CHAPTER 6

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter deals with the

Major research findings,
Recommendations based on the research findings,
Further scope and research directions,
Conclusion

6.2 MAJOR FINDINGS OF THE RESEARCH

The major findings of the research are presented as

6.2.1 Findings related to the personal profile of the respondents

Following are the major findings based on the personal profile of
the respondents

1. 48.5% of respondents are Male, and the majority 51.5% of
respondents are Female.

2. 67.3% of faculty members are in the age group 25 to 35 years,
25.8% of respondents are in the age group 35 to 45, 7% are
above 45 years of age.
3. Majority of the respondents are married (83%) and 17% of the respondents are unmarried.

4. 82.4% of the faculty members are with PG qualification. 17.6% of respondents are with Ph.D qualification.

5. 85.5% of respondents are assistant professor, followed by 10% of associate professor, 4.5% of respondents are professor.

6. 48.8% are with 3 to 8 years of experience followed by 41.8% of respondents with above 8 years of experience. 9.4% of respondents are below 3 years of experience.

7. Majority of the respondents 50.9% works 48 hours a week followed by 28.8% of respondents work below 48 hours a week. 20.3% of respondents work above 48 hours a week.

8. The majority of respondents 57.6% works additionally per week, followed by 17.9% between 5 to 10 hours, 15.5% of the says that they won’t work additionally, and 9.1% of them says that they work above 10 hours additionally.

9. Majority 74.2% of the respondents are with children, 16.96% are unmarried so they may falls is not applicable category, 8.78% of the respondents are without children.

10. Majority 84.8% of the respondents have dependents in the family and 15.2% of are without dependants.

11. 44.6% of the respondents have Child/Children going to school / college, followed by 36.1% of the respondents have Child/Children below 5 year followed by 19.3% had elderly dependents.
12. 41.4% of respondents dependents are taken care by their parents, 29.6% of respondents dependents are taken care by their spouse, 26.4% of respondents dependents are taken care by the servants, 2.5% of respondents dependents are taken care by their in-laws.

13. 41.8% of respondents' spouses are employed, 41.2% of respondents' spouses were not employed, for 17% of respondents it is not applicable.

14. 43.3% of respondents spend more than 4 hours to Family Work Per Day, 26.1% of respondents spend 2-3 hours to Family Work Per Day, 16.4% of respondents spend 3-4 hours to Family Work Per Day, 14.2% of respondents spend below 2 hours to Family Work Per Day.

15. 78.8% of respondents spend below 2 hours on Smartphone for Work During Personal Time, 10.3% of respondents spend 2-5 hours, 8.5% of respondents spend 6 to 10 hours, 2.4% of respondents spend above 15 hours on Smartphone for Work During Personal Time.

6.2.2 Findings of the descriptive statistics of Work support

1. There is a significant difference between the supervisor and co-worker support perceived by the faculty members.

2. The mean score for supervisor support is 19.02 whereas for co-worker support is 17.32. From this score it has been inferred that faculty member receives maximum support from their supervisor than their co-workers.
3. Helping tendency of the supervisor (3.78) is the most important factor on supervisor support followed by supportive at the critical time of work (3.75), followed by Problem understanding (3.52). The least factor is providing flexi schedule (3.34), followed by generosity.

4. Friendliness of the co-worker (3.62), followed by caring of co-worker (3.52), followed by feeling close to coworker (3.49). The least factor is taking personal interest (3.03), followed by feeling appreciated (3.29).

6.2.3 Findings of the descriptive statistics of Non-Work support

1. There is a significant difference between the parent/spouse support and domestic support perceived by the faculty members

2. Mean score for Parent/Spouse support is 22.15 where as for Domestic support is 19.00. From this score it has been inferred that faculty member receives maximum support from their Parent/ spouse than their friends and relatives.

3. Based on the mean score it is clear that Faculty member says that Parent/spouse render their support by taking care of house hold chores as majority followed by the support in child care activity. Least score falls on the support render by parent/spouse in financial matters

4. As for as domestic support is concern majority of the faculty member feels that their friends and relatives are care takers. They also reveal that their friends and relatives provide emotional support which is seems to be very crucial.
6.2.4 Findings of the descriptive statistics of Work and Life factors

1. There is a significant difference among the work factors and life factors pertaining to balance perceived by the faculty members.

2. The Mean score for work factor is 48.15 and life factor is 44.65, from this value it is clear that there is a reasonable variation between the values which revels the result that work and life of the faculty members are not balanced.

