**Background:**

Researcher wanted to study work-life imbalance as myself was struggling for achieving work-life balance in my life. Researcher always wanted to work in Corporate but after marriage realized how difficult it was for a married women with a child to work in Corporate as the work pressure in corporate was too high, she had to do late sitting each day. In corporate asking boss for going home on time is seen as if you are asking something very unreasonable. Life became a big mess as how to manage my family and how to continue my career. Being living in a nuclear family researcher had no one else to leave the child with and also researcher’s husband couldn’t help her much as he himself was working with a Multinational company so researcher had no other option but to quit the job. But it was not easy for the researcher to sit at home. Researcher did not like being at home the whole day, where she had no one even to talk to. So after 2 years being at home researcher decided why not try education line as it is said to be good for women. Earlier there was perception among people that teaching is the best career among women. So being an MBA teaching in a college was the option which seemed very attractive to the researcher. But then again researcher couldn’t join full time as she had 2 handsome and naughty sons to look after, so she started taking up part-time assignments. Researcher just used to wonder how the full time faculty manage their work and life domain, as she herself finds it very hard when other full time faculty (male or female) have to manage the classes, do research work, administration work and then go back home and provide the needs of their family. But just wondered how a tired faculty can be a good mother or a good father or a good wife or a good husband. They juggle each day to manage their work and life domain and as a result they feel physically and emotionally exhausted, their productivity is affected, they are depressed, they don’t enjoy life and too much occupied in their struggle to manage their work and life. Researcher had different questions in her mind first of all she wanted to explore the incidence of work-life imbalance among faculty members of Delhi and then wanted to know the various factors responsible for work-life imbalance and while taking to the faculty members in the initial stage of the research, researcher found that it was not one or two factors responsible for work-life imbalance but there were various factors (demographic/individual trait variables/ work and family related variables)
responsible for work life imbalance. So to get a deeper insight researcher has taken up various demographic, individual trait and work and family related variables.

Overview:

This research was conducted to study the incidence and the determinants of work-life imbalance among the faculty members of higher education Institutions in Delhi. Research information was collected from faculty members from 200 faculty members working in Engineering and Management Institutions in Delhi. Data was collected using Netemeyer et al., 1996 scale and for other variables a questionnaire was framed by the researcher. 5-point Likert scale was used to collect the data. The variables selected in this research to be tested as the determinants of work-life imbalance among faculty members were selected after doing thorough literature review. Efforts were made that the survey includes faculty from private and government sector, male and female faculty were both surveyed and efforts were made to include married with children and also include married without children, data was also collected from unmarried faculty.

Ethical Considerations:

The consideration of ethical issues was necessary for the purpose of ensuring the privacy as well as the safety of the faculty members. Among the significant ethical issues that were considered in the research process include consent and confidentiality. The researcher after explaining the objectives and scope of the research to the faculty members ensured the faculty that their identity won’t be disclosed, the name of the faculty and their Institution name will not be disclosed in any part of the research. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research. The respondents were also advised that they could withdraw from the study even during the process. With this, the participants were not forced to participate in the research.

Research Methodology:

Research methodology is the researcher’s own synthesized approach that he would be using in his research and it gives information as to how her research would progress. Research methodology informs us that how we view and choose to investigate the
social world we live in. No methodology is self validating and it may vary depending upon the philosophical justification and method of investigation for understanding reality.

**Nature of Study:**

The study was descriptive in nature. The descriptive method of research was used for this study. To define the descriptive type of research, Creswell (1994) stated that the descriptive method of research is to gather information about the present existing condition. The emphasis is on describing rather than on judging or interpreting. The aim of descriptive research is to verify formulated hypotheses that refer to the present situation in order to elucidate it.

With this research type, it is essential that the researcher already has a clear view or picture of the phenomena being investigated before the data collection procedure is carried out. The researcher used this kind of research to obtain first hand data from the respondents so as to formulate rational and sound conclusions and recommendations for the study. Descriptive research makes use of survey methods and observation methods (Malhotra, 2007).

