A Study on Women Work-Life Balance: Special Reference to Selected Educational Institutes Affiliated to Sardar Patel University

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ABSTRACT:-

Major Parts of Indian women are allowed to work; still they face some problem in work-place and family. Women's Work-Life Balance is important, especially for working women. They cannot spend more quality time for their family and child care. How they balanced personal and professional life? Are they satisfied with their working institute? Are they happy with their current status? These are crucial questions for women, so investigator considered to do research on this topic. After the review of literature, investigator explored that the limited amount of researches done regards to Work-Life Balance of working women associated with educational institutes of Anand district of Gujarat.


1. INTRODUCTION:-

Women Work-Life Balance is a technique to balance women’s personal and career lives. Work-Life Balance helps employees to divide their time on the basis on priorities and maintain a balance between time to family, health, vacations etc. Work-Life Balance is a concept that describes the ideal of splitting one's time and energy between work and other important aspects of their life. Work-life balance is a daily challenge for working women. It can be tough to make time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities, in addition to the demands of the workplace. Working on a job for a company and making a career can be an extremely time consuming duty for women employee. Women are busy at their offices throughout the day and sometimes even on weekends. This gives them very little time to interact with their family. Because of high pressure of work, often family members get neglected. Also, stressful jobs cause the health of working women to deteriorate. This is where Work-Life Balance comes into the picture. Work-Life Balance concept allows an employee to maintain a fine balance in the time he or she gives to work as well as to personal matters. By having a good balance, people can have a quality of work life. This helps to increase productivity at workplace as the employee is relaxed about his personal commitments. It also allows the employee to give quality time with family to spend vacations, leisure time, work on his/her health etc. The contemporary India is witnessing deterioration in quality of home and community life amongst urbanites. Work-life balance as a concept has got considerable attention and as a campaign has been practiced in various organizations in the form of policy and strategy. However, many of their HR policy makers are not sure about what should constitute an ideal
work-life balance program. In this context, it is observed that some organizations provide a bundle of policies and programs such as alternative work arrangements; leave policies, childcare centres while some others provide gymnasiums and recreation/sports facilities at workplace in the name of Work-Life Balance programs. Since, employee work-life balance as a concept has got recognition from employers and HR managers in India only in the recent years, the organizational initiatives in this regard is hardly having clarity in its policy and intent. Therefore, it is apparent to understand women work-life balance and its challenges because of its practical incompleteness.

2. STATEMENT OF THE PROBLEM:-

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3. LITERATURE REVIEW:-

- Abirami, N. (2014), Reddy, P.R. (2017), and Bijawat, S.(2017) found out that the Work, family, work-conflict, personal life, job satisfaction and overall life satisfaction are affecting the work life balance and they are the integral part of each other.
- Rajshekhar, J. (2011) and Shah, M.D. (2017) analysed the Indian women faced problems by considering the difference in gender, age groups, marital status, education, additional responsibility and other parameters inducing problems in reference to such variables like work load, unclear job role, inequity in pay, adverse relations with colleagues, lack of support from superiors and co-workers, unsupportive family members, lack of job security and family related strain.

4. RESEARCH GAP OF THE STUDY:-

I reviewed total 47 researches done on Work-Life Balance and Women Work-Life Balance, And found out following research gap for the present study.

- Concern to the present study in Gujarat state not many researches done in the area of working women work-life balance.
- So far much research had not been done in the area of educational institute so there is a necessity to explore it and to attain insight relevance in Work-life Balance among working Women in educational institute.
- No one study done in teacher education area so researcher focused on it and taken educational institutes such as B.Ed. colleges, M.Ed. colleges as Educational Institutes from Sardar Patel University.

5. OBJECTIVES OF THE STUDY:-

- To understand the status of Work-Life Balance of working Women in teacher education Institutes affiliated to Sardar Patel University.
To analyse the factors that have an influence on Work-Life Balance of working women in teacher education Institutes affiliated to Sardar Patel University.

To analyse the impact of demographic factors with respect to Work-Life Balance of Working Women in teacher education Institutes affiliated to Sardar Patel University.

To examine the Work-Life Balance factors on working Women in context to Grant in aid and self-financed teacher education Institutes affiliated to Sardar Patel University.

To examine the Work-Life Balance factors on working Women in context to rural and urban teacher education Institutes affiliated to Sardar Patel University.

6. HYPOTHESIS OF THE STUDY:-

- Hypothesis of the Study according to Type of Institutes:-

$H_0 \text{1: }$ There is no significant difference between grant in aid and self-financed institutes’ Working women with respect to Work Interference with personal life factors (PLF).

$H_0 \text{2: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with work life factors (WLF).

$H_0 \text{3: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with balance time factors (BTF).

$H_0 \text{4: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with monetary benefits Factors (MBF).

$H_0 \text{5: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with Work-Life Balance Provisions factors (WLBF).

$H_0 \text{6: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with socio economics factors (SEF).

$H_0 \text{7: }$ There is no significant difference between grant in aid and self-financed Institutes’ Working women with respect to Work Interference with job satisfaction factors (JSF).

