

# A STUDY ON WORK LIFE BALANCE, SELF EFFICACY ON EFFECTIVENESS OF TEACHING AND SATISFACTION WITH SPECIAL REFERENCE TO HIGHER EDUCATION INSTITUTES IN DELHI -NCR REGION

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## ABSTRACT

*Higher Education Institutes (HEIs) are one of the most important parts of building blocks in India. The direction and the scope of India's growth are largely dependent on its youth and their initiatives. HEIs are the places where the youth gets trained. Satisfaction of the faculty members and their effectiveness will have a cascading impact of the students. The present study makes an attempt to understand the impact of work-life balance and self-efficacy of the faculty members on their satisfaction and effectiveness. The study found a positive correlation between the WLB, SE and Satisfaction and effectiveness. The study makes an important contribution in analyzing the relationship between the variables in the critical education industry. Data collection is restricted to the Delhi-NCR region is one of the limitation of the study.*

**Keywords:** HEIs, Work Life Balance, Satisfaction, Self-efficacy, Effectiveness.

## INTRODUCTION

Department of Higher education MOE is responsible for the planning and implementation of policies related to higher education system in India. The higher education system in India includes both private and public universities. Since India follows federal structure so there is a demarcation of central and state universities. Public universities are supported by the central and state governments as per their constitution. The Private universities are mostly formed under the societies Act, 1860. The contemporary system has many corporate forming their private universities and diverting their CSR funds in them. The web of myriad forms of universities and stand-alone colleges make Indian higher education system complex. There are 1043 Universities, 42343 Colleges and 11779 stand alone Institutions listed on AISHE (All India Survey on Higher Education, 2019-2020) web portal and out of them 1019 Universities, 39955 Colleges and 9599 Stand-alone Institutions. The Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, 16 Professional Councils are established, controlling different aspects of accreditation and coordination. The existence of control and direction over the recognition and formation of the universities and colleges of the government make it coveted sector for the employment. The Government is in constant endeavour to improve upon the Gross enrolment ratio (GER). The study tries to develop an understanding on the satisfaction and effectiveness of the faculty members in HEIs. The complexity of the sector and revamping of the policies in the wake of environmental changes has been a major factor in the deterioration of the work-life balance. NEP, National Education

policy, 2020 has brought major overhauling of the education system and it is creating stress among the faculty for the re skilling.

‘Self-efficacy’ is a concept which was originally proposed by an eminent psychologist Albert Bandura. It refers to an individual’s belief in their capacity to execute necessary actions to produce specific attainments. Work-life balance is defined as an individual’s ability to meet their work and family commitments, as well as other non-work responsibilities and activities. Teaching as its own nature involves solving many problems that are complex, dynamic, and non-linear. So, teachers’ effectiveness is largely dependent on personal efficacy and how the teachers are able to solve the problems in the creative ways. The paper is divided into multiple sections like objectives, research methodology, Literature review, findings and conclusion.

## LITERATURE REVIEW

Work-life balance is topic of concern now-a-days due to multitude of reasons like post Covid scenario, increased usage of work from home and due to complexities of the job like requirement of newer skills and resultant pressure on the employees. According to Kalliath and Brough (2008), “WLB is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities”. Work life balance has always been a topic of interest for scholars and practioners who are keen to develop balance at work place (Guest, 2002). When the transition takes place in the work environment, the likelihood of the poor work life balance increases. Mallik &

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Allam, 2021 conducted an empirical study on the work life balance and job satisfaction among university academicians in Oman. It was observed in the study that the younger faculty members like assistant professor and post graduates have a lot of pressure of work in the universities. The result also reflected that male faculty members have a lot of pressure and responsibility in the universities in comparison to the female faculty members. The result of the study suggested that there is an immense need of cooperation and teamwork between the faculty members which will further lead to satisfaction in the workplace and will create Work-life balance among the university academicians in the Kingdom of Saudi Arabia. The recommendations were made that universities should adopt policies of flexible working environment for the betterment of the work life balance of the faculty members. Agha et al., 2017 conducted a study to understand the impact of work life balance and job satisfaction of higher education teachers in Oman. The study revealed that while work interference with personal life and personal life interference with work had a negative relationship with job satisfaction, work and personal life enhancement had a positive relationship with job satisfaction. A total of 1769 teachers from private institutions were contacted for the survey.

(Mayya et al., 2022) A study was conducted to understand the gender differences in the work life balance among the college and university professors in Karnataka, India. The study aimed to study whether the role of gender was associated with the WLB (work life balance) of academicians in Karnataka. The mean WLB score of male faculty reported higher in the study and the significant difference was reported in the mean score of WLB in gender was observed after adjusting for the effect of other demographic variables. The study suggested relatively females are facing more issues in the maintaining work life balance as compared to the males. It is important to understand that faculty profession is considered as more suitable profession for the females in terms of the society. And as the result more females are employed in the profession.

