develop personality, job atmosphere and commitment of women teachers (Edo and Nwosu, 2018). Educational institutions are making effort to support women teachers, which boost their individual personality, commitment towards job and constructive work atmosphere. In addition to that intense transformation for job design as per the demands of women teachers assist the women teachers to balance life plans and work schedules (Preeti and Naresh, 2019). Work-life equilibrium of women teachers is utmost important as per the changing scenario in life and work compulsions (Arora and Chauhan, 2021). In this perspective, it would be high pertinent to develop an effort to assess the issue of women teachers' work-life balance, which might

assist the educational sector in significantly lowering the attrition rate and increasing the level of job satisfaction for teachers (Thompson and Prottas, 2006). Further, the quality of life in workplace is also improved significantly, which ultimately results in enhancing their job performance (Sam et. al., 2019). A perfect balance in work and life may remove the grievances of women teachers in educational institutions. Balanced work and life commitment is the win-win model for both teachers and institutions, it paves the way to grow mutually (Sumathi and Velmurugan, 2018).

3. Review of Literature

The women teachers are fighting to strike a balance between their personal and professional duties, which is a growing problem. In order to achieve a healthy work-life balance, educational institutions often use a number of supporting measures, which enhance the job atmosphere and commitment of women teachers (Hamzah et. al., 2021). The main factors assisting women teachers in their professional lives include equal workload, consistent working hours, friendly culture, and greater welfare (Chourasiya and Jain, 2021). Although it might lessen occupational stress and improve job happiness, it eventually leads to better performance. Due to conflicting expectations from their families and their workplaces, women teachers frequently struggle to maintain balance (Welmilla, 2020). Better personality, atmosphere, and commitment are the key aspects in uplifting work-life equilibrium of teachers (Banurekha et. al., 2020). In order to improve work effectiveness, educational institutions attempted to redefine the role of women teachers. Job design is important for ensuring excellent work-life equilibrium and reducing stress (Nadhini and Praveenraj, 2019).

Work-life balance for women teachers is substantially correlated with institutional support and job design (Vernia et. al., 2022). Careful consideration on job design result in the optimum balance between work and life, ultimately helped the institution to retain talented teachers (Valiuniene et. al., 2021). Together, job design and institutional support for women teachers have significant impact on work-life equilibrium (Sruti, 2017). The trained and well-experienced teachers are more adept at managing their time than the newer ones. The teacher's contribution to students' growth is a crucial factor in ensuring an affluent future (Samundeswari and Sathyabama, 2016). Teachers have a variety of job descriptions, and those in a similar profession tend to have more experience

with time management, problem-solving, and completing the curriculum quickly (Uma and Parasuraman, 2016). Teacher profession is somewhat different than similar service industry profession, teachers have to work even in their personal time. Teachers need wide range of unique characteristics so as to excel in their job (Mathews et. al., 2021).

4. Research Objectives

The objectives of the research are:

1. To assess the personal profile of women teachers in Chennai.
2. To examine the causal relationship among personality, job atmosphere, commitment, and institutional support on work-life equilibrium.
3. To investigate the mediating effect of job design between institutional support and work-life equilibrium.
4. To scrutinize the impact of education of women teachers on research variables.

5. Research Methodology

The study is initiated to assess the mediating role of job design on institutional support and work-life equilibrium of women teachers of higher educational institutions in Chennai. The survey is initiated with 973 samples; it is identified by using purposive sampling method. Causal research design is administered to formulate the study. The role of job design between support of institution and work-life equilibrium of women teachers are tested with structural equation modelling. Similarly, how education of women teachers assists to manage work-life equilibrium and other aspects are assessed using one-way Anova. The conceptual framework described below is proposed to test. The conceptual framework described below is proposed to test as shown in Figure 1.

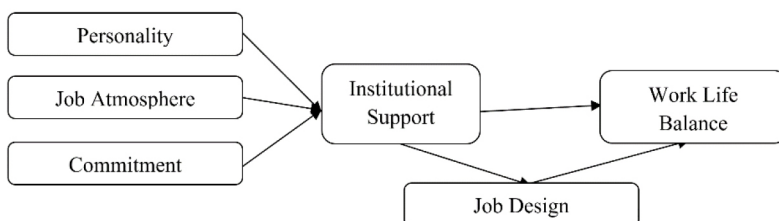


Figure 1
Conceptual Framework

6. Results and Discussion

6.1 *Analysis of Personal Profile*

The personal profile of women teachers is portrayed in Table 1.