3. From the mean score it has been inferred that majority of the faculty members feel that the current working pattern suits them well and also believe that working harder will lead to promotion in their career.

4. Majority of the faculty members feel that if they won’t perform well they will be expelled out from the institution. The faculty members feel that additional training helps them to learn and develop more.

5. Faculty members say that It is not possible to take leave and work from home without any loss of pay. From the mean score it is clear that they can’t ask for flexibility in changing a shift or start the work later whenever they need.

6. The given mean score of life factor reveals that the faculty members need meditation and yoga practices to get relaxed. They feel tired and depressed because of work and work Schedule. They are able to go for religious worship whenever need.
7. Very low mean score is found for the question tendency to smoke, take alcoholic drinks, drugs and medicines to get de-stressed, from this it is inferred that faculty members were not inclined to smoke, take alcoholic drinks, drugs and medicines to get de-stressed.

6.2.5 Findings of T Test Analysis of Demographic Variables

1. There is a significant difference between male and female faculty members with regard to the Supervisor Support, Co-worker Support, Parent/ Spouse Support, Work related factors and Psychological wellbeing.

2. Based on mean score, male have better score than female in all factors

3. There is no significant difference between male and female faculty with regards to the factors such as Domestic support, Life related factors and Turnover intention.

4. There is a significant difference between married and unmarried faculty members with regard to Life related factors, Organisational commitment and Turnover intention.

5. Based on mean score unmarried faculty members show high score than married in life factors because unmarried may have less commitments than married. Married faculty members shows higher mean score than unmarried faculty members. The mean score for turnover intention is high for unmarried because of their less commitment they feel free to switch over to other job location, and they are not interested in tolerating and adjusting the work situation.
6. There is no significant difference between married and unmarried faculty members with regards to the factors such as Supervisor Support, Co-worker Support, Parent/Spouse Support, Domestic support, Work related factor, Psychological Wellbeing

7. There is a significant difference between faculty members with PG qualification and Ph.D qualification with regard to the Supervisor Support, Co-worker Support, Life factors and Psychological wellbeing.

8. Based on mean score, the faculty members with PG degree have high score than faculty members with PhD with respect to the factors such as supervisor support and co-worker support.

9. Hence there is a significant difference between faculty members with PG and PhD qualification with regard to Parent/spouse support at 5% level.

10. There is no significant difference between faculty members with PG qualification and PhD qualification with regards to the factors such as Domestic support, Work factors, organisational commitment and turnover intention.

11. Hence there is a significant difference between faculty members with and without dependent with regard to factors such as Life factors, Psychological wellbeing and Turnover intention.

12. Based on mean score, faculty members without dependent in family have high score than, faculty members with dependent in family.
13. There is a significant difference between faculty members with and without dependent with regard to co-worker support at 5% level

14. There is no significant difference between faculty members with dependent and without dependent with regard to supervisor support, parent/spouse support, domestic support, work factors and organisational commitment.

6.2.6 Findings of Anova of Demographic Factor With Respect To Study Variable

1. There is a significant difference between age of faculty members with regard to factors such as supervisor support, co-worker support, domestic support and psychological wellbeing.

2. Based on Duncan Multiple Range Test (DMRT), age group of 35-45 and above 45 significantly differ with the faculty of age group 25-35,

3. There is no significant difference between age group of 35-45 and above 45 years in supervisor support, co-worker support and domestic support. Above 45 years significantly differ with 25-35 years and 35-45 years in psychological wellbeing.

4. Faculty member in the age of 25-35 years are mostly youngsters with less real life experience, in order to proceed further in work and non-work role they need the support from the surroundings.
5. There is a significant difference between age of faculty members with regard to Life factors and Turnover intention. Based on Duncan Multiple Range Test (DMRT), age group of above 45 significantly differ with faculty in the age group of 25-35 and 35-45 in Life factors. There is no significant difference among all the age group of faculty member in Turnover intention.

6. There is no significant difference between age of faculty members with regard to Parent/Spouse support, Work factors, Organisational commitment

7. There is a significant difference between designation of faculty members with regard to factors such as Supervisor support, Co-worker support, Life factor, Organisational commitment, Psychological wellbeing and Turnover intention.

8. Based on Duncan Multiple Range Test (DMRT), faculty in professor grade differs with assistant professor and associate professor grade, but there is no significant difference between assistant professor and associate professor in supervisor support and co-worker support.

9. Associate professor significantly differs with assistant professor and professor, but there is no significant difference between assistant professor and professor in Life factor, Organisational commitment and Turnover intention.
10. Assistant professor, Associate professor and Professor significantly differ with each other in psychological wellbeing.

