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AN EMPIRICAL STUDY OF FEMALE TEACHERS IN HIGHER EDUCATIONAL INSTITUTION AND THEIR WORK LIFE BALANCE

*Aafreen Jamaluddin Hasib, **Dr. Balgopal Singh, **Dr. Vimlesh Tanwar

***Research Scholar**

Faculty of Management Studies, Banasthali Vidyapith

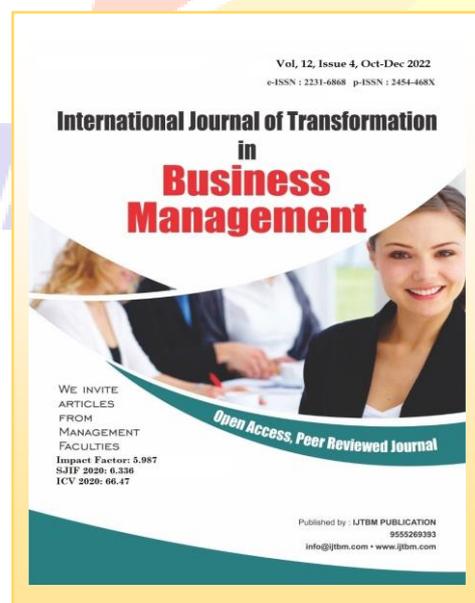
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ABSTRACT

Women's freedom was fostered by social conventions in ancient India. There are both benefits and drawbacks to these renaissances, such as the ability for women to achieve amazing heights in one region while family responsibilities hold them back in another. Women should prioritise their families since society would suffer immensely if their children are not properly nurtured. The findings show that when employees believe their occupations have a greater impact on their life as a whole, unfavourable linkages between work-family conflict and organisational attitudes and retention are lessened. Individuals' priorities may cause conflicts with superiors, colleagues, and/or family members. When a person is worried about personal troubles at work and job-related concerns at home, a kind of stress known as "spillover" occurs. Time-based issues arise when individuals spend too much time juggling many duties. Career schedules, work orientation, marriage, having children, and spouse employment habits are just a few examples of elements that might impose a strain on someone's ability to dedicate significant time to their professional or family commitments.

Keywords: *Women's empowerment, Role and responsibilities and work life balances*

INTRODUCTION:

The development of new technologies will certainly cause changes in the way we operate. Further, it influences interactions between employees in the workplace. Changes in both theory and practise of government have resulted from technological developments, with intellectual power gradually replacing physical authority. White-collar jobs displaced blue-collar ones at first, and later experts filled the void left by the former.

Conventional roles that women are expected to assume at home and in society have also evolved throughout time. Through their education, they gained access to the commercial world, government jobs, political arenas, and many other fields.

However, these customary roles within the management of families have not diminished.

Social norms in ancient India encouraged women's independence. There are several advantages and disadvantages to these renaissances, such as the opportunity for women to attain tremendous heights in one location while at the same time, family duties have kept them back in another. Women should prioritise their families since society as a whole would suffer greatly if their children are not raised properly. Within the framework of the family, women often play more central and decisive responsibilities. They must also have time to themselves.

One of the most important difficulties in today's society is striking a balance between

one's work and personal responsibilities. The fundamental goal of this thesis is to learn about the challenges working women have in achieving a good work-life balance and then to propose a plan for overcoming those challenges. The lives of working women are the subject of this thesis.

Studying the topic in its historical context:

In our country, education plays a crucial role. The private higher education sector, an integral part of Sri Lanka's educational system, is a key focus of the study alongside state institutions. Certificates, Bachelor's Degrees, and Master's Degrees from Foreign Institutions are just few of the options available to students at these schools. The value of a professor in the development of these establishments cannot be overstated. To provide excellent service, they must be in good mental and physical condition.

The increase of two-income families in recent decades has had a profound effect on the fabric of modern society. Therefore, a woman must play a variety of roles throughout her lifespan. The vast majority of professors and researchers are women. Learning how these women manage their careers and home lives is crucial. In order to properly manage the demands of both one's professional and personal lives, it is necessary to establish firm boundaries between the two.

Work-life balance is important for a person's emotional and physical well-being. Initially used around the turn of the century, WLB has now gained widespread acceptance. One of the key motives for the development of such a concept is the potential detrimental impact of an uneven work-life schedule on the health and productivity of a person, a family, and a business. This research will primarily concentrate on the work-life balance of working women in higher education in Mumbai, India.

