

# Examining the Relationship Between Work-Life Balance and Motivational Theories: Perspectives of Female Academicians in Private Universities

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Abstract: Bringing satisfaction through performance or rewards offered is a challenge faced by human resource department on daily basis and it is crucial factor in retention of employees and also economic for the organization in terms of hiring new persons and once again to invest lot of effort and money on new work force and there is no guarantee whether the new birds are going to stay in this nest for a longer time period. With them no one can look forward to succession planning. On contrary, WLB is also important aspect in today's life for everyone who is employed. Employees in education sector also are under lot of pressure specially faculty members as they are nurturing the future of the nation so it is very important to give them a healthy and balanced life and to make them motivated for constructive work and innovation in their field as they will impart the values and legacy to the students. This paper investigates the relationship between work life balance of faculty members in private universities and their motivation level and the other contributing factors which are directly or indirectly contributes to the motivation and work life balance of them. Also, we will study the previous theories of motivation and will try to establish their connection with the work life balance.

## 1 INTRODUCTION

One cannot walk a single step without motivation and the word human is a key element of any organization. It is like oxygen supply for any organization to survive. That's why it is very important to treat them as an asset but the big words like performance, satisfaction, reward and motivation are incomplete alone and their existence and role cannot be denied in achieving goals of the organization and productivity. There is a new entrant to the club of above words which is work life balance and bears some relationship with these words which is still not been exactly explored by the researchers or lot of scope is yet to explain and explore. In simple words if we start explaining this then performance indicates the difference between your past and present activities. It tells us about your achievements with in these two periods.

The requirements of role assigned to an employee at his /her workplace can be defined as job performance. Job performances is categorized in to

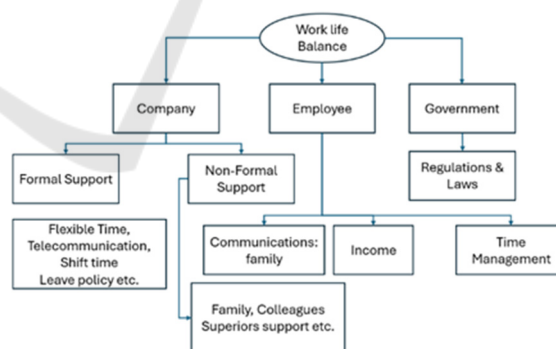


Figure 1: Key Factors of WLB.

two i.e., contextual and task. Task performance is based on aspects of mental functioning or in other words the cognitive ability of an individual while contextual performance is related to the personality of an individual. The behavioral roles of an employee are mentioned in job description and under reward system comes under task performance. Achievement of organizational goals is dependent on task performance of all employees. It is related to job

content, whereas contextual performances are never compensated or written under job description but plays an important role in formation of culture of any organization. The word reward is refers to all monetary and non-monetary compensation given to employee in return of the services which are enlisted in his/her job description.

**Employee satisfaction** is an evaluation of employees delight with his/her job or it is the answer to the question how he/she feels about his/her job whether they like a particular thing about the job or overall job. It is also defined as the state of emotions by Locke which is directly connected with one's job experiences.

To move ahead one should have needs, desire and willingness for the same or in other words one should look forward to satisfaction of the needs and desires. The lifestyle, culture, society or surrounding instigates needs and wants in an individual and the internal and external factors decides the level of motivation in the individual for moving further.

Now work life balance is defined as the person's ability to draw boundaries between the personal and professional sphere and avoid and prevention of overlapping of the two. Balance of the two lives depends on self-management and time management skills of the employees.

## 2 PURPOSE OF RESEARCH

This research is aimed to provide answers to the following queries: What is it that drives workers to do their best? Does having motivation alone propel you to perform, and will it be enough to make you an excellent performer? Will motivation stay high and performance improves when incentives are in place? So, how does a healthy work-life balance relate to intrinsic motivation? Are employees who are able to strike a good work-life balance also highly motivated, or is there no correlation between the two?

Hypothesis

- Motivation has significant relationship with WLB of female employees in universities.
- Reward has significant relationship with WLB of female employees in universities.
- Performance has significant relationship with WLB of female employees in universities.
- Competencies of Female educators have significant relationship with WLB of female employees in universities.

