Factors Affecting Work-life Balance among Female Teachers in Davangere District: An Empirical Study

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Abstract- The main objective of this research is to investigate the variables affecting female teachers' work-life balance. Female teachers from educational institutions made up the study population. The selection of participants was done using convenience sampling. We created a questionnaire using a five-point Likert scale (1 being strongly disagree and 5 being strongly agree). 370 of the 630 completed surveys that were distributed for data collection were returned, resulting in a response rate of 58.73%. AMOS 23.0 and SPSS 23.0 were used for statistical analysis. The main statistical method used in the study to examine the relationship between the dependent and independent variables was structural equation modelling, or SEM. The findings demonstrated a positive regression coefficient ($\beta1 = 0.681$) for the path from coworker support (CS) to work-life balance (WLB), suggesting that CS helps female instructors achieve WLB. Similarly, there is a substantial link from work overload (WO) to work-life balance (WLB) ($\beta2 = 0.425$), suggesting that as WO declines, female teachers' work-life conflict also declines. Similarly, there is a positive correlation ($\beta3\} = 0.361$) between work-life balance (WLB) and job engagement (JE), suggesting that JE influences WLB. This study is especially important in the context of Davangere district , where a changing socio-economic status pattern has led to an increase in the number of women entering the teaching profession. Using the elements from this study, female teachers in Davangere district can look at their WLB concerns. Lastly, a variety of experts may raise awareness of WLB concerns that women face in order to create a positive social perception of them.

Indexed Terms- Work life balance, Female Teachers, Structural Equation Modeling (SEM) Approach.

I. INTRODUCTION

Recent developments in the social, cultural, and economic spheres have an effect on people's working lives. The demands on individuals, work, and family have increased due to the development in living standards and the significance of work and family life (Darcy et al., 2012; Kuzulu, Taşdelen-Karçkay & Bakalım, 2017; Pattusamy & Jacob, 2015). Work and family life have a reciprocal interaction. Thus, a person's family life may influence their job life, and their work life may influence their family life (Hill et al., 2001; Helvaci et al., 2017; Peeters et al., 2005). Due to the ongoing interactions between work and family responsibilities, this idea has been approached in two distinct but connected ways: as work-family conflict and as family-work conflict (Cinamon & Rich, 2002; Frone et al., 1997). In a national WLB benchmarking research involving 284 Australian organisations, 75% of the questioned organisations concurred that WLB programmes have increased worker engagement, motivation, and satisfaction (Lewis et al., 2007). Employees are able to better control their work stress thanks to WLB programmes, according to 60% of the surveyed organisations. Through WLB programmes, respondents on average reported a 9% decrease in absenteeism and a 7% decrease in turnover. Conversely, research has also shown that while employees can access WLB programmes, the rate of use of these services has been very low (Nord et al., 2002; Thompson et al., 1999). Based on data from the Third European Working Conditions Survey (Paoli & Merllie, 2001), which was carried out in fifteen European nations, 10% of men and women report that their work-related obligations prevent them from fulfilling their familial commitments. These percentages are greater in Bulgaria, Romania, and Turkey, where 22% of males and 25% of women, respectively, are unable to complete their family obligations. The domains of

labour economics, human resources, and business have been the focus of the majority of this field's research (Helvaci et al., 2017; Taşdelen- Karçkay & Bakalım, 2017).

A variety of work- and family-related aspects influence the modern workplace. Compared to earlier decades, there are more women overall, single parent households, and couples pursuing two careers in the workforce today. Companies are under pressure to increase working hours due to a focus on profit and outcomes, which interferes with employees' personal and family lives. Work-life conflict is brought on by these disruptions as well as disparate demands and expectations from work and life. Employee performance is impacted by work-life conflict, which is why many businesses are attempting to avoid it. The subject of work-family conflict has garnered significant attention due to recent research indicating that forty percent of working parents encounter work-family conflict at some point in their careers (Allen et al., 2000). Research indicates a negative and noteworthy association between psychological well-being and work-family conflict as well as family-work conflict (Frone et al., 1997; Hughes & Galinsky, 1994). The majority of studies that examined work-life conflict focused primarily on participant demographics, family dynamics, or work-life balance policies and how they affected work-life conflict. The focus was placed on macro-level variables, work-life balance policies, and demographic traits (Nitzsche et al., 2014). Only a small number of studies have looked at the effects of organisational elements on female teachers' work-life balance. According to Kirchmeyer (2000), a balanced life is one in which the person has fulfilling experiences in all area of their existence. Studies pertaining to women's work-life balance in Bangladesh are very scarce, hence it is imperative that the topic of WLB concerns affecting female teachers receive immediate attention (Mathew & Panchanatham, 2011). From this angle, the current study is a first step in examining the WLB problems that women teachers face.