Objective of the study:

- 1-To examine the association between demographical variables and factors of job enrichment
- 2-To investigate the corelation between demographic variables and work life balances and conflicts.
- 3- to assess the dorrelation between Demographic factors and Family - work conflict.
- 4- to provide the suggestion for work life balances

REVIEW OF LITERATURE:

Work-life balance refers to an individual's capacity to organise their professional and personal lives in such a way that they are able to lead a life that is both healthy and serene. It places an emphasis on the values,

attitudes, and ideas held by women on their age at which they may begin working in the context of planning and managing their personal and professional lives. (K. Santhana Lakshmi and S. Sujatha Gopinath, March 2013). [Citation needed] During the course of studying the different literatures, the following factors were recognised as having an impact on the WLB experience.

In their 2010 article, Krishna Reddy and Vranda explore the concerns of family and work conflicts as well as work. Family Conflict is more likely to exert negative impacts in the family domain, leading to lower levels of life satisfaction and larger levels of internal conflict within the family. Variables that affect the experience of WFC and FWC also impact the experience of family conflict.

Although it's possible that conflicts between job and family are unavoidable, experts like Friedman and Greenhaus (2000) have suggested other ways to alleviate stress in order to make life more manageable. For instance, increasing autonomy in the job and networking with peers may both contribute to an improvement in the quality of one's work life.

To better comprehend the work-life balance experienced by persons working in a wide range of businesses, Hebbar, C. K. (2022) compiled data from a number of separate

research projects. To better understand the work-life balances of individuals in a wide range of businesses, the author has read a number of related books, research papers, and journals. Employees in many different industries often find it difficult to strike a good work-life balance. There are several non-work factors that impact employees' performance on the job.

Dodanwala et al(2022) .'s findings provided evidence for the role of work-family conflict as a moderator of the connection between role overload and job stress. This study found that the interaction between time-based work-family conflict and strain-based work-family conflict moderated the effect of role overload on psychological stress. Conflicts between work and family entirely moderated the effect of role overload on physiological stress. Companies that value their workers' health and happiness should make a stress-free workplace a top priority, with reasonable workloads for all employees. The management should also take note of the impact working hours have on employees' stress levels and personal life.

Calderwood et.al. (2022) asserted that regular pressures may make it difficult for working parents of children with special needs (such as emotional, behavioural, or learning issues) to balance the demands of their jobs and their families. This is especially true for parents who have more

than one kid with special needs. This pressure has been amplified during the COVID-19 epidemic due to the fact that these parents often need to take on additional responsibility in order to support their children's distant learning while still fulfilling the obligations that are associated with their own jobs. As a result, working parents who have children who have special needs may be more susceptible to the unfavourable outcomes that may result from pandemic-induced changes to employment (such as teleworking) and schooling (e.g., remote instruction). We aimed to get an understanding of the factors that contribute to a person's level of satisfaction with their work-life balance (WLB) in this priority group, with a particular focus on the role that chronic job stress perceptions play in the context of this process. During the fall of 2020, we conducted a study in which we asked 47 working parents of children with special needs to keep a daily diary for 10 days. During this time, we found that the challenges faced by families can deplete positive affect from day to day, which in turn undermines satisfaction with a healthy work-life balance.

An investigation into permanent organisations and temporary organisations, such as projects, was carried out by Goetz, N., and Wald, A. (2022). According to the findings of this investigation, permanent

organisations and temporary organisations represent two opposite poles of a continuum of organisational temporariness. Research has revealed that the temporary nature of an organisation may have an effect on the results of the company as well as the behaviour of its employees. We study work satisfaction and organisational commitment in a permanent organisation and person-job fit in a temporary organisation as antecedents of employee performance using a sample size of 341. In a permanent company, job satisfaction and organisational commitment are both important. In the following, we investigate how the degree of organisational transience affects the strength of these interactions. According to the findings, job satisfaction and organisational commitment have a detrimental effect on employee performance in a work environment that is shaped by the coexistence of a permanent organisation and a temporary organisation. This is in contrast to the effects that job satisfaction and organisational commitment are known to have in permanent organisations.

RESEARCH METHODOLOGY:

Research is described as a methodical procedure for solving a research topic by collecting relevant data using appropriate methods, analysing and interpreting that data, and generating conclusions based on those analyses (Jaiswal et al. .

