Work-life balance has a significant impact on the dedication of female employees in the education sector.

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KEYWORDS

The work-life balance, employee commitment, working environment, and decision-making power are all important factors. Personal role, Work support and conflict with colleagues

ABSTRACT

"To study the impact of work-life balance attributes on employee commitment in the education sector" is the stated goal of this research paper. The study reduces a set of 16 work-life balance statements into five qualities by using exploratory factor analysis (EFA) on a sample of 480 respondents selected from Tamil Nadu's educational institutions. The current study offers a model of how work-life balance characteristics affect employee dedication in the educational field. The study discovered that the following factors had a major influence on employee commitment in the education sector: the work environment, decision-making authority, personal role, assistance at work, and disagreements with co-workers. Therefore, in order to increase employee engagement, HR managers at educational institutions should concentrate on the aforementioned elements. The research examined the impact of work-life balance characteristics on employee commitment in the education industry. Multiple linear regression analysis reveals that the work environment, decision making authority, personal role, work support, and conflict with coworkers significantly impact employee commitment in the education sector.

Introduction

India boasts a rich history concerning women. India, a changing nation, strongly embeds women's traditional responsibilities as housewives and careers. Indian women have long faced challenges in comparison to men. Social, cultural, and religious reasons have contributed to a decline in the proportion of women joining the workforce. In contemporary India, women's lives are changing significantly. Today's working women face several obstacles in their lives. They face several obstacles in their personal and professional lives. Because they don't spend enough time with their families and organisations, they struggle to strike a balance between their personal and professional lives. Both businesses and employees are becoming more concerned about work-life balance. Achieving a healthy work-life balance can be essential to reaching one's goals, both personal and professional. The inability to combine work and family life has a detrimental effect on working people's personal lives, claim Singh, R., & Aggarwal, S. (2020).

Without a doubt, compared to the preceding decade, women now hold more employment and have better levels of education. This has altered dramatically in the past decade. Women who commute to work still have to be ready for looks and hurtful remarks from strangers, even in cities. The surge of women into the workforce has led to a change in public opinions and a rise in acceptance of women's professional capabilities. Many companies favor women in specific roles like teaching and nursing, deceiving them into believing they are complying, when in fact they are. However, the majority of people still hold the belief that individuals who work are immoral. A work instruction, which usually gives a detailed explanation of each of the many activities needed for the running of an organization, is a crucial part of its seamless functioning. The phrase "work-life balance" describes how well employees manage their personal and professional lives. Over the past few years, experts have been discussing women's professional lives extensively.

Research Objectives

1. To identify the features of work-life balance within the education sector.
2. To gauge how work-life balance characteristics affect employee dedication.

Research Hypothesis

Ho1: Work-life balance characteristics and employee commitment do not significantly correlate.
H01.1: The working environment and employee commitment do not significantly correlate.
H01.2: Employee commitment and decision-making authority do not significantly correlate.
H01.3: Personal role and employee commitment do not significantly correlate.
H01.4: Work support and employee dedication do not significantly correlate.
H01.5: Employee dedication and disagreement with coworkers do not significantly correlate.

Statistical Tools

- Reliability Test.
- Exploratory Factor Analysis.
- Multiple Linear Regression.

Research Methodology

Because so many Indians use social networking sites, obtaining sample data was challenging. On the other hand, we employed convenience sampling to gather the necessary sample size (480 in the education sector) of data from the Tamil Nadu area. An objective sampling approach reduced systematic bias and sampling error to produce a sample design that accurately reflects the population. We selected the sample from the education industry's workforce.

DATA ANALYSIS AND INTERPRETATION:

Reliability Test

Table: 1. Case Processing Summary

	N	%
Valid	480	100.0
Excluded	0	.0
Total	480	100.0

a.Listwise deletion based on all variables in the procedure.

Table: 2. Reliability Statistics

Cronbach's Alpha	**N of Items**
.861	16

The internal consistency of the questionnaire of 16 questions with a value of the Cronbach's Alpha is 0.861, which shows that data is 86.1 per cent reliable.

Exploratory Factor Analysis

Table: 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.845
Approx. Chi-Square	283.187
Bartlett's Test of Sphericity Df	105
Sig.	.000

KMO-Bartlett's test must evaluate the data's eligibility before factor analysis. This test measures sample adequacy and multivariate normality. The KMO value in this investigation is 0.845 > 0.5, suggesting that the sample size is adequate. Multiple variables are considered normal when the Bartlett's Test of Sphericity results are 0.000 < 0.05. Therefore, we view variable investigation as a suitable approach for further data analysis.

Eigen Values

The first components of the factor analysis are the numerical values of the variables used. However, the study will not retain all sixteen variables. This study will recover only the five components by merging the pertinent data. We use Eigenvalues to express the variances of the factors. The total column contains the Eigenvalue. The first factor, which always has the largest variation, will always have the highest eigenvalue. The next factor will try to account for the remaining variance as much as possible, and so on until the last factor. The cumulative percentage reveals the total proportion of variation that the current and previous factors explain. The percentage of variance shows what proportion of the overall variation each element accounts for. In this study, the five variables explain 66.216 percent of the variation. The rotation sums of the squared loading represent the variance distribution after the varimax rotation using Kaiser normalization. The varimax rotation aims to maximize the variations of each element.

