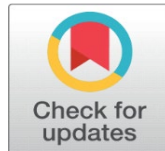


A STUDY ON WORK-LIFE BALANCE TO WORK-LIFE INTEGRATION IN PROFESSIONAL EDUCATION SECTOR IN UTTAR PRADESH

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ABSTRACT

The purpose of this instrumental case study was to explore the perception of constant access to technology for faculty members in the university setting. Constant access to technology was defined as the majority of work tasks taking place in front of the computer, the expectation of quick email responses, and the pressure for continual student interaction, particularly outside of regular business hours. Burnout theory guided this study, which provided views of faculty's efficiency, stress levels, and personal time.

Faculty attrition & retention can be seen to have many meanings and can be explained academically in a variety of ways. However, in simple terms it would mean finding talented people, having them perform well and keeping them in the organization. One needs to look at different ways and means by which Academic Institutions in India, are trying to keep their talent management process in place not only in acquiring talent, but also to retain the talented people from moving out of their educational institute.

This doctoral research work seeks to empirically examine the process, in which the faculty members are hired, nurtured/trained and retained in Academic Institutions and the factors affecting faculty shortage in Academic Institutions. This study is done with the objectives of identifying the factors affecting the faculty supply in Academic Institutions and to understand the key drivers of post graduate (Management) students towards taking Teaching profession.

The methodology adopted in this study was both qualitative and quantitative research. The data was collected from the combination of structured questionnaires and from personal interviews with selected stakeholders of Academic Institutions (Deans, Faculty). The personal enquiry notes were the rewarding phase of the research. This has been documented with meticulous care. Data has been processed and analysed using SPSS / Excel.

The population studied was the Management Institutes in Lucknow & periphery. This study was confined to State of Uttar Pradesh due to time and cost limitations. These institutes showed homogeneity in terms of recruitment, selection and retention of faculty in general and were headed by Deans/HODs meeting academic criteria, as laid down by AICTE.

In this research probability sampling was used to draw conclusions from a sample and to generalize the results back to the population and convenience sampling was used in case of Heads.

Keywords: Private Higher Educational Institutions, Small Colleges, Academic Staff, Turnover, Employee Retention, Indian Qualification Agency, Employee Satisfaction

1. INTRODUCTION

In modern day, society has undergone unprecedented changes and people are becoming more and more concerned about education and they are aware of the new competitive environment, from the demand for compulsory education to

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3107

the quality of education. In order to cope with the rapid changes in the contemporary world and meet the challenges of the future society, the education system has also changed in order to produce what the society needs. For example, the Education reform in recent years no longer emphasizes the academic achievements of the students as well as for improving the academic environment also .

Work-Life Balance Journey In the early 1800s the perception to work-recreation grew. Specialists have found that delegates who accept their maintain sources of income to be a noteworthy fragment of their characters will undoubtedly apply these correspondence advancements for work when they are out of college.

Some scholars recommend this obscured limit of work and life is an aftereffect of mechanical control.

Control system "stands out of the committee's social development." For starters, companies use email and suitable specialized cell phones to motivate and encourage their workers in every case to stay involved with the company while they are not at work. For starters, companies use email and suitable specialized cell phones to motivate and encourage their workers in every case to stay involved with the company while they are not at work.

The clash between job and social activities was introduced during the eighteenth century. Paul Krassner stated that psychologists seek the feeling of pleasure to provide as minimal distinction as practicable between their research and their recreation.

The "job-life balance" articulation was first seen in the U.K. throughout the mid-20th century to demonstrate the congruency between work and social existence of an adult.

Again as a consequence, contact techniques have improved in the temporal and systemic sections of work, characterizing "another working environment" where representatives 6 are progressively associated with the employment past the limits of the conventional workday and work environment.

Sometimes this restriction is hidden, the greater the job-to-life struggle is revealed either by representatives themselves.

Several other creators agree that parents who are affected by conflict between work and home would either decrease the number of hours one operates when various creators suggest that a parent leave personal life or spend extra hours in a professional atmosphere. This indicates in a surprising way a single experience in work-life struggles.