11. There is no significant difference between designation of faculty members with regard to Work factors.

12. Hence there is a significant difference between work experience of faculty members with regard to factors such as Supervisor support, Co-worker support, Parent/spouse support, Work factor, Life factor, Psychological Wellbeing.

13. Faculty with experience below 3 year and above 8 year significantly differ with faculty of 3 to 8 years of experience, but there is no significant difference between faculty with below 3 years and above 8 years of experience in supervisor support and psychological wellbeing.

14. Faculty with below 3 years of experience significantly differ with faculty of 3 to 8 years and above 8 years of experience, but there is no significant difference between faculty with 3 to 8 years or above 8 years of experience in work factor and life factor. 15. Faculty with above 8 years of experience significantly differs with faculty with below 3 years and 3 to 8 years of experience, but there is no significant difference between faculty with below 3 year and 3 to 8 years of experience in co-worker support and parent/spouse support.

16. There is no significant difference between work experience of faculty members with regard to domestic support and turnover intention.
6.2.7 Findings of Pearson Correlation Analysis to Find the Relationship between Variables

1. 44.2 percentage positive relationship exists between Supervisor support and Work factor and it is significant at 1% level.

2. 19.7 percentage positive relationship exists between Supervisor support and Life factor and it is significant at 1% level.

3. 22.3 percentage positive relationship exists between Co-worker support and Work factor and it is significant at 1% level.

4. 0.9 Percentage positive relationships exist between Co-worker support and Life factor and it is not significant at 5% level

5. 14.2 percentage positive relationships exist between Parent/spouse support and Work factor and it is significant at 1% level.

6. 42.2 percentage positive relationships exist between Parent/spouse support and Life factor and it is significant at 1% level.

7. 41.8 percentage positive relationships exist between Domestic support and Work factor and it is significant at 1% level.

8. 56.7 percentage positive relationships exist between Domestic support and Life factor and it is significant at 1% level.
9. 67.1 percentage positive relationships exist between Organisational commitment and Work factor and it is significant at 1% level.

10. 10.4 percentage positive relationships exist between Organisational commitment and Life factor and it is significant at 1% level.

11. 37.1 percentage positive relationships exist between Psychological Wellbeing and Work factor and it is significant at 1% level.

12. 47 percentage positive relationships between Psychological Wellbeing and Life factor and it is significant at 1% level.

13. 34.2 percentage negative relationships between Turnover Intention and Work factor and it is significant at 1% level.

14. 50.3 percentage negative relationships between Turnover Intention and Life factor and it is significant at 1% level.

15. There exists a significant relationship between the factors such as social support, work and life factors, and individual/organisational outcomes.

6.2.8 Findings of Multiple Regression Analysis of Organisational/Individual outcomes

1. Work Factors (0.465) are the most important factors to attain organisational commitment, followed by Life factor (0.378), co-worker support (0.137), Supervisor support (0.132), Parent/spouse support (0.068) and domestic support (0.035).
2. Based on standardized coefficient, Life Factors (0.568) are the most important factors to attain psychological wellbeing, followed by Work factor (0.567), Supervisor support (0.425), Parent/spouse (0.270), co-worker support (0.171), and domestic support (0.048).

3. Based on standardized coefficient, Work Factors (-0.205) are the most important factors to attain turnover intention, compared with life factor (-0.576).

6.2.9 Findings of Structural Equation Modelling

1. There exists an interrelationship between the factors used in the model

2. Goodness of fit indices supports the model and these emphasized indices indicate the acceptability of this structural model

6.2.10 Findings of Work-Life Balance Policy Available and Used in Organisation

1. Almost all the faculty members says that they can use internet for personal use during working hours(100%), about (89.7%) of faculty members say that they can able to receive personal call at work,

2. All the faculty members (100%) say that there is no availability of policy such as Counselling services for experiencing work / family stress and personal issues, On-Site Childcare Facilities, Financial Assistance for Study Purposes, Subsidized Subscriptions for Sports, Gym and yoga.
3. More than 80% of the faculty members say that they don’t have paid paternity leave and flexible start and finish time.

4. 89.70% of the faculty members admit that they make and receive personal phone calls at work. 87.27% of the faculty says that they use internet for personal use during working hour.

5. (91.21%) of the respondent says that they have not used the flexi start and flexi finish of their work policy. (90%) of the faculty members did not use the paid maternity leave benefit available to them.

6. None of the faculty has used the paid paternity leave benefit and time off for higher study facility which is available to them.