Table: 4. 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	4.926	32.839	32.839	4.926	32.839	32.839	2.748	18.319	18.319
2	1.542	10.280	43.120	1.542	10.280	43.120	2.351	15.675	33.994
3	1.404	9.361	52.481	1.404	9.361	52.481	1.646	10.974	44.968
4	1.182	7.878	60.359	1.182	7.878	60.359	1.637	10.917	55.885
5	.878	5.857	66.216	.878	5.857	66.216	1.550	10.331	66.216
6	.796	5.304	71.519						
7	.632	4.214	75.733						
8	.608	4.051	79.784						
9	.593	3.956	83.740						
10	.522	3.482	87.222						
11	.462	3.081	90.303						
12	.440	2.934	93.237						
13	.393	2.622	95.859						
14	.339	2.259	98.118						
15	.282	1.882	100.000						

Extraction Method: Principal Component Analysis.

We used Varimax rotation with Kaiser normalisation to obtain five components. All the variables with factor loadings larger than 0.5 compose each factor. We integrated sixteen variables into five components. The study selected five criteria from the 16 variables used. These five extracted parameters accounted for 66.216 percent of the variation in work-life balance characteristics across employees in the education sector. Component matrix rotation The Rotated Component Matrix shows rotational factor loadings, or relationships between factors and variables. The factor column displays the subtracted rotational factors from the overall factor. The primary elements serve as the final factor after data reduction.

Table: 5. Rotated Component Matrix

Statements	Component				
	1	2	3	4	5
I need to look for opportunities outside my institution for career advancement.	.799				
My work is academic in nature and the environment is conducive	.735				
I have power to take decisions in my family	.706				
My working environment is depressing.	.642				
My educational status and job performance increases conflicts among my colleagues.	.622				
I have enough time to take care and spend time with my family		.811			
Role I play in various spheres (home, institution, family) conflicts with each other as well as with my values		.799			
I am able to talk to my children politely and hear them with patience (if applicable).		.760			
I get adequate training when new systems are introduced in my organization			.782		
I get disturbed when there is delay in the completion of work.			.752		
I get adequate time for lunch to have healthy food and talk to colleagues and feel relaxed			.553		
My superior gives guidelines to perform and encourages me to take my own decision.				.846	
My superiors give more importance towards well-being of employees and can easily discuss the issues related to work and family life				.716	
I get respect for my work from co-workers, superiors and students.				.756	
Negative attitude of my family members hinders me in my work. (such as financial support, irritation at home, no tolerance)					.520
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

The previously described matrix shows the association between the variables and each of the retrieved components. Most of the time, one component has a greater impact on each variable than the others. To identify which variables are part of each factor, we select the variable with the greatest value in each row. We have highlighted the high values in each row to aid in the categorization of the 16 variables into 5 primary elements, while disregarding low-performing variables. Regression with multiple linear We used multiple regression analysis to determine how independent factors affected the dependent variable, employee commitment.

Table: 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.724a	.524	.519	.661	1.973

Constant disagreements with coworkers, the workplace, assistance, one's own role, and the ability to make decisions are all predictors. b. The variable that depends: Employee Dedication The multiple correlations coefficient, or R, is valued at -1 and +1. The R-value of 0.724 indicates a strong positive correlation between work-life balance traits and employee commitment in the education sector. The Square R: R2 represents the determination coefficient, which ranges from 0 to 1.52. The R square value of 0.524 indicates that employee dedication can explain 4% of the variation in the education sector.

You can use the Durbin-Watson (DW) statistic to see the autocorrelation in the regression analysis's residuals. People generally accept that the range of statistic values between 1.5 and 2.5 is fairly normal. Given the value of 1.973 in this instance, we can conclude that auto-correlated predictors do not affect the model and it remains reasonably normal. We apply the Durbin-Watson (DW) statistic to the residuals of a statistical regression study as a test for autocorrelation. The Durbin-Watson statistic will always have a value between 0 and 4. A value of 2.0 indicates the absence of autocorrelation in the sample. Values between 0 and less than 2 indicate positive autocorrelation, and numbers between 2 and 4 indicate negative autocorrelation. As a general rule, test measurement levels between 1.5 and 2.5 are considered normal.

Table: 7. ANOVA

Model	**Sum of Squares**	**Df.**	**Mean Square**	**F**	**Sig.**
Regression	228.441	5	45.688	104.442	.000
Residual	207.351	474	.437		
Total	435.792	479			

Dependent variable: the dedication of employees b. constant, conflict with coworkers, workplace, support, personal role, and decision-making ability With a p-value of 0.000,

The F-ratio (104.442) is statistically significant. with ap-value (0.000) <0.05 (level of significance) and also demonstrates the model's significance, indicating the study's overall model's statiscal significance as well as the significant relationship between the independent variables and the dependent variable .

