

Study Of Technological Changes In The Education Sector And Their Impact On The Work-Life Balance Of Faculties In Higher Education.

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Abstract:

There is significant increase in use of information technology in almost every sector. The purpose of use of technology is increase the quality and efficiency of the work. The study of technological changes in the education sector holds extensive importance in understanding their profound impact on the work-life balance (WLB) of faculties in higher education. As technology revolutionizes teaching and learning, faculties are increasingly tasked with adapting to digital platforms, online instruction, and administrative demands. While these advancements offer opportunities for flexibility and innovation, they also bring challenges, such as the blurring of work and personal life boundaries, heightened workload, and the need for constant skill updates. Therefore, investigating the intersection of technology and WLB is crucial for developing strategies that empower educators to harness the benefits of technology while maintaining a sustainable and fulfilling work-life equilibrium. The study is based on primary data. Information is obtained from 150 faculties teaching in higher education institutes. The structured questionnaire method used to collect the primary data. SPSS software is used for the analysis of data. Descriptive as well as inferential statistics was used to study the objectives and validate the hypothesis.

Keywords: Work-life balance, Faculties, Education sector, Information Technology.

Introduction:

The work-life balance of faculty members in higher education has been considerably influenced, particularly as a result of the widespread use of online learning platforms that have occurred as a result of technological advancements in the education sector. Although new technologies have made it possible to acquire and provide educational content with greater flexibility, they have also caused a blurring of the lines between one's personal life and professional life. The "always-on" mentality is common among faculty members as a result of the constant connectivity fostered by technologies such as email, virtual meetings, and course management systems with students and administrative chores. The increased workload and stress that might arise from this can make it difficult to strike a healthy balance between work and other aspects of one's life. Additionally, the change to online teaching has required the development of new skills in addition to an increase in the amount of preparation time, which has further impacted the faculty members' ability to manage their time effectively and their personal life. As a consequence of this, it is vital for institutions of higher education to provide support and resources for the purpose of assisting faculty members in navigating these changes and maintaining a work-life balance that is sustainable.

Importance of technological changes in Education:

Technological changes in education are of paramount importance as they revolutionize the way knowledge is accessed, disseminated, and applied. These advancements enhance the learning experience by offering interactive and personalized learning platforms, breaking down geographical barriers through online education, and providing tools for educators to adapt their teaching methods.

Moreover, technology equips students with crucial digital skills, preparing them for the demands of the modern workforce. Embracing these changes not only improves educational outcomes but also fosters innovation, critical thinking, and global connectivity, shaping a brighter future for individuals and society as a whole.

Importance of Work-life balance:

Faculty members in higher education often grapple with the challenge of maintaining a work-life balance. While they are passionate about teaching, research, and contributing to their academic fields, the demands of academia can be all-consuming. Balancing course preparation, grading, research commitments, administrative responsibilities, and meetings with personal life, family, and self-care can be a constant juggling act. The pressure to publish, secure research funding, and excel in teaching can lead to long working hours and stress. However, some institutions are increasingly recognizing the importance of supporting faculty well-being through flexible work arrangements, mentoring, and promoting a culture that values work-life balance, aiming to create an environment where faculty members can thrive both professionally and personally.

The significance of the study is work-life balance has an on the retention and attrition of the faculties. From most of the study it is concluded that work-life balance has significant positive impact on retention of faculties.

Review of Literature

1. **Gupta, Y., & Sharma, N. (2012)** In the research titled "An Empirical Analysis of Factors Affecting Gender Differences on Work-Life Balance among University Teachers in Moradabad Region," Proper

work environment, employer-employee interaction, and family welfare are vital for women faculty in higher education to preserve work-life balance. Women professors face several issues at work and home. The effects of home and work must be balanced. Women's academics must balance their personal and professional lives. Family members, including spouses, children, and in-laws, anticipate working women in India. Working women struggle to meet expectations. Family counselling programmes are needed to modify family members' mindsets. Since women faculty are stressed, they should attend stress management lectures. Additionally, female faculty should practice meditation and spiritual health daily.