Employee help experts state there are numerous foundations for this circumstance going from individual desire and the weight of family commitments to the quickening pace of innovation.

In an ongoing report for the centre for work-life strategy, 1.7 million people find their careers and working hours inadequate because of the global economy. It's about work-life balance, reasonably managing rearranging, showing both paying labours, as well as various activities that are basic to people. It's not tied in with saying that work isn't right or terrible, however that work should not totally swarm out different things that affect individuals like time with family, cooperation in network exercises, intentional work, self awareness, relaxation and entertainment.

2. LITERATURE REVIEW

It discusses the reviewed research papers of national and international authors in the field of "Talent management, Retention, Induction Programs, Training & Development, Higher Education, Succession Planning, Learning Organizations, Academic staff members' professional & development needs, Leadership". Through assessing the online as well as print journals available at different libraries. A detailed survey of the concerned literature (National and international) has been carried out based on various journals, reviews concerned magazines and internet and presented by Tansley (2011), define the talent as there is no single or universal contemporary definition of "talent" in any one language; there are different organisational perspectives of talent. A shared organizational language for talent is important. Hughes and Rog (2008) explore meaning of talent management and why it is important (particularly with respect to its effect on employee recruitment, retention and engagement). Ernst & Young (May 2010) Talent management (how an organization manages and develops its people consistent with its business strategies) must be an integral part of the business strategy to be effective. This will increase the efficiency of all talent management programs and, at the same time, serve as an early warning system for problem areas Wellins, et.al (2009) suggest the nine best practices of talent management. Chuai, et.al. (2008) argues that TM practices emerges as being different from traditional HRM, incorporating new knowledge rather than being a simple repackaging of old techniques and ideas with new labels. In

addition, this study challenges the idea that TM is yet another struggle by HR professionals to enhance their legitimacy, status and credibility within their organization.

3. RESEARCH GAPS

Limited Focus on Professional Education: Existing research on work-life balance and retention in education often focuses on general education or specific sectors like management or engineering institutes. There's a need for research that specifically addresses the unique challenges and opportunities in professional education sectors like law, medicine, or technology.

Lack of Contextualized Studies: Research on talent management and its impact on work-life balance often overlooks the specific context of Lucknow and its periphery. Factors like local culture, economic conditions, and the specific characteristics of professional education institutions in this region may significantly influence faculty experiences and retention rates.

Inadequate Exploration of Talent Management Practices: While some studies touch upon talent management practices in education, there's a gap in understanding how these practices are specifically tailored to address work-life balance challenges and enhance faculty retention in professional education.

Missing Mediation Analysis: Few studies in this domain utilize mediation analysis to understand the mechanisms through which talent management practices influence work-life balance and, subsequently, faculty retention. For instance, does a specific talent management practice (e.g., flexible work arrangements) mediate the relationship between job satisfaction and retention?

3.1. AIM AND OBJECTIVE OF THE RESEARCH

Some of the key research aims are as follows:

- What results are experienced when professional institutes implement a talent management initiative for academic staff?
- To investigate the practices prevalent in professional institutes for retention of Faculty
- To Investigate the factors for Working Life Balance to faculty members in professional Institutions

4. HYPOTHESIS OF THE STUDY

The following are the hypotheses formulated and tested in this study:

Hypothesis 1

H0: Opinion of faculty & Employees differ with respect to Employees retention strategies practices followed by Education Sectors in Uttar Pradesh and vice-versa.

H1: Opinion of faculty & Employees do not differ with respect to Employees retention strategies practices followed by Education Sectors in Uttar Pradesh and vice-versa.

Hypothesis 2

H0: Opinions of Employees differ with respect to Education Sectors having a systematic approach to develop its Employees and vice-versa.

H1: Opinions of Employees do not differ with respect to Education Sectors have a systematic approach to develop their Employees and vice-versa.

