



## **A Study on the Major Areas of Dissatisfaction which are Negatively Contributing to Employee Work-Life Balance in Educational Sector in Bengaluru**

**Mrs. Kshama Shashikumar Bidarkar**, Research Scholar, School of Commerce & Management, Nirwan University Jaipur, Rajasthan (India)

**Dr. Mahesh Chandra**, Professor, Faculty of Commerce & Management, Nirwan University Jaipur, Rajasthan (India)

### **Abstract**

Bengaluru, known as the heart of India's IT industry, has seen significant growth in its educational sector, which resulted in a rapid expansion of its workforce. However, many educators and staff face challenges balancing their professional and personal lives due to several factors contributing to dissatisfaction. This paper examines the main areas of discontentment impacting employee well-being within Bengaluru's educational environment.

Teachers in Bengaluru get challenged with large class sizes, the most advanced curriculums, competitive syllabi, and administrative responsibilities, resulting in extra workload and late-night work commitments. Tasks such as grading, lesson planning, notes preparations, class PPTs and planning of extracurricular activities always extend beyond regular working hours, leading to unpaid overtime and blurring the lines between work and personal life. Moreover, the shortage of supporting staff for administrative work adds to the workload, leaving educators feeling overburdened and struggling to do work effectively.

### **Introduction:**

Educators frequently encounter an overload of administrative tasks, reports, paper setting, and assessment procedures, diverting their focus from essential teaching duties and personal well-being. Strict adherence to schedules and limited flexibility in lesson planning can create a sense of constraint and hinder educators' ability to address individual student needs. Unclear communication channels and bureaucratic decision-making processes can leave educators feeling undervalued and frustrated.

In comparison with the cost of living in Bengaluru, salaries for educators, particularly in smaller institutions, may not be sufficient to meet basic needs and daily expenses. Limited access to healthcare, parental leave, and other benefits can contribute to financial strain and make it difficult for educators to handle personal obligations. Restricted opportunities for career advancement and professional development lead to stagnation and demotivation, impacting overall job satisfaction.

Educators often experience a sense of undervaluation and disregard for their contributions, resulting in reduced confidence and motivation. In some cases, bullying, harassment, or a lack of collegiality can create a stressful and unsupportive work environment, adversely affecting well-being. Many institutions lack flexible work arrangements, childcare facilities, or health programs, leaving employees struggling to balance work and personal responsibilities.

The emphasis on standardized testing and performance metrics can pressure educators significantly, fostering a culture of excessive workload and stress. This continual pressure can

lead to burnout, impacting overall well-being and the ability to maintain a healthy work-life balance.

Many educational institutions grapple with budget constraints, resulting in limited resources and support for staff. This can manifest in larger class sizes, inadequate technology, and a lack of administrative assistance, thereby exacerbating workload and stress.

The evolving educational landscape, characterized by rapid technology integration and shifting student needs, necessitates continuous learning and adaptation from educators. This requires additional time and effort, compounding the existing pressure and making it difficult to disconnect after work.

Female educators often bear a disproportionate share of household responsibilities, making it even more challenging to achieve work-life balance. Traditional expectations from women in the family, and gender roles can contribute to this imbalance

The challenges mentioned above can significantly impact the personal well-being of education sector employees. Work-life imbalance can lead to stress, anxiety, depression, and ultimately, burnout. This not only affects individuals but also has adverse effects on student learning and organizational productivity.

These areas of concern contribute to stress, burnout, and job dissatisfaction among educators, leading to high turnover rates and ultimately affecting the quality of education delivered.

Solutions to address the above issues :

1. Reduce workload: Streamline administrative tasks, provide adequate support staff, and manage class sizes effectively.
2. Empower educators: Support flexible schedules, autonomous lesson planning, and clear communication channels.
3. Enhance compensation and benefits: Offer competitive salaries, overtime payments, bonus policies, comprehensive benefits, and excellent career advancement opportunities.
4. Foster a positive work environment: Implement progressive staff welfare policies, promote teamwork, and recognize employee contributions.
5. Work-life balance initiatives: Provide flexible work arrangements, insurance for their life and health, childcare facilities, and access to mental health resources.

### **REVIEW OF RELATED LITERATURE**

Achieving work-life balance in the education sector is an ongoing challenge, and it is a crucial one. By acknowledging the difficulties, implementing robust measures, and promoting a culture of well-being, we can create a more sustainable and fulfilling work environment for educators and staff, ultimately benefiting them and the students they nurture. [1]

Rigid work schedules and inflexibility in timing hinder employees' ability to manage personal responsibilities, leading to stress and resentment. Limited leave policies and lack of childcare facilities impose additional burdens, especially for female workers. Frequent policy changes and unclear communication from management contribute to a sense of uncertainty and dissatisfaction.[2]

Despite the increasing cost of living in Bengaluru, salaries for educators and care staff often remain stagnant, creating financial strain and demonization. The emphasis on academic achievements and student outcomes often overshadows the contributions of care staff, leading to feelings of undervaluation.[3]



Intense academic pressures and parental expectations can create a stressful and demanding work environment. Lack of collaboration and support among colleagues can contribute to feelings of isolation and hinder professional development. [4]

The demanding nature of the job and societal expectations can foster a culture where seeking mental health support is discouraged, leading to increased stress and anxiety. Inadequate access to mental health professionals and resources further exacerbates the issue, leaving employees feeling unsupported. [5]

### **OBJECTIVE OF THE STUDY:**

- 1) To analyze the major areas of dissatisfaction that are negatively contributing to employee work-life balance in the educational sector in Bengaluru
- 2) To study the factors affecting employee work-life balance in the educational sector in Bengaluru

### **HYPOTHESIS:**

- 1) There is no significant difference in the mean scores, on the workload among male and female employees.
- 2) There is no significant difference in the mean scores, on the work culture among male and female employees.
- 3) There is a significant difference regarding supportive infrastructure among male and female employees.