2. **Hasib, A. et al. (2022)**, In the research titled "An Assessment of Women Teachers' Work-Life Balance in Higher Education Institutions," Modern HR management may be exciting, engaging, and stimulating. One reason instructors can be sure of a work-life balance is the rapid pace of technical innovation driven by information and communication technologies. Thus, university course distribution has changed drastically. The change from the teacher-centered paradigm to the more productive and constructivist learner-centered model has given educators and institutions a new perspective on adapting to the changing environment.

3. **Ahmed, O. (2018)** In the research titled "The Role of Work-Life Balance on Faculty Retention in the UAE Higher Education Sector," faculty still struggle with work-life balance despite their autonomy. Most academic respondents in this study reported work-life balance issues due to deadline demands and career ambitions. Work-life balance is perceived as difficult due to personal circumstances. A small percentage of participants did not regard workload as a challenge for work-life balance. Instead, it was embraced since it kept people busy and productive.

4. **Rangreji, D. D. (2010)** In the research titled "A Study on Emotional Intelligence and Work-Life Balance of Employees in the Information Technology Industry in Bangalore, India," it is crucial for IT organisations to implement work-life balance policies and programs and create a culture that promotes their implementation. IT workers' work-life conflict will decrease. IT leaders should take steps to enhance employees' emotional intelligence, which impacts their work, relationships, and overall performance.

5. **Sawant, S. (2023)**, In the research titled "Study of Work-Life Balance Among Women Employees of the Police Force in Satara District," meditation and yoga can enhance police personnel's mental health and stress management. Police personnel who work away from home or undergo quarantine should maintain regular audio/video communication with their families to reinforce their primary support

system. Establishing facilities for psychological support through telephone helplines or video consultation may be beneficial in addition to infection control and early and economical treatment. Police officers with pre-existing psychiatric conditions may experience worsening or new symptoms, including anxiety or depression. Encourage prompt referrals for psychiatric assistance for serious psychological issues.

6. **Navajas-Romero V. et al. (2020)**, In the research titled "Analysing the job demands-control-support model in work-life balance," This study has substantial theoretical and practical consequences for European nursing. At the theoretical level, understanding how the JDCL model works in a complicated and dynamic field like nursing can significantly improve the WLB of professionals under heavy job pressure. In practice, this study supports the premise that job demands are not the sole factors affecting WLB, especially when employees experience job control and/or social support from their organisations. Thus, the industry must examine WLB-affecting workplace issues. HR managers should explore new tools to give employees control over their daily activities, especially in a profession like nursing, which involves direct patient contact and whose quality of services depends on workers' decision-making and freedom of action.

7. **Senthilkumar, K. G., et al. (2015)** In the research titled "Factors related to the quality of work life of faculty members: Indian perspective," This research examines factors influencing faculty members' assessments of QWL. Factor analysis revealed that all eight QWL factors significantly impacted faculty members' QWL. The regression study revealed that, excluding employee support services, all other factors explain more of QWL. Aside from employee support services, all other dimensions explain faculty members' QWL. It is recommended to review and analyse the relationship between each QWL dimension and other organisational variables, given their importance.

Research Methodology:

This is an analytical research based on primary data. Convenience sampling method was used to collect data. A sample of 150 respondents is obtained. A questionnaire method was used in which for the convenience of respondents all questions were close ended. Besides demographic factors variables of the study are positive and negative impact of Information Technology in education sector. These are independent variables and dependent variable is work-life balance. In descriptive statistics arithmetic mean and standard deviations are obtained. The inferential statistics consist of ANOVA & F-test and Pearson's correlation test.

Data Analysis:

The demographic information obtained from primary data is classified and presented in the following table.

Demographic factor	Particular	Frequency	Percent
Age	Up to 25 years	21	14.0
	25-35 years	41	27.3
	35-45 years	59	39.3
	Above 45 years	29	19.3
Gender	Male	62	41.3
	Female	88	58.7
Educational Qualification	Post-graduate	104	69.3
	Doctorate	46	30.7

Positive Impact:

The responses of obtained from the respondents related to integration of technology having positively impact are classified and presented in the following table. .