Table 1
Personal Profile

Personal Profile	Distribution	Number	Percent
Age	Below 30 years	332	34.12
	30 – 45 years	424	43.58
	Above 45 years	217	22.30
Education	UG/Professional	283	29.09
	PG/PhD	376	38.64
	UG/General	293	30.11
	Others	21	2.16
Marital Position	Married	772	79.34
	Unmarried	201	20.66
Monthly Salary	Below Rs.30,000	256	26.31
	Rs.30,000 – Rs.50,000	476	48.92
	Above Rs.50,000	241	24.77

Table 1 represents that 34.12% are in below 30 years of age, 43.58% are in 30 – 45 years of age, and 22.30% are in above 45 years of age. Educational standard shows that 29.09% are qualified with UG/Professional, 38.64% are qualified with PG/PhD, 30.11% are qualified with UG/General, and 2.16% are completed additional degrees with UG/PG. Marital position confirms that 79.34% are married and 20.66% are unmarried. Monthly salary ranges that 26.31% are in below Rs.30,000, 48.92% are in Rs.30,000-Rs.50,000, and 24.77% are in above Rs.50,000.

6.2 *Causal Relationship among Personality, Job Atmosphere, Commitment, and Institutional Support on Work Life Balance*

Structural equation modelling is adopted to test the causal relationship among the Personality (PER), Job Atmosphere (JOA), Commitment (CMT), and Institutional Support (INS) on Work Life Balance (WBL). In this way, the observed, endogenous variables are PER1-PER7, JOA1-JOA7, INS1-INS5, CMT1-CMT5, JBD1-JBD4, and WBL1-WBL4. The unobserved, endogenous variables are INS, JBD, WBL. The unobserved, exogenous

variables are PER, JOA, CMT, e1-e35. Total variables count consists of 73, observed are 32 and unobserved are 41, exogenous are 38 and endogenous are 35. The path relationship is described in Table 2 and structural equation model is given in Figure 2.

Table 2
Path Relationship

Path		Unstandardized Estimates	Standardized Estimates	t	P
PER7	<---	1.000	.647		
PER6	<---	.949	.603	15.482	***
PER5	<---	1.209	.757	17.888	***
PER4	<---	1.025	.654	21.181	***
PER3	<---	0.981	.652	19.521	***
PER2	<---	1.210	.722	16.103	***
PER1	<---	1.195	.767	17.895	***
JOA7	<---	1.000	.623		
JOA6	<---	1.072	.673	17.655	***
JOA5	<---	1.204	.745	19.076	***
JOA4	<---	1.236	.765	19.446	***
JOA3	<---	1.301	.820	20.429	***
JOA2	<---	1.276	.800	20.080	***
JOA1	<---	1.312	.800	20.075	***
INS1	<---	1.000	.813		
INS2	<---	1.023	.872	29.056	***
INS3	<---	0.955	.713	24.682	***
INS4	<---	1.097	.891	27.423	***
INS5	<---	1.016	.825	25.412	***
CMT5	<---	1.000	.497		
CMT4	<---	1.124	.550	15.003	***
CMT3	<---	1.502	.743	13.339	***
CMT2	<---	1.552	.775	13.469	***
CMT1	<---	1.460	.717	13.975	***
JBD1	<---	1.000	.848		
JBD2	<---	1.029	.889	34.542	***
JBD3	<---	0.916	.834	31.543	***
JBD4	<---	.813	.782	28.631	***

Contd...

WBL1	<---	Work Life Balance (WBL)	1.000	.907		
WBL2	<---		1.037	.934	47.144	***
WBL3	<---		1.002	.903	44.372	***
WBL4	<---		0.645	.575	19.660	***
INS	<---	PER	0.208	.224	6.250	***
	<---	JOA	0.246	.253	7.198	***
	<---	CMT	0.227	.181	4.885	***
WBL	<---	INS	0.301	.262	7.882	***
JBD	<---	INS	0.301	.233	6.646	***
WBL	<---	JBD	0.267	.300	9.009	***

