



WORKLIFE BALANCE OF THE TEACHING STAFF IN ARTS & SCIENCE COLLEGE, COIMBATORE

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ABSTRACT

Work life balance is an ongoing issue for the individual employee, but this has now become a concern for the employers also because of the double-throng benefits of employee work-life balance. The complex society of ours make the individuals have conflicting responsibilities and commitments. Hence the work-life balance has risen as predominant issue at the workplace.

1. INTRODUCTION

A nation may have abundant natural and physical resources and the required capital and technology but without competent people who can mobilize, organize and harness the resources for production of goods and services, it cannot have a progress in economic and social aspects. An Organization's strengths and weakness of mainly depends on the quality of its human resources, which play a vital role in using other organizational resources. Human resource is the most strategic resource as no other resource can be completely made use of to generate income and wealth of a nation without the active involvement of this resource. In fact, the differences in the levels of economic development of the countries are largely because of the differences in the quality of their human resources and their involvement in national building.

2. OBJECTIVES OF THE STUDY

1. To identify the influence of individual Emotional intelligence and Job engagement in enhancing the workforce work-life balance.

2. To identify the influence of experience and work-life balance of the employees.

3. SCOPE OF THE STUDY

The study analyses the scope of work life balance for the selected sample – the faculty of Arts colleges. Hence it identifies the personal, social and organizational factors contributing to work life balance. This can be made use of for designing employee friendly work ambience and work out measures that are to be adopted to improve work life balance of employees.

4. REVIEW OF LITERATURE

S. Vijayakumar Bharathi, E. Padma Mala (2016) showed that the personal enhancers of WLB, such as regular exercises and fitness schedule, yoga and meditation, balanced diet as well as good sleep and involvement in the hobbies, loaded the heaviest as the most impacting factors. Also, working from home heavily impacts as a professional enhancer in the WLB of women. The second heavily loaded component is comprised of personal challenges, such as inadequate self-attention, insufficient time spent on elders and children, feeling depressed or suffering with hypertension along with a professional challenge of extended or odd working time. Irrespective of challenges or enhancers, personal factors are perceived to be more impacting than the professional ones.

Stephanie Mazerolle and Christianne Eason (2016) determined the influence sport season timing can have on perceptions and experiences of WLB. Time of year organizational demands and life stage were

factors that influenced WLB for teachers in the collegiate setting. Having a positive and adaptable mind-set, having coworker, supervisor, and personal support; and engaging in personal or family time were factors that counterbalanced the inhibitors. Our results indicate that a career in the collegiate setting can create WLB concerns.

5. RESEARCH DESIGN

The researcher had adopted descriptive research for the study. Primary data was collected through questionnaire and the secondary data was collected through journals, articles and

magazines.

**6. ANALYTICAL TOOL USED FOR THE STUDY
EFFECT OF EMOTIONAL INTELLIGENCE ON WORK-LIFE BALANCE**

H0 –There is no significant relationship between emotional intelligence and work-life balance.

H1–There is a significant relationship between emotional intelligence and work-life balance

Table – 6.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.181	.179	4.164

a. Predictors: (Constant), EMOTIONAL INTELLIGENCE

Table – 6.1.2

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1550.596	1	1550.596	89.450	.000 ^a
	Residual	7037.904	406	17.335		
	Total	8588.500	407			

a. Predictors: (Constant), EMOTIONAL INTELLIGENCE

b. Dependent Variable: WORKLIFEBALANCE

Table – 6.1.3**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.038	1.884		8.512	.000
	EMOTIONAL INTELLIGENCE	.498	.053	.425	9.458	.000

a. Dependent Variable: WORKLIFEBALANCE

INTERPRETATION

From table 4.9.2.1 it is observed that 18.1% of the variation in work-life balance is accounted by emotional intelligence with $F(1,406) = 89.450$ and $P < 0.001$. Beta values of emotional intelligence = 0.425 at $P < 0.001$ shows that emotional intelligence is having significant

relationship with work-life balance which support hypothesis H1.

6.2 EFFECT OF JOB ENGAGEMENT ON WORK-LIFE BALANCE

H0 –There is no significant relationship between job engagement and work-life balance.

H1–There is a significant relationship between job engagement and work-life balance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.245	3.991

a. Predictors: (Constant), JOB ENGAGEMENT

Table – 6.2**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2120.088	1	2120.088	133.071	.000 ^a
	Residual	6468.412	406	15.932		
	Total	8588.500	407			

a. Predictors: (Constant), JOB ENGAGEMENT

b. Dependent Variable: WORKLIFEBALANCE

Table – 6.2.2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.856	1.478		11.407	.000
JOB ENGAGEMENT	.427	.037	.497	11.536	.000

a. Dependent Variable: WORKLIFEBALANCE

INTERPRETATION

From table 4.9.3.1 it is observed that 24.7% of the variation in work-life balance is accounted by job engagement with $F(1,406) = 133.071$ and $P < 0.001$. Beta values of job engagement = 0.497 at $P < 0.001$ shows that job engagement is having significant relationship with work-life balance which support hypothesis H1.

7. FINDINGS & SUGGESTIONS

The findings of the study also revealed that job engagement and work-life balance were positively related. In other words, job engagement is important for work-life balance. This implies that organizations must ensure that employees are engaged in their job, so that they end up productive at performing them, and accordingly they can accomplish work-life balance. Nonetheless, emotional intelligence is important for employees to acquire work-life balance.

8. CONCLUSION

In conclusion, emotional intelligence, job engagement and organizational support are good for enhancing employee's work-life balance. Nonetheless, this study supports the fact that workload is important in the workplace, but excessive workload can be harmful to employees work-life balance. This implies organizations must screen these factors

with the goal that it could profit their organizations and not do any mischief to the work-life balance of its employees.

9. BIBLIOGRAPHY

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