This research work will be descriptive research. The study was conducted with simple random sampling, primary, secondary, and other qualitative inputs that directly measure the work-life balance of working women in higher education institutions. The research will rely hereby on the field survey techniques

DATA ANALYSIS:

Table-1 depicts the demographic characteristics of the female teachers from higher education institution in Mumbai. The

major demographic variables are identified as their age, education, experience, salary, working hours in the institution, overtime for work and extra out given to institution without pay. The complete valid cases are counted at 500. Major descriptive parameters are minimum in the data set of the variables, maximum of the data set of the variable so that we can get the idea of the range and distribution of the data set. Average value with standard deviation to estimate the significant results.

Table-1: descriptive statistics of the variables

| Descriptive Statistics | | | | | |
|------------------------|-----|----------|----------|------------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Age | 500 | 30.00 | 60.00 | 45.0080 | 9.02079 |
| Education | 500 | 1.00 | 4.00 | 2.4460 | 1.11605 |
| Experience | 500 | 1.00 | 20.00 | 9.2640 | 5.25638 |
| Salary | 500 | 30004.00 | 79885.00 | 55567.9060 | 14551.86207 |
| Working_hour | 500 | 1.00 | 8.00 | 6.9660 | 1.40599 |
| Time overtime | 500 | 1.00 | 2.00 | 1.3220 | 1.38411 |
| Extrahour_withoutpay | 500 | 1.00 | 1.300 | .5640 | .09572 |
| Valid N (listwise) | 500 | | | | |

Source: Primary Source

Age group of the female teachers in higher education lies between 30 years to 60 years of age group and average age of the teachers is 45 years with 9 standard deviation which is completely significant. Moreover, Education is defined from MA and MA net PHD and post doct with four scale. Most of the teachers are MA net not even PHD. They have 1 year to 20 years of the experience. Most of the teachers from sample do have 9 years of the experience. They get minimum

salary of 30000 to 80000. Average salary among teacher is 55568 Rs.

Most of the teachers do have part time job in higher education for 3 hours lectures but few also average working hour is 7 hours in a day. Some teachers do work overtime with paid honorarium for 2 hours. Average overtime done by teachers is 1.3 hours. But few spend their over time for overtime

without any pay i.e. average 30 minutes in a day.

Correlation between Demographical variables and factors of job enrichment

H01: there is no significant relationship between the demographic variables and the

factors influencing job enrichment and performance

As variables are scaled on ordinal scale therefore rather Karl Pearson correlation we use Spearman rank correlation coefficient to get the unbiased results.

Table- 2: Spearman Correlation Between Demographic and factors of job enrichments variables

| | Variables. | Salary | Location | Holidays | Job Interest | Career Development | Job Flexibility | Leave policy | Training programs | Security | environment |
|----------------|---------------------------|--------|----------|----------|--------------|--------------------|-----------------|--------------|-------------------|----------|-------------|
| Spearman's rho | Age | 0.75 | 0.61 | 0.64 | 0.57 | 0.73 | 0.88 | 0.75 | 0.54 | 0.82 | .82 |
| 1 | Marital status | -0.079 | 0.076 | 0.056 | 0.017 | -0.008 | -0.016 | -0.001 | .131** | -0.01 | -0.013 |
| 2 | Family member | 0.62 | 0.67 | 0.39 | 0.54 | 0.027 | 0.67 | 0.00 | 0.042 | 0.012 | 0.046 |
| 3 | Cast | -0.026 | 0.011 | 0.056 | 0 | 0.035 | 0.028 | 0.077 | -0.033 | -0.011 | 0.029 |
| 4 | Religion | -0.011 | 0.013 | 0.004 | 0.059 | 0.03 | .139** | 0.021 | -0.002 | -0.085 | 0.003 |
| 5 | Area | 0.061 | 0.058 | 0.021 | -0.005 | 0.023 | .095* | -0.066 | -0.011 | 0.08 | -0.038 |
| 6 | Education | 0.88 | 0.52 | 0.65 | 0.82 | 0.86 | 0.79 | 0.036 | 0.86 | .73** | 0.48 |
| 7 | Family Structure | 0.03 | 0.72 | 0.58 | 0.82 | 0.82 | 0.93 | 0.038 | 0.007 | 0.01 | 0.076 |
| 8 | Working institution | 0.32 | -0.25 | -0.02 | -0.09 | 0.68 | -0.12 | -0.03 | -0.047 | -0.009 | -0.003 |
| 9 | Experience | 0.54 | -0.016 | 0.43 | 0.79 | 0.89 | 0.24 | 0.17 | 0.47 | 0.88 | 0.27 |
| 11 | Designation in department | 0.83 | 0.37 | 0.67 | 0.52 | 0.93 | -.10 | 0.73 | 0.55 | 0.024 | 0.48 |
| 12 | Family Conflict | 0.23 | 0.34 | 0.23 | -0.34 | -0.78 | -0.67 | -0.86 | -0.56 | -0.63 | -0.54 |

