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IMPACT OF WORK-LIFE BALANCE ON WOMEN EMPLOYEE COMMITMENT IN EDUCATION SECTOR

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Abstract

This research article aims to "To study the impact of work life balance attributes on employee commitment in education sector". The paper applies data reduction using Exploratory Factor Analysis (EFA) on a sample of 480 respondents drawn from educational institutions in the Bengaluru and condenses a set of 16 work life balance statement converted into a five attributes. The present study proposes a model of the impact of work life balance attributes on employee commitment in education sector. The study found that working environment, decision making power, personal role, work support and conflict with colleagues are impacting significantly the employee commitment in education sector. Therefore, educational institutions HR managers should focus on the above factors to enrich employee commitment. The study investigated the impact of work life balance attributes on employee commitment in education sector. Multiple linear regression analysis highlights that working environment, decision making power, personal role, work support and conflict with colleagues have significant impact on employee commitment in education sector.

Keywords: Work Life Balance, Employee Commitment, Working Environment, Decision making power, Personal role, Work support and Conflict with colleagues

Introduction

There is a distinguished history of women in India. In a society that is changing, like India, where women's traditional roles as housewives and caregivers are deeply ingrained. When compared to men, Indian women have always faced obstacles. The number of women entering the workforce has decreased as a result of social, cultural, and religious factors. Women's lives are undergoing a lot of change in modern India. Working women's lives today are challenging. In

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both their personal and professional lives, they encounter numerous challenges. They struggle to find a balance between their professional and personal lives as a result of the lack of time they devote to their families and organizations. Work-life balance is now a topic of increasing concern for both employers and employees alike.

When it comes to achieving one's personal and professional objectives, finding a good work-life balance can be crucial. According to Singh, R., & Aggarwal, S. (2020), working people's personal lives are negatively impacted when they are unable to strike a balance between work and family life. There is no doubt that women today have more jobs and a higher level of education than in the previous decade. In the last ten years, this has completely changed. Even in urban areas, women who travel to work must still be prepared for stares and rude comments from strangers. Public perceptions have changed to a certain extent as a result of the influx of women entering the workforce, and acceptance of women's professional potential has increased. Women are preferred by many employers for specific positions like teacher, nurse, etc. because they are conned into thinking they are obeying and they are. Still, the majority of people simply assume that working people lack moral character. An essential component of a company's smooth operation is a work instruction, which typically provides an in-depth description of each of the various jobs required for its operation. The term "work-life balance" refers to employees' ability to strike a balance between their personal and professional lives. Females proficient life is vital area of conversation among specialists over the most recent couple of many years.

Review of Literature

Cinamon, Rich, and Westman (2007) say, "The women working in higher education work long hours and face a variety of job stress, such as large class sizes, student misbehavior, parent management, lecture preparation, attendance management, award management, reporting formats, and other misc." tasks like administrative work

According to Lakshmi S. and Kumar S. (2022), "Women working in higher education are in these days faced with the continuous full-time work until the end/closing of the day; particularly in private educational establishments; and the majority of them carry the obligations and responsibilities of the workplace home.

"Work-Life Balance, is not just about women managing between home and family," states the Department for Education and Employment (2000). That will also be changed in terms of working hours so that everyone, regardless of age, race, or gender, can find a rhythm that works for them to balance work and other responsibilities or goals. Finding the true meaning of work-life balance is critical. Due to rising levels of education, Indian women from all socioeconomic backgrounds have entered paid employment fields.

According to a study conducted in (2006 by Olson-Buchanan and Boswell), "it is very important to understand how individuals divide or segment their work and life roles, including the degree to which individuals perceive intrusion of one role into the other by way of technology and job description." Further, the principal accentuation of the exploration completed by Jones and Taylor, (2013) was on "female educational staff, in contrast with non-educational

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staff impression of balance between serious and fun activities to figure out the key ideas, characterized the focal terms of the WLB" in the table given beneath.