Hypothesis 3

H0: Opinions of Employees do not differ with respect to Education Sector offer pay hike or bonus for faculty retention.

H1: Opinions of Employees differ with respect to Education Sector offer pay hike or bonus for faculty retention.

Hypothesis 4

H1: Opinions of Employees differ with respect to the Professional Education Sector offer promotion for faculty retention and vice-versa.

H0: Opinions of Employees do not differ with respect to Education Sector offer promotion for faculty retention and vice-versa.

5. RESEARCH DESIGN & METHODOLOGY

For the conduction of prescribed research work a mixed method approach has been followed in our research study, which includes exploratory & descriptive research design.

1) Exploratory Research: The main purpose of exploratory research is formulating a problem for more precise investigation. The major emphasis in such studies is on the discovery of ideas and insights. It helps to provide inside into, and better understanding of the problems.

2) Descriptive Research: Descriptive research studies are those studies which are concerned with describing the characteristics of a particular problem, individual, or of a group. It is Rigid and Structured Kothari (2002).

The participants were employees working currently in the Professional Education industry. This survey's employees were chosen using a "convenient sampling technique". Simple probability sampling is difficult to use because most of the employees are dispersed across the country. As a result, when the enterprise has granted authorization, the researcher selects any of the employees based on their availability in office.

6. RESEARCH FINDINGS IN ACCORDANCE TO THE OBJECTIVES-

Demographic Factors:

		Frequency	Percent	Valid Percent	
Valid	Male	302	61.75	62.0	
	Female	184	37.63	38.0	
	Total	486	99.38	100.0	
Missing		3	.62		
Total		489	100.0		
Designation					
		Frequency	Percent %	Valid Percent %	Cumulative Percent
Valid	Professor/ B.M.	23	4.5	4.5	4.5
	Associate Prof	149	30.5	30.5	35.0
	Assistant Prof.	317	65.0	65.0	100.0
	Total	489	100.0	100.0	

Hypothesis 1

Opinion of faculty & Faculty differ with respect to Employee's retention strategies practices followed by professional education sectors in Uttar Pradesh and vice-versa.

Opinion for a systematic Faculty Retention implementation

There is a systematic Faculty Retention implementation in this institution				
	Observed N	Mean	Expected N	Residual
Strongly Disagree	46	0.1	88.4	-42.4
Disagree	156	0.7	88.4	67.6
Neutral	142	1.0	88.4	53.6
Agree	80	0.7	88.4	-8.4
Strongly Agree	18	0.2	88.4	-70.4
Total	442	2.7		

Analysed through Chi Square goodness of fit test.

Test Statistics	
	There is a systematic Faculty Retention implementation in this institution
Chi-Square	161.394 ^a
Df	4
Asymp. Sig.	.000

Based on Chi Square test analysis, we can infer that on Faculty Retention implementation for faculty in the professional institutions the value is significant at .05 levels with the level of confidence at 95%. Hence based on Asymptomatic significance value H (0) stands rejected hence H (1) is accepted.

Further 156 faculty disagreed and 46 strongly disagreed, 142 neutral which means 344 faculty out of 442 respondents agreed with it, which means (77.82%) of the total respondents disagreed that Faculty Retention practices are not followed by the professional institutions for the development of their faculty. The mean value of the respondents is 2.7 which imply a strong agreement among respondents in favour of alternate hypothesis H (1). On the basis of Chi Square test analysis, we can infer that professional education sector do not practice Faculty Retention, for the development of their faculty.

Hypothesis 2

Opinion of Faculty differs with respect to professional education sectors have a systematic approach to develop its faculty and vice-versa.

Opinion for a systematic approach to developing faculty

Employer have a systematic approach to developing faculty within the institution				
	Observed N	Mean	Expected N	Residual
Strongly Disagree	28	0.06	93.2	-65.2
Disagree	84	0.37	93.2	-9.2
Neutral	104	0.67	93.2	10.8
Agree	180	1.54	93.2	86.8
Strongly Agree	70	0.75	93.2	-23.2
Total	466	3.38		

Analysed through χ^2 goodness of fit test.