### **METHODOLOGY:**

#### **Sample:**

The present study was conducted on 100 employees selected through random sampling from Bengaluru. Out of 100 employees, 50 were male and 50 were female. The age of teachers was between 24 and 39

#### **Procedure:**

The t-test was used as a tool for the current research work. The scoring was done according to this. The data were analyzed with the help of the 't' ratio and Pearson product-moment correlation.

### **RESULT AND DISCUSSION:**

The mean, standard deviation, and t-test were calculated to analyze the difference between work-life balance among male and female employees. The result is discussed in the table given below.

**Table 1:** Showing the mean, SD, and 't' value of workload among male and female employees

Group	N	M	SD	't' value	Sig. Level
Male employees	50	24.23	2.67	0.23	N.S.
Female employees	50	25.09	3.46		

**Table - 1** reveals that mean scores, and workload among male and female employees were 24.23 and 25.09 and their SDs were 2.67 and 3.46 respectively. The 't' value between the two means was found to be .23 which is not significant. Therefore, the hypothesis that there is no significant difference in the mean scores, on the workload among male and female employees is accepted

**Table 2:** Showing the mean, SD, and 't' value of work culture among male and female employees

Group	N	M	SD	't' value	Sig. Level
Male employees	50	10.04	2.96	1.81	N.S.
Female employees	50	10.98	3.01		

Table 2 shows that the mean scores on the work culture among male and female employees were 10.04 and 10.98 and their SDs were 2.96 and 3.01 respectively. The 't' value between the two means was found to be 1.81 which is significant at 0.01 and 0.05 level of confidence. Therefore, the concerned hypothesis is accepted.

**Table 3:** Showing the significant difference regarding supportive infrastructure among male and female employees.

Group	Variables	N	r	Sig.Level
1	Male employees	100	0.196	<0.05
2	Female employees	100		

Table 3- Represents the coefficient of correlation regarding supportive infrastructure among male and female employees. It comes out to be 0.196 which shows a positive correlation. Thus it indicates that there is a significant relationship regarding supportive infrastructure among male and female employees. Therefore, the hypothesis that there is a significant regarding supportive infrastructure among male and female employees is rejected. Thus one variable affects the other variable.

Major Sources of Dissatisfaction Impacting Employee Work-Life Balance in the Education Sector in Bengaluru:

**1. Heavy Workload and Unrealistic Expectations:**

- Teaching demands: Large class sizes and the need for individualized attention lead to teachers facing excessive workloads, sacrificing personal time for various tasks like lesson planning and grading
- Administrative burden: Additional responsibilities such as meetings, student discipline, and paperwork add to the workload, leaving educators feeling overwhelmed and drained.
- Performance pressure: Constant pressure to achieve high academic results for students contributes to stress and anxiety, affecting overall well-being.

**2. Lack of Support Systems and Infrastructure:**

- Insufficient resources: Limited access to teaching aids, technology, and support staff hampers effective task management and adds to educators' stress.
- Inadequate infrastructure: Overcrowded classrooms, subpar facilities, and insufficient breaks create an unfavorable work environment, leading to fatigue and stress.
- Absence of childcare and eldercare facilities: The lack of support for family responsibilities forces many employees, particularly women, to juggle between work and personal obligations.



### **3. Unclear Compensation and Career Progression:**

- Stagnant salaries: Low pay relative to the demanding workload and high living costs in Bengaluru causes financial strain and dissatisfaction among education sector employees.

- Limited career advancement opportunities: Lack of transparent promotion policies and growth paths contribute to a sense of stagnation and discouragement.

- Disparity in workload and pay: Unequal distribution of workload and compensation between teaching and non-teaching staff breeds feelings of unfairness and discontent.

### **4. Toxic Work Culture and Lack of Recognition:**

- Authoritarian leadership: Top-down management styles with little employee involvement in decision-making foster a stressful and disengaging work atmosphere.

- Lack of appreciation: Insufficient acknowledgment of educators' contributions to student success undermines morale and motivation.

- Bullying and harassment: Instances of workplace mistreatment create a hostile environment detrimental to employee well-being and job satisfaction.

### **5. Work-Life Balance Policies and Implementation:**

- Inadequate policies: Many institutions lack comprehensive work-life balance measures such as flexible work arrangements or childcare support, making it challenging for employees to manage personal and professional responsibilities.

- Poor policy implementation: Even when policies exist, ineffective communication, rigid enforcement, or bureaucratic obstacles often hinder their effectiveness, further exacerbating work-life imbalance.

Addressing these significant sources of dissatisfaction is paramount to enhancing work-life balance and employee well-being in the educational sector in Bangalore. Educational institutions must prioritize creating a nurturing environment that values the dedication and commitment of their staff. By implementing clear strategies, providing adequate resources, fostering a positive workplace culture, and acknowledging employee contributions, the sector can attract and retain talented individuals, ultimately that will give overall improvement in educational outcomes and cultural advancement.



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