

**Review Article**

**THE IMPACT OF STRESS AND WORK LIFE BALANCE ON JOB SATISFACTION AMONG FEMALE FACULTY AT SELECT ARTS AND SCIENCE COLLEGES IN COIMBATORE DISTRICT**

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**Abstract**

In this machine-driven world women have a multi-facet role in their day to day life as homemakers; they have to discharge their family responsibilities at home and perform their official duties at the work place. Irrespective of gender, work-load is equal for all faculty at Arts and Science Colleges. As a result, they may find it difficult to balance their work and private life. As a result, they suffer from stress. Hence, an attempt has been made to identify the impact of Stress and Work Life Balance (WLB) on job satisfaction. The result of the study shows that WLB and Stress significantly influence Job Satisfaction.

**Keywords:** Work Life Balance, Stress, Job Satisfaction.

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**INTRODUCTION**

Education is the backbone of every country. Educational institutions offer the right platform for students to become either employees or entrepreneurs. Primary education is a must for all, and higher education acts as a career-building platform. Higher educational institutions teach students the required skills to make them fend for themselves when they leave the institutions. Thus, economic growth of any nation highly relies on higher education. Success of any educational institution is directly related to the faculty and quality of work life that prevails at the work place. Therefore, the faculty members working in higher educational institutions must have ideal conditions to perform their tasks. Previous studies identified that Quality of Work Life (QWL) was one of the important tools for managing human resources. QWL assists faculty to have their work and personal life balanced, which ultimately enhances employees' job satisfaction. At present, around 1297 female faculty are employed in various Arts and Science Colleges in Coimbatore District (Cbe. Dt.) (Hemalatha, 2019). The duties of the faculty members include preparation of notes for class, maintenance of students' records and mentoring them for their professional growth. A few faculty members are constrained to carry the college assignment to their home for completing the task on time. Thus, they find it difficult to manage their family and work commitments, which ultimately leads to stress affecting their job dissatisfaction. A satisfied faculty will be committed and extend her full support for overall development of their institutions and students as well.

**REVIEW OF LITERATURE**

Roland P Chaplin (2006) in his study ascertained that teachers who were able to manage their stress had job satisfaction. Dhruvkumar and J M Deo (2011) in their study ascertained that junior female faculties experienced work life imbalance because of meagre teaching experience and poor relationship with their colleagues. Jaspreet Kaur (2013) in his study ascertained that work life balance was strongly related to job satisfaction. Roberta Maeran et al. (2013) in their study identified that family and work commitment, work family conflict and superiors support affected job satisfaction of female teachers. Bushra Arif and Yasir Aftab Farooqi (2014) in their

study stated that the employees who were able to balance work and life were highly committed to their work and organization and had high job satisfaction. Padma S and Sudhir Reddy M (2014) in their study ascertained that female teachers, who were able to balance work and family commitment had high level of job satisfaction. Sugandha (2014) in her study revealed that the habit of work prioritization led to work life balance. Sultan Khan et al. (2014) in their study identified that teachers who experienced low work stress had high job satisfaction. Tyson J. Sorensen & Aaron J. McKim (2014) in their study determined that professional commitment and work life balance affected job satisfaction. Agha, K., F. T. et al. (2017) in their study stated that personal life with work interference and vice versa had a negative relationship with job satisfaction. Divya Thankom Varghese (2017) in her study pointed out that heavy work load, prolonged working hours, inability to prioritise their work and poor time management were the main causes of work life imbalance. Esther Mutheu et al. (2017) in their study stated that faculty were moderately satisfied with regard to their jobs and fringe benefits offered at their institution. Studies pertaining to WLB of female faculty at Arts and Science at Cbe. Dt. were very few. To fill this research vacuum the present study has been carried out.

**Statement of the Problem**

The success of education can be measured by ascertaining how well students are moulded as socially responsible citizens. Training students appropriately to make them employable in various fields of their choice is the primary responsibility of faculty members. Only the members who are free from stress at their work place and are able to fulfil their work and family commitments will have more job satisfaction. On the other hand, those with high job satisfaction are committed and volunteer to do more for the development of students and their institution. Thus, an effort has been made to determine the influence of WLB and Stress on Job Satisfaction in the case of female faculty members working at select Arts and Science Colleges in Cbe. Dt.

**Objective of the Study**

- To analyse impact of Stress and WLB on job satisfaction

**RESEARCH METHODOLOGY**

**Research Design**

The present study is descriptive and analytical in nature.

**Data**

The primary data have been collected with the help of Questionnaire from female faculty working in Self-financing Arts and Science Colleges of Cbe. Dt.

**Sampling and Sample Size**

By adopting simple random technique relevant data have been obtained from 515 faculty members.

**Tools Employed**

The collected data analysed with the help of Structural Equation Model.

**Limitations of the Study**

Primary data were obtained only from female faculty members employed in Arts and Science Colleges in and around Cbe. Dt. Hence, the results may not be generalized.

