Research Article

Proactivity, Work - Life Balance And Learning Orientation Of Women Faculties Working In Women Colleges

Aayushi Soral[1*], Mahima Ramchandani[2], Dr. Shuchi Chowdhary[3]

[1*]Assistant Professor, Department of Psychology, Kanoria PG Mahila Mahavidyalaya , Jaipur, aayushi.s@kanoriacollege.in
[2]Assistant Professor, Department of Psychology, Kanoria PG Mahila Mahavidyalaya , Jaipur, mahima.r@kanoriacollege.in
[3]Head & Assistant Professor, Department of Psychology, Kanoria PG Mahila Mahavidyalaya , Jaipur, shuchi.c@kanoriacollege.in

ARTICLE INFO	ABSTRACT
	This research paper examines the interrelationships among proactivity, work-life balance, and learning orientation among female faculty members employed in women's colleges. Utilizing the Quality of Work Life (QWL) scale developed by Dhar, Dhar, and Roy (2008), the study assesses these three domains to better understand the professional and personal dynamics experienced by women in academia. A convenient sampling method was used to collect data from 97 female faculty members, aged between 23 and 60 years, through a Google Forms survey. The analysis focused on comparing the differences in the domains between married and unmarried women using the Mann-Whitney U test and finding correlation analysis between these three domains. The findings revealed no significant differences between married and unmarried women regarding proactivity and work-life balance, suggesting that marital status does not substantially influence these aspects of their professional lives. However, a significant difference was found in the learning orientation domain, with a z-score of 6.05327 and a p-value of < .00001, indicating that unmarried women demonstrate a significantly higher orientation towards learning compared to their married counterparts. This result is significant at p < .01. Correlational analysis revealed that there is a strong correlation between creativity and work life balance whereas moderate positive correlations between proactivity - learning orientation & work life balance - learning orientation. These insights contribute to the understanding of how marital status affects specific aspects of female academicians' professional lives, particularly in learning orientation. The study underscores the importance of creating supportive environments that promote continuous learning and professional development for all faculty members, regardless of marital status. **Keywords:** Proactivity, Work-Life Balance, Learning Orientation, Female Faculty, Quality of Work Life

Introduction

Maintaining a balanced personal and professional life is a goal shared by any and every working individual and thus it has been a preferred area for research in order to provide a clearer idea of predictive factors as well as to propose models that will improve the quality of life for working professionals across various fields. The research in this area is also being extended to study differences among genders, races, cultures and ethnic groups in their respective work environments. Prominent studies have suggested that women experience more imbalance due to various factors. As education is a women dominated field, the quality of work life they experience and the factors that affect it must be a question worth seeking an answer to.

Quality of work life (QWL) has been defined as a process by which an organization responds to employees' needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work (Robbins, 1989). According to Gnanayudam and Dharmasiri (2007), QWL is the employee's overall

satisfaction with work life leading to develop work-life balance. Family-work balance, skills level, autonomy, and challenge, job security and job stress; management and supervisory style, satisfactory physical surroundings, job safety, satisfactory working hours, and meaningful tasks; nature of job, and stimulating opportunities and co-workers have know to prominent environmental and workplace conditions predictive of QWL. The psychosocial factors that have been known to contribute to QWL are job and career satisfaction, general well-being, stress at work, control at work, homework interface, working conditions.

Employees must feel that they are able to make choices in order to achieve the goals set in their work (by themselves as well as the employer) and that they are supported by the leadership. It is well established that organizational practices like workplace flexibility, professional autonomy, and access to knowledge substantially enhance employee motivation in displaying workplace proactivity. Crant (2000) defines Workplace proactivity as the ability of the employee to take self-directed action, to anticipate changes in their work and to respond to future possibilities instead of undergoing workplace developments without any substantial contribution.

A prominent relationship has been found between psychological empowerment and workplace proactivity wherein psychological empowerment mediates the relationship between healthy workplace practices and workplace proactivity (Coun, Peters, Blomme, & Schaveling, 2022).