Test Statistics	
	Employer have a systematic approach to developing faculty within the institution
Chi-Square	128.386 ^a
Df	4
Asymp. Sig.	.000

On the basis of Chi Square test analysis, the value is significant at .05 levels with the level of confidence at 95%. Hence on the basis of Asymptomatic significance value H0 stands rejected hence H1 is accepted. Further 180 faculty agreed and 70 strongly agreed, which means 250 faculty out of 466 respondents agreed with it, which means (53.65%) of the total respondents agreed that the professional education sector has a systematic approach to develop its faculty within the institution. The mean value of the respondents is 3.38 which imply a strong agreement among respondents in favour of alternate hypothesis H1. On the basis of Chi Square test analysis, we can infer that the professional education sector has a systematic approach to develop its faculty within the institution.

Hypothesis 3

The opinion of faculty does not differ with respect to the professional education sector offering a pay hike or bonus for employee retention and vice-versa.

Hypothesis 4

The opinion of faculty does not differ with respect to the professional education sector offering promotion for employee retention and vice-versa.

Mean value Calculation

	Factors	St.Dis.1	Disagree 2		Neutral 3			Agree 4	St.Agree 5		Total		
		F	Mean	F	Mean	F	Mean	F	Mean	F	Mean	F	Mean
H3	Offer pay hike or bonus	62	0.1	142	0.6	118	0.8	100	0.9	20	0.2	442	2.6
H4	Offer promotion	56	0.1	160	0.7	116	0.8	84	0.8	20	0.2	436	2.6

ANOVA													
				Sum of Squares	Df	Mean Square	F	Sig.					
H3	Offer pay hike or bonus	Between Groups		6.411	4	1.603	1.366	.245					
		Within Groups		491.627	419	1.173							
		Total		498.038	423								
H4	Offer promotion	Between Groups		2.792	4	.698	.568	.686					
		Within Groups		517.114	421	1.228							
		Total		519.906	425								

On the basis of ANOVA test analysis, we can infer that-

H3: The calculated P value is .245 which is $> .05$ therefore null hypothesis H3(0) cannot be rejected, hence null hypothesis H3(0) is accepted and H3(1) is rejected. That means the opinion of faculty of the professional education sector does not differ with respect to institutions that offer pay hikes or bonuses for employee retention.

Sources	No. of Faculty	%
No formal induction program	178	36.6
Induction/ training by senior professors	78	16.0
Induction/ training by head of department	75	15.4
Unstructured trainings based on need/demand	55	11.3
Teacher training programs by known personalities / individuals in the discipline	55	11.3
Formal workshops /or specialist train the trainer program conducted by the institution	45	9.3
Total	486	100.0

Factor 1

Many factors are considered important by faculties. The first component includes Attitude of the Dean / Director/HOD, Distance and travel time, Forced engagement in non academic work, Support available for research, Release time for research, Fringe benefits package, Distribution of decision making power, Background and research orientation of the faculty have highest loading as shown in the table. Respective loadings of items are .829, 0.721, 0.73, 0.77, 0.734, 0.809, 0.941, 0.924, 0.921, 0.943, 0.921, 0.964, 0.952, 0.965, 0.98, 0.615, and 0.797. Because of common nature of these items, the researcher has identified these factors as “working environments”.

Factor 2:

Items which have high loading on the second component are Library and computer facilities, Opportunity to teach desired courses, Quality and motivation of students, Support for foreign trips, Distribution of decision making power, and Amount of administrative work with respective load. -.778, 0.689, 0.966, 0.638, 0.765, 0.918 the researcher interprets these factors as “physical environment”. Among the working environment, support of foreign trips has the highest loading, followed by “administrative support”. Infrastructural facilities available within the institution are the backbone of the faculty working.