The specific goal was to create and validate a suitable instrument to assess the WLB policies that female instructors had to deal with, based on the identified research gap. Using this tool, we attempted to examine the significant variables impacting women's WLB. Additionally, this study used the following research questions to look into the variables influencing the work-life balance of female teachers:

• Are the chosen organizational indicators and the work-life balance of female teachers significantly correlated?

This study's approach, which includes multiple statistical analyses and the creation of a psychometric tool to measure WLB issues, findings, managerial implications, and limitations, is a step towards analyzing the WLB issues faced by women. It begins with a review of the literature to identify gaps in the field of research into WLB among female teachers. The research ends with a brief conclusion and suggestions for more research.

II. LITERATURE REVIEW

The term "work-life balance" (WLB) describes the preservation of a healthy balance between work and family obligations in order to minimise role conflicts (De Cieri et al., 2005). Compared to individuals with poor WLB, those with healthy WLB report less stress and higher levels of overall life satisfaction (Hobson et al., 2001). One definition of a good work-life balance is when employees believe they can manage their work and personal obligations. Work-life balance, or WLB, is the division of an employee's personal and professional lives within the company. The real-world experiences of workers revealed that family and work may be both a cause of stress and growth as well as a source of support and growth (Barnett & Hyde, 2001; Crouter, 1984). Work-life imbalances are a result of the ever-growing obligations both at work and at home (Banu & Duraipandian, 2014; Singh & Shukla, 2017). WLB is encouraged to strike a more harmonious balance between their obligations at work and their personal obligations and interests. However, striking this balance requires careful consideration from a variety of angles (Hudson, 2005). A work-life imbalance has been linked to a number of detrimental effects. One of them is that it has been shown to have a significant impact on the worker's family dynamic, potentially leading to work-family conflict (Alam et al., 2009; Doble & Supriya, 2010). Affected family relationships may have an impact on an employee's ability to focus at work and, as a result, on their

performance. In addition, Major et al. (2002) discovered a substantial correlation between depression and stress-related issues and longer working hours, or a work-life imbalance. The study by Kinman and Jones (2003), which shown that extended working hours have an impact on employees' psychological and physical wellness and that both of these parameters are linked to occupational stress in numerous occupations, supports this conclusion. At now, a considerable amount of research has been conducted to investigate the problem of work-life balance. While some of these studies looked at the elements influencing work-life balance, others examined the factors that led to the adoption of work-life programmes undertaken by organisations (McCarthy et al., 2013). (Syrek et al., 2013). Most importantly, all of these studies concentrated on variables that might enhance the work-life balance of today's workforce, and they all concurred that numerous variables could affect it and that more research is required to identify additional variables that might support work-life balance. Therefore, the objective of this research is to close this gap and ascertain how various organisational and individual factors relate to work-life balance. The current study focuses on the relationship between work-life balance and organisational support, workload, and job engagement. The results of this study will add to the body of knowledge already available on work-life balance since they clarify the part organisational factors play in improving work-life balance among employees.

III. DEVELOPMENT OF CONCEPTUAL MODEL AND HYPOTHESES OF THE STUDY

- Co-worker support (CS): CS cares about being sensitive to and supportive of other workers. CS and WLB were found to have a favourable association by Kirby and Krone (2002). According to Suresh and Kodikal (2017), managing work-family conflict requires the use of CS. Researchers have discovered a correlation between CS and increased programme utilisation in the context of the WLB programme (Kossek et al., 1999). According to certain researches, CS

has no effect on the use of WLB programmes. Thus, it is conjectured that:

H1: The relationship between CS and WLB is significantly positive.