- Hypothesis of the Study according to Type of area:-

$H_0 \text{8: }$ There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with personal life factors (PLF).

$H_0 \text{9: }$ There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with work life factors (WLF).
H₀10: There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with balance time factors (BTF).

H₀11: There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with monetary benefits factors (MBF).

H₀12: There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with Work-Life Balance provisions factors (WLBF).

H₀13: There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with socio economics factors (SEF).

H₀14: There is no significant difference between rural and urban Institutes’ Working women with respect to Work Interference with job satisfaction factors (JSF).

7. POPULATION OF THE STUDY:-

In the present study population was all 21 Teacher Education Institutes Affiliated to S. P. University in Anand district and total number of working women in this teacher education institutes affiliated to S. P. University in the educational year 2019-20 of the Anand district.

8. SAMPLE OF THE STUDY:-

In this research, for the selection of the sample investigator has been used Non probability, convenient sampling technique. First investigator identified the total number of Teacher Education Institutions Affiliated to Sardar Patel University in Anand District. After this, sampling frame prepared by investigator, total number of teacher education institution selected with the help of stratified random sampling Technique. The sample selection from the sampling frame is done on the basis of Non probability, convenient sampling technique.

Total 16 women selected from the urban area and total 09 women selected from the rural area. Hence, total 25 working women selected from the Grant in aid Institutes with help of random sampling techniques. Total 33 women selected from the urban area and total 46 women selected from the rural area. Hence total 79 working women selected from the Self-Finance Institutes with help of random sampling techniques. For this study investigator selected around 104 working women from 17 different Teacher Education Institutions Affiliated to Sardar Patel University in Anand District.

9. LIMITATION OF THE STUDY:-

- The present study is limited to working women in Teacher Education Institutions Affiliated to Sardar Patel University in Anand District in the year 2019-20 only.
- The conclusion is constructing totally on the reactions given by the respondents in the Survey. Henceforth the outcome is limited just for this review.
- The findings are based on the respondents to inquire of the investigator, and they might be Wrong information provided in the questionnaire.
10. SCOPE OF THE STUDY:-
The investigator concentrates on the WLB of working women in Teacher Education Institutions. Hence the scope of this learn clearly enunciates the aspects of Work-Life Balance among working women in Teacher Education Institutions. Therefore the present study is chosen from the scope of women education.

11. RESEARCH TOOL OF THE STUDY:-
For this study, a closed ended structured questionnaire was self-constructed to achieve the objectives of the study. The researcher found out the reliability for the test with the help of the Cronbach’s Alpha reliability test. The reliability of the test was 0.725. The investigator found out the Face validity for the test with the help of expert in research and research methodology.

12. DATA COLLECTION:-
In the present study for the collection of primary data from the respondent separate questionnaire was designed and distributed among the respondent visiting in person in various selected teacher education institution of Sardar Patel University of Anand district. After filling up questionnaire investigator collect the questionnaire from the respondents.

13. DATA ANALYSIS:-
For the present research investigator obtained the score on various variables in the study were statistically analysed. The whole analysis was done through computer. In this study the statistical analysis of the acquired data was done with the help of t-test and findings were drawn and then interpreted the analysis the data.

14. MAJOR FINDINGS BASED ON THE DEMOGRAPHIC PROFILE:-
- There are seen highest assistant professor respondents in Designation Wise Classification of Respondents in grant in aid and self-financed Institutes.
- There are seen highest respondents belong to 31-40 years age in grant in aid and In self-financed Institutes 41-50 years Age Wise Classification of Respondents.
- There are seen highest respondents belongs to married women in grant in aid and self-financed Institutes.
- There are seen highest respondents in Educational qualifications were Ph.D. and Higher education in grant in aid Institutes, and in self-financed Institutes highest respondents in qualifications were Post Graduate.
- There are seen highest Experience respondents in 5 to 10 year both grant in aid Institutes and Self-financed teacher education institutes.
- There are seen highest family member were four in Self-financed institutes and above four family members in grant in aid education institutes.
- There are seen highest respondents have joint family type and lower respondents have Nuclear family type both grant in aid and Self-financed teacher education institutes.
- There are seen all respondents working hours were 16 hours in grant in aid Institutes and...
Self-financed institutes highest working hours were above 16 hours.

15. MAJOR FINDINGS BASED ON THE HYPOTHESIS ACCORDING TO TYPES OF INSTITUTE:-

- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with personal life factors (PLF).
- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with work life factors (WLF).
- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with balance time factors (BTF).
- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with Work-Life Balance provisions factors (WLBF).
- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with socio economics factors (SEF).
- There is significant difference between grant in aid and self-financed institutes’ working women with respect to Work Interference with job satisfaction factors (JSF).

