

WORK–LIFE BALANCE AND JOB SATISFACTION OF FEMALE FACULTY IN HIGHER EDUCATION INSTITUTIONS

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Abstract

Work–life balance has emerged as a critical issue for female faculty members in higher education institutions due to increasing academic responsibilities and multiple family roles. The present study examines the relationship between work–life balance and job satisfaction of female faculty working in higher education institutions. Primary data were collected from 199 female faculty members using a structured questionnaire. Statistical tools such as Reliability Analysis, Kaiser–Meyer–Olkin (KMO) test, Factor Analysis, Correlation Analysis, and Descriptive Statistics were applied using SPSS. The findings reveal that work-related stress, institutional support, and family responsibilities significantly influence work–life balance, which in turn has a positive and significant impact on job satisfaction. The study highlights the need for gender-sensitive institutional policies to improve the quality of work life of female faculty members.

Keywords: Work–Life Balance, Job Satisfaction, Female Faculty, Higher Education Institutions, Factor Analysis

1. INTRODUCTION

In recent years, the role of female faculty members in higher education institutions has expanded significantly. Apart from teaching, women academicians are expected to engage in research, administrative duties, curriculum development, and student mentoring. Simultaneously, they shoulder major family responsibilities, leading to work–life imbalance. The inability to balance professional and personal life often results in stress, dissatisfaction, and reduced productivity.

Work–life balance refers to the equilibrium between work demands and personal life responsibilities. Job satisfaction represents the extent to which employees feel fulfilled and content with their job roles. For female faculty members, achieving work–life balance is crucial for maintaining job satisfaction, emotional well-being, and career sustainability. Hence, this study attempts to analyse the relationship between work–life balance and job satisfaction among female faculty in higher education institutions.

2. OBJECTIVES OF THE STUDY

1. To analyse the socio-professional profile of female faculty members.
2. To examine the level of work–life balance among female faculty.
3. To identify the key factors influencing work–life balance.
4. To assess the reliability and validity of the work–life balance scale.
5. To study the relationship between work–life balance and job satisfaction.

REVIEW OF LITERATURE

Marič, Todorović and Žnidaršič (2021) empirically examined the relationship between work–life conflict, job satisfaction and life satisfaction among higher education lecturers across six European countries, namely Austria, Croatia, the Czech Republic, Germany, Serbia and Slovenia. Recognising that the modern competitive work environment increasingly demands employee involvement beyond formal working hours, the study emphasised that even employees in the education sector are not exempt from work–life conflict despite generally high levels of job satisfaction. Using validated instruments such as the Work–Life Conflict Survey, Satisfaction with Life Scale and Job Satisfaction Survey, the researchers collected quantitative data from 148 lecturers through an online survey and tested a structural model linking the three constructs. The findings revealed that work–life conflict had a significant negative relationship with both job satisfaction and life satisfaction, indicating that higher levels of conflict adversely affect lecturers' overall well-being. The study concluded that positive work and life experiences reduce work–life conflict and enhance satisfaction, highlighting the relevance of work–life balance initiatives in higher education and offering valuable implications for future research and human resource management practices.

Žnidaršič and Marič (2021) examined the relationships between work–family balance, job satisfaction, life satisfaction and work engagement among higher education lecturers across six European countries, namely Austria, Croatia, the Czech Republic, Germany, Serbia and Slovenia. Using data collected from 164 lecturers through validated questionnaires, the study tested a structural model employing structural equation modelling (SEM) to analyse both direct and indirect effects of work–life balance on work engagement. The findings revealed that improved work–life balance had a significant positive impact on both job satisfaction and life satisfaction, while life satisfaction emerged as a key predictor of work engagement. The study emphasised that recognising lecturers' multiple life roles and implementing family-friendly institutional policies can enhance work engagement and productivity, thereby contributing meaningfully to research on employee behaviour and work–family balance in the higher education sector. Agha, Azmi and Irfan (2017) conducted an empirical study on work–life balance and job satisfaction among higher education teachers in the Sultanate of Oman, highlighting the growing importance of balancing professional and personal life in the context of increasing stress, competition and job insecurity. The study gains significance as one of the earliest investigations on work–life balance in Oman, aligning with the country's vision for economic development (Oman 2020) which recognises human resources as a key driver of growth. Focusing on teachers as vital contributors to societal development, the study examined the relationship between work–life balance dimensions and job

satisfaction. The findings revealed that work interference with personal life and personal life interference with work had a significant negative relationship with job satisfaction, whereas work and personal life enhancement showed a positive relationship with job satisfaction. The results corroborated earlier international research and underscored the need for higher education institutions to integrate work–life balance initiatives to enhance teacher well-being and job satisfaction.