Table-2 Depicts that with age, job enrichment is positively associated as all are having positive sign. But with marital status and leave policy do have negative

association. SO married women face conflicts in career development at work place. As family member, women teachers do have only few factors associated like job

interest and salary rest of the variables are not significantly associated with the job enrichment factors. Cast do not have any significant association with Job enrichment factors as all the coefficients are less value than 0.5. Religion does have relationship with job interest but very weak. Area also does not have any association as all values are very less compare to .5. so we can say area of the teacher do not have any influence on getting interested in their respective jobs.

Education does have positive association with job enrichment. Family structure mostly

associated with the factors. Hence to predict the job enrichment factors of the women teachers family structure must be analysed completely.

Work Institution do have negligible association with the job enrichment factors but experience does have positive impact with salary, good location job interest career development job security etc.

Departments also do have association with the job enrichment. Whereas family conflict do have negative association with the job enrichment.

Table-3: Corelation between demographic variables and work life balances and conflicts.

| | Variables. | WLB Policy | WLB differences | Involvement of family | Job before family | Job satisfaction |
|----------------|---------------------------|------------|-----------------|-----------------------|-------------------|------------------|
| Spearman's rho | Age | .83 | 0.67 | 0.86 | -.98 | 0.76 |
| 1 | Marital status | 0.063 | -0.04 | 0.048 | 0.008 | 0.58 |
| 2 | Family member | -0.057 | -.104* | -0.036 | 0.077 | -0.12 |
| 3 | Cast | 0.068 | 0.045 | -0.058 | -.114* | 0.05 |
| 4 | Religion | -0.086 | -0.038 | 0.012 | -0.051 | .01 |
| 5 | Area | 0.048 | -0.042 | 0.036 | -0.038 | .45 |
| 6 | Education | 0.69 | 0.53 | .68* | -0.58 | .76 |
| 7 | Family Structure | -0.051 | -0.021 | 0.019 | 0.022 | .67 |
| 8 | Working institution | -0.08 | 0.057 | -0.039 | 0.028 | 0.78 |
| 9 | Experience | .69 | 0.012 | 0.44 | -0.66 | 0.85 |
| 11 | Designation in department | 0.02 | 0.54 | 0.15 | -0.006 | 0.87 |
| 12 | Family Conflict | -0.57 | -0.45 | -0.76 | 0.87 | -0.76 |

H0: There is no significance relationship between demographic variables and work life balances.

From table-3, relationship between the demographic variables and work life

balances elements are expressed and revealed that age is positively associated with work life balances but ages teachers give priority to their family not job as r value is negative. Experience and education also do have their positive association with work life balances

but the rest association is not very strong to get explained in details. But if family conflict exist then job is given priority as per the result $r = 0.87$ positive association.

However, all the demographic factors showing positive association with job satisfaction except if family conflict exist at home.

Correlation between Demographic factors and Family work conflict:

Table-4: Correlation between Demographic factors and Family work conflict

| Correlations | | Family work Conflict | | | | | | |
|--------------|---------------------|----------------------|----------------------------|----------------------------|-----------------|------------------|---------|-----------------|
| S. No | | Strong trust | Dispute financial decision | Dispute Household decision | Combined dinner | Familiarisations | Support | Family Conflict |
| 1 | Age | -0.035 | -0.003 | -0.018 | 0.023 | -0.009 | .123** | -0.39 |
| 2 | Marital status | -0.023 | -0.008 | -0.063 | 0.074 | -0.023 | 0.037 | 0.45 |
| 3 | Family member | 0.015 | 0.011 | -0.052 | -0.01 | -0.003 | .098* | 0.28 |
| 4 | Cast | 0.027 | -0.059 | 0.041 | 0.019 | -0.02 | -0.02 | -0.16 |
| 5 | Religion | -0.017 | -0.035 | -0.035 | -0.044 | -.099* | 0.057 | -0.73 |
| 6 | Area | 0.029 | 0.009 | -0.005 | .134** | -0.056 | 0.006 | 0.035 |
| 7 | Education | -0.02 | 0.028 | -0.004 | -0.067 | .109* | -0.04 | 0.026 |
| 8 | Family structure | -0.007 | 0.026 | -0.013 | -0.034 | -0.003 | 0.021 | -0.007 |
| 9 | Working institution | 0.015 | 0.074 | -.092* | 0.025 | 0.036 | 0.016 | 0.023 |
| 10 | Experience | -0.005 | -0.006 | -0.065 | -0.008 | 0.007 | 0.077 | 0.007 |
| 11 | Department | 0.033 | -0.072 | 0.027 | -0.036 | 0.03 | .105* | -0.048 |
| 12 | Designation | 0.027 | -0.019 | -0.008 | -0.036 | 0.007 | 0.062 | -0.044 |

