

# Assessing Impact of New Education Policy 2020 on Institutional Factors of Work Life Balance among Faculty in HEIs

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## ABSTRACT

Government of India, in its higher education policy 2020 handbook has mentioned that despite various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The study deals with five institutional factors of work life balance of faculty members in HEIs with the aim to assess the impact of new education policy 2020 on them. Data from 104 faculty members was collected through structured questionnaire and was evaluated on five subscales – recruitment & career progression, work environment, job autonomy, performance analysis and rewards & recognitions. The reliability of the scale was tested using Cronbach alpha. To assess the outcome and relationship of these factors least square method was used which indicated that these factors play a significant role in job engagement, satisfaction and motivation of faculty members which in turn effect positively on their work life balance. These factors lie behind low faculty motivation levels and must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession.

**Keywords**– Work Life Balance, New Education Policy 2020, Institutional Factors

powerful leverage point for promoting individual and organizational effectiveness. The growing attention towards WLB is the result of changing technological, societal, economic and demographic environment (Sverko, Arambasie & Galesie, 2002). “WLB is an individual’s perception of how well his or her life roles are balanced” (Haar, Russo, Sune, & Ollier-Malaterre, 2014).

Considerable research has highlighted the importance of Work-Life Balance for organizational performance (e.g. Druskat & Wheeler 2003, Durham, Knight & Locke 1997). Since Work-Life Balance is an important indicator of a professional’s health and wellbeing a number of researches have attempted to identify the predictors and antecedents of this construct. Fapohunda, Tinuke.M (2014) explored the effects of institutional factors of work life balance on productivity and concluded that better work life balance can be only possible if the employee is satisfied and engaged at workplace. Better organizational commitment, proper recruitment and training, better work environment, healthy work culture, job autonomy, better recognitions and rewards enhance work life balance of the employee and helps to enhance overall productivity and efficiency of the organization. Therefore, these work life balance factors become a crucial feature of human resource policy & strategy.

Balancing personal and academic life remains a critical issue for the faculty. Recently a Higher Education Research Institute Faculty Survey conducted in United States of America shows that only 32 % of the faculty believe that they have achieved healthy balance between their academic and personal life. These researchers (Murugan Pattusamy & Jayanth Jacob) also mentioned that due to this healthy work life balance faculty members are able to concentrate on their work effectively and efficiently thereby enhancing overall productivity of the institution. An online questionnaire was administered and data was collected from academicians from higher education institutes in India (492 samples) and USA (293 samples). In both samples, the model was found to have adequate predictive relevance and goodness of fit with the data. Thus, it was concluded that academicians working in

## I. INTRODUCTION

Main institutional factors which contribute to achieve success in higher education are work environment, job autonomy, performance analysis, recruitment, career progression and Rewards & recognitions. These factors can be summarized as the institutional factors of work life balance which can be described as a satisfactory level of involvement or ‘fit’ between multiple roles in a person’s life (Mc Cartney 2002). Work life balance refers to the effective management and synchronization between remunerative work and the other roles and responsibilities that are important to people as ‘individualized’ human beings and as a part of society. Grzywacz and Carlson (2008) have extensively studied and proved that WLB is at the core of HRD’s major functions and that it may be a

higher educational institutions in India and USA can attain work-family balance by achieving job and family satisfaction. Similarly, job and family satisfaction decreased and increased due to conflict and facilitation respectively. Finally, this work showed that if academicians can achieve balance between work and family, they can attain satisfaction in life as a whole.

## II. RECRUITMENT AND CAREER PROGRESSION

Higher education system in India is going through rapid transformation. Quality education along with vocational guiding have got maximum attention since last decade. Attempts have been made to improve the classroom teaching scenario by putting focus on the globally approved pedagogical aspects of higher education. Research and innovation have become the fundamental aspect of University education. In order to put the education system as par the global recognition our nation needs good and sufficient numbers of professionally developed and globally claimed teachers at higher education. Without a sound philosophy and goal oriented education system of higher education, the very dream of reconstructing nation's economic, social, political life cannot be realized in order to fulfil the fundamental ideals of quality education. The overall quality of education of any nation depends upon the quality of its teachers. Thus, this reflects that the role of teachers has become the key to the success of nation as well as education system at any level. If the teachers are excellent and imbibed with globally claimed teacher's quality then undoubtedly our nation's education systems and nation simultaneously would definitely march ahead on the path of development and prosperity. Therefore, we need to have a clearly defined, independent and transparent process for faculty recruitment and career progression. This led to formulate the following hypothesis.

**H1** - Faculty recruitment and career progression will enhance work life balance of faculty, which in turn will help to improve quality education.