Factor 3:

Pay hike, Better opportunity elsewhere, Work environment, Available recreational and cultural activities, compatibility with other faculty constitute the third factor with respective load 0.822, 0.712, 0.806, 0.884, 0.65. The

researcher characterizes these items as “Compensation are extrinsic motivators” for hard work which also affects attrition of faculties.

Factor 4:

Lack of exposure to consulting and research work, Scope for experimenting new pedagogy, Class size, Opportunity for networking the fourth factor with respective load 0.631, 0.686, 0.982, 0.914. They are termed as “learning opportunities”. The faculties are more specific about learning opportunities and clarity of role, as an important factor.

Factor 5:

It represents Compatibility with other faculty and teaching load with respective load. 0.664, 0.751. Thus, it has been termed as “Work-Pay Balance”. Its variance (6.872) is also the least among all the factors.

The most important of all factors is the working environment since its Eigen value and percentage of variation explained by this factor are 14.5 and 43.135 percent respectively followed by the physical environment with 5.213 and 17.087 respectively. It was evident that the working environment and physical environment have items that are the most important factors. In this study, 32 variables were established and factor analysis has illustrated five components which are important in recruitment, development and retaining of talent and hence for formulating talent management strategies and processes.

Multiple Correlation Analysis (MRA) for Talent Management in Professional Institute

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.710	7

From the table it is clear that

- 1) Talent is maximum positively correlated with working condition with .885, i.e. talent depends on working conditions.
- 2) Recruitment is maximum positively correlated with attrition with .364, i.e. recruitment is positively correlated to attrition. i.e. institutions have to improve their recruitment process to avoid attrition.
- 3) Retention practice is positively correlated with working conditions with .413, i.e. retention practice depends on working conditions.
- 4) Attrition is positively correlated with recruitment with .364, i.e. attrition depends on recruitment.
- 5) Induction, training and development is maximum positively correlated with compensation with .364, i.e. Induction, training and development depends on compensation.
- 6) Compensation maximum positively correlated with working condition with .921, i.e. Compensation depends on working conditions.
- 7) Working conditions are positively correlated with compensation with .921, i.e. working conditions depend on compensation.

7. RECRUITMENT

- 1) Fresher faculty are not oriented with the teaching as a career and are not aware of any role models.
- 2) The faculty cadre ratio recommended by AICTE and UGC is difficult to maintain.
- 3) 1st class in PG may be relaxed and focus on quality of teaching is required
- 4) The recruitment process requires clarity.
- 5) The selection process is not scientific and requires standardization.
- 6) Experienced faculty does not like to give Presentations/Demo lectures at the time of interview.

8. INDUCTION/ ORIENTATION

- 1) The induction calendar is not maintained by Professional Institutions. It's difficult to find even one FDP program in a year.

- 2) The faculty is not oriented / nurtured towards research requirements.
- 3) Most of the faculty members in Professional Institutions are not even aware of grants and funds provided by AICTE/UGC.
- 4) Faculty members have expressed a great need of training in the field of SPSS and other research tools.
- 5) Faculty members are eager to do PhD but are not oriented with the process. The objective of completing a PhD is to enhance their designation and compensation.
- 6) Most of the faculty members rely on a set of text books to impart knowledge.

9. COMPENSATION

- 1) There is a disparity of salary structures in most of the Professional Institutions. Faculty members were hesitant to share their salary. Most of the Professional Institutions followed a closed envelope system.
- 2) There is no incentive provided to faculty for research achievements like publication, articles or for writing books.
- 3) Even though the institution identifies the super keeper, no award or recognition is being given.
- 4) It was found that people were eager towards the implementation of 7th pay commission, but had confusion in reshuffling the grades as per the new recommendations with disparity in pay scales between new hires and the experienced faculty.

10. FINDINGS & INTERPRETATIONS

Retention strategies require a lot of technical planning and effort. Not only should the plan be robust but the implementation of the same should also be of the same level. In the context of banks and the professional education sector generally faculty show a better retention but the scenario keeps on changing. The faculty have started looking for the different and new perspectives around for growth, so if there are not effective retention strategies the attrition will be a routine in the and the same will reduce the quality of work.