It is based on a survey conducted among the faculty members of higher educational institutions in Delhi using a broad-based and comprehensive questionnaire.

**Sample Design:**

**Population:** Faculty members from Engineering and Management Institutions in Delhi.

**Nature of Institutions:** Engineering and Management Institutions.

**Sample size:** 200

The list of the Engineering and Management Institutions in Delhi was prepared and then the Institutions were selected keeping in mind to include both private and governmental Institutions and then from the selected Institutions faculty member will be selected on judgement basis.
Sampling Type: Exploratory Judgemental Sampling.

Choice of respondents:

The purpose of the research was informed to the respondents and once they got convinced and showed willingness to participate in the study then the questionnaire was given to them. Efforts were made by the researcher to include respondents from different background like male/female, married/unmarried, married with children/married but do not have child, faculty from private/government institutions, faculty from management/engineering, faculty from nuclear/joint families, etc.

Data Collection:

Primary data is collected using a structured questionnaire.

Methodology employed for data collection:

Data collection methods serves as an appropriate roadmap for conducting empirical research and chosen on the type of research problem under investigations (Kerlinger, 1986). Various designs may be used to collect data like- direct and participative observation, case study and interviews, field surveys, field experiments, secondary data and laboratory experiments with each method having its own advantages and disadvantages.

Considering research question and hypothesis framed cross-sectional survey design seemed to be more appropriate grounds for selecting survey design, and is mentioned below:

1. Cross sectional survey design enables the researchers to select and collect data from a large number of geographically dispersed informants using structured questionnaires and thereby improving generalizability of results as compared to case study and experiments (Malhotra, 1996).

2. Present study is of cross sectional nature requiring information collection from a given sample of population elements only once (Malhotra, 1996). It does not have problems associated with longitudinal data collection like- various changes taking place over time (Miles and Huberman, 1984; Malhotra, 1996),
response biases, non cooperation of respondents and long data collection periods (Churchill, 1979; Parasuraman, Berry et al., 1991; Malhotra, 1996).

3. Usage of structured questionnaire diminishes the tasks of interviewer’s bias owing to the fact that respondents were unaware of the underlying hypothesis of the study and therefore could not consciously bias the responses (Dillon, Madden et al., 1993).

**Date Collection Tool:**

Questionnaire is developed on the basis of review of literature.

**Likert Type Scaling:**

Likert type scaling was used as response format for the items of work-life imbalance and other variables. Likert type scaling refers to asking response to indicate degree of agreement or disagreement with the series of statement. Strength of this technique is that it allows respondents to express the intensity of their feeling belief and/or observation, ease of construction and simplicity of respondent direction. Likert scale is routinely treated as interval level (Kerlinger, 1986). By definition Likert scale present odd numbers of response options (Malhotra, 1996). Generally seven categories of response option are given in Likert scale. Though Churchill and Peter (1984) reported positive relation between number of scale point and scale reliability, for the ease of response we restrict the response option to five. Respondents were asked to report about frequency with which they experience the statement true to themselves, their personal and work life.

**Positive versus Negative Formulation:** Generally recognized that alternating between positive and negatively worded items is a good practice to reduce the potential halo effect and negatively worded items is a good practice to reduce the potential halo effect and pattern response bias. But this alteration has its own cost and demands close and careful examination (Hikkins, 1995). Standard deviation of negatively worded items is consistently reported higher. This suggests that negatively worded questions are less meaningful and perceived to be more awkward (Parasuraman et al., 1991). Thus the number of negative worded question was deliberately kept low.
Measures:

**Demographic information:** The following demographic information was collected from each faculty member: gender (male/female), age (in years), designation (Professor, Associate Professor and Assistant Professor), marital status (married/single), number of children, ages of children, number of boys, number of girls, number of dependants in the family, type of family (nuclear/joint).