7. From the mean score of availability and usage of work-life balance policy, the availability of work life balance policy in the institution scores high than the usage of the policy. From the policy listed above, very few policies were made available to the faculty members, and only few have availed by them.

6.3 RECOMMENDATIONS

Based on the major findings of the study, and interaction with the respondents subject experts and literature study, the following recommendations are provided

6.3.1 Recommendations to Faculty members

1. The Faculty members must focus on effectiveness of the work done rather than length of working hours. By doing so, they
can eliminate extended working hours and spare the time for personal work

2. Making use of modern technologies and skilful time-management strategies may enable the Faculty members to lessen the work burden

3. The Faculty members must drop unnecessary multi-tasking and concentrate few works at a time. By doing so, they can attain perfection and avoid work repetition.

4. Faculty members must recognize and realize that to perform better and obtain satisfaction in the work they do, they need to view their work as personally significant and meaningful

5. Faculty members must figure out what is really important in their personal life. Once the important things are charted, set out priorities for each of them and never let it go for any reason

6. Faculty members must ensure that they get their private time to fulfill their personal needs. They would definitely act like rechargers and make them prepare for the next task. It is very similar to „sharpen your axe” concept

7. Faculty members must make sure they get healthy food, proper sleep and enough exercise to keep them fit. Having a sound body and sound mind really helps to get things done on time, thereby ensuring proper balance between work and life

8. Faculty members should not only work harder, they must work happier and work smarter
9. Faculty members must look for a relatively permanent remedy for the stress that arises out of work and life. Proper meditations, physical exercise, medicines with guidance of medical practitioner are few of the remedies. Instead use of alcoholic drinks, excessive smoking and excessive sleeping pills should be avoided.

6.3.3 Recommendations to Employers

1. Educational institution must acknowledge that employees whose work and personal lives are balanced can bring significant flow-on benefits to the institution.

2. Higher work life balance will reduce absenteeism of the employees and hence greater productivity can be ascertained.

3. The employers must try to examine the type of work that each employee undertakes and attempt to maximize satisfaction by providing skill variety, task identity, task significance, autonomy and feedback.

4. The institution should encourage the employees to finish the work within working hours and help them to reduce extended hours of work. This may enable the companies in cutting down their expenses too.

5. The policies on work life balance must be in accordance to difficulties and problems what the employees actually experience. Unsupportive policies will not be useful in any means.
6. Encourage fair and flexible usage policy to all the employees of the organisation instead of fixed policies pertaining to work life balance

7. The employers must allow the employees to enjoy the benefits of work life balance practices when they avail it. For instance, if the employee avails any special leave, they must not be frequently asked to attend official calls.

8. The possible portions of the work life balance policies can be customized to individual needs. It includes providing maternity leave as preferred by the employee either before, or after or both in accordance to norms, grant of leave relating to school holidays of their children, relocating to a place of employees’ choice

6.4 FURTHER SCOPE AND RESEARCH DIRECTIONS

Further research can be undertaken for work life balance in other different industries. A similar research can be done for comparing work life balance practices of different companies of same industry. A comparative study for work life balance among self financing and government educational institution can be undertaken. Research for identifying problems in parenting issues and work life balance can be conducted.

6.5 CONCLUSION

Work life balance is like a “give and take” philosophy. Both employer and employee must be willing to bend a little. By doing so, both the employees as well as the employers are benefitted much.
Changing business environment will demand more and more from their employees. The changing needs and wants of the individuals also force the husband and wife to go for dual earning. This situation makes work life balance even worse.

There is no single perfect solution for balancing work and life and choices will often change as the demands in work and life changes for every individual. The main purpose of this research was to find out and offer a wide range of options and possibilities so that the faculty members can have more control and freedom to choose what suits them the best.

Gaining more knowledge over work-life balance imparts that the same is applicable to their colleagues too. Hence, they must be willing to extend the same cooperation when needed by the colleagues. When followed by everyone, this creates a greater flexibility in work place and helps much to achieve work life balance.

The former CEO (1986 to 1991) of Coca-Cola Enterprises Inc, Brian G. Dyson comments “Imagine life as a game in which you are juggling some five balls in the air. You name them – Work, Family, Health, Friends and Spirit and you’re keeping all of these in the Air. You will soon understand that work is a rubber ball. If you drop it, it will bounce back. But the other four Balls – Family, Health, Friends and Spirit – are made of glass. If you drop one of these; they will be irrevocably scuffed, marked, nicked damaged or even shattered. They will never be the same. You must understand that and strive for it.”