"The work-life-balance of female workers highlighting the effects of unbalanced work life," according to Kalpana Devi and U V Kiran (2014). According to the findings of this study, "the work-life balance depends on other factors like climate influences, physical labor, domestic circumstances, and other static work" as well as "the extensive working hours, travel time, and the environment of the organization." According to Nidhi Aggarwal's (2015) study, "balance in work-life has to be managed in such a way that employees continue to be satisfied with their work." If the workload is appropriate, the employer ought to provide flexible hours for working women. The workload ought to be delegated to a different employee if it is significantly greater than the capacity. "A research on Work Life-Balance and the needs of female employees in a developing country to find out the current policies for maintaining healthy work-life balance for working women" was carried out by Mahmoud Abubaker and Christopher Bagley (2016). The study's conclusion showed that Palestinian businesses already have a number of policies in place, and women workers are benefiting from these policies at work and, by extension, in their families.

Mayesha Tas nim, Muhammed Zakir Hossain, and Fabiha Enam (2017) looked at "the truth of the balance maintained in the work lives of working women in the various private companies of Bangladesh". According to the findings of this study, "work-life balance depends on the circumstances of the concerned women workers, who face long working hours, work overload, and management behavior that is unsupportive of them."

In (2017, Mansi Tiwari) looked into "the precise scenario of the work-life balance of women workers in private institutions." Despite the fact that working women's families provide them with numerous forms of support, it was discovered that private institutions demand higher expectations at work; However, in order for employees to be satisfied at the end of the day, businesses still need to create an environment that is focused on them. It was additionally deduced in the review that functioning ladies lean toward showing position being the decent, more secure and expertly better than different fields".

An analytical study was carried out by Sumathi and R. Velmuruganin (2018) to determine the factors affecting the work-life balance of women faculty members at Arts and Science Colleges in Coimbatore, Tamil Nadu, India. According to the study, female employees put in extra hours and even complete assignments at home in order to meet deadlines.

Agha. K (2017) found a connection between job satisfaction, teaching satisfaction, and work-life balance. In order to collect data, a questionnaire was distributed to teachers in Oman's public and private higher education institutions. Modeling with structured equations was used. Based on the finding that work-life balance influences employee loyalty, job satisfaction, and organizational commitment, a research model was developed. Additionally, it was discovered that job satisfaction was positively correlated with teaching satisfaction.

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Aruldoss, A., Kowalski, K. B., & Parayitam, S. (2021), the study assessed the relationship between occupational stress and work-life balance among female faculty members at the central university of Delhi and the level of occupational stress experienced by female faculty members. The sample size required 120 respondents. The respondent was given a questionnaire for the purpose of collecting data. To comprehend the connection between work-life balance and occupational stress, correlation analysis methods were utilized. Correlation analysis revealed a strong positive correlation between female faculty members' work-life balance and occupational stress in Delhi's central universities.

Tressa and Manisha (2016) conducted the study to investigate the stress levels and work-life balance of female teachers at KV schools. The questionnaire was given to female primary school teachers. The study found that teaching professionals had obligations and responsibilities for work-life balance as well as an environment free of stress. Additionally, it was discovered that the institution's employers provide better working conditions and flexible working strategies.

According to Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021) the degree of work-life balance and individual demographic factors have an impact on the overall work-life balance of female facilities. The sample size for the data collection was 200. For the purpose of data analysis and interpretation, statistical tools like the Chi-square test and ANOVA were utilized. According to the study's findings, female faculty members in engineering colleges experience stress as a result of their constant work and struggle to maintain a balance between their personal and professional lives. It was also discovered that, in contrast to faculties of arts and sciences in other colleges, female faculties face significantly more difficulties in the engineering college.

Rathee, R., & Bhuntel, M. R. (2018) research focuses on the advantages and drawbacks of maintaining a work-life balance. gathering information from secondary sources. The study found that in a variety of industries, government organizations have provided very few policies regarding work-life balance for employees. The new benefits policies for private sector businesses were modified.

Hasib, A., Singh, B., & Tanwar, V. (2022) research focuses on the stress levels of working women at work and how they balance work and family life in professional colleges. A questionnaire was used to collect the data, and it was given to teaching faculties in a variety of disciplines. The study found that female teachers experience typical stress when trying to balance their personal and professional lives.

Kaushik (2014) Gender stereotypes, gender discrimination, and sexual harassment in the Indian environment were among the topics covered in the study. In order to collect primary data from 500 Indian businesses, a structured questionnaire was developed. The majority of respondents in this study came from the service, manufacturing, and education industries. In accordance with the purpose of the study, the questionnaire-collected data were coded, tabulated, and analyzed using factor analysis, one-way analysis of variance, and frequencies. According to the analysis, male and female respondents differ significantly in their opinions regarding these

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issues, despite the fact that age and level of management have no significant impact on these factors.