- Work Overload (WO): WO is one of the numerous variables that could have an impact on WLB. According to Virick et al. (2007), WO may have a detrimental effect on WLB. Inconsistent work schedules and WO were determined by Yildirim and Aycan (2008) to be minor predictors of WLB. Similar findings were made by Schaufeli et al. (2002) and Sharma et al. (2016), who demonstrated that WO significantly affects WLB. Over time, WLB is also impacted by work. WO is therefore predicted to have a negative and significant relationship with WLB, and the following hypothesis is put forth:

*H2: The relationship between WO and WLB is negative.*

- Job Engagement (JE): According to Susi and Jawaharrani (2011), JE is the condition in which people are mentally and emotionally dedicated to the organisation, as evidenced by three key behaviours: say, remain, and strive. Furthermore, job engagement is defined by Schaufeli et al. (2002) as a dedicated, optimistic, and gratifying work-related frame of mind. It is true that JE positively affects WLB, and prior study indicating a strong positive correlation between JE and WLB (Rich et al., 2010) supports this idea. According to this study, work-life balance of employees may be impacted by job JE. Prior research has demonstrated a noteworthy correlation between worker JE and WLB (Amarakoon & Wickramasinghe, 2010; Susi & Jawaharrani, 2011). It's critical to emphasise that workers that are highly engaged are active, committed, and focused. There may be an increase in WLB when this occurs. Therefore, there's a good chance that a JE will have a beneficial impact on WLB. Regarding that, the following theory is put forth:

H3: JE and WLB have a significant positive relationship.

- Work-life balance, work-family conflict, and work-family enrichment have all been conceptualized in a variety of ways (Anafarta 2011). Work-family conflict has historically been

one of the ideas in work-personal life issues that has been examined the most, and a lot of the research in WLB assessment is centred on work-family conflict (Carr et al. 2008). The literature lacks a blueprint for any particular WLB model, and the main mechanism that positively correlates with exogenous variables is work-life balance. Every external and endogenous variable is used to develop the first theoretical model shown in Figure 1. The endogenous variables are found to be positively correlated with three of the exogenous variables: job engagement (JE), work overload (WO), and coworker support (CS).

Figure 1: Research Model
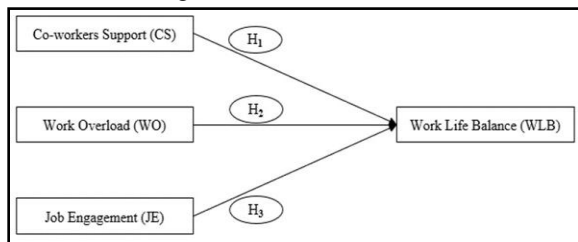
Source: Researcher's find

IV.   METHODOLOGY

A total of 370 completed surveys were received, resulting in a 58.73% response rate. The selection of participants was done using convenience sampling. Following the codification of the teachers' questionnaire replies, the data set was subjected to quantitative analyses. Descriptive statistical techniques like frequency, percentage, mean, and standard deviation were used to examine the collected data. The Structural Equation Modelling (SEM) technique was used to determine how different predictors related to WLB.

V.   DATA ANALYSIS

5.1 Demography Profile
The data regarding the respondents' age, marital status, and level of education is summarized in Table 1. In all, 290 female educators participated in the research.   The age range of the sample included those who were 51 years of age and older. Additionally, 85 (29.31%) percent of respondents were between the ages of 25 and 30, 105 (36.21%) percent were between the ages of 31 and 40, 52 (17.93%) percent were between the ages of 41 and 50, and 48 (16.55%) percent were over the age of 50. Table 1 additionally reveals that 119 (41.03%) were qualified with a post-graduation, and very few of them were more than post graduate. Of them, 77 (26.55%) had earned a higher secondary certificate, 53 (18.28%) a graduate certificate, and 119 (41.03%) a post-graduate certificate. Additionally, over 70% of the respondents are married, according to the statistics.