**Personality variables:** Emotional stability was measured using four items on a 5-point Likert scale. The items included: “When I feel upset, I don’t understand what or who is upsetting me”, “I wish I was a completely different person from what I am now”, “When I have more work to do then I get too upset” and “I would like to be extremely good looking person so that, people will notice me where so ever I go”. Spiritual inclination was measured using three items on a 5-point Likert scale. The items included in spiritual inclination: “I feel strength in my religion or spirituality”, “I ask for God’s help in the midst of my daily activities” and “My spirituality gives me inner peace”. Locus of control (Internal) was measured using two items on 5-point Likert scale. Items asked were: “I can do almost anything if I set my mind on it”, “My life is determined by my own action, than those of others”. Locus of control (External) was measured by two items i.e. “I feel that whatever happens in my life is not because of my own action but because of some other influential people” and “There is no chance of protecting myself from bad luck happening”. Workaholism was measured using four item like: “I get more excited about my work than my family or anything else”, “I spend more time in working than socializing with friends, hobbies, or on leisure activities”, “My work is the activity I like to do best and talk the most” and “I find myself continuing work after my co-workers have called it quits”.

**Work related variables:** Years of work experience in academics (in years) and years of work experience in corporate (in years). Supervisory support was measured using three items on 5-point Likert scale, items included: “My senior is concerned about me giving proper time to my family”, “My supervisor allows me if I have to leave office early or come to office little late for some personal work” and “My supervisor understands that I have to meet family responsibilities as well as those related to my job”. Organizational policies were measured by asking faculty members
to tick from the list of work-life balance practices available in their Institution. The practices included were: flexible starting time, flexible finishing time, career break/sabbaticals, exercise facilities, transportation, telephone for personal use, health programs, maternity/paternity leave, part-time work option and 5-day working.

Social life within the organization was measure using items like: “I enjoy good relation with my seniors”, “My colleagues are very cooperative” and “There are people in my organization with which I can share my concerns and problems”. Job demand included items like “At work I have to do things for which I don’t have time and energy”, “I need more hours in a day to do all the things which are expected of me at work” and “The amount of work I have to do interfere with the quality I want to maintain”. Job control was measured by items like “I myself decide on the order in which I do my work at office”, “I decide when to start and when to finish a piece of work” and “I have control over the quality of what I produce”. Satisfaction with teaching career was measure with items life: “I am happy for choosing teaching as a career” and “I will be happy if my kid also goes for teaching profession”.

**Family related variables:** Spousal support was measured using items like “If I come home late from office, my spouse understands the work pressure and tries to help me in whatever way he/she can”, “My spouse job keeps him/her so busy that he/she can hardly help me with home activities”, “My spouse supports me emotionally when I am stressed because of my work” and “My spouse advices me for my betterment at work”. Family support was measured using items like: “My family is very cooperative and understands my work pressure” and “My family helps me at home chores and childcare responsibility so that I can concentrate on my work more”. Social support was measured by items like “I feel a strong emotional bond with at least one other person outside my family”. Social life outside the organization was measured using items like “I have lots of friends outside my organization”, “I love going out on weekends” and “I have friends outside my organization with whom I can share my concerns and problems”.

**Work-Life Imbalance:** Work-life imbalance was measured using items nine items. Items were drawn keeping Netemeyer et al., (1996) work-family conflict and family-work conflict as base. Work-family interference items included “The demand of my work often interfere with the demands of my family life”, “The amount of time my
job takes up makes it difficult for me to fulfil my family responsibilities”, “Things I want to do at home do not get done because of the demands my job that are puts on me”, “Due to work-related duties, I have to make changes to my plans for my family”. Family-work interference items included “The demands of my family or spouse interfere with work-related activities”, “I have to put off doing things at work because of demands on my time at home”, “Things I want to do at work don’t get done because of the demands of my family or spouse”, “My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime” and “Family-related strain interferes with my ability to perform job-related duties”.