## III. WORK ENVIRONMENT

Teaching as on date is one the most challenging and stress full profession and the stress among teachers is a contributor to illness as well as a cause for mental health problems. Stretched working hours, high degree of pressure and constant deadlines leads to stress and workplace conflict. It is the teacher in the classroom who inspires, cultivates and motivate for learning. Therefore, teachers should be equipped with basic

infrastructure and facilities like clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs and pleasant classroom spaces and campuses as mentioned in the National Education Policy 2020 handbook. Cooperative and helpful seniors and associates along with limited work load and access to latest technology will help to enhance work life balance which is very essential for a teaching professional to be productive and successful. Work life balance for teaching professional has become one of the greatest challenges in today's world. Teachers work load not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. This led to formulate the following hypothesis.

**H2** - Healthy work environment will help to enhance work life balance which is very essential for a teaching professional to be productive and successful.

## IV. JOB AUTONOMY

Even though there are a number of job related variables that can impact a person's sense of well being, it was felt that the more a person is in control and has the freedom to perform the work assignment at his/her own pace and method the greater will be the Work Life Balance. This freedom to decide on the schedule and method of doing work has been defined as job autonomy (**Bailey 1993**). In fact **Parasuraman & Alutto (1984)** state that people who have better control over their work environment are less stressed and perceive their family life as more positive and happy as compared to those who do not. **Ahuja and Thatcher (2005)** found that IT based jobs permitted more flexibility amongst the professionals and thus the employees could better balance the competing demands of work and personal lives. **Whitehouse, Baird and Hoskin (2008)** have also suggested that senior staff and managers who have greater autonomy and decision discretion and more access to supportive resources are better able to achieve a positive Work-Life Balance. Independence and the ability to manage ones work roles and responsibilities thus are significant in contributing to the faculty's sense of well being and subsequently to quality education. Thus it was hypothesized that:

**H3** - Job autonomy will enhance Work-Life Balance among the faculty members. With the increase in autonomy at the work place, the chances of achieving better Work-Life Balance increase.

## V. PERFORMANCE ANALYSIS

Educational organizations being service organizations quality of service depends directly on the capability, commitment, and motivation of faculty who provide it and ensuring quality is a challenge for education managers. One method of ensuring quality is by assessing the performance of faculty and ranking them based on their performance against set standards-Academic Performance Indicators. Teachers of modern education system have to carry out multiple tasks-administrative, teaching, research, societal engagement, mentoring, extra-curricular activities and so on. Hence, setting standards for each of these activities and measuring them on the same yardstick may not yield desired results. This is especially true in multidisciplinary institutions wherein faculty have different tasks and roles as per their specialization and discipline. Therefore, conventional assessment criteria may not suffice the decision makers of educational institutions. Principal Component analysis (PCA) is a standard statistical technique that can be used to reduce the dimensionality of a data set by assessing the dimensional structure of a dataset (**Dunteman, 1989**). This led to formulate the following hypothesis.

**H4** – Fair performance analysis will help in ensuring quality education by setting standards and measuring them effectively.

## VI. REWARDS & RECOGNITIONS

Compensation and fairness of rewards is generally believed to be hygiene and a basic factor in today's work environment. However that in no way undermines the fact that in a transactional world of give and take it is the most immediate benefit that an employee receives as return for the expertise, effort and experience, they get to the work place (**Equity Theory – Adams 1965**). The perception of equity or inequity is an individual's evaluation of what are the effort put in by him and the return received as fair or unfair. Thus hygiene or otherwise, fairness of rewards is one of the most important reasons for a person's willingness to stay in the organization (**Gupta & Shaw 1998**). A number of studies have examined the relation of fairness of rewards with job satisfaction (**Meyer et al. 2000, Ramaswami & Singh 2003**), organizational commitment (**Griffeth et al. 2000**) and turnover intentions (**De Coninck & Bachman 2005**). Therefore, faculty members should be incentivized through appropriate rewards, promotions, recognitions etc. This will help to enhance the motivation and job satisfaction, which in turn will impact positively on work life

balance of faculty members. Thus it was hypothesized that:

**H5** – Rewards, promotions and recognitions will positively impact the morale of faculty members which will enhance overall motivation and satisfaction at workplace.

## VII. SCOPE & FRAMEWORK OF THE STUDY

Work life balance for teachers has become one of the greatest challenges in today's world. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Work life balance helps the faculty to be more productive in their work along with their personal commitments and family interest. It is necessary that the institution needs to eliminate impractical discrimination and provide equal opportunities for both men and women with regard to recruitment and career progression, work environment, work culture, job autonomy, performance analysis and Rewards & recognitions. These factors, if worked upon with proper planning and good faith can lead to good work life balance, which reduces stress and leads to productive outcomes. Thus, the teaching faculty is able to give their best with high motivation and morale.