- Emotional Support of Female educators has significant relationship with WLB of female employees in universities.

## 3 MOTIVATION THEORIES

Motivation theories are broadly classified in to three groups i.e., content theories, process theories and contemporary theories of motivation. The content theorist advocated the needs and desires as one of the reason of motivation where Abraham Maslow in his hierarchy of need theory told us about classification of need in to five categories and arrangement of them in to pyramid shape to reflect that we have to go on this ladder like arrangement one by one. Once a given level of need is satisfied then it no longer serves to motivate a person and in order to motivate him we have ignite a spark for the next level need .This model is about need fulfillment where the basic needs and safety needs occupying the bottom of pyramid are existence needs, the social needs fall in to category of relatedness or psychological needs and the two uppermost needs are growth or self-fulfillment needs as per ERG model of Clayton Alderfer. If we implement these two models in real life of an employee then you will find that his career starts with looking for amenities at workplace, adequate salary and work but once again employee starts looking for the job security, healthy policies and appraisals as the needs perspective is changing with the growth of the employee and also it is due to surrounding and competition around him motivates to look forward. Under social need category employee give weightage to work environment, work culture and interpersonal relationships. In self-esteem category one can look forward to status, job redesigning, innovations, appraisals, and recognitions. At highest level realization of potential is must from the self-actualization point of view. At this level person looks forward to achievement for which he is made and to make his professional and personal life meaningful. At this stage his personal and professional life is balanced due to the quality achieved in work life which was not possible in starting of your career.

Another content theorist Herzberg's two factor theory of hygiene and motivators advocates that hygiene factors are related to job context and prevents dissatisfaction but never motivates an employee but the hygiene factors like HR policies, facilities provided by the organization like transport, crèche, rest room, flexible working hours, work from home and medical benefits etc are proved very important by many researchers in balancing your professional

and personal life. These factors are very important to improve workplace and hence work life. The motivators like recognition at workplace, employees' profile or work itself, role and responsibilities of an employee related to job content and directly helps in measuring the job satisfaction among employees and later which decides the further motivation level of employees.

Further the process theorist showed us the other side of the mirror where it was clearly explained that motivation is not self-sufficient for performing well. Employee's performance is dependent on the abilities and traits along with motivation. Vroom explained the relationship of valence, instrumentality, and expectancy to maintain the motivation of an employee whereas Porter & Lawler model explained that employee's perception about the reward received by him and the difference between his expectation and reality of rewards will decide the further motivation level of him at work place. So to make employees effective at work it very essential to review the reward and compensation policy which brings satisfaction in employee's life? Again, these process theories proved compensation & job satisfaction as balancing factors in personal and professional life. So if employees are remained motivated it means their work life balance is good.

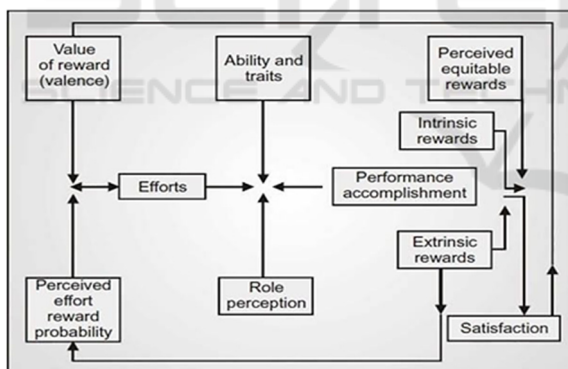


Figure 2: Porter & Lawler model.

#### 4 RESEARCH METHODOLOGY

Descriptive research designs are typically employed in this study to establish a relationship between the work-life balance of female educators and the five variables of the Porter-Lawler model. The information for this study was gathered through a survey administered to female educators affiliated with private universities. A random sampling technique was employed to select a sample of 300 respondents for the purpose of this study. The

information was collected via questionnaire with the following variables considered: motivation, reward, performance, individual competencies, and emotional support. Each of these variables was examined for its correlation with work-life balance.

Table 1: Reliability and Validity.