16. MAJOR FINDINGS BASED ON THE HYPOTHESIS ACCORDING TO TYPES OF AREA:-

- There is no significant difference between rural and urban institutes’ working women with respect to Work Interference with personal life factors (PLF).
- There is no significant difference between rural and urban institutes’ working women with respect to Work Interference with work life factors (WLF).
- There is no any difference between rural and urban institutes’ working women with respect to Work Interference with balance time factors (BTF).
- There is no significant difference between rural and urban institutes’ working women with respect to Work Interference with Work-Life Balance provisions factors (WLBF).
- There is no significant difference between rural and urban institutes’ working women with respect to Work Interference with socio economics factors (SEF).
- There is no significant difference between rural and urban institutes’ working women with respect to Work Interference with job satisfaction factors (JSF).

17. SUGGESTIONS:-

- Very less respondents were seen in grant in aid institute as principal and professor. Therefore, government and management should make an initiative to motivate the teachers to utilize work life opportunities effectively and increase their professional qualification and experience.
Compare to grant in aid institute in self-financed institute the educational qualification the working women were low, so women themselves and also government and management should try to take interest and motivate their women employees progress and upward.

The salary of working women of self-financed institute were low and not up to satisfactory level, so management should give salary accordingly employees’ qualification and length of service and may be regulated by the authorities and by the Government.

The working hours of working women in self-financed institute were above 16 hours, so Institutes should pay attention and flexibility while designing time-table and Schedule.

The working area of both institute were in urban area, so government should try and motivate to join and work in rural areas and also they may be provided with facilities and schemes for the welfare of children.

The personal life factor impact the working women work-life balance positively both type of institutes so, family, relatives and society always should try to accept women’s mutual decision as well as spouse, equal responsibility for home and child caring.

The work life factors impact the working women work-life balance positively both type of institutes so, management should implement Work-Life Balance provisions in the campuses, improving teachers working environment, curriculum and resources for their career development.

The balancing time factors impact the working women work-life balance positively both type of institutes so, working women undergo severe stress as they try to balance their personal and professional life. Hence family support encouragement is essential for working women to promote better Work-Life Balance.

The monetary benefit factors impact the working women work-life balance positively both type of institutes. Compare to grant in aid institute, in self-financed institute less monetary benefits so, Government and management have to adopt policies regarding enhancing working women’s satisfaction which may include salaries and extra benefits to improve morale of working women such as work-life balance cell, counselling sessions, participation of women in decision making and etc.

The Work-Life Balance provision factors impact the women work-life balance positively both type of institutes. Compare to grant in aid institute, in self-financed institute less Work-Life Balance provision so; self-financed institute management should implement Work-Life Balance policies, strategies. Management and government should encourage self-financed Institutes working women for giving facilities and non-monetary benefits such as child care, home accommodation, time flexibility, supportive staff at office and etc.

The socio economics factors impact the women work-life balance positively both type of institutes. Compare to grant in aid institute, in self-financed institute less socio economics so, self-financed institute management should take a holistic approach to design and implement policies to support working women to manage their Work-Life Balance effectively.

The job satisfaction factors impact the women work-life balance positively both type of institutes. Compare to grant in aid institute, in self-financed institute less job satisfaction so, self-financed institute management should try to satisfy all working women and the reputation and status of teacher should be respective.

18. CONCLUSION:-
After the completion of the study investigator concluded that the; Demographic factors such as type of family, family members, type of institute, designation of the respondents, marital status, and working hours were impact the Work-Life Balance of working women. As a factor of type of institute was directly impact the Work-Life Balance of working women. We can say that in self-financed Institutes’ have unhealthy Work-Life Balance provisions compare to grant in aid institutes. As a factor of type of work area was directly not impact the Work-Life Balance of working women. So we can say that Personal Life Factors, Work Life Factors, Balancing Time, Monetary Benefits, Work-life Balance Provisions, Socio economic Factors and Job Satisfaction were same in rural and urban area.

19. REFERENCES:

Work-life balance is understood to be an individual’s response – so [people think] “it’s up to me to manage the craziness of my work life,” says Kelly. But organisations need to examine the demands they’re placing on employees. The root problem is not how the two pieces of work and life come together. It’s that we have unrealistic expectations of what we’re asked to do on the work side. If your workplace isn’t an environment where work-life balance is possible in the first place, any strides you attempt to make toward it on a personal level will be in vain. That’s a conversation that appears to be on your list of priorities. When it comes to work life balance, putting things into perspective can be quite challenging. The most common mistake we make, is to believe we will do more if we work more. In reality, this has proven to be a fallacy. Centre for women’s studies, Bangalore University CBCS, PG syllabus.


This paper briefly reviews the scope of work-family tensions and their detrimental effects on gender equality at work and at home, as well as on poverty reduction, social protection and business performance. Author unit: Conditions of Work and Employment Programme (TRAVAIL). References to other Governing Body documents and ILO instruments GB.312/POL/2, GB.312/INS/12. Maternity Protection Convention, 2000 (No. 183). Part-Time Work Convention, 1994 (No. 175). Improving girls’ educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community. The infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. In the poorest countries of the world, 50% of girls. Women’s education is important for women’s health as well, increasing contraceptive use while lowering sexually transmitted infections, and increasing the level of resources available to women who divorce or are in a situation of domestic violence. Education in this study was stressed to be the solution and a necessity in eliminating violence. A discussion of political and social barriers is needed.