Table 1: Demography Profile of Respondents

Variable	Description	Frequenc	Percentage (%)
Age	25-30 Years	85	29.31
	31-40 Years	105	36.21
	41-50 Years	52	17.93
	51 and Above	48	16.55
Educational Qualification	Higher Secondary	77	26.55
	Bachelor	53	18.28
	Masters	119	41.03
	Others	41	14.14
Marital Status	Single	80	27.59
	Married	210	72.41

Source: Field survey

5.2 Univariate - Normality Test of Constructs
Since the statistical methods for assessing normalcy are dependent on the study data, it is advised to examine the histogram containing the skewness and kurtosis values in order to assess univariate normalcy. The forms of all univariate distributions in this study were deemed appropriate based on a visual evaluation of the data distribution for each construct. Furthermore, Table 2's results show that every variable's value fell below the permitted bounds for skewness and kurtosis.

Table 2: Skewness and Kurtosis Statistics for the study variables

Scale	Skewness	Kurtosis
Co-workers Support (CS)	-.338	-1.027
Work Overload (WO)	-.427	-.687
Job Engagement (JE)	-.521	-.599
Work Life Balance (WLB)	-.606	-.633

Source: Calculated through SPSS

5.3 Reliability Statistics for all the items

The degree to which measurements are free from random error and produce consistent results is known as reliability. This was demonstrated by running the reliability coefficient for each pair of constructs through SPSS. The findings are shown in Table 3, which also includes the Cronbach's alpha (α) value for each variable.

Table 3: Results of the Cronbach's alpha (α)

Scale	Co-workers Support (CS)	Work Overload (WO)	Job Engagement (JE)	Work-life balance (WLB)
No. of items	4	4	4	3
Cronbach's Alpha (α)	0.903	0.887	0.804	0.918

Source: Calculated through SPSS

Overall, the outcome demonstrates the validity and adequate construct reliability of all the study instruments' alpha values (α). Constructs showed acceptable levels of construct dependability, above the recommended threshold of 0.7 (Drost, 2011) for Cronbach's coefficient alpha.

5.4 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis's (CFA) main objective is to evaluate the suggested measurement model's construct validity (Hair et al., 2014). Convergent and discriminant validity assessments were part of the process of evaluating construct validity utilizing the CFA.

5.4.1 Convergent Validity (CV)

Table 4 presents the measuring model utilised in this investigation. Hulland (1999) states that the assessment of the measuring model can be done in three steps: individual item reliabilities, convergent validity, and discriminant validity. It is advised that all items have loadings between 0.5 and 1.0 and that items with loadings less than 0.50 be excluded from the study in order to evaluate the individual item reliabilities (Hair et al., 2014; Hulland, 1999). According to Hair et al. (2014), convergent validity is the degree to which an item accurately captures the intended latent construct and does, in fact, correlate with other measures of the same latent construct. Fornell and Larcker (1981) state that the average variance extracted (AVE) and composite reliability (CR) of 0.70 were used to evaluate convergent validity. According to Chin (1998), AVEs greater than 0.5 and CRs of 0.7 or above should be considered acceptable.

Table 4: Results of the Measurement Model

Constructs	Items	Loadings	CR	AVE
Co-workers Support (CS)	CS-1	0.933	0.948	0.820
	CS-2	0.890		
	CS-3	0.901		
	PE-4	0.898		
Work Overload (WO)	WO-1	0.954	0.935	0.784
	WO-2	0.921		
	WO-3	0.856		
	WO-4	0.804		
Job Engagement (JE)	JE-1	0.889	0.944	0.810
	JE-2	0.901		
	JE-3	0.947		
	JE-4	0.860		
Work Life Balance (WLB)	WLB-1	0.903	0.916	0.784
	WLB-2	0.911		
	WLB-3	0.840		

Source: Calculated through SPSS

Every item loads a range from 0.804 to 0.954 into its corresponding construct, as indicated in Table. Table 4 further shows that all AVE values are higher than 0.5 and that composite dependability values are higher than 0.7. Convergent validity has thus been proven, leading to this result.