Previous studies of workplace climate and Quality of work Life have highlighted the significance of learning in organizations. Factors that dominantly influence learning are environment, corporate culture, organizational structure, and firm strategy (Swee Lin Tan, Smyrnios & Xiong, 2014). Additionally, leadership, organizational structure, and participation impact learning processes. Learning in organizations can be categorized as LO (learning orientation), learning organizations, and OL (organizational learning). Employee empowerment and growth opportunities are more effective in fostering learning.

In this day and age of rapid technological advancement, studies have indicated that a complex relationship between technology and employee well being is present which is reportedly moderated by learning orientation of the employee (Zahoor, Donbesuur, Christofi & Miri, 2022).

Van der Baan, Raemdonck, Bastiaens & Beausaert, (2022) studied the relationship between learning orientation and employability competencies concluding that employees with higher levels of self-directed learning orientation displayed higher scores on all three employability competencies: occupational expertise, personal flexibility, and anticipation and optimization. Job control moderated the relationship between self-directed learning orientation and employability competences, indicating that autonomy at work enhances employees' learning goals and activities for skill development.

Work life balance has been defined as a state of equilibrium in which the demands of both a person's job and personal life are equal (Lockwood, 2003). Delecta (2011) defines work-life balance as an individual's ability to meet their work and family commitments, as well as other non-work responsibilities and activities which have following determinants, Personality type, family support and responsibilities, work environment and social environment. The
organizational components that contribute to a positive work-life balance are: flexible working hours, child care and elderly care scheme, home working, job sharing. (Saeed & Farooqi, 2014) have noted a moderate positive relationship between work life balance and job satisfaction and insignificant relationship between job stress and job satisfaction.

A relatively unexplored factor of job satisfaction is the marital status of employees. Married working women face challenges in balancing their work and personal life. IT sector professionals experienced the most difficulty in balancing work and life, with issues mainly related to long working hours, while health sector professionals struggled to find time for a social life. Women under 30 years old faced more work-life imbalance issues compared to those between 30 and 40 years old, while those over 40 years old showed slightly better balance (Lakshmi & Prasanth, 2018).

Work related stress and the experience of that stress is largely affected by the pressures one endures in their work-place, the control they have over their work and working condition, the support they receive from colleagues and employers and the way they deal with the pressures of work. In a study on stress management, Vijayadurai & Venkatesh (2012) have recorded sexual problems within the organization and efforts not being recognized as major predictors of stress at work. Family–work conflict and work–family conflict are directly related to stress experienced in the workplace. Family size, Children's age, working hours and social support are said to impact this conflict (Reddy, et. al., 2010). More work- life imbalance has been observed in married working women in the age group of under 30 years and that it is also dependent on the profession of the spouse. Moreover, women working in the IT sector were found to have more difficulties in balancing work and family followed by academic sector working women and then health sector working women (Delina & Raya, 2013). Work Life balance is strongly correlated with Productivity at the workplace. If we are able to establish the predictors of this balance and the factors affecting quality of work life we can provide conditions that facilitate well being and productivity at the workplace.

Objectives

1. To assess the levels of proactivity, work-life balance, and learning orientation among female faculty members working in women's colleges.

2. To examine the mean differences in proactivity, work-life balance, and learning orientation based on marital status.
3. To explore the correlations, if any, among proactivity, work-life balance, and learning orientation in this population.

Hypotheses

1. There is a significant difference in proactivity between married and unmarried female faculty members working in women's colleges.
2. There is a significant difference in work-life balance between married and unmarried female faculty members working in women's colleges.
3. There is a significant difference in learning orientation between married and unmarried female faculty members working in women's colleges.
4. There is a significant correlation between proactivity, work-life balance, and learning orientation among female faculty members working in women's colleges.