- 1) In the professional education sector male faculty are more in comparison to female faculty. The percentages of male and female respondents are found 62% and 38%. This shows that the majority of the sample respondents were male and female faculty are less in comparison to male faculty.
- 2) In the professional education sector the majority of the faculty (30.5%) are between the age group of 25-30 years.
- 3) In the professional education sector the majority of the sample respondents i.e., 65% are Assistant Professors/Junior level, which is followed by the Associate Professors/Manager (30.5%), further followed by the Professors/ RM (4.5 %).
- 4) It is found that out of the total sample of responses, the majority of respondents (19.3%) have 4-6 years of working experience, which is followed by the 6-8 years (17.3%) working experience.
- 5) It is found that the 40.74% faculty of professional education sector are only post graduate degreeholders, 17.70% faculty are with post graduate degree + NET, 16.87% pursuing Ph.D., and 24.69% faculty being Ph.D.
- 6) It is found that only around 25% of faculty in the professional education sector have doctoral degrees. A big chunk of 75% of respondents who are working in the professional education sector are non-Ph.D. This clearly shows that there is a shortage of Ph.D. holder faculty in the professional education sector and not having a PhD degree does not mean one cannot get into the professional education sector.
- 7) It is found that more than 58% of the respondents have worked in the same institution for a period of 1-3 year, about 42% faculty have worked in the same institution for a period of 4 and more than 4 years. It shows that the retention rate of faculty in the professional education sector is very low, and attrition rate is very high.
- 8) It is found that the majority of respondents (65.84%) have changed 1 to 5 institutions in their career. 2.47% have changed from 6 to 10 institutions, and 2.06 % have changed more than 10 institutions in their career. It again shows that the attrition rate is very high among faculty of the professional education sector.

- 9) It is found that about 46% of respondents have said that the current institution in which they are working is their best offer till now. More than 54% faculty said that the current institution is not their best offer till now. This shows that the level of institution dissatisfaction is quite high among faculty of the professional education sector. This will lead the search for the best option, which will further increase the attrition.

11. OBJECTIVE WISE FINDINGS

Objective No.1.

To study the importance and relevance of Talent Management in the present-day context in professional institutes.

It is found that in most of the Professional Education Sector there is not any uniform retention policy.

- Only 31.6% faculty members have responded that there is some internal policy in their institute with regard to retention of the faculty.
- In most of the institutes with regard to retention of faculty members the decision varies from person to person. 64% faculty members have agreed that in their institute with regard to retention of faculty members the decision varies from person to person.
- There is no attempt made to retain their faculty members by most of the Professional Education Sector when a faculty is leaving. 39% respondents do agree with this statement while 24% disagree with this.
- The Professional Education Sector offers pay hikes and promotions to their faculty members as a retention measure.
- 27% faculty members do agree that their institute offers a pay hike when a faculty is leaving/ plans to leave the institute.
- 23.6% faculty members do agree that their institute offers promotion when a faculty is leaving/ plans to leave the institute.
- Only 24% faculty members feel that their institute has a systematic approach to develop faculty talent within the institute. Means in most of the Professional Education Sector do not have a systematic approach to develop faculty talent within the institute.
- There is a lack of systematic talent management implementation for faculty members in most of the Professional Education. Only 22.1% faculty members have agreed that there is a systematic talent management implementation for faculty members in their institute.
- It is found that most of the faculty members (58%) do not get sufficient time for research and professional up gradation in their professional institutes.
- It is found that 65% faculty members of the Professional Education Sector agreed that their institute holds FDPs, Seminars/ Workshops for their faculty members. It is also found that 53% of the respondents have stated that their institute encourages their faculty members to attend Refresher Course to update their knowledge and skills.

Objective No.2.

To identify the factors responsible for attrition among faculty in professional Institutions.