Sr No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.1	Improved access to educational resources	2	3	14	76	55
4.2	Enhanced student engagement	0	17	40	62	31
4.3	Increased flexibility in teaching methods	3	8	20	71	48
4.4	Improved teaching methods	8	19	41	55	27
4.4	Made learning more interactive	7	13	28	62	40
4.6	Technology helps me complete my work efficiently.	2	2	2	84	6

Above responses are rated according to likert scale. Mean score of each respondent and subsequently for all 150 respondents is calculated and presented in the following table.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Positive Impact	150	68	120	94.03	9.795
Valid N (listwise)	150				

Above table indicate that mean score of Positive Impact is 94.03 per cent with standard deviation 9.79, suggesting low variation in the responses.

5. The integration of technology negatively impacted education

Sr No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.1	No proper training about use of technology	6	5	26	66	47
5.2	Challenging due to technical issues	4	16	38	58	34
5.3	Increase in online communication of students	7	4	14	76	49
5.4	Decreased in-person interaction and socialization	7	18	41	56	28
5.5	Increased in quantity of work	4	3	12	77	54

Above responses are rated according to likert scale. Mean score of each respondent and subsequently for all 150 respondents is calculated and presented in the following table.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Negative Impact	150	52	96	77.47	8.967

Above table indicate that mean score of Negative Impact is 77.47 per cent with standard deviation 8.96, suggesting low variation in the responses.

6. Question on Work-life balance of facilities due to technology

Sr No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.1	Difficult to distinguish between personal time and professional time	27	52	34	21	16
6.2	Increasing stress due to information technology	39	65	18	14	14
6.3	Decrease exclusive time spend with family	49	65	13	12	11
6.4	No time of hobbies like (music/reading)	28	39	46	23	14
6.5	Increasing in conflict with family members	30	52	23	18	27

Above responses are rated according to likert scale. Mean score of each respondent and subsequently for all 150 respondents is calculated and presented in the following table.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Work-life balance	150	20	88	50.21	15.499

Above table indicate that mean score of Negative Impact is 50.21 per cent with standard deviation 15.49, suggesting high variation in the responses.

Objective -1 To study the work life balance of faculties in higher education

Null Hypothesis H_{01A}: There is no significant difference in work life balance according to Age.

Alternate Hypothesis H_{11A}: There is significant difference in work life balance according to Age.

To study the above Null hypothesis ANOVA is obtained and F test is applied. The results are as follows.

ANOVA					
Work-life balance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1526.322	3	508.774	2.168	.094
Within Groups	34266.851	146	234.704		
Total	35793.173	149			

Interpretation: Above results indicate that p-value is 0.094. It is more than standard value of 0.05. Therefore, the F-test is accepted. Hence null hypothesis is accepted and alternate hypothesis is rejected.

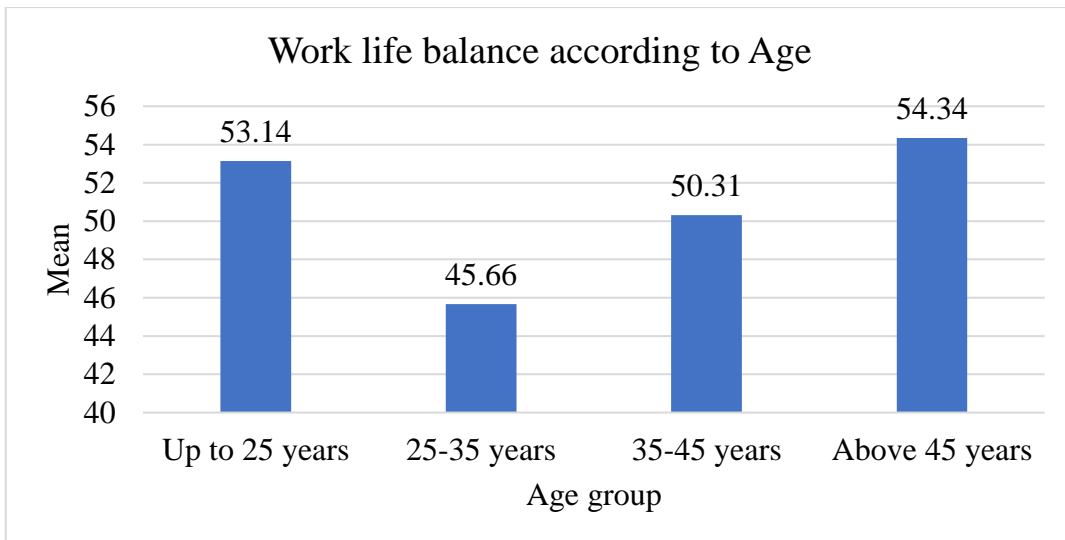
Conclusion: There is no significant difference in work life balance according to Age.