Variables

Independent Variables:
  - Marital status (married or unmarried)
Dependent Variables:
  - Proactivity
  - Work-life balance
  - Learning orientation

Method

Sample: The sample for this study consists of 97 female faculty members working in women's colleges. Inclusion criteria focused on permanent faculty members, excluding part-time, contractual, and ad hoc staff. Data were collected through convenient sampling using a Google Form survey.
Tool used: The data is collected using Quality of Work life scale (Dhar, Dhar & Roy, 2008) on three domains viz, Proactivity, Work life balance, and Learning orientation.
Research design: The research design employs a quantitative approach using the Mann-Whitney U test to compare the differences between married and unmarried women faculty on three domains: proactivity, work-life balance, and learning orientation. This non-parametric test is suitable for assessing differences between two independent groups when the sample size is small or data do not follow a normal distribution.

Result and discussion

The Mann-Whitney U test comparing proactivity between married and unmarried female faculty members yielded a z-score of 1.43271 and a p-value of 0.15272. The p-value of 0.15272 is greater than the significance level of 0.01, indicating that the difference in proactivity between married and unmarried faculty members is not statistically significant. This means that there is no strong evidence to suggest that marital status has a significant impact on the proactivity of female faculty members working in women's colleges. In other words, proactivity levels appear to be similar regardless of whether the faculty members are married or unmarried. It means that null hypothesis is retained.
The Mann-Whitney U test comparing work-life balance between married and unmarried female faculty members yielded a z-score of 1.93853 and a p-value of 0.05238. The z-score of 1.93853 indicates the standardized difference between the ranks of work-life balance scores for married and unmarried female faculty members. The p-value of 0.05238 suggests that there is a marginal difference between the two groups, but this result is not statistically significant at the 0.01 level ($p < 0.01$). Since the p-value is greater than 0.01, we fail to reject the null hypothesis, which means we do not have sufficient evidence to conclude that there is a significant difference in work-life balance between married and unmarried female faculty members at the 1% significance level. However, it is worth noting that the p-value is close to the commonly used 0.05 threshold, indicating a trend that might be worth further investigation with a larger sample size or in different contexts.
The Mann-Whitney U test result for learning orientation among married and unmarried female faculty members shows a z-score of 6.05327 with a p-value of (< 0.00001).The z-score of 6.05327 indicates a large difference between the learning orientation scores of married and unmarried female faculty members. The p-value (< 0.00001) is extremely low, which means the result is highly statistically significant, well below the conventional significance level of 0.01. This significant result implies that there is a substantial difference in learning orientation between the two groups. Specifically, it indicates that marital status is a significant factor affecting learning orientation among the female faculty members in the study. The direction of this difference, however, would need to be determined by looking at the median scores of both groups to see whether married or unmarried women have higher learning orientation scores.
The Spearman correlation coefficient (rs) between proactivity and work-life balance is 0.93603, with a p-value

(2-tailed) of 0.000. This value indicates a very strong positive correlation between proactivity and work-life balance. It suggests that as proactivity increases, work-life balance also tends to improve, and vice versa. The p-value is less than 0.05, indicating that the correlation is statistically significant. This means that the observed correlation is unlikely to be due to chance. There is a very strong and statistically significant positive correlation between proactivity and work-life balance among female faculty members working in women's colleges. This implies that women who exhibit higher levels of proactivity tend to have better work-life balance.

The Spearman correlation coefficient (rs) between proactivity and learning orientation is 0.47124, with a p-value (2-tailed) of < 0.001. This indicates a moderate positive correlation between proactivity and learning orientation among female faculty members working in women's colleges. In other words, as the level of proactivity increases, the learning orientation also tends to increase. The p-value being less than 0.001 suggests that this correlation is statistically significant, meaning the likelihood that this result is due to random chance is very low. Therefore, we can conclude that there is a significant association between proactivity and learning orientation in this sample.

The Spearman correlation between work-life balance and learning orientation is $r_s = 0.49186$ with a p-value (2-tailed) of < 0.00001. The positive Spearman correlation coefficient ($r_s = 0.49186$) indicates a moderate positive relationship between work-life balance and learning orientation among the female faculty members. This suggests that as the work-life balance improves, the learning orientation tends to increase, and vice versa. The p-value < 0.00001 indicates that this correlation is statistically significant at any conventional significance level (e.g., 0.05, 0.01). Therefore, we can confidently conclude that there is a meaningful association between work-life balance and learning orientation in the sample studied.