Uppalury & Racherla's (2014) study looked at how Indian women executives' agency and structure relate to work-life balance in a changing and globalized world. It looked at how social production works in a collectivist society. The method is interpretative and qualitative. 105 senior female executives from India's major metropolitan areas (Delhi, Mumbai, Bangalore, Hyderabad, and Chennai) participated in semi-structured interviews. The study helped clarify how women executives, who have more power, negotiate structural constraints and how these actions affect social production.

Bandekar and Krishna's (2014) study centered on women's work-life balance trends and issues. The study found that women's lives were affected by a lack of knowledge and education, financial constraints, taking care of the family, and competition in the current environment. Also discovered that for a happy life, a husband and wife must work hard.

Sigroha (2014) compared the employees' perceptions of impact and measured ways to improve working women's work-life balance. For the purpose of the data collection, a sample size of 400 respondents was obtained. For the purpose of data analysis and interpretation, one-way ANOVA was used. According to the study, employees' perceptions of the impact of the child care facility and flexible working hours were significantly different. Additionally, the imbalance in women's health issues was discovered.

De, A., Khera, R., Samson, M., & Shiva Kumar, A. K. (2011). looked into how working women's career advancement was hindered and how satisfied they were with their jobs. Using correlation analysis and the chi squares test, this study is conducted in banks, educational institutions, businesses, and other private and public institutions to learn more about working women's work-life balance. The chi squares test revealed that there was no correlation between the ability to work and balance family and work after receiving training. This research paper's conclusion is that problems arose for both lower-level and higher-level employees. The overall conclusion is that workers' chances of developing mental and physical health issues increase over time when they are subjected to excessive work hours and high levels of interference from their jobs with their families.

Research Problems

The purpose of this study was to assess employees' work-life balance in the education sector. The study's primary objective was to determine the factors that influence employee commitment to the education sector in terms of their personal and professional lives in relation to work-life balance. As a result, systematic research into both industries was required for the study.

According to the findings of the study, maintaining a healthy balance between one's professional and personal lives is crucial to achieving both work and family happiness. According to the findings of the study, factors such as extended working hours, long commutes, increased office workload, family obligations, and so on all contribute to employee stress. They

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found that they were under more pressure, anxiety, and stress, and they even had trouble finding time to take care of themselves and the house.

Research Objectives

1. To identify the work life balance attributes in education sector.
2. To measure the impact of work life balance attributes on employee commitment.

Research Hypothesis

Ho1: There is no significant relationship between work life balance attributes on employee commitment.

- **$H0_{1.1}$:** There is no significant relationship between working environment on employee commitment.
- **$H0_{1.2}$:** There is no significant relationship between decision making power on employee commitment.
- **$H0_{1.3}$:** There is no significant relationship between personal role on employee commitment.
- **$H0_{1.4}$:** There is no significant relationship between work support and employee commitment.
- **$H0_{1.5}$:** There is no significant relationship between conflict with colleagues and employee commitment.

Statistical Tools

- Reliability Test
- Exploratory Factor Analysis
- Multiple Linear Regression

Research Methodology

It was hard to get sample data because so many people in India use social networking sites. Convenience sampling, on the other hand, was used to collect the sample data from the Bengaluru region in the required sample size (480 in the Education Sector). By adhering to an objective sampling procedure, systematic bias and sampling error were minimized in order to create a sample design that accurately represents the population. The population of education sector employees comprised the sample.

Data Synthesis

Reliability Test

Table: 1. Case Processing Summary

		N	%
Cases	Valid	480	100.0
	Excluded[a]	0	.0
	Total	480	100.0

a. Listwise deletion based on all variables in the procedure.

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Table: 2. Reliability Statistics

Cronbach's Alpha	N of Items
.861	16

The internal consistency of the questionnaire of 16 questions with a value of the Cronbach's Alpha is 0.861, which shows that data is 86.1 per cent reliable**.**

Exploratory Factor Analysis

Table: 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.845
Bartlett's Test of Sphericity	Approx. Chi-Square	2283.187
	Df	105
	Sig.	.000

KMO-Bartlett's test needs to be used to determine the data's eligibility prior to factor analysis. Multivariate normality and sampling adequacy are measured by this test. In this study, the KMO value is 0.845 > 0.5, indicating that the sample taken is sufficient. A value of 0.000 < 0.05 on the Bartlett's Test of Sphericity indicates that multiple variables are normal. Thus Variable Investigation is considered as a fitting strategy for additional examination of the information.