Findings: To understand the findings of hypothesis mean score of work life balance according to Age groups are obtained and presented in the following table.

Report	
Mean	
1. Age	Work-life balance score in percent
Up to 25 years	53.14
25-35 years	45.66
35-45 years	50.31
Above 45 years	54.34
Total	50.21

The above table indicates that the mean score of Work-life balance of respondents of the age group (up to 25 years) is 53.14%. The mean score of Work-

life balance is highest for the age group (more than 45 years), and it is 54.34%. The following information is shown below in bar diagram.



Null Hypothesis H_{01B}: There is no significant difference in work life balance according to gender.

Alternate Hypothesis H_{11B}: There is a significant difference in work life balance according to gender.

To study the above Null hypothesis ANOVA is obtained and F test is applied. The results are as follows.

ANOVA					
Work-life balance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1268.170	1	1268.170	5.436	.021
Within Groups	34525.003	148	233.277		
Total	35793.173	149			

Interpretation: Above results indicate that p-value is 0.021. It is less than standard value of 0.05. Therefore, the F-test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

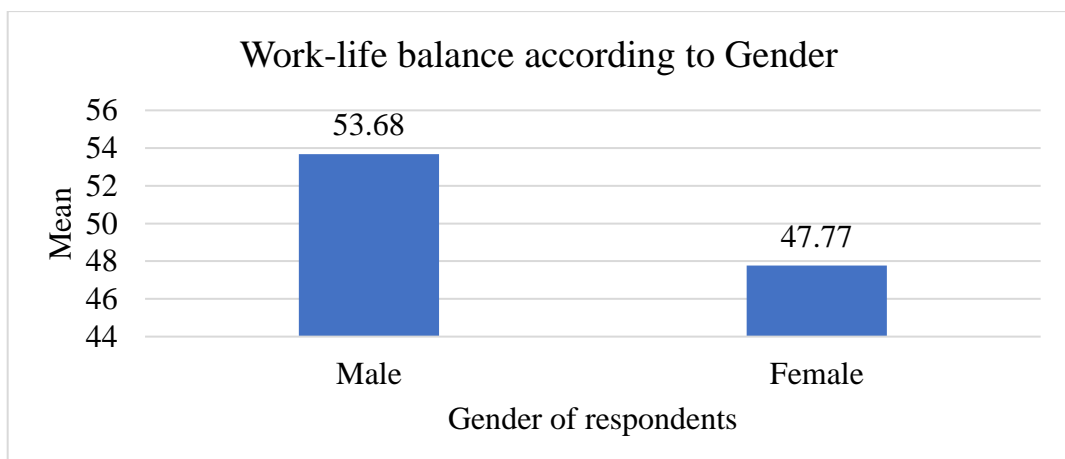
Conclusion: There is significant difference in work life balance according to gender.

Findings: To understand the findings of hypothesis mean score of work life balance according to gender are obtained and presented in the following table.

Report	
Gender	Work-life balance score in percent
Male	53.68
Female	47.77
Total	50.21

The above table indicates that the mean score of work life balance according to gender of respondents

for male is 53.68% which is higher than female 47.77%.



Null Hypothesis H_{01c}: There is no significant difference in work life balance according to Educational Qualification.

Alternate Hypothesis H_{11c}: There is significant difference in work life balance according to Educational Qualification.

To study the above Null hypothesis ANOVA is obtained and F test is applied. The results are as follows.