The questionnaire was structured using a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Agree to some extent, 4= Agree and 5= Strongly Agree). First the reliability of the variables were checked and then the further analysis was done.

**Data Analysis and Interpretation**: Correlation, ANNOVA, Independent sample t-test were used. Data analysis was done using SPSS (version 16) and EXCEL.

**Correlation** (r) is used to find the relation between two or more variables. Researcher analysed bi-variate correlation between the independent variable and the dependent variables. Relation between the variable could be positive or negative, positive relation indicates that with the increase in one variable the other variable also increases and the negative relation indicates that with the increase in one variable the other variable decreases. The null hypothesis formed is that there exists no significant relation between two variables and alternate hypothesis is that there exists significant relation between the two variables. If the p-value is <.05 then there exists a significant relation between the independent and the dependent variable.

**Analysis of variance (ANOVA)** is used to uncover the main and interaction effects of categorical independent variables on an interval dependent variable. A “main effect” is the direct effect of an independent variable on the dependent variable.

The key statistic in ANOVA is the F-test of difference of group means, testing if the means of group formed by values of the independent variable (or combinations of values for multiple independent variables) are different enough not to have occurred by chance. If the group means do not differ significantly then it is inferred that the
independent variables did not have an effect on the dependent variable. If the F-test shows that overall the independent variable is related to the dependent variables. Analysis of variance tests the null hypothesis that group means do not differ. It is not a test of differences in variances, but rather assumes relative homogeneity of variances. Thus some key ANOVA assumptions are that the groups formed by the independent variable is relatively equal in size and have similar variances on dependent variable. The researcher tests one key hypothesis with ANOVA i.e. to test the impact of designation on work-life imbalance.

**Independent sample t-test** is used to compare the means of between two groups. In independent sample t-test null hypothesis is that there is no significant difference between group 1 and group 2. If the p-value is < less than .05 then there exists a significant difference between two groups and if the p-value is > more than .05 then there is no significant difference between two groups.

**Main Objective:**

To study the incidence and the determinants of Work-Life Imbalance among faculty members in higher educational institutions in Delhi.

**Sub-Objectives:**

1) To study the incidence of work-life imbalance among faculty members in higher educational institutions;
2) To study the determinants of work-life imbalance among faculty members in higher educational institutions;
3) To study the impact of work-life imbalance on faculty performance;

**Hypothesis:**

**Hypothesis 1:** Work-Life Imbalance varies with the demographic factor.

**Hypothesis 2:** Work-Life Imbalance varies with the individual traits.

**Hypothesis 3:** Work-Life Imbalance varies with work related variables.

**Hypothesis 4:** Work-Life Imbalance varies with family related variables.
Figure: 3.1 Conceptual model- Determinants of Work-life Imbalance among Faculty Members of Higher Education Institutions in Delhi.
This model has been framed on the basis of thorough literature review. The model shows that demographic, individual trait and work and family related variables that affect the work life imbalance. The inclusion of these different sets of variables gives a better understanding of the various variables that affect work-life imbalance of working professionals. Lots of researchers have studied personality variables as the determinants of work-life imbalance (Hughes and Parkes, 2007; Rijswijk et al., 2004; Bruck and Allen, 2003; Wayne et al., 2004; Mitchelson, 2009; Aziz and Cunningham, 2008; Aziz and Zickar, 2006; Bonebright et al., 2000; Zhang and Liu, 2011; Rubab et al., 2008; Agarwal and Ferratt, 2000).

The demographic variables included are: gender, marital status, career stage, family type, dual working couple, same-same career couple, consultancy work, get-togethers, age, private/government Institutions, management/engineering Institutions, total work experience, hours spent in work, travelling time.

Hypothesis $H_0_1$: Gender has no significant impact on work-life imbalance.

Hypothesis $H_a_1$: Gender has significant impact on work-life imbalance.

