

A study on the impact of workload and work-life Balance on work performance of faculty in Private colleges in North Karnataka

Prashant U.Gujanal

Department of Management studies
SDM College of Engineering and Technology
Dhavalagiri, Dharwad-580002
gujanalprashant@gmail.com

S.C.Patil

Professor
PG Department of Business Administration
Rani Channamma University
Vidyasangama, Belagavi-591156
patilscrcu@gmail.com

Rahul Kamule

Department of BBA
Karnataka Law Society's Gogte College of Commerce
Tilakwadi, Belagavi-590006
rahul.kamule@mail.com

Abstract

Worklife balance is the attaining a balance between personal and professional life through organisation and management of one's personal responsibilities and work routines. Teachers are a crucial asset to any educational institution as they are representatives of the organisation who executes the objectives of the institution and their performance will influence the teaching learning process and also the student results. The present paper intends to study the impact of autonomy, academic workload and worklife balance on the work performance of the teaching faculty of private colleges in North Karnataka. The study has adopted quantitative approach to address the research objective. A structured questionnaire through an online survey form was used to collect the data. The data for the study will be collected from faculty working in private graduate and professional courses. The collected data was tabulated using MS Excel and analysed using SPSS. It was inferred from the study that autonomy and worklife balance have a significantly positive influence on the work performance of the teaching faculty.

Keywords: *Autonomy, workload, teaching faculty, worklife balance, work performance, educational institutions.*

Introduction:

Education is fundamental in achieving full human potential and promoting national development. With the highest population of young people in the world over the next decade India's ability to provide quality educational opportunities will determine the future of our country. Rapid changes in the knowledge landscape have led to changes in the employment landscape and global ecosystems. Major

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reforms are needed to familiarize children with critical thinking rather than just content orientation. The objectives of these reforms can be achieved by improving the teaching learning process in the education institutions. The New Education Policy of 2020 laid particular emphasis on the creative development of each individual not only with respect to cognitive capacities but also of social, ethical and emotional capacities and dispositions. The teacher was put at the centre of all the fundamental reforms in the system.

A faculty apart from their regular teaching learning responsibilities assume multiple other responsibilities at work from assisting in administrative work, engaging students in extracurricular activities, monitoring of student attendance, invigilation and evaluation of student work, involving in Parent Teachers association and other work related various accreditations. Teaching should be recognized as a professional career and teachers should be empowered to resolve motivation, satisfaction, and stress related problems among others in this profession. But due to highly regulated and complex work descriptions the freedom and creativity of teachers' is stifled which may lead to a number of undesirable outcomes including lack of focus in teaching that ultimately result in low student achievement (Pearson and Moomaw, 2006).

The lack of control over workload and lack of energy in meeting personal needs and commitment is directly associated with the failure to achieve the right balance in terms of effort and reward. The disparity in these two leads to fatigue, poor performance and deteriorated quality of life. As a result of which as revealed by the National Union of Teachers 90 percent of the teachers considered to give up their career in teaching due to excessive workload (Goyal and Arora, 2012). One of the major reasons for workplace stress is heavy workload (Azizi et al., 2010). Bridges and Searle (2011) in their study agreed with other authors that heavy workload would affect morale, quality of life and work satisfaction of employees. In case of teachers such adverse impact would adversely affect quality of teaching and of education in general.

Another issue worth noting is lack of work-life balance among teachers. According to Goyal and Arora (2012), most employees around the globe are under pressure to balance the priorities of family and work. Even though career growth is an important factor in achieving the goal of life, in most instances it is distracted with day-to-day responsibilities. Punia and Kamboj (2013) pointed out that teachers nowadays face greater challenges in achieving a balance between professional and personal life due to the lack of boundary between life and work. The present study intends to examine the influence of autonomy, workload, and work-life balance on work performance among teaching faculty in graduate and postgraduate colleges in the districts of North Karnataka.

Literature Review:

Work Autonomy:

Work autonomy is defined as the degree to which the work provides substantial freedom, independence, and discretion to the individual in scheduling work and in determining the procedures to be used in carrying it out. The motivation level of a work incumbent is determined by five characteristics one of which is autonomy (Hackman and Oldham, 1975).

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According to Hackman and Oldham (1975) autonomy leads to a critical psychological state whereby “experienced responsibility for outcomes of the work”, which in turn leads to results, such as better work efficiency and higher level of internal work motivation. In other words, this factor is posited to result in increased motivation and effectiveness of a work. Diab et al. (2011) and Gavriliuk (2010) defined teacher autonomy as “the capacity to take control of one’s own teaching”. Davis and Wilson (2000) concluded that the two most important elements in accelerating work satisfaction and relieving work stress among teachers were motivation and autonomy. Wang and Netemeyer (2002) reported that work autonomy has a positive relationship with work performance. One aspect of teacher autonomy is observed in the capacity teachers have in defining the improvement of their teaching through their own effort through research and reflective thinking. He goes on to indicate that the freedom to be able to teach in the way that one desires is also a manifestation of autonomy (Lamb, 2008). Lamb and Reinders (2008) pointed out that teaching profession should be granted sufficient freedom in determining the best solution or methods in ensuring students’ engagement in learning is in place. Importantly, teachers are in the best position to understand students’ needs and to overcome their learning problems.

