

Factors affecting work life balance of women faculty members in self-financing

Arts and Science College; an overview

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KEYWORDS

*Work-Life Balance,
Women Faculty, Self-
Financing Colleges,
Job Stress,
Organizational
Support, Family
Responsibilities,
Higher Education and
Gender Roles..*

ABSTRACT

Work intelligence has assumed a very significant issue among women in the field of higher education and this has been a major concern especially in self financing colleges of art and science where the demand of work, administrative duties of the college and its performance is ever growing. The women faculty are usually faced with difficulty in integrating their work life with their family and personal care. This review will focus on the most important variables that contribute to the work-life balance of female faculty members in self-financing institutions. Some of the key determinants are workload, policies in the institution, job stress, time management, family roles, organizational support, and the presence of flexible work arrangements. Moreover, gender roles and socio-cultural expectations play an important role in influencing the way in which women balance their educational and professional lives with their families. Lack of supporting infrastructure including child care, mentoring systems and equitable allocation of workload also exacerbates work family conflict. The research notes that institutional policies, good leadership, and working flexibility would go a long way to improve the work-life balance of women faculty. Healthy working environment does not only enhance the well-being and job satisfaction of the women educators but also leads to increased productivity and effectiveness of the institution. The summary highlights the importance of educational institutions adopting gender sensitive policies and supportive systems so that there can be sustainable career development and personal wellbeing of women faculty members.

I.INTRODUCTION

There is a part of economic factors that affect work-life balance of women college teachers and define their economic stability and capability of handling personal and professional duties effectively. The economic status contributes largely to the mitigation or rise of stress at work and family life. Teachers are also most likely to lead a balanced lifestyle when they have stable financial resources and sound financial planning. Nevertheless, monetary factors and financial obligations may be stressful and have a negative influence on work-life balance. The key economic issues that affect work life balance are; salary, family income, saving habits, medical bills, educational costs of the children, borrowings and interest, and the general wealth status. An increase and constant family income may enhance the living standards, offer children better education and alleviate financial concerns. This will enable the women teachers to concentrate more on their work duties without overemphasizing on the financial strain. Thus, family income has a direct influence on the extent of financial security in women college teachers, and it is an important factor in ensuring a healthy work-life balance. Work-life balance among women college teachers can also be affected by the borrowings and repayment of loans. Most families borrow to buy a home, school and other significant bills. The process of repaying these loans interest included can develop financial obligations that are long-term. The financial stress can be experienced by women teachers with large loan balances, especially when monthly payments are a big percentage of their income. This economic burden can cause them to feel more insecure and more anxious about their ability to fulfill future responsibilities. Repayments of loans can also affect the personal financial choices making it impossible to spend on leisure activities, family demands or savings. This makes financial stress have an impact on the general life satisfaction and work performance. This burden can be minimized by management of loans by appropriate financial planning and prudent borrowing. By being able to work out their financial commitments, teachers will be able to stay stable in their careers and even their personal lives.

Background of the study

Salary: Salary is among the greatest economic variables with an impact on the work-life of college women teachers. Constant and sufficient salary gives the teachers financial security and allows them to balance their daily budget and family needs. Teachers will be motivated and content when they get a good remuneration on their work. But when the salary is lower than the rise in living costs and family demands, it can become a cause of stress. Women college professors might be unable to meet the household financial needs, children school fees, and other financial demands. Monetary issues may decrease the level of concentration and raise stress at work. Jobs can be made more fulfilling through adequate salary scale, punctual payments and material rewards that institutions can offer to their employees to help them lower the strain on their finances. Teachers who feel well off have higher chances of having a positive attitude to their career and a more balanced work-life.

Family Income: Family income is the income of the total household earnings. It is significant in shaping the working life of college teachers who are women. In case of the total family income being stable and adequate, the financial burden on a single teacher is less because the family members are sharing the financial burden. Women in families where they play a key role in the house-hold income may find themselves having extra responsibilities to ensure that they stay afloat in the society. Women teachers might be under more pressure to keep costs down as they balance professional and family lives in case of limited family income.