5.4.2 Discriminant Validity
When the AVE extracted has a higher correlation than any of the other constructs, discriminant validity has been established (Fornell & Larcker, 1981). This is demonstrated in Table 5. To address discriminant validity, the square root of the AVE is compared against the correlations of the other constructs. According to Duarte and Raposo (2010), the discriminant validity notion is genuinely unique from other constructs. Ample discriminant validity is unquestionably confirmed by Table 5, which displays all square roots of the AVEs (diagonal cells) to be higher than the correlations between components.

Table 5: Discriminant Validity of the variables

Constructs	1	2	3	4
Co-workers Support (CS)	0.906			
Work Overload (WO)	-0.033	0.885		
Job Engagement (JE)	0.205	-0.082	0.900	
Work Life Balance (WLB)	0.148	0.450	0.685	0.885

Source: Calculated through SPSS

5.4.3 Testing of the Hypotheses of Research
The relationship between constructs or latent variables that were postulated in the research model is represented by the structural model. The variance of the endogenous constructs and the significance of each path estimate demonstrate the quality of the theoretical model (Chin, 2010). Table 6 displays the structural model's outcomes from the SPSS output.

Table 6: Results of the Structural Model

| Hypotheses	Relationship of Path			β-value	t- value	p- value	Findings
	IV	Path	DV				
H1		CS ---> WLB		0.681	8.271	0.000**	Supported
H2		WO---> WLB		0.425	6.326	0.000**	Supported
H3		JE ---> WLB		0.361	3.987	0.000**	Supported

Source: Calculated through SPSS

H1 was supported by the finding that CS and WLB were positively and significantly associated (β = 0.681, t = 8.271, p < 0.05). Furthermore, it was discovered that JE (β = 0.361, t = 3.987, p < 0.05) and WO (β = 0.425, t = 6.326, p < 0.05) were positively and substantially correlated with WLB. H1, H2, and H3 were therefore supported. A structural model needs to be tested once the measurement model has been found to fit satisfactorily. The purpose of the structural model is to identify the variables that either directly or indirectly affect the values of the other variables in the model. Thus, the structural model's goal is to verify the underlying theories. The hypotheses are provided in three causal pathways to ascertain the links between the variables under examination, as seen in Table 6.

The findings displayed in Table 6 demonstrate the statistical significance of the hypotheses H1, H2, and H3. These theories are therefore validated. Considering that a strong correlation has been demonstrated in the direction of the hypothesis. The path from CS to WLB has a positive regression coefficient ($\beta1$ = 0.681), suggesting that CS influences female teachers' WLB. Comparably, the path from WO to WLB is positive ($\beta2$ = 0.425), meaning that as WO falls, WLB satisfaction rises; conversely, as WO rises, WLB satisfaction falls concurrently. The association between WO and WLB is not favourable. The results of the research model shown in figure 2 below:

Figure 2: Results of the Research model
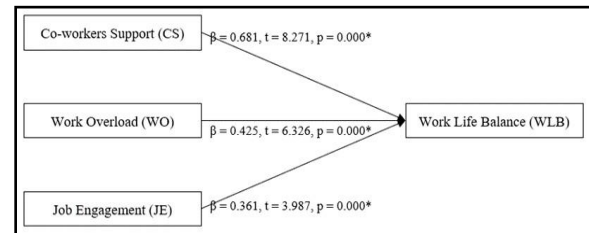
Source: Researcher's find

The Goodness-of-fit indices are used to evaluate the structural model and determine whether the proposed structural model adequately accounts for the data. Table 7 displays the outcomes of the goodness of fit.

Table 7: Goodness of Fit

Name of Index	Value	Level of Acceptance	Meet Acceptance?
X^2/df	2.071	between 1.00 and 3.00	Yes
GFI	0.958	0..90 or, greater	Yes
RMSEA	0.086	between 0.050 and 0.080	Slightly
AGFI	0.899	0..90 or, greater	Yes
TLI	0.940	0..90 or, greater	Yes

| NFI | 0.915 | 0..90 or, greater | Yes |
| CFI | 0.904 | 0..90 or, greater | Yes |

Source: Calculated through SPSS

Note: where TLI stands for Tuker-Lewis Index (incremental indices), NFI for Normed Fit (incremental fit), CFI for Comparative (incremental fit), X2/df for Normalized Chi-square (parsimonious fit indices), GFI for Goodness of Fit (absolute fit indices), and RMSEA for Root Mean Square Error of Approximation (absolute fit indices). Although the RMSEA is marginally higher than the 0.08 criterion (MacCallum & Browne, 1993 recommend a value of up to 1.0), the remaining indices are within the suggested threshold ranges, suggesting a satisfactory fit. The goodness-of-fit indices show that this model provides a good enough fit for the data.