Note: *** Significant at 1% level

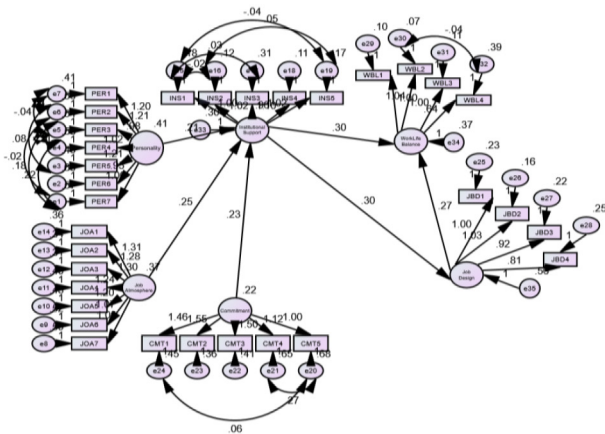


Figure 2
Structural Equation Model

The following hypotheses are tested:

- H_{1.1}: Precursors have positive influence on personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium.
- H_{1.2}: Personality, job atmosphere and commitment have positive influence on institutional support.
- H_{1.3}: Institutional support has positive influence on work-life equilibrium.

Table 2 confirms that precursors have positive influence on personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium. Since, the p-value for all paths are

significant at 1% level, it leads to reject null hypothesis, which results in acceptance of $H_{1.1}$. Hence, precursors have positive influence on personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium. Personality, job atmosphere, and commitment have influence on institutional support, the p-values are significant at 1% level. Null hypothesis is rejected, hence, $H_{1.2}$ proved that personality, job atmosphere and commitment have positive influence on institutional support. Support from educational institutions has influence on work-life equilibrium, the p-value is significant at 1% level. Null hypothesis is rejected, therefore, $H_{1.3}$ assures that institutional support has positive influence on work-life equilibrium.

6.3 *Mediating Effect of Job Design between Institutional Support and Work Life Balance*

The association between institutional support and work-life equilibrium is tested through job design as mediating effect. The following hypothesis is offered to test.

$H_{1.4}$: Job design mediates between institutional support and work-life equilibrium.

Table 2 confirms that both direct and indirect path values are significant at 1%. The direct value between institutional support and work-life equilibrium is 0.301. The indirect value is 0.080 [the product of 0.301 (WBL and INS) $\times$ 0.267 (WBL and JBD)]. The total value is 0.381. Therefore, the VAF value is 0.27, it certifies that job design has partial mediation on work-life equilibrium of women teachers. The value is not in favour of null hypothesis, hence, job design mediates between institutional support and work-life equilibrium.

6.4 *Impact of Education of Women Teachers on Research Variables*

Impact of education of women teachers on personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium is tested with one-way Anova. The below hypotheses is tested:

$H_{1.5}$: There is significant variation among education with respect to personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium.

Table 3
Anova

Education	F	Sig.
Personality	3.480	.016*
Job Atmosphere	2.956	.032*
Commitment	2.065	.103
Institutional Support	3.097	.026*
Work Life Balance	1.963	.118
Job Design	.347	.791

Table 3 confirms that the Anova values for personality, job atmosphere, and institutional support are significant at 5% level. Null hypothesis is rejected. Therefore, there is significant variation among education of women teachers with respect to personality, job atmosphere, and institutional support. Subsequently, post-hoc test is performed for the significant results obtained in Anova.

Gabriel post-hoc test for Personality fostered three similar sub-groups, UG/Professional in sub-group *a*, PG/PhD and UG/General in sub-group *a,b*, and Others in sub-group *b*. Scheffe post-hoc test for Job Atmosphere fostered two similar sub-groups, UG/Professional, UG/General and PG/PhD in sub-group *a*, and Others in sub-group *b*. Gabriel post-hoc test for Institutional Support fostered three similar sub-groups, UG/Professional in sub-group *a*, PG/PhD in sub-group *a,b*, and UG/General and Others in sub-group *b*.

7. Conclusion

Work-life equilibrium is a critical element to the women professionals, especially teachers in educational institutions. Therefore, balancing work and personal life commitments is a big confront to the women teachers. It has harmful effect on personal as well as work life of teachers. It is the duty of educational institutions to make favourable work setting so as to boost teacher performance. In this way, teachers across several personal background are participated in the survey. The precursors have direct effect on personality, job atmosphere, commitment, institutional support, job design, and work-life equilibrium. It is confirmed that personality, job atmosphere, and commitment have positive and significant effect on institutional support towards development of women teachers.

Furthermore, institutional support has positive and significant effect on work-life equilibrium of women teachers. In this way, job design has significant partial mediation towards institutional support and work-life equilibrium of women teachers. Therefore, it is concluded that institutional support along with effective design of job will enhance work-life equilibrium of women teachers.

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