H₁: Work Autonomy has a positive and significant impact on the work performance.

Workload:

Workload refers to all activities involving employees’ time spent in performing professional duties, responsibilities and interests at work, either directly or indirectly. Workload is the amount of time spent by teachers in performing various tasks ranging from teaching and learning, co-curricular activities, meetings, etc. that are related to official duties as a teacher during or after school hours. Sharifah et al. (2014) and Punia and Kamboj (2013) also defined workload as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, teachers’ workload not only requires their time in schools but teachers also have to spend extra hours after work in order to be more effective and productive in their teaching profession. According to Easthope and Easthope (2000), intensified teaching workload includes the development of the teacher-student ratio. This is due to the fact that teachers are continuously burdened with new tasks added to their work descriptions. This situation deteriorates work satisfaction and organizational commitment among teachers, which ultimately affects the quality of their work performance. Hassam et al. (2011) in his study highlighted the dissatisfaction one may develop with his work because of the long working in the work due to additional workload. This interferes with one’s well-being at work and home. The results have corroborated in the studies by Nachreiner, (1995) and Oron-Gilad et al. (2008).

H₂: Workload has a significant negative impact on work performance.

Work-life balance:

According to Abendroth and Dulk (2011), work-life balance refers to the harmonious interface between the different domains of life. Daipuria and Kakar (2013) defined work-life balance as seeking for a balance between work from life and feeling comfortable with both work and family commitments. According to Lestari and Margaretha (2021), work-life balance gives workers a chance to regulate both their personal and professional lives, which reduces stress

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and fatigue associated with the workplace. WLB is one element that affects productivity inside the organization, work satisfaction, and employee commitment. To advance a competitive advantage, businesses should focus on improving organizational competence. The people element contributes actively to maximizing and sustaining organizational efficiency. Work-life balance concept is built on the idea that work life and personal life are complementary of each other in bringing perfection to one's life. For the study, work-life balance is deemed important to ensure the effectiveness of teachers in all institutions they are associated with (Duxbury, 2003; Punia and Kamboj, 2013). Due to the lack of clear demarcation between work and personal life, teachers will in the course of their career, misstep into problems and challenges in achieving a balance in their professional and personal life (Punia and Kamboj, 2013). Morris and Madsen (2007) emphasised that studies in the field of worklife balance is crucial in contributing to strategic development of policies, practices, programs, and interventions that integrate the aspects of work-life balance, among teaching professionals.

H₃. Work-life balance has a significantly positive impact on work performance.

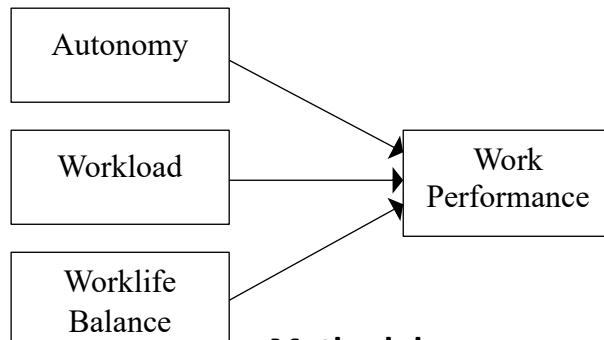
Work Performance:

According to Obilade (1999), the work carried out by a teacher at a specific time in line with the organisational system in place to achieving organisational objectives can be interpreted as teacher's performance. Peretemode (1996) added that work performance is determined by the level of employees' day-to-day participation in various activities at their respective institution. Apart from that, teachers are also burdened with administrative work that should not be included in their work descriptions. Numerous tasks at work with ambiguous roles and responsibilities at the workplace would jeopardize the quality of work-life balance among teachers.

Theoretical framework:

Boundary theory is a general cognitive theory of social classification (Zerubavel, 1996) that focuses on outcomes such as the meanings people assign to home and work (Nippert-Eng, 1996) and the ease and frequency of transitioning between roles (Ashforth et al., 2000). The work-family border theory is devoted only to work and family domains. The outcome of interest in this theory is work-family balance, which refers to "satisfaction and good functioning at work and at home, with a minimum of role conflict" (Clark, 2000). It also differs from boundary theory in that its definition of borders encompasses not only those psychological categories but also tangible boundaries that divide the times, place and people associated with work versus family. Border theory focuses on the boundaries that divide the times, places, and people associated with work versus family roles (Allen et al., 2014).