Table-4 represent the correlation between the demographic factor in that age shows weaker negative association with the family conflict as teacher get old she is having least conflict with family about her work place. Moreover, marital status give positive impact the least is observed among the single but married and divorced people get conflict in their family. Increasing family member also increase the

caused of family work conflict In the later part in the table we can observe that the res5t variable do not have any association as values are very less than 0.5 and reflect the negligible value like .001 or little bit greater. So there is no need to have concerned about those variable as they do not have any association.

Correlation between demographic factors and Work life conflict

Table-5: Correlation between demographic factors and Work life conflict

| | | Decision conflict | Ill treatment | Dispute | No respect | Rude behaviour | Souging | Blame game | Unclear instruction | Work life conflict |
|----|---------------------|-------------------|---------------|---------|------------|----------------|---------|------------|---------------------|--------------------|
| 1 | Age | 0.076 | -0.064 | -0.049 | -0.08 | 0.039 | 0.062 | 0.034 | -.94* | -0.23 |
| 2 | Marital status | 0.002 | -0.017 | -0.06 | 0.014 | 0.053 | 0.041 | 0.025 | 0.015 | 0.024 |
| 3 | Family member | -0.073 | -0.078 | -0.005 | 0.024 | -0.024 | 0.022 | 0.022 | 0.012 | -0.044 |
| 5 | Cast | 0.81 | 0.21 | 0.76 | 0.44 | 0.23 | 0.58 | 0.48 | 0.55 | .579** |
| 6 | Religion | -0.021 | 0.059 | 0.014 | 0.05 | .102* | 0.025 | -0.054 | 0.045 | 0.033 |
| 7 | Area | 0.021 | -0.029 | 0.027 | -0.029 | -0.026 | 0.042 | -0.056 | -0.042 | -0.052 |
| 8 | Education | 0.058 | 0.049 | 0.01 | -0.034 | -0.066 | -0.035 | -0.007 | 0.044 | 0.015 |
| 9 | Family structure | 0.57 | .106* | -0.52 | 0.48 | -0.64 | .74* | 0.72 | .43 | .88* |
| 10 | Working institution | .105* | -.93* | .95* | -0.004 | 0.073 | 0.046 | 0.028 | -0.08 | -0.58 |
| 11 | Experience | -0.28 | -0.58 | -0.15 | -0.65 | -0.41 | -0.55 | -0.51 | -0.52 | -0.54 |
| 12 | Department | 0.023 | -0.003 | 0.02 | 0.016 | -0.032 | -0.037 | 0.017 | -0.026 | -0.009 |

Table-5 represent the correlation between the variable between work life conflict and demographic variable. Here few interesting things occur. Age reduces work life conflict as all the components of work life conflict (variables) are showing inverse relationship with the age. Marital status and family size do not show any significant relationship if they have numbers they have very low values so these two factors affect the family work conflict but work family conflict is not so much associated. Cast of the teacher is

associated with work life conflict and teachers' family structure like whether they live in joint family or nuclear family do have association with the work life conflict the rest variable is having very negligible association with the work life conflict as they have very less value in comparison to 0.5 which decide the relationship between the variable.

Suggestion for work life balances:

Table-6: Suggestion for the work life balances

| Opinion | Frequency | Percent |
|--|-----------|---------|
| Keep Non-Work Commitments: | 87 | 17.4 |
| Take and use Vacation Time: | 109 | 21.8 |
| Learn to separate the work and personal life | 86 | 17.2 |
| Schedule all activity by using Your Calendar: | 115 | 23.0 |
| Mental and Physical Fitness: | 103 | 20.6 |
| | 500 | 100.0 |

Teachers are asked to improve the work life balance then they replied in the following way.