Eigen Values

The numbers of the variables used in the Factor Analysis make up the initial components. Nevertheless, not all 16 variables will be preserved. By combining the relevant variables, only the five factors will be extracted in this study. The factors' variances are represented by their Eigenvalues. The Eigenvalue can be found in the total column. Eigenvalues will always be highest for the first factor, which will always have the most variance. The remaining variance will be as much as possible accounted for by the subsequent factor, and this process will continue until the final factor. The cumulative percentage indicates the combined percentage of variance accounted for by the current and preceding factors. The percentage of variance indicates the percentage of total variance accounted for by each factor. The five factors account for 66.216 percent of the variance in this study. The variance distribution following the varimax rotation using Kaiser Normalization is depicted by the rotation sums of the squared loading. The varimax rotation seeks to maximize each factor's variance.

Table: 4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.926	32.839	32.839	4.926	32.839	32.839	2.748	18.319	18.319
2	1.542	10.280	43.120	1.542	10.280	43.120	2.351	15.675	33.994
3	1.404	9.361	52.481	1.404	9.361	52.481	1.646	10.974	44.968

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4	1.182	7.878	60.359	1.182	7.878	60.359	1.637	10.917	55.885
5	.878	5.857	66.216	.878	5.857	66.216	1.550	10.331	66.216
6	.796	5.304	71.519						
7	.632	4.214	75.733						
8	.608	4.051	79.784						
9	.593	3.956	83.740						
10	.522	3.482	87.222						
11	.462	3.081	90.303						
12	.440	2.934	93.237						
13	.393	2.622	95.859						
14	.339	2.259	98.118						
15	.282	1.882	100.000						

Extraction Method: Principal Component Analysis.

Five factors have been extracted using Varimax Rotation with Kaiser Normalization. All of the variables with factor loadings greater than 0.5 make up each factor. Five factors were combined from 16 variables. From the 16 variables used in the study, 5 factors were chosen. 66.216 percent of the variation in employees' work-life balance characteristics in the education sector was explained by these five extracted factors.

Rotated Component Matrix

Rotated factor loadings, or correlations between variables and factors, are depicted by the Rotated Component Matrix. The rotated factors that have been taken out of the total factor are depicted in the factor column. After data reduction, these are the core factors that were used as the final factor.

Table: 5. Rotated Component Matrix[a]

Statements	Component				
	1	2	3	4	5
I need to look for opportunities outside my institution for career advancement.	.799				
My work is academic in nature and the environment is conducive	.735				
I have power to take decisions in my family	.706				
My working environment is depressing.	.642				
My educational status and job performance increases conflicts among my colleagues.	.622				
I have enough time to take care and spend time with my family.		.811			
Role I play in various spheres (home, institution, family) conflicts with each other as well as with my values		.799			

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I am able to talk to my children politely and hear them with patience (if applicable).		.760			
I get adequate training when new systems are introduced in my organization			.782		
I get disturbed when there is delay in the completion of work.			.752		
I get adequate time for lunch to have healthy food and talk to colleagues and feel relaxed			.553		
My superior gives guidelines to perform and encourages me to take my own decision.				.846	
My superiors give more importance towards well-being of employees and can easily discuss the issues related to work and family life				.716	
I get respect for my work from co-workers, superiors and students.					.756
Negative attitude of my family members hinders me in my work. (such as financial support, irritation at home, no tolerance)					.520
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

The correlation between the variables and each of the extracted factors can be seen in the aforementioned matrix. In most cases, each variable is more heavily influenced by one factor than the others. In order to determine which variables are a part of each factor, the variable with the highest value in each row is chosen to be a part of that factor. In order to group the 16 variables into 5 core factors, excluding low loading variables, the values in each row have been highlighted in high.

Multiple Linear Regression

In order to access the impact of independent variables on employee commitment as a dependent variable, enter a method of multiple regressions was applied.