Conclusion

The result states that hypothesis 1 & 2 are rejected, retaining null hypothesis whereas hypothesis 3 & 4 are retained stating significant difference and correlation respectively. Women are a vital part of the workforce, particularly in educational institutions. Achieving work-life balance (WLB) is crucial for enhancing the performance of female teaching staff. Contemporary organizations must address WLB issues holistically to support their staff effectively. Balancing work and family commitments is a significant concern for employees, especially women, who often juggle multiple roles.

Institutions should design and implement policies that help women manage their work-life balance, which in turn can improve their performance and well-being. The study emphasizes that WLB impacts both men and women, but women often bear a greater share of family responsibilities. Therefore, educational institutions should explore and enhance support systems for female staff. There is a demand for policies that enable women to balance work and home life effectively.

Existing literature on WLB in India, especially concerning professional women, is limited and needs deeper exploration. This paper reviews definitions, theories, and studies related to WLB, highlighting the necessity for diverse and inclusive work-life initiatives. Future research should assess the impact of specific WLB measures on productivity, health, and overall quality of life for academicians.

In conclusion, it is imperative for institutions to recognize and address the specific challenges faced by women faculty members in order to ensure a more equitable and supportive academic environment. By implementing targeted support programs, providing flexible work arrangements, and promoting a culture of understanding and respect for work-life balance, institutions can empower women faculty members to thrive in their professional and personal lives while contributing meaningfully to the academic community.

References

1. Crant, J. M. (2000). Proactive behavior in organizations. *Journal of management*, *26*(3), 435-462.
2. Delecta, P. (2011). Work life balance. *International journal of current research*, *3*(4), 186-189.
3. Delina, G., & Raya, R. P. (2013). A study on work-life balance in working women. *International Journal of Commerce, Business and Management*, *2*(5), 274-282.
4. JH Coun, M., Peters, P., Blomme, R. J., & Schaveling, J. (2022). 'To empower or not to empower, that's the question'. Using an empowerment process approach to explain employees' workplace proactivity. The International Journal of Human Resource Management, 33(14), 2829-2855.
5. Lakshmi, N., & Prasanth, V. S. (2018). A study on work-life balance in working women. International Journal of Advanced Multidisciplinary Scientific Research, 1(7), 76-88.
6. Lockwood, N. R. (2003). Work/life balance. *Challenges and Solutions, SHRM Research, USA*, *2*(10).
7. Reddy, N. K., Vranda, M. N., Ahmed, A., Nirmala, B. P., & Siddaramu, B. (2010). Work-life balance among married women employees. *Indian journal of psychological medicine*, *32*(2), 112-118.
8. Saeed, K., & Farooqi, Y. A. (2014). Examining the relationship between work life balance, job stress, and job satisfaction among university teachers (A case of University of Gujarat). *International Journal of multidisciplinary sciences and engineering*, *5*(6), 9-15.
9. Swee Lin Tan, C., X. Smyrnios, K., & Xiong, L. (2014). What drives learning orientation in fast growth

SMEs?. International Journal of Entrepreneurial Behavior & Research, 20(4), 324-350.

10. Van der Baan, N., Raemdonck, I., Bastiaens, E., & Beausaert, S. (2022). Employability competences of workers in health care and finance. The role of self-directed learning orientation and job characteristics. International Journal of Training and Development, 26(3), 427-447.

11. Vijayadurai, J., & Venkatesh, S. (2012). A study on stress management among women college teachers in Tamil Nadu, India. *Pacific Business Review International*, *5*(2), 50-61.

12. Zahoor, N., Donbesuur, F., Christofi, M., & Miri, D. (2022). Technological innovation and employee psychological well-being: The moderating role of employee learning orientation and perceived organizational support. Technological Forecasting and Social Change, 179, 121610.