- It is found that the attrition rate/ attrition tendency among faculty members of the Professional Education Sector is very high. It is found that only 48% faculty members are not intended to leave their present institute. It means more than 50% faculty members are intending to leave their present employer and are searching for a new employer.
- Only 49% respondents have stated that they would like to stay with their respective institutes for a longer period of time.
- It is found that most of the professional institutes encourage faculty attrition because retaining the existing faculty is a costly exercise, as faculty with more experience will demand more salary. 37% respondents have agreed that their institute encourages faculty attrition because retaining the existing faculty is a costly exercise, as faculty with more experience will demand more salary, while 31% respondents disagree and

maximum 32% are neutral. Most of the private institutes prefer low salary faculty, a fresher will be ready to work on low salary and an experienced faculty will naturally demand more salary.

Working Condition:

- Many private professional institutes recruit faculty members just for 10 months rather than 12 months. In the month of April when the syllabus is completed and the exams get started the institutes fire their faculty members. This is done in order to cut costs. In the month of August they again recruit new faculty members in their college, as the new academic session gets started from the month of August.
- So in the months of May, June and July many faculty members of private institutes become jobless.
- Even in government universities/ institutions the contractual/ guest faculty members are hired either for 11 months or for two semesters whichever earlier. They also become jobless for 1-2 months.

Faculty is being asked to perform many administrative and placement activities on the campus.

Induction/ Orientation/ Training:

- The induction calendar is not maintained by most of the Professional Education Sector. It's difficult to find even one FDP program in a year.
- Faculty members have expressed a great need of training in the field of SPSS and other research tools.
- Case studies are either taken from the text books and there is no systematic approach in using case study as pedagogy in the class room.
- The faculty is learning to contribute research papers/articles by trial and error method.

Compensation:

- There is a disparity of salary structures in most of the Professional Education Sector. Faculty members were hesitant to share their salary. Most of the Professional Education Sector follow a closed envelope system.
- Faculty members of the same institutions, working on the same designation, having the same qualification and experience are getting different salaries.
- It is observed that the gender of the teaching faculty has no impact on the salary. There is no gender bias observed.
- There is no incentive provided to faculty for research achievements like publication, articles or for writing books.
- Some institutions transfer a high amount as salary into the account of their faculty members and take back one portion of it as a difference check.

Objective 4:

To Investigate the factors for Working Life Balance to faculty members in professional Institutions.

- In the Professional Education Sector 65% are on assistant professor profiles 30.5% are on associate professors, 4.5% are on professors profiles.
- Only 24.69% faculty members have doctoral degrees, and more than 75% faculty members of the Professional Education Sector are non Ph.D. This may be the main reason for less faculty members on associate professor and professor profiles because for these designations Ph.D. degree is mandatory.
- 40.74% faculty members of Professional Education Sector have only P.G. degree, and all of them are teaching as assistant professors in private institutes as they can't get into government university system because for the faculty position in any government university system the minimum qualification even for a guest and contractual faculty is P.G.+NET. Only 17.70% faculty members are UGC NET qualified.
- It is found that the majority of faculty members in government universities are working as contractual and guest faculty.
- The following findings can be determined from the analysis, which is based on the response given by the respondents (college teachers).

- 1) The majority of the respondents in the study are in the age group of 31-40 years which indicates the respondents are in the middle age.