Saving Habit: Saving habits are yet another significant economic element that affects the work-life balance. Financial planning and frequent savings enable people to save toward the future and unforeseen financial conditions. The women who are teaching in colleges and save well will find it easier to deal with the monetary issues without getting under a lot of stress. The savings act as financial security in case of emergency like medical expenses, family problems or an unexpected cost. A teacher will be more at ease knowing that he/she is financially stable and this helps him/her to have peace of mind and increased performance at work. Insufficient savings can on the other hand lead to financial insecurity and worry over future costs. The teachers can be under pressure to work extra hours or to earn extra money in order to fulfill the financial requirements. Women college teachers can manage their resources by developing good savings habits and strategies of financial planning. This economic stability helps them to juggle their careers and family life a lot easier.

Medical Expenses: Medical costs may have a great impact on the work-life balance of female college instructors. Medical expenses like doctor visits, drugs, hospital services, and payment of health insurance might put financial strains on the families. Women educators who are required to cover their personal health costs in addition to those of their relatives could be financially stressed. Financial planning may be interfered by unexpected medical emergencies and the anxiety in being able to cover the cost of healthcare. Besides economic pressure, health problems can also interfere with the performance and productivity at work. Imagery of the teachers who are concerned with medical costs or with the health of their families might not be able to focus fully on their professional duties. Medical cost burden can be lessened by having access to health insurance, medical benefits and institutional support. Once teachers are not worried about the healthcare support, they will be able to concentrate more on their work and have a better balance between work and personal life.

Children Education Costs: Children education cost is another influential economic variable that affects the work life balance of the women college teachers. School fees, books, school tuition classes and extracurricular activities can be a huge burden to the families. Women college teachers usually give their children a priority as far as education and future progress is concerned. These costs of education have to be handled with proper financial planning and budgeting. This can add strain on the teachers who may be compelled to hand over more money to pay the extra expense of education. This economic pressure may impact on their psychological health and focus in the workplace. The teachers might also be required to spend some additional time in ensuring that their children get access to education, including assisting them in their studies or even in attending school meetings. But in case of the availability and good management of financial resources, such liabilities can be easily handled.

Wealth Size: Wealth size or money in the hands of family is also considered to impact on work-life balance. Wealth can be comprised of savings, property, investments, and other money which is used to have long term financial stability. The female college educators who have more money, wealth, and resources tend to have reduced financial pressure. Sufficient wealth can help them meet the requirements of their families, handle a crisis, as well as meet the future costs with ease. Such economic stability can enhance a better quality of life and minimise concerns about economic difficulties. Alternatively, low financial endowment can lead to strain in fulfilling the daily costs and financial obligations in the future. It can enhance the level of stress and influence personal life and professional performance. It can be achieved by creating financial stability via savings,

investments and sound financial management to enable women teachers live a more stable and balanced life. Financial security is also a factor that can be used to alleviate stress and enhance the overall work life balance.

Health Factors: Health factors are also important elements that determine the balance of work and life among women college teachers. Physical and mental health helps the teachers to carry out their professional roles without difficulty and balancing the family duties. Nevertheless, health-related problems like sickness and family health issues, and body exhaustion may cause stress and decrease productivity at work. The female teachers are usually involved in many responsibilities both at work and at home, and this may at times interfere with their overall health and well-being. Health and adequate medical care will be critical towards productivity and healthy work-life balance. General physical fitness, health conditions of the family members, illness in the family, health issues peculiar to women, and health problems associated with traveling constitute the important health related factors influencing work-life balance.