Work Life Balance (WLB) is a state of that equilibrium where the employment is such that it allows the employees to meet expectations of the family as well and their own life along with the work demands. Job satisfaction plays an important role in the commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to work in the organization. Abdullah, Z. D. (2021) conducted a study to determine the university academics perspective towards various aspects of remote teaching during COVID-19 pandemic. The study used a descriptive cross-sectional survey method. The data collection instrument was developed by the researcher in order to examine the academic staff perspective on online learning. The sample consisted of 132 lecturers from different universities in Kurdistan region-Iraq. The findings of the study showed that the majority of academics had limited Internet

access during remote teaching process. Author suggested that a reliable mode of assessment should be designed specifically for online learning to assess students' performance. Additionally, providing effective and continuous trainings on online teaching for academics to increase their competency of implementing online teaching is needed. Providing an effective free Internet access to both lecturers and students is essential for implementing online learning process.

Szabó et. al (2022) conducted a study to examine the relationship among teachers' efficacy-related experiences, work satisfaction and workload during the pandemic. 769 teachers (55 men and 677 female, 32 undefined) filled the online version of the Norwegian Teacher Self-Efficacy Scale and the Relative Self-Efficacy Scale. Findings suggested that significant positive correlation between job satisfaction and self-efficacy as well as job satisfaction and the sense of competency. Kruskal-Wallis Test proved higher level of self-efficacy among teachers with more experience in online teaching in the past. According to SEM analysis, job satisfaction is predicted by efficacy beliefs concerning the sense of competence, motivation, coping and conflict resolution. According to the study, findings revealed that experience in online teaching methods can enhance self-efficacy, which contributes to higher job satisfaction.

Chutyami et.al (2021) undertook a study to examine online (TSE) teaching self-efficacy during pandemic associated factors and moderators. A sample of 351 Chinese school teachers reported their respective feedback on TSE at the beginning and end of covid-19 school lockdown, in total six were followed up for an in-depth interview later post study. TSE for online instruction did not significantly influenced whereas that for technology application increased significantly. Lack of experience in online teaching, separation of teachers from students, school administrative process and unsatisfactory student academic performance were identified as the major associated factors. Calculations were made on the moderation effect of adaptability and teacher burnout on the change in online TSE was examined, of which passion burnout was the only significant moderator toward the change in online TSE. The research suggested that teachers' online TSE for technology application increased among Chinese teachers during COVID-19 school lockdown.

## RESEARCH METHODOLOGY

A research design is the arrangement of conditions for collection and analysis of data in a manner which is able to fulfil the research purpose. The present study uses descriptive research design to undertake its research objectives.

### OBJECTIVES OF STUDY

- a) To study the factors that affect work life balance of faculty members in HEIs
- b) To study the impact of self-efficacy on effectiveness of teaching & satisfaction of faculty members in HEIs.

c) To study the impact of work life balance, teacher effectiveness and satisfaction.

**DATA COLLECTION**

The study uses a self-reporting questionnaire consisting of three sections such as demographics, work life balance and teacher’s self-efficacy, satisfaction and effectiveness. All questions are based on Likert scale consisting of 5 items strongly agree, agree, neutral, disagree and strongly disagree.

**HYPOTHESES**

H1a: There is a significant positive relationship between work-life balance and satisfaction among faculty members of higher education institutes.

H1b: There is a significant positive relationship between self-efficacy and satisfaction among faculty members of higher education institutes.

H1c: There is a significant positive relationship between work-life balance and Teacher effectiveness among faculty members of higher education institutes.

H1d: There is a significant positive relationship between self-efficacy and Teacher effectiveness among faculty members of higher education institutes.

**ANALYSIS AND DISCUSSION**

Reliability is measure of internal consistency of constructs in a study. A construct is reliable if the alpha value is greater than 0.70. Construct’s reliability was assessed using Cronbach’s alpha.

**Table 1: Cronbach’s Alpha**

Work Life Balance	.748	14
Self Efficacy	.985	24
Satisfaction	.956	2
Effectiveness	.948	3

		Gender	Age	Marital Status	Which courses Do you teach	Years of teaching experience
N	Valid	119	119	119	119	119
	Missing	0	0	0	0	0
Mean		0.3	2.46	1.71		1.8
Median		0	2	2		2
Mode		0	3	2		1
Std. Deviation		0.461	1.032	0.454		0.777
Variance		0.213	1.064	0.206		0.603
Skewness		0.871	0.009	-0.961		0.369
Std. Error of Skewness		0.222	0.222	0.222		0.222
Minimum		0	1	1		1
Maximum		1	4	2		3

**Table 1.12: Correlations ( work life balance , teacher self efficacy , teacher satisfaction and teacher effectiveness**

		<b>Work life</b>	<b>Teacher Self efficacy</b>	<b>Teacher satisfaction</b>	<b>Teacher effectiveness</b>
Work life	Pearson Correlation	1	.014	-.255**	-.224*
	Sig. (2-tailed)		.879	.005	.014
	N	119	119	119	119
Teacher self- efficacy	Pearson Correlation	.014	1	.520**	.509**
	Sig. (2-tailed)	.879		<.001	<.001
	N	119	119	119	119
Teacher satisfaction	Pearson Correlation	-.255**	.520**	1	.922**
	Sig. (2-tailed)	.005	<.001		<.001
	N	119	119	119	119
Teacher effectiveness	Pearson Correlation	-.224*	.509**	.922**	1
	Sig. (2-tailed)	.014	<.001	<.001	
	N	119	119	119	119

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

\**. Correlation is significant at the 0.05 level (2-tailed).*

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