17.4% suggested that we should keep priorities to the non-work commitment to related to the family and household decision. They are equally important ignoring them also create conflict with work commitment. 22% suggested to use and enjoy the vacation time fully and not to bother the related issues at that time that will accelerate the efficiency of work. Moreover, 17% suggested to draw a line between work and personnel life. 23% suggested to use the calendar to schedule the activities and task to avoid the chaos. 21% suggested to give the importance to the physical and mental health both. As it said healthy mind lives in healthy body.

Hence these were the suggestion from the data set, most of them agreed upon the separating the work life and family life so

that interaction these two does not create any conflicts.

FINDING AND DISCUSSION:

There is a beneficial association between being older and having a more rewarding career. However, the relationship between marital status and vacation policy is unfavourable. There are obstacles for married women to advance in their careers. Women educators share few characteristics outside the gender gap, including a dedication to their profession and a desire to be compensated fairly. There is little to no connection between the other criteria and elements of job enrichment. There is no significant correlation between cast and job enrichment factors since all of the coefficients are less than 0.5. Anecdotally, religious affiliation correlates rather poorly with professional zeal. With all values thus far below .5, we can likewise infer that there

is no correlation between teachers' locations and their enthusiasm for their individual fields of study.

The more you learn, the better off you'll be in your career. The family dynamic is a major factor in the variables. As a consequence, it is necessary to investigate the family unit in depth in order to foresee the job enrichment aspects of female educators.

Experience has a positive effect on pay, great location, job interest, professional development, job security, and more, but institutional factors have a weaker link with these aspects of employment.

Demographics and features of work-life balance are outlined, and it is demonstrated that age is positively correlated with work-life balances, however older instructors are more likely to put family before work (as shown by the negative r value). There is a positive association between experience and education and work-life balance as well, although the connection between the two is too weak to be detailed in any great length. However, the $r = 0.87$ positive correlation indicates that job responsibilities take priority over family responsibilities.

A teacher's negative association with family strife tends to fade with time, and she experiences less resistance from her loved ones to her career choice as she matures. Even though both married and divorced

persons experience family conflict, single people are the most negatively impacted by their marital status. The probability of friction between family and job rises as the number of family members grows. In the latter part of the table, when r values are less than 0.5, there is no correlation since these numbers represent a negligible amount, such as .001 or slightly greater. Since a consequence, you shouldn't worry about these factors, as they are unrelated.

All of the factors that contribute to work-life tension have a negative correlation with age, therefore becoming older reduces that tension. There is no statistically significant correlation between marital status and family size; in fact, the values are rather small. Consequently, marital status and family size affect work-family conflict more than family-work conflict. It has been shown that a teacher's family structure, such as whether they are a nuclear or joint family, and their cast are both significant factors in the intensity of their work-life conflicts. Because their values are so much below 0.5, which defines the strength of the link between the variables, the remainder of the factors have an almost insignificant impact on work-life tension.

Seventeen percent of respondents stated that domestic and family matters should take precedence over professional ones. They are both equally important, and ignoring one

might lead to problems with loyalty to one's work. Twenty-two percent of those polled suggested maximising productivity by entirely unplugging on vacations. Additionally, 18% suggested segmenting off one's professional life from their home life. Twenty-three percent suggested making use of a calendar to keep track of appointments and deadlines in order to simplify matters. Twenty-one percent of respondents favoured include mental health in the overall wellness conversation. A healthy body houses a sound mind, or so the old proverb says.

Workers' and employees' satisfaction with their jobs is a key factor in the company's overall performance and growth. There is also data suggesting that relative salaries, as opposed to absolute earnings, are a stronger indicator of work satisfaction. It's possible that workers' levels of satisfaction with their working conditions have a detrimental effect on their motivation and output. Workloads that are too heavy, managers who give out too much responsibility, a lack of praise, and a dearth of opportunity to exercise discretion all contribute to an unsatisfactory workplace. Factors of employees' views on work-life balance were studied. It was also taken into account how many employees were aware of and made use of the different work-life benefits. New research suggests that by addressing supporting work practises and challenges and providing workers with work-

life benefit programmes, organisations may be able to help their employees achieve a healthy work-life balance.