Figure 1: Theoretical Framework



Research

Methodology:

The resent study uses a quantitative approach to measure the relationship between workload, work-life balance, autonomy, and work performance. The study focused on teaching faculties in both graduate and post graduate colleges of districts in North Karnataka. Structured Questionnaires were distributed using Google forms to teaching faculties in various colleges in all the districts. A total of 140 responses were received and were used for further analysis. Self-administered questionnaire were used to gather data on autonomy, workload, work-life balance, and work performance among teaching faculty in these colleges. In this study, the questionnaires are adopted from the original sources. To suit the requirements of the study some questions were omitted and modifications were made.

A total of 41 items with the five-point Likert scale were used to measure all variables under study. In all 18 items adapted from QPS Nordic by Dallner et al. (2000) and Jackson et al.(1993) to measure autonomy. Items on work-life balance, which consist of 15 items, were adopted from Work Interference with Personal Life scale developed by Fisher-McCauley et al. (2003). Five questions were adopted from Quantitative Workload Inventory developed by Spector and Jex (1998) were used to gauge the workload factor. Finally, a total of 21 items, which were adapted from Williams and Anderson (1991), were used to assess work performance.

Respondents Profile:

Out of the 140 respondents 88 (62.8%) of the faculty members are female, while 52 (28.8%) of the faculty members are male. A majority of the respondents i.e.114 (81.4%) are Post graduates and 24 (17.14%) are Graduates. Most of the respondents are married 114 (81.42%) are married 26 (18.57%) are bachelors. Out of the 140 faculties providing their responses 28 of them had 0 to 5 years of work experience 28, 26 faculties had a work experience of 6 to 10 years, 52 faculties had 10 to 15 years of work experience, 20 faculties had 15 to 20 years of work experience and 14 faculties had more than 20 years of work experience. Out of the 140 faculty respondents 66 of them held the position of lecturer, 56 held the position of Assistant Professors 56, 14 of them were Associate professors and only 2 of the respondents held the position of a Professor.

Data Analysis:

The data was analysed using MS excel and SPSS. Factor analysis and Cronbach's α for reliability was done. A regression analysis was done to examine the influence of autonomy, workload and worklife balance on work performance of teaching faculty.

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Table 1: Reliability Test

Cronbach's Alpha	No of Items
.697	41

The Cronbach's α value (Table 1) is .697 which is higher than .6 as suggested by Nunally and Berstein (1994). It can be concluded that the items in the questionnaire are reliable for use in the survey.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.612
Bartlett's Test of Sphericity	Approx. Chi-Square
	61.788
	Df
	6
	Sig.
	.000

The result of the Kaiser-Meyer-Olkin test of sample adequacy is .612 (Table 2) which is a sufficient number to move on (Hair et al., 2013). Bartlett's test of Sphericity returned a value of 0.00 which is within the threshold of 0.05.

Confirmatory factor analysis test was performed to determine the convergent and discriminant validity. To pass the validity test the item loading must be higher than the threshold suggested by (Hair et al., 2013), which is 0.5. As observed in Table 3 all the items in the study exceed the recommended values of 0.5, implying that the items are valid for the study.

Table 3: Factors Loading

Constructs	Items	Factor Loadings
Workload	How often does your work require you to work very fast?	0.812
	How often does your work require you to work very hard?	0.823
	How often does your work leave you with little time to get things done?	0.843
	How often is there a lot of work to be done?	0.712
	How often do you have to do more work than you can do well?	0.756
Autonomy	I plan my own work	0.845
	I decide on how to go about getting my work done.	0.768
	I can control how much I work	0.828
	I can vary how I do my work	0.891
	I can control the quality of my work	0.811
	I can choose the methods to carry out my work	0.819
	I can influence the amount of work assigned to me	0.739
	I can influence concerning the person I need to collaborate with.	0.789

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	I can influence decisions that are important for my work.	0.786
	I conserve and protect organizational property	0.754
	I adhere to informal rules devised to maintain order	0.723
	I decide on the order in which I do things	0.711
Worklife Balance		
	My personal life suffers because of work.	0.782
	I miss personal activities because of work.	0.723
	I neglect personal needs because of work.	0.745
	I put personal life on hold for work.	0.756
	I struggle to balance between work and family.	0.899
	My work makes personal life difficult.	0.912
	I am happy with the amount of time available for personal activities.	0.892
	I find it hard to work because of personal matters.	0.912
	My personal life drains me of energy for work.	0.878
	My work suffers because of my personal life.	0.856
	I am in a better mood at work because of my personal life.	0.865
Work Performance		
	I adequately complete assigned duties	0.834
	I fulfil responsibilities specified on work description	0.856
	I perform all tasks that are expected of me.	0.834
	I meet formal performances requirements of the work	0.823
	I engage in activities that will directly affect my performance evaluation	0.819
	I neglect aspects of the work that I am obligated to perform	0.834
	I fail to perform essential duties	0.812
	I help others who have been absent	0.856
	I pass along information to colleagues	0.801
	My attendance at work is above normal.	0.798
	I give advance notice when unable to come to work	0.744
	I take undeserved work breaks	0.734
	I have a great deal of time spent with personal phone conversation	0.712