Factors	Cronbach's Alpha	Items
Motivation	.859	3
Rewards	.762	3
Performance	.812	3
Individual competencies	.677	3
Emotional support	.715	3
Work life balance	.725	3

Six factors, which are responsible for 71.150 percent of the variation, were identified by the exploratory factor analysis performed using the 18 independent variables.

Table 2: Demographic Details of the Respondents.

Age	Percentage
20-30	10%
30-40	44%
40-50	30%
50 & Above	16%
Total	100%
Married/Single	Percentage
Single	44%
Married	56 %
Total	100%
Occupation	Percentage
Guest Lecturers	12%
Assistant Professor	54%
Associate Professor	22%
Professor	12%
Total	100%
Educational Qualification	Percentage
Post Graduate	46%
M.Phil	24%
Ph.D	30%
Total	100%
Monthly Income in INR	Percentage
Lessthan1,00,000	10%
1,00,000-3,00,000	20%
3,00,000-5,00,000	50%
5,00,000 & Above	20%
Total	100%

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.813
	Approx. Chi-Square	949.950
Bartlett's Test of Sphericity	df	149
	Sig.	.000

analysis. The above table shows that the KMO measure is 0.813. This means that the test checks whether the samples are big enough for each variable in the model and for the whole model. The Bartlett's Sphericity Test checks whether the identity-matrix null hypothesis for the correlation matrix is true. An identity matrix is one in which all the elements on the diagonal are one and all the elements that are not on the diagonal are zero. These tests should be done at least once before you do a factor analysis (also called a principal components analysis).

The Kaiser-Meyer-Olkin (KMO) Test checks how well the data meets the requirements for factor

**Communalities**

	Initial	Extraction
Rewards are the primary driving force behind my motivation at work	1.000	.758
Recognition and incentives significantly contribute to boosting my motivation levels.	1.000	.763
I believe that the prospect of receiving rewards enhances my commitment to achieving higher performance levels..	1.000	.628
My personal drive and ambition significantly influence my overall motivation at work.	1.000	.696
I believe that a challenging work environment boosts my motivation to perform better.	1.000	.781
The clarity of goals and expectations significantly impacts my motivation levels at work.	1.000	.804
A good work-life balance is crucial for my overall job satisfaction.	1.000	.736
I believe that flexibility in work hours positively impacts my work-life balance	1.000	.779
A supportive work environment significantly contributes to achieving a satisfactory work-life balance.	1.000	.718
WLB helps me in acquiring new competencies.	1.000	.537
Acquiring new competencies are necessary for sustainability in education sector	1.000	.695
Competencies are necessary for performing well.	1.000	.665
I believe that factors WLB boost the performance potential of female educators.	1.000	.685
I believe that factors WLB boost the motivation of female educators	1.000	.740
I believe that factors rewards boost the WLB of female educators	1.000	.741
Job performance is an important factor for WLB	1.000	.831
Appraisals are directly connected to performance	1.000	.744
WLB is necessary for enhancing competencies	1.000	.724

*Extraction Method: Principal Component Analysis.*

A table of communalities is the next item in the output. It displays how much of the variance (i.e., the communality value) should be considered for further analysis, which should be more than 0.5. The extracted factors have adequately explained the variables; otherwise, these variables will not be considered further in the factor analysis process.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %
1	9.676	37.214	37.214	9.676	37.214	37.214	3.941	15.156	15.156

2	2.302	8.855	46.069	2.302	8.855	46.069	3.489	13.418	28.574
3	1.569	6.033	52.102	1.569	6.033	52.102	2.984	11.478	40.053
4	1.449	5.573	57.674	1.449	5.573	57.674	2.358	9.068	49.120
5	1.301	5.004	62.678	1.301	5.004	62.678	2.235	8.598	57.718
6	1.141	4.387	67.066	1.141	4.387	67.066	2.061	7.927	65.646
7	1.062	4.085	71.150	1.062	4.085	71.150	1.431	5.505	71.150
8	.885	3.402	74.553						
9	.806	3.100	77.653						
10	.686	2.640	80.293						
11	.658	2.531	82.824						
12	.593	2.280	85.104						
13	.508	1.954	87.058						
14	.494	1.898	88.957						
15	.448	1.723	90.679						
16	.385	1.481	92.160						
17	.345	1.326	93.487						
18	.280	1.079	94.566						

Extraction Method: Principal Component Analysis.