Hypothesis $H_0_1$: Marital status has no significant impact on work-life imbalance.

Hypothesis $H_a_1$: Marital status has significant impact on work-life imbalance.

Hypothesis $H_0_1$: There is no significant difference between different designations in terms of work-life imbalance.

Hypothesis $H_a_1$: There is significant difference between different designations in terms of work-life imbalance.

Hypothesis $H_0_1$: Type of family has no significant impact on work-life imbalance.

Hypothesis $H_a_1$: Type of family has significant impact on work-life imbalance.

Hypothesis $H_0_1$: Number of children has no significant impact on work-life imbalance.

Hypothesis $H_a_1$: Number of children has significant impact on work-life imbalance.

Hypothesis $H_0_1$: Ages of children has no significant impact on work-life imbalance.
Research Methodology & Conceptual Model

Hypothesis $H_{a1}$: Ages of children has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Dual working has no significant impact on work-life imbalance.

Hypothesis $H_{a1}$: Dual working has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Same same career couple has no significant impact on work-life imbalance.

Hypothesis $H_{a1}$: Same same career couple has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Faculty get-together has no significant impact on work-life imbalance.

Hypothesis $H_{a1}$: Faculty get-together has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Age is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Age is correlated to work-life imbalance.

Hypothesis $H_{o1}$: Private/Government faculty has no significant impact on work-life imbalance.

Hypothesis $H_{a1}$: Private/Government faculty has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Management/Engineering faculty has no significant impact on work-life imbalance.

Hypothesis $H_{a1}$: Management/Engineering faculty has significant impact on work-life imbalance.

Hypothesis $H_{o1}$: Total years of work experience is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Total years of work experience is correlated to work-life imbalance.

Hypothesis $H_{o1}$: Hours spent in work is not correlated to work-life imbalance.
Hypothesis $H_a_1$: Hours spent in work is correlated to work-life imbalance.

Hypothesis $H_o_1$: Travelling time is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Travelling time is correlated to work-life imbalance.

The individual trait variables included are: emotional stability, locus of control, spiritual inclination and workaholics.

Hypothesis $H_o_1$: Emotional stability is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Emotional stability is correlated to work-life imbalance.

Hypothesis $H_o_1$: Spiritual inclination is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Spiritual inclination is correlated to work-life imbalance.

Hypothesis $H_o_1$: Locus of control is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Locus of control is correlated to work-life imbalance.

Hypothesis $H_o_1$: Workaholism is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Workaholism is correlated to work-life imbalance.

The work and family related variables included are: supervisory support, job demand, job time control, satisfaction with teaching career, social life within Institution, social life outside Institution, spousal support, and family support.

Hypothesis $H_o_1$: Supervisory support is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Supervisory support is correlated to work-life imbalance.

Hypothesis $H_o_1$: Job demand is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Job demand is correlated to work-life imbalance.

Hypothesis $H_o_1$: Job time control is not correlated to work-life imbalance.

Hypothesis $H_a_1$: Job time control is correlated to work-life imbalance.
Hypothesis $H_{01}$: Satisfaction with teaching career is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Satisfaction with teaching career is correlated to work-life imbalance.

Hypothesis $H_{01}$: Social life within the organization is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Social life within the organization is correlated to work-life imbalance.

Hypothesis $H_{01}$: Social life outside the organization is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Social life outside the organization is correlated to work-life imbalance.

Hypothesis $H_{01}$: Spousal support is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Spousal support is correlated to work-life imbalance.

Hypothesis $H_{01}$: Family support is not correlated to work-life imbalance.

Hypothesis $H_{a1}$: Family support is correlated to work-life imbalance.

From review of literature it was clear that it is not only one or two factors which were responsible for work-life imbalance, so the researcher takes a combination of variables to be studied that is demographic variables, individual trait variables, work-related variables and family-related variables to get a better insight of the determinants of work-life imbalance among faculty members of higher education Institutions of Delhi.