ANOVA					
Work-life balance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22028.331	1	22028.331	236.849	.000
Within Groups	13764.843	148	93.006		
Total	35793.173	149			

Interpretation: Above results indicate that p-value is 0.000. It is less than standard value of 0.05. Therefore, the F-test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

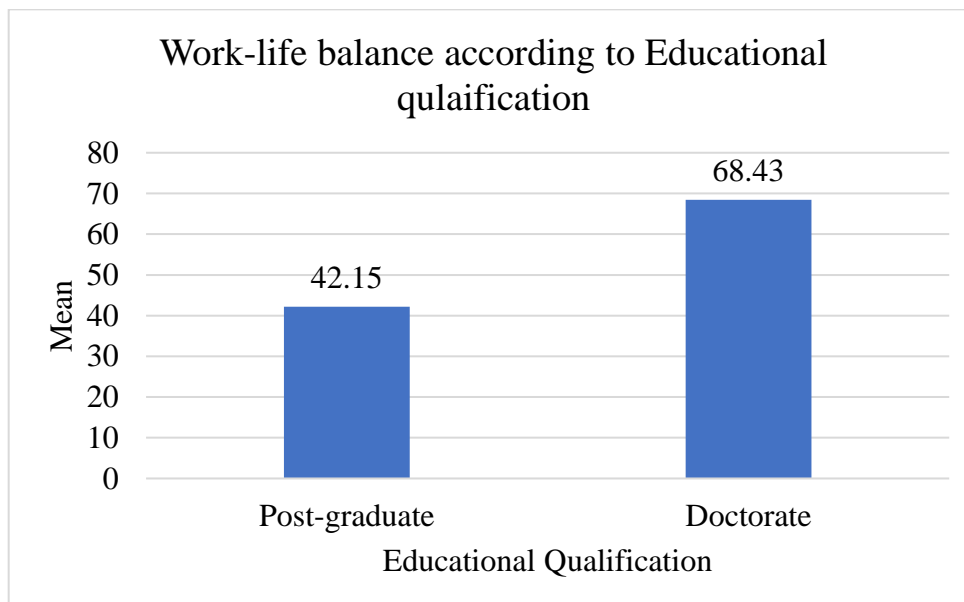
Conclusion: There is significant difference in work life balance according to Educational Qualification.

Findings: To understand the findings of hypothesis mean score of work life balance according to Educational Qualification are obtained and presented in the following table.

Report	
3. Educational Qualification	Work-life balance score in percent
Post-graduate	42.15
Doctorate	68.43
Total	50.21

The above table indicates that the mean score of work life balance according to Educational

Qualification for Doctorate is 68.43% which is higher than post-graduate 42.15%.



Objective 2- To study the positive and negative impact of use of information technology on work life balance.

Alternate Hypothesis H₁₂: There is relationship of positive and negative impact of use of information technology on work life balance.

Null Hypothesis H₀₂: There is no relationship of positive and negative impact of use of information technology on work life balance.

To study the above Null hypothesis correlation test is applied. The results are as follows.

Correlations				
		Work-life balance	Positive Impact	Negative Impact
Work-life balance	Pearson Correlation	1	-.035	-.065
	Sig. (2-tailed)		.667	.428
	N	150	150	150
Positive Impact	Pearson Correlation	-.035	1	.036
	Sig. (2-tailed)	.667		.665
	N	150	150	150
Negative Impact	Pearson Correlation	-.065	.036	1
	Sig. (2-tailed)	.428	.665	
	N	150	150	150

Interpretation: Above result indicate that the p-value is 0.667 and 0.428, both values are greater than the standard p-value of 0.05. Therefore Information technology may have positive impact or negative impact, but work-life balance of faculties is decreasing.

Findings and Conclusions:The results of the primary data conclude that due to increase in use of information technology in the education sector has negative impact on work-life balance of faculties. Use of information technology may have positive impact or negative impact in education sector but certainly it has affected the work-life balance of the faculties.

According to the age of the respondents there is no significant difference in work-life balance. It indicates use of information technology has negative impact on all levels of age groups. While comparing with male and female respondents, results indicates that work-life balance of male faculties is better as compare to female faculties. The comparison according to qualification of respondents indicates that faculties with Doctorate qualification have better work-life balance as compare to postgraduate faculties.

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