General Physical Fitness: General physical fitness is a significant variable that has an impact on work-life balance of female college teachers. Physically good health enables the teachers to be energetic, focused in their work, and fulfill their teaching obligations. The life of teaching involves spending many hours on their feet, making lectures, and being active with the students, physical strength is needed. Women college teachers who lead healthy lives by eating well, exercising and getting enough sleep can cope with professional and personal life well. Exercise also contributes to stress reduction and enhances the mental state of the teachers, making them productive in the workplace. Nevertheless, physical fitness deprivation can cause fatigue, low energy levels, the inability to organize daily activities easily. This may have an impact on work life and personal life. Thus, it is critical to adhere to the habits of physical activity and a healthy lifestyle in order to raise the overall health of well-being and balance work and personal life among women college teachers.

Health status of Family Members

The overall wellbeing of the family members can play a great role in determining the work-life balance of women in college teaching. Women teachers are usually given the role of caring and supporting family members when they develop health problems. This can take more time, emotional resources and financial resources. Balancing between health management needs of family members and professional work may lead to stress and time pressure. Women teachers might have to follow family members into doctors, give them daily care, or treatments. These tasks even may conflict with their working schedule. Women teachers are able to pay more attention to their professional tasks when their families are healthy and independent. Nevertheless, in case of severe health problems, teachers will find it difficult to balance between work and family life. This burden can be alleviated with the help of other family members and access to healthcare facilities so that the women teachers could cope with their duties more efficiently.

Psychological Factors:

The psychological factors are critical in the work-life balance of the women college teachers. These aspects have to do with the mental attitude of an individual, the power of his/her emotions, motivation, and skills to handle the stress and duties. Having a positive psychological state will enable the teachers to carry out their work in a professional manner without having to lose sight of their personal life. Once women teachers are motivated, self-confident, and supported by their family and work conditions, they can cope with the burden of having to balance between work and personal life better. Self-enthusiasm, professional pride, institutional motivation, family reinforcement, stress coping, recreational interventions, abilities to solve problems and positive attitudes in balancing personal and professional life are some of the psychological aspects that play a significant role in ensuring the emotional stability and general well being.

1. Self Enthusiasm:

Self-enthusiasm is an internalised energy, interest and passion that people show to their work and duties. In women college teachers, passion in teaching is a factor of job satisfaction and work-life balance. Teachers are passionate about their profession, and thus they handle their work with commitment and with goodwill. Self-enthusiasm assists teachers to surmount the work load challenges, classroom management and academic challenges. It helps them become active participants in education and works towards the invention of new pedagogical techniques and a desire to continue the process of professional development. Female educators who are highly self-motivated and enthusiastic are better positioned to deal with stress and have a balanced life. This good attitude enables them to balance between professional and personal duties. The cultivation of enthusiasm via lifelong learning, career success and conducive work conditions would assist teachers to stay motivated and emotionally stable, which eventually leads to a better balance of work and life.

2. Pride in the Profession:

Feeling proud of the teaching profession is a significant psychological determinant that affects the work-life balance. Teaching is a noble profession because it is involved in the development of the society through the building of knowledge, skills and values of the students. Female college educators that are proud of their career usually feel that they have a sense of purpose and enjoy the work they do.

3.This pride makes teachers work hard and with commitment.

When teachers attach importance to their profession, they have higher chances to stay positive in their duties and resist difficulties in their working place. The confidence and emotional well-being are also improved by professional pride. Teachers whose work is respected and well-regarded by society, students, and their workers are more content with the working environment. These positive emotions assist female educators in becoming less stressed and having a healthy relationship between their career and personal life.

4.Employer / Institution Motivation:

Motivation by the employer or the teaching institution is important in preventing psychological issues by the women college teachers. When the institutions reward the efforts and performance of the teachers it motivates them to carry out their work with more zeal and commitment. This motivation may be done in different ways including through recognition, awards, promotions, provision of professional development opportunity and supportive leadership. Such programs make teachers to feel that they are valued and appreciated in the organization. When women teachers feel encouraged and supported by their institutions, the chances of having a high level of job satisfaction and emotional stability are increased. The institutional motivation can also be used to eliminate stress and make the teachers more confident about their professional skills. Good working environment helps the teachers to concentrate on their duties without being overwhelmed. Consequently, they will be able to balance their work obligations and personal life better.