Convergent Validity:

Convergent validity of the items in the constructs was tested by finding what degree the multiple items measuring the same concept are in agreement. As suggested by Hair, 2013; Black and Babin (2013), the factors loading, composite reliability (CR) and average variance

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extracted (AVE) were retrieved to assess the convergent validity. The range of Wilks λ is 0 to 1. Since the value in Table 4 are close to 1, indicating that the variables are equally defined and are not framing mixed up responses.

Table 4: Convergent and Discriminant Validity

Parameters	AVE	CR	Wilk's λ	Workload	Autonomy	WLB	Work Performance
Workload	0.625	0.6779	0.087	1			
Autonomy	0.624	0.6775	0.029	-.333	1		
WLB	0.650	0.6964	0.031	.470	-.333	1	
Work Performance	0.720	0.7517	0.025	-.126	.132	.023	1

Discriminant Validity:

Discriminant validity is the measure of the degree to which the items differentiate among constructs or measures distinct concepts. Items should load more strongly on their own constructs in the model and the average variance extracted shared between each construct and its measures should be greater than the variance shared between the constructs and other constructs (Compeau & Higgins, 1995). It can be seen in table 4 that the correlations for each constructs is less than the average variance extracted by the indicators measuring that construct indicating adequate discriminant validity. It can be remarked that there are no overlapping constructs among the dimensions.

Path Analysis:

According to Hair et al., 2011 to estimate the structural model path coefficient and t-values are some essential criteria that must be considered.

Table 5: Path Analysis Results

Hypothesis	Parameter	Beta	t-value	Sig	Decision
H ₁	Autonomy → Work Performance	.127	1.396	0.000	Accept
H ₂	Workload → Work Performance	-.147	-1.507	0.000	Accept
H ₃	WL Balance → Work Performance	.134	1.376	0.000	Accept

Referring to the outcomes (table 5) Autonomy (beta=.127, t-value=1.396, sig=0.000), Worklife balance (beta=.134, t-value=1.376, sig=0.00) indicating a significant and a positive impact on work performance and Workload (beta= -.147, t-value= -1.507, sig=0.00) indicates a significant negative impact on work performance.

Discussions:

To summarize the results of the study, autonomy has a significant positive impact on the work performance of teaching faculty. It demonstrates that teaching faculty with higher levels of autonomy at work would perform excellently. Autonomy allows a teaching faculty to prioritize his work and time frame required to complete the assigned work. Abbott (2014) in his study emphasized that the teaching faculty must be as much autonomy as possible in choosing their

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teaching approaches, designing their lesson plans and supporting students in their academics as they are in the best position to make decisions on teaching and learning for their students. Having greater autonomy will definitely enhance work performance of the teaching faculty. As per the study workload has a significantly negative impact on the work performance of the teaching faculty. Workload has a bearing on the work performance of the teaching faculty. The results have been supported by the studies by Hassham et al., (2011) and also by studies done by Nachreiner (1995) and Oron-Gilad et al. (2008). The results of the study were contradictory to a study by (Johanim et al., 2018) where workload had no significant impact on the work performance of teachers.

The results also highlight that worklife balance has a significant positive impact on the work performance of the teaching faculty. The results are corroborated by studies done by Lestari and Margaretha (2021), Duxbury, 2003 and Punia and Kamboj, 2013. The teaching faculty are able to balance between their work and life and with a little effort are able to perform well in their works. Teachers with a better personal life tend to have a good mood at workplace.

Conclusion, limitations and Implications:

The results of this study provided a link between autonomy, workload and worklife balance on the work performance of teaching faculty. The results validated the notion that autonomy and worklife balance are very essential in enhancing the work performance of the teaching faculty. The study had its own limitation with respect to scope as responses were collected from faculties teaching in graduate and postgraduate colleges of Dharwad, Hubballi, Belagavi and Bagalkot. Secondly the results of the study cannot be generalised as the responses (n=140) received for the study was low.

For the educational institutions the results of the study would recommend revisiting the policies and procedure in place for measuring the performance of the teaching faculties. If the institutions provide faculty with higher levels of autonomy and better worklife balance it will lead to high performance behaviour from the faculty. Every study leaves scope or further research. The present study was carried out utilising faculty members of graduate and post graduate colleges. A comparative analysis of the impact of the variable on work performance of private and government colleges can yield different and interesting results.

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Shri Dharmasthala Manjunatheshwara Institute for Management Development, Mysuru, India

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