DISCUSSIONS

The main objective of this research is to ascertain how organisational factors, such as coworker support, work overload, and job engagement, affect the work-life balance of female teachers. All of these variables have previously been connected to WLB, either conceptually or practically, as was covered in the literature review section. With the exception of the finding on job overload, the study's findings generally corroborate earlier conclusions. As predicted, the results regarding coworker support, work overload, and job engagement demonstrate a relationship between CS and WLB, WO and WLB, and JE and WLB. Thus, let's take a careful look at this discovery. The results essentially suggested that CS had a favourable impact on WLB. According to Eisenberger et al. (1986), an organization's supportive employees are those who respect their contributions and are concerned about their well-being. Colleagues provide the assistance that each other needs to achieve in the workplace and in life because they are aware of each other's needs both inside and outside the company. WO is one aspect that is detrimental to WLB. Studies on workload have frequently highlighted the negative effects of excessive or work-related overload on work-life balance (WLB). The study's conclusions also showed a positive relationship between JE and WLB. The results of this investigation appeared to support those of earlier studies (Amarakoon, & Wickramasinghe, 2010; Susi & Jawaharrani, 2011). Said another way, work-life balance depends on employee engagement at work. In fact, those who are really engaged in their work are able to perform their jobs more effectively, which leads to higher WLB. This suggests that in order for people to become proficient at their jobs and ultimately achieve WLB, organisations must guarantee that their workers are engaged in their work.

CONCLUSION

The current study includes the findings of an empirical examination of the WLB problems that female teachers encountered. To quantify the WLB concerns of these teachers, a literature survey and preliminary qualitative research were used to construct a psychometric tool. The WLB concerns of women were surveyed conveniently using 15 items, three factors, a five-point scale, and a practical sampling method. The gathered data underwent standard statistical processing, which identified several WLB-related concerns, such as the difficulty faced by female instructors in performing extremely demanding organisational tasks and obligations. The three main WLB concerns they deal with are time management, health maintenance issues, and work overload. The complexity of these matters places extremely particular demands on the role system of the individual. Female instructors struggle to find a balance between their personal and professional lives because their duties in these domains frequently conflict. Conflict and an unbalanced work-life schedule have consequently become commonplace in the lives of many would-be female teachers. Furthermore, CS, mild WO, and JE are beneficial for raising teachers' WLB, suggesting that organisations need to take action to improve these three variables. Furthermore, this study bolsters the idea that while a modest workload is crucial in the workplace, an excessive amount of labour might be harmful to teachers' work-life balance. In order to protect the WLB of female instructors and benefit their own

organisations, organisations need to keep an eye on these three criteria. This study is significant, particularly in the context of Bangladesh, where a changing pattern of socioeconomic status has led to an increase in the number of women entering the teaching profession. Lastly, a variety of experts may raise awareness of WLB concerns that women face in order to create a positive social perception of them.

LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

Given that the dominant roles that women play in families and society are similar to those in many other nations. This study has the potential to support global policymakers and organisations in creating more consistent and globally relevant policies for women in various sectors. It is important to acknowledge several study limitations. The suggested research models are linked to one of this study's shortcomings. Then, based on previously published research, predictors and effects of work-life conflict are identified. Subsequent studies may shed light on certain characteristics that were not examined in earlier research when examining the determinants and repercussions of work-life conflict. Second, the information was gathered only from city dwellers. Since participants were contacted using a simple technique, the results cannot be generalised to all teachers and may not be typical of all teachers. In order to remedy this, future research on the WLB Scales could look at a more varied sample drawn from other cities and international populations.

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