5.Family Member Support:

Family member support is another important psychological variable that can determine the work-life balance of women college teachers. The absence of stress and emotional pressure can be achieved when family members realize and value the professional obligations of women teachers. Women teachers will be able to have more time when their household duties are divided between family members. The spouses, parents and children also provide emotional support to the teachers and make them feel motivated and certain about their professional activities. Family support provides a favorable atmosphere to the home where the women teachers can be able to unwind and relish the stress of work. This is because emotional stability enables them to concentrate better in their academic duties. Contrary to that, family support may be absent, causing stress and the inability to find a balance between professional and personal life. Thus, the positive family relationships have a significant effect in assisting women college teachers to lead a healthy and balanced life.

Stress Management; an overview

Stress management is a vital psychological dimension that can assist women college teachers to have a balance between work and life. There are various tasks in the teaching profession like teaching students in classrooms, research, administration, and mentoring students which are at times stressful. Good stress management strategies assist the educators to be healthy and productive to all those pressures. When female teachers can recognize the stressors and learn coping strategies, they can be emotionally stable and mentally well. Some of the common stress management activities are time management, relaxation methods, physical exercise, and positive social relationship. Such tricks can make one less nervous and more focused at the workplace. Stressful teachers are more productive and content in their professional positions. Stress management in women college teachers allows them to have a better emotional wellbeing and have a harmonious work-life balance.

Meditation or Other Leisurely Pursuits: Meditation and recreation is significant in enhancing psychological well being of the women college teachers. These practices can be used to alleviate stress, become more focused, and emotionally balanced. Certain meditation techniques like deep breathing, yoga, and mindfulness train people to release their minds and have their minds straight. The emotional control and work and personal responsibility anxiety can be more controlled, leading to better results in the form of regular meditation. Leisure activities like reading, listening to music, hobbies, time with family and friends also help one to relax and be happy. These activities will enable teachers to renew their minds that have been exhausted by work schedules. The women teachers can manage stress and lead a healthy lifestyle when they engage in recreational activities regularly. This helps in a better work performance and a more balanced relationship in the work and personal life.

Problem Solving Skill: It is necessary to meet the demands of problem-solving abilities to combat the issues that women college teachers are obliged to produce in both the workplace and personal setting. Effective problem-solving helps teachers to detect the problems, examine the available solutions, and make the correct decisions. Some of the common scenarios that teachers meet in the teaching profession include the challenge of classroom management, academic planning, and co-

ordination with other teachers. Good problem-solving ability can assist the teacher to deal with these problems effectively and without panic. When women teachers have good decision-making skills they will be in better position to handle various responsibilities without being overwhelmed. The skills also assist them to deal with conflicts and unexpected situations. Problem-solving skills can be developed by experience, training, and professional development and enable the teacher to be confident and remain emotionally stable. This skill of coping with difficulties leads to work-life balance to a significant extent. **Personality Balancing Personal and Professional Life.** : Attitude also contributes significantly towards the way individuals handle the tasks at work and those in their personal lives. Those women college teachers who have a positive and balanced attitude to both life dimensions of life stand better chances of getting effective work-life balance. Positive attitude assists teachers to focus on their work, time management as well as controlling their emotions in troublesome scenarios. Teachers, who are sure that both professional and personal positions are the same, can better plan their activities in a balanced way. Such attitude helps women teachers to engage in healthy workplace practices and good family relationships. It also ensures that they do not feel overly stressed and burned. The process of forming a balanced attitude needs self-knowledge, discipline, support of family and working conditions. Women teachers are in a better position to have satisfaction and harmony in their work and personal lives when they remain optimistic about their duties.

Social Factors: The social factors are significant in determining the work life balance among the women college teachers. These aspects are associated with expectations, norms, and values of society, which influence the professional and personal life of people. Female educators have to cope with social pressures not only in the workplace but also in the family. Their capacity to find equilibrium between their personal and professional commitments can be affected by social recognition, professional responsibilities and institutional expectations. Social environment in which women college teachers work includes prestige, social status, professional ethics, social expectations, pressure of the employer, attitudes of the students as well as governmental policies. Knowledge of these social factors assists in knowing the problems that the women teachers experience and creating favourable policies to enhance their work-life balance.