The three parts that comprise the Eigenvalue table are the Original Eigen Values, the Extracted Sums of Squared Loadings, and the Rotation of Sums of Squared Loadings. When it comes to analysis and interpretation, we only use Extracted Sums of Squared Loadings. The first factor in the above table explains 37.2147% of the variance, followed by 8.855%, 6.033%, 5.573%, 4.533%, 5.004%, 4.387, and 4.085% in that order. The remainders of the factors are all insignificant. As with the number of factors employed in the factor analysis, the initial number of variables remains constant. But not all twenty-two components (six variables) will be kept. Only eighteen criteria will be kept in this survey.

Rotated Component Matrix<sup>a</sup>

	Component						
	1	2	3	4	5	6	7
Rewards are the primary driving force behind my motivation at work	.791	.171	.191	.214			
Recognition and incentives significantly contribute to boosting my motivation levels.	.800	.149				.311	
I believe that the prospect of receiving rewards enhances my commitment to achieving higher performance levels.	.732	.162	.160		.126		.124
My personal drive and ambition significantly influence my overall motivation at work.	.681	.108			.400	.190	
I believe that a challenging work environment boosts my motivation to perform better.	.411	.185		.600	.428		.151
The clarity of goals and expectations significantly impacts my motivation levels at work.	.268		.119		.818	.138	.141
A good work-life balance is crucial for my overall job satisfaction.	.223	.767	.138	-.185	.146	.153	
I believe that flexibility in work hours positively impacts my work-life balance	.652	.141	.129			.475	.297
A supportive work environment significantly contributes to achieving a satisfactory work-life balance.		.320	.231	.211	.704	.121	
WLB helps me in acquiring new competencies.	.135	.650	.144		.187		.176
Acquiring new competencies are necessary for sustainability in education sector		.200		.192	.191	.756	
Competencies are necessary for performing well.	.348	.466	.369	.388	.135		-.144

I believe that factors WLB boost the performance potential of female educators.	.230	.744	.206			.153	
I believe that factors WLB boost the motivation of female educators		.486	.438	.431	.140	.152	.290
I believe that factors rewards boost the WLB of female educators	.138		.747			.386	
Job performance is an important factor for WLB		.567		.417		.270	.127
Appraisals are directly connected to performance	.395	.353	.253	.244	.161	.398	.329
WLB is necessary for enhancing competencies	.336	.312		.220		.114	.746

*Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.*

### Correlation table

Factors		Work life Balance
Motivation	Pearson Correlation	0.354
	Sig (2-tailed)	0.674
	N	149
Rewards	Pearson Correlation	0.513
	Sig (2-tailed)	0.000
	N	149
Performance	Pearson Correlation	0.363
	Sig (2-tailed)	0.000
	N	149
Individual competencies	Pearson Correlation	0.378
	Sig (2-tailed)	0.000
	N	149
Emotional support	Pearson Correlation	0.471
	Sig (2-tailed)	0.000
	N	149

From the figures it is clear that all five factors have relationship with work life balance and some have strong and rest have feeble or moderate relationship.

After collection and interpretation of data it can be easily analyzed that all the factors are relevant and connected with work life balance of female educators in private universities. These factors become the reason of switching over to new jobs and even disturbing their WLB and above all the cause of demotivation at workplace. For females’ growth opportunities are limited as due to many factors they remain stick to one place and try to search out best out of that only.

### 5 CONCLUSION

It is very important to take care the motivation of female faculty members as they nurture saplings of future of any nation and work life balance is again important but as we have seen from the interpretation of the above data that Porter Lawler model factors are even connected to work life balance and the female faculties who attains the work life balance are more

productive and motivated as compared to others. Institutes or universities must focus on improving their quality of work life so that they should enjoy their work and feel motivated and as all the motivation theories suggested that fulfilling their needs is important but improving the reward and compensation policies. Hygiene factors or balancing factors and motivators is equally important because these things are directly or indirectly helping them in achieving the work life balance and makes them more dedicated towards their job.

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