Modern workforce management must respect the significance of workers' private life in order to attract and retain the best employees. The need of maintaining a good work-life balance has been emphasised in today's society. Customer-facing professions in the service sector, the healthcare sector, and the academic sector all need high levels of mental effort. Finding a space for these changes in the workplace today is more difficult if one's working capacity is reduced due to illness, according to a comparative research that looked at different eras in the history of work life in Sweden. These findings were determined by looking at data from a wide range of time periods, beginning in 1990 and ending in the present. Positive correlations exist between teacher motivation and outcomes in the classroom. To rephrase, it is true that a teacher's performance in the classroom will increase if they are highly driven, and the same is true if their motivation is boosted. Workers are more willing to put in the necessary effort, and businesses may make greater use of their human resources as a consequence. Employee morale has increased and the business is in a stronger position to achieve its goals on time. These factors include, but are not limited to, low salaries, a dearth of

resources, teachers' low social standing, their low mental and emotional well-being, stress at work, their relationships with coworkers, and the working conditions of principals. The effectiveness of female educators is profoundly affected by all of these elements. Teachers lose enthusiasm in proportion to the intensity of socioeconomic challenges in the community around the school. Researchers determined that there is a strong link between these inspiring traits and the success of female educators as a result of their results.

Finding a middle ground between professional and personal responsibilities is the focus of this research. According to the study's findings, educators require rules and practises that promote work-life balance if they are to successfully juggle their professional and personal responsibilities. Methods aimed at fostering a healthy work-life balance may boost morale and loyalty in the workplace.

Findings demonstrate that female academics encounter a number of similar barriers to attaining a reasonable work-life balance, even though national legislation and cultural perceptions on work vary widely from country to country. The findings show that women's ability to succeed varies from one country to another depending on the degree of support provided by formal laws and cultural norms.

High degrees of role overload and interference between work and family responsibilities are associated with poor levels of perceived control over one's career among those who claim high levels of autonomy. Companies are increasingly requiring their staff to adapt to new methods of operation and technological advancements in order to remain competitive in the face of fierce global competition.

Overworked people are less effective than workaholics. We still have a long way to go before we can call this area of research mature, but it serves to demonstrate why it's crucial to account for differences in context anytime we try to pin down the meaning of equilibrium. One possible side effect of overcommitting oneself at work is work-home conflict, a subtype of inter-role conflict in which the constraints of one's professional and personal roles collide and are irreconcilable.

In light of the growing awareness of the benefits of a healthy work-life balance, an increasing number of companies and other institutions are attempting to develop innovative solutions. Having a good work-life balance has been emphasised by several research. All employees' participation is crucial to the success of the business.

There is a perception that professional women have to choose between their own

needs and the needs of society. Some of the many elements that might affect stress levels include amount of education, income disparity, and years of professional experience. Some of the stresses that working women encounter include making their homes and families happy, being an active part of their communities, dealing with the stresses brought on by their partners, and devoting themselves fully to their work.

What a strain (e.g. job dissatisfaction, anxiety, psychosomatic symptoms, absenteeism, and job performance). There are a lot of human factors that might cause a work-life imbalance, such as stress. Age, personality, degree of education, marital standing, family size, quantity of free time, and gender are all factors. The demographics of the teaching workforce and the pressures they experience in their professional and personal life. Findings showed that respondents in their forties and fifties had the greatest levels of stress while trying to maintain a healthy work-life balance. Most respondents were unhappy with their work-life balance because of the heavy demands of their jobs.

Time-related difficulties, such as long hours, rigid schedules, the necessity to work shifts, or overnight shifts, nearly always contribute to conflicts between work and family life. However, stress at home, such as arguments with a spouse or children, might make it

difficult to provide one's best performance at work.

CONCLUSION:

The results imply that when workers view their jobs to have a bigger effect on their lives as a whole, negative links between work-family conflict and organisational attitudes and retention are reduced. Individuals' priority judgements may lead to disagreements with supervisors, coworkers, and/or family members. A kind of stress called as "spillover" happens when a person is concerned about personal difficulties at work and job-related matters at home. Time-based difficulties develop when people spend too much time juggling many responsibilities, according to Gilbreath (2004). Career schedules, job orientation, marriage, having children, and spouse employment habits are just a few examples of factors that may put pressure on someone to devote substantial time to their professional or family responsibilities.

According to the research, many types of disagreements and withdrawal behaviours have a significant influence on the individual level, as well as a crossover effect.

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