Table: 9. Coefficients

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
	B	Std. Error	Beta		
(Constant)	.657	.141		4.674	.000
Working Environment	.202	.033	.244	6.091	.000
Decision making power	.165	.035	.195	4.705	.000
Personal Role	.188	.034	.220	5.530	.000
Work Support	.224	.033	.238	6.769	.000
Conflict with colleagues	.087	.032	.096	2.719	.003

a. Dependent variable: dedication of employees The tested t-values indicate that the coefficient deviates from 0 with respect to the p-values.

H01.1: The working environment and employee commitment do not significantly correlate. The beta value in Table 9 is 0.244, indicating that the working environment has a positive effect on employee commitment. The working environment significantly impacts employee commitment in the education sector, as evidenced by the t value of 6.091 and the sig value of 0.000, both of which are less than 0.05. Therefore, we reject the null hypothesis H01.1, which asserts a meaningful correlation between employee commitment and the working environment.

H01.2: Employee commitment and decision-making authority do not significantly correlate. The beta value of 0.195 in Table 9 indicates a positive impact of decision-making authority on employee commitment. Decision-making power significantly impacts employee commitment in the education sector, as evidenced by the t value of 4.705 and the sig value of 0.001, both of which are less than 0.05. Therefore, the null hypothesis H01.2 refutes the existence of a significant relationship between employee commitment and decision-making authority.

H01.3: Personal role and employee commitment do not significantly correlate. Table 9 shows a beta value of 0.220, suggesting a positive impact of personal roles on employee commitment. The t value of 5.530 and the sig value of 0.000, both less than 0.05, indicate a significant impact of personal role on employee commitment in the education industry. Therefore, we reject the null hypothesis H01.3, which asserts a meaningful correlation between employee dedication and personal role.

H01.4: Work support and employee dedication do not significantly correlate. The beta value in Table 9 is 0.238, indicating that work support has a favourable effect on employee commitment. Employee commitment in the education sector is significantly impacted by work support since the t value is 6.769 and the sig value is 0.000, both of which are smaller than 0.05. Therefore, the null hypothesis H01.4, which states that job support and employee commitment are not significantly correlated, is rejected.

H01.5: Employee dedication and disagreement with coworkers do not significantly correlate. Table 9's beta value of 0.096 indicates that disagreement with coworkers positively impacts employee commitment. Conflict with coworkers significantly impacts employee commitment in the education industry, as evidenced by the t value of 2.719 and the sig. value of 0.003, both less than 0.05. Therefore, we reject the null hypothesis H01.5, which asserts a meaningful correlation between employee dedication and conflict with coworkers.

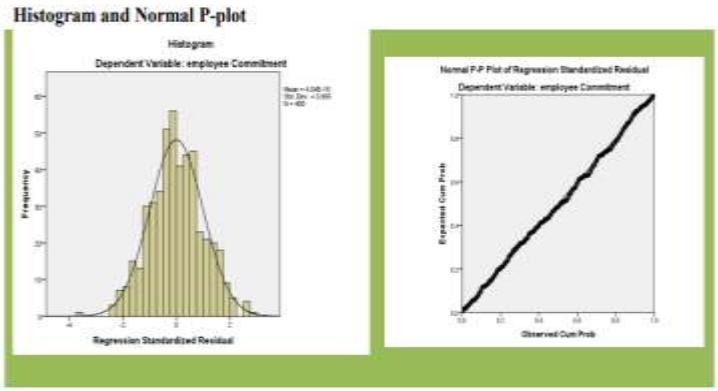

Figure 1 displays a histogram of the residuals distribution with a normal overlay. The distribution is considered normal when the plotted points on a normal P-P plot align with the diagonal line. Summary of Multiple Regression Results.

Table: 10. Regression Results Summary

Ho1: There is no significant relationship between work life balance attributes on employee commitment			
Sub-Hypothesis	**Sig.**	**Remark**	**R 2**
H01.1: There is no significant relationship between working environment on employee commitment.	.000	Rejected	0.524
H01.2: There is no significant relationship between decision making power on employee commitment	.000	Rejected	
H01.3: There is no significant relationship between personal role on employee commitment.	.000	Rejected	
H01.4: There is no significant relationship between work support and employee commitment.	.000	Rejected	
H01.5: There is no significant relationship between conflict with colleagues and employee commitment.	.003	Rejected	

Practical Implication

- To keep up with the latest technological skills and information, employees should obtain specialized training.
- In the education sector, working hours should be consistent, usually consisting of eight hours with a cap, and women shouldn't be required to work longer than they can manage.
- Employees should be given sabbatical leave to seek higher education, since this would increase employee productivity; employees should have access to confirmed transportation with sufficient security measures so they may travel at night without concern.
- Employees' families should receive information about the company's culture and working environment through counseling and family and parental support programs

Conclusion

The study examined the impact of work-life balance characteristics on employee commitment in the education industry. Multiple linear regression analysis reveals that the work environment, decision-making authority, personal role, work support, and conflict with coworkers significantly impact employee commitment in the education sector.

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