Table: 6. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.724[a]	.524	.519	.661	1.973

a. Predictors: (Constant), Conflict with colleagues, Working Environment, Work Support, Personal Role, Decision making power

b. Dependent Variable: Employee Commitment

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R: R is the multiple correlations co-efficient, and its value ranges from -1 to +1. The fact that the R-value is 0.724 indicates that there is a strong positive correlation between employee commitment in the education sector and attributes related to work-life balance.

Square R: The determination coefficient between 0 and 1 is represented by R2. Since the R square value is 0.524, employee commitment in the education sector accounts for 52.4% of the explained variation.

The autocorrelation in the regression analysis's residuals can be observed using the Durbin-Watson (DW) statistic. The range of statistic values between 1.5 and 2.5 is considered to be fairly normal. The fact that the value in this case is 1.973 indicates that they are fairly normal and that the model does not have the issue of auto-correlated predictors.

A statistical regression analysis's residuals are subjected to a test for autocorrelation known as the Durbin Watson (DW) statistic. Between 0 and 4, the Durbin-Watson statistic will always have a value. A value of 2.0 indicates that the sample does not exhibit any autocorrelation. Positive autocorrelation is indicated by values between 0 and less than 2, while negative autocorrelation is indicated by values between 2 and 4. A guideline is that test measurement values in the scope of 1.5 to 2.5 are generally ordinary.

Table: 7. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	228.441	5	45.688	104.442	.000[b]
	Residual	207.351	474	.437		
	Total	435.792	479			

a. Dependent Variable: Employee Commitment

b. Predictors: (Constant), Conflict with colleagues, Working Environment, Work Support, Personal Role, Decision making power

The F-ratio (104.442) is statistically significant with a p-value (0.000) <0.05 (level of significance) and also demonstrates the model's significance, indicating the study's overall model's statistical significance as well as the significant relationship between the independent variables (Work-Life-Balance Attributes) and the dependent variable (Employee Commitment).

Table: 9. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.657	.141		4.674	.000
	Working Environment	.202	.033	.244	6.091	.000
	Decision making power	.165	.035	.195	4.705	.000
	Personal Role	.188	.034	.220	5.530	.000

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Work Support	.224	.033	.238	6.769	.000
Conflict with colleagues	.087	.032	.096	2.719	.003

a. Dependent Variable: Employee Commitment

As the t-values tested show that the coefficient is different from 0 with p-values <0.05, the coefficient table suggests that the component of work-life balance related to employee commitment is a statistically significant predictor. Employee commitment is affected by the standardized coefficient for work-life balance and employee commitment, as shown in table 9 above.

$H0_{1.1}$: There is no significant relationship between working environment on employee commitment.

Table 9, shows Beta value as 0.244 which indicates positive impact of working environment on employee commitment. Since t, value is 6.091 and sig. value is 0.000 which is less than 0.05 hence working environment has a significant impact on employee commitment in education sector. Hence, null hypothesis $H0_{1.1:}$ stating that there is no significant relationship between working environment on employee commitment is rejected.

$H0_{1.2}$: There is no significant relationship between decision making power ***on employee commitment.***

Table 9, shows Beta value as 0.195 which indicates positive impact of decision making power on employee commitment. Since t, value is 4.705 and sig. value is 0.001 which is less than 0.05 hence Decision making power has a significant impact employee commitment in education sector. Hence, null hypothesis $H0_{1.2:}$ stating that there is no significant relationship between decision making power on employee commitment is rejected.

$H0_{1.3}$: There is no significant relationship between personal role on employee commitment.

Table 9, shows Beta value as 0.220 which indicates positive impact of personal role on employee commitment. Since t, value is 5.530 and sig. value is 0.000 which is less than 0.05 hence personal role has a significant impact on employee commitment in education sector. Hence, null hypothesis $H0_{1.3:}$ stating that there is no significant relationship between personal role on employee commitment is rejected.

$H0_{1.4}$: There is no significant relationship between work support and employee commitment.

Table 9, shows Beta value as 0.238 which indicates positive impact of work support on employee commitment. Since t, value is 6.769 and sig. value is 0.000 which is less than 0.05 hence work support has a significant impact on employee commitment in education sector. Hence, null hypothesis $H0_{1.4:}$ stating that there is no significant relationship between work support on employee commitment is rejected.