Present study deals with five institutional factors of work life balance that impact the working, quality and performance of faculty in higher educational institutes of Kumaun Region of Uttarakhand. With the aim of assessing the impact of new education policy 2020 on faculty members five hypotheses have been formulated which can be mathematically summarized as:

$WLB=f(RCP, WE, JA, PA, RR)$  Where WLB = Work life Balance

RCP = Recruitment and Career Progression

WE = Work Environment

JA = Job Autonomy

PA = Performance Analysis

RR = Rewards & Recognitions

## VIII. RESEARCH METHODOLOGY

Methodology relates to plan of study, which includes Data collection, types of questionnaire, processing and finally interpretation of data.

**Research Design:** Research design is a plan, structure and strategy of investigation conceived to obtain answers to research questions. A detailed outline of how an investigation will take place. The research design

will typically include how data will be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

This study will be descriptive research design in nature.

**Universe of the Study:** The universe of the study is faculty members presently working in higher educational institutes of Kumaun region of Uttarakhand.

**Sampling Design:** Random sampling was used to draw data from 104 faculty members working in higher educational institutes of this region.

**Data Collection Methodology:** The primary data was collected through structured questionnaire which consisted five sub-scales measuring Recruitment and Career Progression, Work Environment, Job Autonomy,

Performance Analysis and Rewards & Recognitions using a five point Likert scale. Pilot testing of the questionnaire was done before collecting the data.

## IX. RELIABILITY & VALIDITY ANALYSIS

Before testing the hypothesis, the data obtained from the filled in questionnaires was subjected to both reliability and validity tests. The reliability of the scale was tested using Cronbach alpha and the results are given in Table 1. The alpha values for various scales are quite high and therefore could be used for further analysis.

Table 1

Scale	No. of items in the scale	No. of Respondents	Alpha
Recruitment and Career Progression	4	104	.890
Work Environment	5	104	.785
Job Autonomy	4	103	.825
Performance Analysis	4	104	.805
Rewards & Recognitions	5	102	.756

## X. FINDINGS

To access the outcome and relationship of various above mentioned institutional factors influencing work life balance of faculty in higher educational institutes least-squares method was used which is a crucial statistical method that is practiced to

find a regression line or a best-fit line for the given pattern.

The regression model was formulated as:-

$$WLB=f(RCP, WE, JA, PA, RR)$$

Where work life balance was treated as Dependent variable and Recruitment and Career Progression, Work Environment, Job Autonomy, Performance Analysis and Rewards & Recognitions were treated as independent variables for analysis.

### SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.757
R Square	0.574
Adjusted R Square	0.552
Observations	104

**ANOVA**

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	3119.610504	623.9221008	26.46319797	7.812
Residual	98	2310.543342	23.57697288		
Total	103	5430.153846			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	4.75	0.59	5.67	1.423
RCP	0.539	0.238	3.446	4.329
WE	0.693	0.161	4.301	4.016
JA	0.330	0.112	3.932	1.004
PA	0.428	0.146	3.923	2.004
RR	0.605	0.177	3.407	1.672

The regression results indicate that all the relationships found were in the hypothesized direction. All the variables were found to be positive and statistically significant at five percent level. This means that the faculty members strongly believe that

- 1) Clearly defined, independent and transparent process of faculty recruitment and career progression is must to achieve the aim of quality education. They strongly believe that this will also enhance the work life balance of faculty members.
- 2) Results also show that healthy work environment will help to enhance work life balance, which is very essential for a teaching professional to be productive and successful.
- 3) Job autonomy will enhance Work-Life Balance among the faculty members. With the increase in autonomy at the work place, the chances of achieving better Work-Life Balance increase.
- 4) Fair performance analysis will help in ensuring quality education by setting standards and measuring them effectively.
- 5) Rewards, promotions and recognitions will positively affect the morale of faculty members, which will enhance overall motivation and satisfaction at workplace.

## **XI. CONCLUSIONS & RECOMMENDATIONS**

The conclusion of the study is that the institutional variables of work life balance like recruitment and career progression, work environment, work culture, job autonomy, performance analysis and

Rewards & recognitions play a crucial role in the job engagement, job satisfaction and motivation of faculty members. These factors will enhance work life balance of employees, which will help to achieve the goal of quality education in higher educational institutions by increasing overall productivity and efficiency of the faculty members. Therefore, these work life balance factors become a crucial feature of human resource policy & strategy.

Thus the results highlighted that Government of India, in its Higher education policy 2020 should introduce and follow the above mentioned factors to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. Then only the dream of quality education can be achieved.

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