Social Status: Social status is the status or position, which an individual occupies in the society depending upon his or her education, profession and achievements. The social status of women college teachers is usually respected due to their education level and career positions in determining the future of the students. This position usually comes with pride and confidence that instills in teachers the motivation to undertake their duties with passion. Nevertheless, the elevated social status can also result in growth of expectations of the family members, colleagues and the community. Women educators can be pressured to have a good image and performance of their roles in the field and family. In other occasions, the demands within society about gender roles can also affect the way women pursue their professional life. Professional ethics and responsible conduct are necessary to maintain social status. Teachers should be respected and acknowledged by the society as it may help to positively respond to their motivation and create a better balance between work and life.

Professional Ethics: Professional ethics are the moral principles and standards which govern the actions of professionals working in their fields of profession. Ethical conduct is necessary in the teaching profession since teachers determine both academic and personal growth of the learners. Women college teachers are supposed to be very honest, fair, responsible and dedicated in their professional work. They should be able to treat students equally, uphold academic integrity and be dedicated to their responsibilities. Adherence to these codes of ethics will establish trust and respect among the teachers, students and the institutions. Nevertheless, being very ethical can at times put pressure on the ethical teacher, particularly when there is a clash in obligations, or when resources are scarce. The women teachers have to balance between their professional roles and personal lives and still find a way of ethically behaving in every sphere of their work. The use of professional ethics improves the reputation of teachers and relationship with students and colleagues which leads to a good and balanced professional life. **Expectation of Society:** the society tends to have certain expectations about the roles and conduct of women particularly women who are in a professional context. Women college instructors are supposed to deliver their professional tasks effectively but at the same time, they have to meet the conventional roles of a family. These expectations can cause a strain towards balancing between career and family. There is a possibility that teachers feel the necessity to show commitment to their work and at the same time, fulfill social requirements regarding family roles and duties. In other instances, the society can demand women teachers to act as a role model to the students and society. This accountability has the potential of motivating teachers to ensure high standards of conduct and professionalism. Nonetheless, extreme societal demands are likely to cause stress and prevent the work-life balance. Such pressures can be mitigated through positive social attitudes and appreciation of the role of women in the education system and encourage a better balance between work and personal life. **Employer Pressure:** The other social construct that has the potential to shape the work-life balance of college teachers who are female is the Pressure exerted by the employer. The schools tend to establish the performance standards of teaching quality, research activities, administrative duties, and student guidance. Female educators might be pressurized to meet their deadlines, academic tasks, and engage in institutional activities. This pressure is likely to be heightened in cases where institutions require teachers to assume several responsibilities at a given time. Although the expectations are required to ensure the

academic standards, too much pressure can cause stress and decrease the job satisfaction. The challenge to the women teachers who are also dealing with family issues could be meeting these demands. Workplace pressure could be minimized by supportive leadership, equitable sharing of workloads and clear employer communication. Teachers are in a better position to balance their work and life when the institutions offer a friendly work place.

Conclusion

There is a significant role of government and other independent agencies in the regulation of higher institutions of learning. These powers come up with policies, academic standards and guidelines that have to be adhered to by colleges and universities. These rules affect the roles and duties of college teachers. The women college teachers have to obey the administrative regulations associated with teaching standards, curriculum implementation, evaluation framework, and research needs. Although these rules are beneficial to stabilize the quality of academic work, they can also overcharge staff and administration. A policy change or a change in the reporting requirements may become an added burden to the teachers. They might have to adjust to new rules, fill in paperwork and take part in institutional reviews or accreditation. Nevertheless, transparency and professionalism in educational organizations can be also enhanced by clear and properly made regulations. Effective and fair implementation of policies helps teachers to uphold professional standards, and ensure that they go about their work obligations more efficiently.

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