$H0_{1.5}$: There is no significant relationship between conflict with colleagues ***and employee commitment.***

Table 9, shows Beta value as 0.096 which indicates positive impact of conflict with colleagues on employee commitment. Since t, value is 2.719 and sig. value is 0.003 which is less than 0.05 hence conflict with colleagues has a significant impact on employee commitment in

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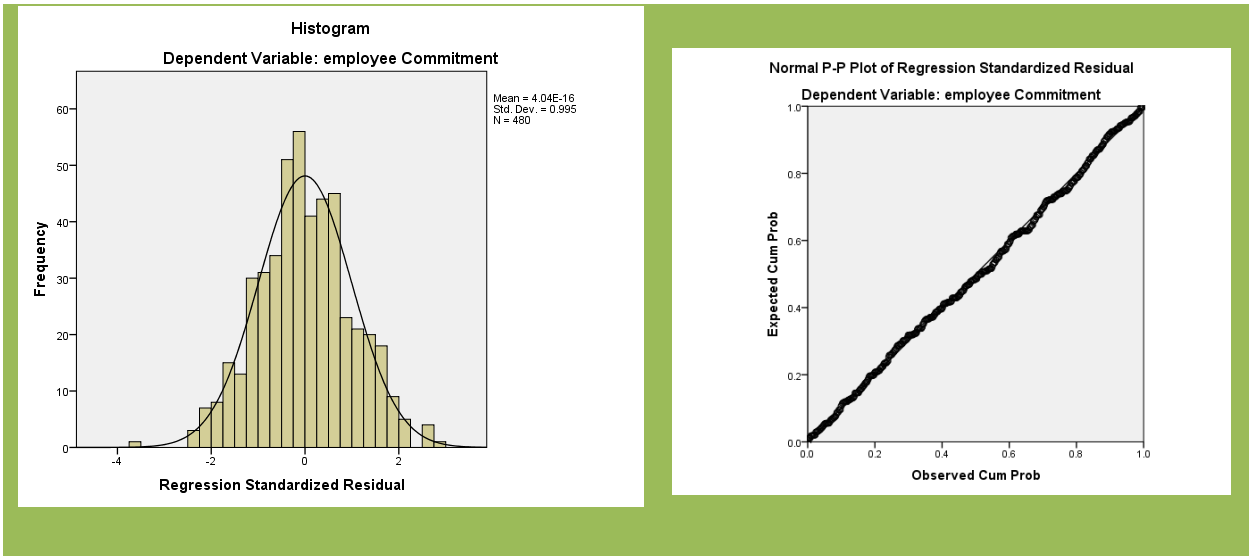
education sector. Hence, null hypothesis $H0_{1.5:}$ stating that there is no significant relationship between conflict with colleagues on employee commitment is rejected.

Histogram and Normal P-plot



In figure-1, shows a histogram with normal overlay of the distribution of the residuals. Normal P-P plot, the distribution is considered to be normal to the extent that the plotted points match the diagonal line.

Multiple Regression Result Summary

Table: 10. Regression Results Summary

Ho1: There is no significant relationship between work life balance attributes on employee commitment.			
Sub-Hypothesis	**Sig.**	**Remark**	**R^2**
$H0_{1.1:}$ There is no significant relationship between working environment on employee commitment.	.000	Rejected	0.524
$H0_{1.2:}$ There is no significant relationship between decision making power on employee commitment.	.000	Rejected	
$H0_{1.3:}$ There is no significant relationship between personal role on employee commitment.	.000	Rejected	
$H0_{1.4:}$ There is no significant relationship between work support and employee commitment.	.000	Rejected	
$H0_{1.5:}$ There is no significant relationship between conflict with colleagues and employee commitment.	.003	Rejected	

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Practical Implication

- Employees should receive specialized training in order to stay current on the most recent technical skills and knowledge.
- In education sector, the working hours—typically eight hours with an upper limit-should be uniform, and women shouldn't be forced to work more than they can handle.
- Employees should have access to verified transportation with adequate security measures so that they can travel at night without fear.
- Employees should be granted sabbatical leave to pursue higher education, as this will boost employee productivity.
- Employees' families should be made aware of the organization's working environment and culture through family and parental support programs and counseling.

Conclusion

The study investigated the impact of work life balance attributes on employee commitment in education sector. Multiple linear regression analysis highlights that working environment, decision making power, personal role, work support and conflict with colleagues have significant impact on employee commitment in education sector.

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