RESEARCH METHODOLOGY

Research Design

The study adopts a **descriptive and analytical research design**.

Sample Size and Sampling Method

- **Sample Size:** 199 female faculty members
- **Sampling Method:** Convenience sampling
- **Area of Study:** Higher Education Institutions in Tirunelveli district

Data Collection

- **Primary Data:** Collected through a structured questionnaire using a 5-point Likert scale
- **Secondary Data:** Journals, books, reports, and websites

Tools for Analysis

- Percentage Analysis
- Reliability Test (Cronbach's Alpha)
- KMO and Bartlett's Test
- Exploratory Factor Analysis
- Correlation Analysis

RELIABILITY ANALYSIS

Table 1: Reliability Statistics

Scale	No. of Items	Cronbach's Alpha
Work–Life Balance	18	0.842
Job Satisfaction	6	0.811

Source: SPSS Output

The reliability analysis indicates that the measurement scales used in the study are highly reliable. The Cronbach's Alpha value for the Work–Life Balance scale is 0.842 based on 18 items, while the Job Satisfaction scale records an Alpha value of 0.811 with 6 items. Both values exceed the generally accepted threshold of 0.70, confirming strong internal consistency among the items in each scale. This demonstrates that the instruments used to measure work–life balance and job satisfaction are dependable and suitable for further statistical analysis in the study.

KMO AND BARTLETT'S TEST

Table 2: KMO and Bartlett's Test

Particulars	Value
Kaiser–Meyer–Olkin Measure	0.781
Bartlett's Test of Sphericity	
Approx. Chi-Square	892.417
Df	153
Sig.	0.000

Source: SPSS Output

The results of the KMO and Bartlett's Test confirm the suitability of the data for factor analysis. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy is 0.781, which exceeds the recommended minimum value of 0.60, indicating that the sample is adequate and the variables are sufficiently correlated for factor analysis. Further, Bartlett's Test of Sphericity is statistically significant with a chi-square value of 892.417 at 153 degrees of freedom and a significance level of 0.000, rejecting the null hypothesis that the correlation matrix is an identity matrix. Hence, the results clearly justify the application of factor analysis in the study.

FACTOR ANALYSIS

Table 3: Rotated Component Matrix

Variables	Factor 1 (Work Stress)	Factor 2 (Institutional Support)	Factor 3 (Family Responsibility)
Heavy workload	0.812		
Long working hours	0.784		
Research pressure	0.769		
Support from management		0.823	
Leave facilities		0.791	
Flexible work arrangements		0.758	
Childcare responsibility			0.834
Household duties			0.806
Family expectations			0.771

Source: SPSS Output

The rotated component matrix reveals the presence of three distinct factors influencing work–life balance among female faculty members. Factor 1, labelled as Work Stress, comprises variables such as heavy workload (0.812), long working hours (0.784) and research pressure (0.769), indicating that academic demands significantly contribute to work–life imbalance. Factor 2, identified as Institutional Support, includes support from management (0.823), leave facilities (0.791) and flexible work arrangements (0.758), highlighting the crucial role of organisational policies in facilitating work–life balance. Factor 3, termed Family Responsibility, consists of childcare responsibility (0.834), household duties (0.806) and family expectations (0.771), reflecting the substantial influence of personal and family-related obligations. The clear factor loadings demonstrate that work–life balance is a multidimensional construct shaped by work-related, organisational and family factors.

RELATIONSHIP BETWEEN WORK–LIFE BALANCE AND JOB SATISFACTION

Correlation analysis revealed a **positive and significant relationship** between work–life balance and job satisfaction ($r = 0.624$, $p < 0.01$), indicating that improved work–life balance enhances job satisfaction among female faculty members.

LIMITATIONS OF THE STUDY

1. The study is limited to female faculty members only.
2. The sample size is confined to 199 respondents.
3. Convenience sampling may limit generalisation.
4. Responses are based on self-reported perceptions.

SUGGESTIONS

1. Institutions should introduce flexible working schedules for female faculty.
2. Management should provide adequate leave and childcare support.
3. Academic workload should be rationalised.
4. Gender-sensitive HR policies must be implemented.
5. Counselling and stress management programmes should be encouraged.

10. CONCLUSION

The study concludes that work–life balance plays a significant role in determining job satisfaction among female faculty in higher education institutions. Factors such as work stress, institutional support, and family responsibilities critically influence work–life balance. Enhancing institutional support systems and promoting flexible work practices can substantially improve job satisfaction and overall quality of work life of female faculty members. The findings provide valuable insights for policymakers and educational administrators in framing effective work–life balance strategies.

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