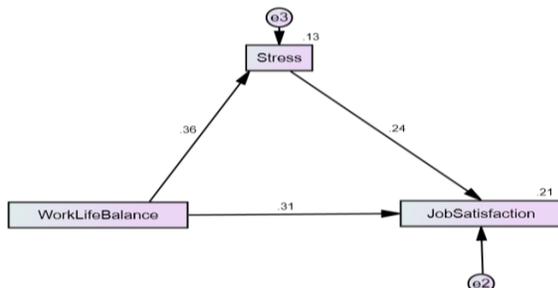
**Findings of the Study**

To ascertain the influence of WLB and Stress on Female faculty job satisfaction, Structural Equation Model is employed. The following paragraphs discuss about the result of the study.

H<sub>0</sub>1: Stress does not influence WLB

H<sub>0</sub>2: WLB does not influence Job Satisfaction

H<sub>0</sub>3: Stress does not influence Job satisfaction



**Exhibit 1: Impact of WLB and Stress on Job Satisfaction**

**Table 1: Regression Weights: (Group number 1 - Default model)**

e			Estimate	S.E.	C.R.	P	Label
WLB	<- - -	Stress	0.418	0.047	8.882	** *	
Job Satisfaction	<- - -	WLB	0.345	0.047	7.404	** *	
Job Satisfaction	<- - -	Stress	0.305	0.053	5.716	** *	

The above table shows the unstandardized regression weight of the variables. The critical ratio of the variable is more 1.96, hence it is significant at 1 % level.

**Table 2: Standardized Regression Weights: (Group number 1 - Default model)**

Particulars			Estimate	Hypothesis	Results
WLB	<- - -	Stress	0.384	Stress does not influence WLB	Rejected
Job Satisfaction	<- - -	WLB	0.420	WLB does not influence Job Satisfaction	Rejected
Job Satisfaction	<- - -	Stress	0.241	Stress does not influence Job satisfaction	Rejected

The above table shows the Correlation (Standardized regression weight) values and the Hypotheses of the variable stress and work life balance has positive correlation (r = 0.384). And the work life balance has positive relationship on job satisfaction with (r= 0.420). And stress on job satisfaction has positive relationship with (r= 0.241). Hence, all the null hypotheses were rejected.

**Table 3: Squared Multiple Correlations: (Group number 1 - Default model)**

Particulars	Estimate
WLB	0.133
Job Satisfaction	0.210

The above table shows the squared multiple correlation (r<sup>2</sup>) of the study variable, from which it is inferred that the stress influence 0.133 i.e., 13% on work life balance and work life balance influence 0.210 i.e., 21% on Job satisfaction.

**Table 4: Model Fit Summary**

Model	CMIN/DF	GFI	AGFI	CFI	RMSEA
Default model	2.2	0.956	0.981	0.960	0.050
Recommended value	Less than 3	More than 0.9	More than 0.9	More than 0.9	Less than 1

χ<sup>2</sup>: chi-square, df: degrees of freedom χ<sup>2</sup>/df: normed chi-square, GFI: goodness-of-fit, AGFI: adjust goodness-of-fit, CFI: comparative fit index, RMSEA: Root Mean Square Error of Approximation

From the above table it is inferred that all the values have an adequate level of fit hence, the "The model has good fit".

The results of SEM disclose that WLB influences stress, i.e. Female faculty who are unable to manage their work and family commitments have high level of stress. Further, it is noticed that female faculty members who have calibre to manage Work and Life Balance and ability to manage their Job Stress have high level of job satisfaction.

**SUGGESTIONS**

- Female faculty have to prioritize their family and official work, thereby fulfilling their official and family commitments smoothly.
- Support staff may be appointed at department level, who may look after the documents required for NAAC, NIRF, AISHE etc. By this, stress level of faculty members may be reduced, and they may find time to spend with their family members or to fulfill their family commitments.

- Senior faculty members may guide and assist their younger colleagues to carry out the assigned tasks and offer a pleasant working environment, so that young faculty members are free from stress.
- The management must appoint sufficient faculty members as per University norms so that they need not suffer from excess workload, which paves way for reducing stress and help them spare adequate time for their family.
- At educational institution level, management may arrange counseling for female faculty to reduce their stress and guide them in managing work and family commitments.
- Free transport facility may be offered to faculty members, when they are required to work for long hours, which may help to reduce the additional stress of delay in returning home.

## CONCLUSION

Faculty members who are able to have their work and life balanced and are able to manage stress may have high level of job satisfaction. Institutions should employ sufficient faculty, offer congenial working atmosphere and appoint adequate sub-staff members to look into the various nodal agencies documentation work, which will surely help female faculty to be free from stress and balance their work and family commitments. Managing stress as well as work and family commitments is not only in the hands of female faculty, but also in the hands of the family members who have to chip in with contributions of their own in managing the daily household chores.

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