- 2) Of the total respondents, the majority are female teachers (66%) and the rest are male teachers.
- 3) Nearly 40% of the respondents under study are with the educational qualification of PG with NET/SET.
- 4) It is found that the majority of the respondents are in the designation of Assistant Professor which constitute over 64%.
- 5) 61% of the respondents are from self-financing institutions which constitute more than half of the total respondents from other type of institutions. With majority of the respondents under study are from private colleges, we can understand the stress and work life balance among teachers in these private colleges
- 6) It is found that 44.6% of the respondents have 5-10 years' work experience.
- 7) Most of the teachers nearly 46.5% come under the income level Upto Rs 5, 00,000 and also 40.6% of the respondents come in the income level of Rs.5, 00,001 to Rs.8, 00,000.
- 8) As per the research findings the respondents i.e. the college teachers are from the department of commerce with specialization in the field of Finance, Human Resources and Marketing etc, this constitutes 57% of the respondents from the commerce department.
- 9) Most respondents are found to be married (nearly 75%). This indicates that they have more responsibilities in regard to family and children compared to respondents who are single.
- 10) The findings reveal that college teachers in the study live in nuclear families rather than joint families with 62% of the respondents living in nuclear families.
- 11) Most of the respondents nearly 41% have two children and 31% are with a single child.
- 12) The research reveals that 72 respondents out of 101 total respondents have more than three members in their family.
- 13) 40.6% of the teachers are of the opinion that only sometimes their teaching hours exceed the stipulated 16 hours of teaching hours per week.
- 14) Thinking about work when not actually at work affects the WLB. When this question was asked to respondents only (18%) of teachers said they worry about work even when they are not at work. But the majority of the respondents agree sometimes.

12. SUGGESTIONS

The following are the recommendations and suggestions in connection with the present study:

- Adaptation of flexible working hours can be provided by the institution for employees especially women so that they can take care of the child care responsibility which is their major concern. By this the organization can retain efficient and competent teachers.
- Ensuring fair salary to the teachers and better remuneration scheme so that there is job satisfaction which impacts WLB positively.
- The organization should ensure adequate job security to the employees for better professional satisfaction.
- Creating a woman friendly work place, as many studies say that proficient and well qualified women quit jobs after marriage as they cannot balance work life and personal life.
- Employees should follow efficient time management skills which will help ensure productivity and also give quality time for personal life.
- The stress of college teachers should be reduced by reducing their work load, as some respondents are with the opinion that teaching hours given to them is beyond the hours recommended by UGC.
- The communication system between the superiors and subordinates should be transparent and improved so as to reduce conflicts and create a conducive work environment.
- Training programs and motivation should be provided to college teachers regularly by organizing orientation programs so that they feel motivated and perform better.

Best practices that employees can adopt to balance professional and personal life:

- Plan the work effectively so as to avoid delay and make sure that work doesn't affect personal priorities.

- Maintaining healthy relationships with family, friends and colleagues.
- Avoid taking office tension to home and don't take personal life tensions to office.
- Regular meditation and having a positive attitude improve both physical health and mental health.
- Taking time off from work for social networking, recreation and spending time for self makes my mind fresh and energetic to get back to work.
- Maximum trying to complete work at college rather than taking it home.
- Giving equal weightage for work and family will help in having a balanced job life and personal life.
- Organizations should recognize the work of employees and provide regular monetary/non-monetary rewards and recognition which motivates them and leads to better performance and job satisfaction
- Institution/ management must often interact with faculties to know and understand the ground problems and act accordingly.
- Organizations can give employees flexibility at work and also have job rotation among employees in various designations.

13. CONCLUSION

Creating a talented faculty pool is obviously a most important and long-drawn task for Professional Institutions. One needs to focus more on research-driven programmes leading to PhDs. The not-so-robust PhD pipeline in the country would make the problem a long-term one. Apart from lucrative remuneration packages, there is a need for 'extra-economic incentives' to attract and retain faculty. Setting aside more resources for research, development, succession planning and publication activity could improve the situation in due course.

The idea of balancing work life has become an important study for researchers and human resource department. This is mainly because of the change in working styles in the organization and also the changes happening in the life style of people. Growing job demands and the trend of nuclear family is making working individuals unable to balance among job life and personal life. This in turn is having an impact on job performance as employees are mentally stressed and also effecting the quality of their personal life. It is very important for institutions to improve and retain the work life balance for their staff. This helps the institution to work smoothly, efficiently and also retain talented and competent employees. From the study it can be concluded that professional satisfaction and personal satisfaction of the teachers is very important for WLB. Various factors and working conditions in the educational institutions influence the quality of WLB.

CONFLICT OF INTERESTS

None.

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