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Exploring the Nexus: Work-Life Balance and Organization sustainability in Education Institutes of India

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Abstract

Within the framework of Indian educational institutions, this research endeavor aims to investigate the intricate connection between maintaining a balance between professional and personal life and fostering organization sustainability, with a specific focus on the responsibilities of teachers. The advancement of sustainable practices and the well-being of educators are identified as pivotal factors influencing the overall standard of teaching and the comprehensive growth of students in the evolving educational scenario. This study endeavors to contribute to existing knowledge by examining the challenges and prospects associated with promoting organization sustainability, while also supporting educators in achieving harmonious work-life equilibrium.

This empirical investigation delves into the intricate dynamics between achieving work-life balance and fostering organization sustainability within Indian academic institutions. The study relies on survey data gathered from 119 educators across diverse institutions of this country, constituting a substantial portion of the 200 distributed questionnaires for the research.

The study centers on the welfare of educators and the promotion of sustainable practices as critical elements impacting the caliber of instruction and the overall growth of learners in the face of dynamic changes in the educational environment. The purpose of this research is to support inclusive education while also conducting an experimental validation of the benefits and drawbacks of developing work-life balance. It accomplishes this by closely examining answers from teachers in various educational contexts. This research aims to provide insights into the complex relationships that exist among educators, administrators, and other stakeholders in Indian academic institutions by gathering empirical data. It explores the ways in which work-life balance is impacted by institutional rules, workload distribution, technological integration, and support systems. Additionally, it conducts a methodical assessment of the relationships among teachers' general job satisfaction, effectiveness, engagement, and well-being.

By basing its findings on real data collected from educators in India, this study contributes to both theoretical and practical understanding of the intricate interplay between WLB and organization sustainability. In its concluding remarks, the research aims to offer empirically supported insights that can inform policy recommendations and actionable measures. The objective is to foster an environment conducive to academic development and personal well-being within Indian academic institutions.

Keywords: Work life balance (WLB), Organization sustainability, Education institutes.

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Introduction

A new viewpoint on the elements influencing education's quality, efficacy, and inclusiveness is required in light of the substantial changes to the educational landscape that have occurred recently. The promotion of organization sustainability and the work-life balance of educators have drawn more attention among the many factors that make educational institutions successful. The learning experiences of pupils are greatly influenced by the educators who serve as the vehicles for the distribution of information and the development of character. (Ingersoll & Strong, 2011). Knowing that these factors are linked, this research sets out to explore the complex correlation between WLB and organization sustainability in the context of academic institutions, with a focus on the educational environment in India.

Work-life balance, or maintaining a healthy balance between professional obligations and personal needs, has emerged as a major issue for the modern worker in a variety of industries. Individuals who can adeptly allocate resources to fulfill the needs of both their family and work commitments can demonstrate effective engagement in both aspects of their life. (Voydanoff, 2005).

Maintaining a healthy WLB entails managing an employee's professional commitments with their personal and family obligations. However, from an employer's viewpoint, it might be difficult to create a productive office environment that encourages workers to concentrate on their job during working hours. Additionally, it provides a fresh take on human resource management principles meant to promote the achievement of a healthy balance among workers' work and personal lives. This strategy has emerged in direct response to recent socio-demographic changes that have substantially transformed modern society and the job market. These changes include the increase in the number of working women, the growing prevalence of dual-income families, notable shifts in the traditional family structure, and the ongoing aging of the population. (Kreitner & Kinicki, 2004). All these factors underscore the common need to strike a balance between one's professional and personal life. A fundamental shift in attitudes and the value that individuals place on their jobs coincides with this necessity(Smola & Sutton, 2002),as well as a greater participation of males in domestic duties(Pleck, 1985). As a result, regardless of gender, age, or job level, work-life balance is a necessity that applies to all worker groups.

In line with the findings of scholarly research, there have been instances in recent years of businesses, institutions, and organizations implementing significant adjustments to their development plans in order to guarantee and encourage a healthy WLB. These examples are compelling because they offer changes that are deemed strategically significant and critical for ensuring the businesses in question survive at all, giving them a stronger advantage over competitors by helping them draw and retain talent and increase productivity. Most of these changes centre on allowing for greater flexibility in how working hours are scheduled, maternity leave, the right to special vacation time relating to childcare. This final point is particularly crucial because, in the world of organizations, working from home has emerged as a fantastic way to address issues that prevent a healthy work-life balance.

This equilibrium has a special relevance when it comes to academic institutions. Teachers typically struggle to strike a delicate balance between their professional and personal lives since they are tasked with providing high-quality instruction, mentoring students, carrying out research, and doing administrative tasks. The difficulties in keeping this equilibrium are made more difficult by changing instructional methods, growing use of technology, and changing cultural expectations.

In parallel, the idea of organization sustainability has become a cornerstone of modern educational systems all over the world. The goal of organization sustainability in education sector is to provide settings where employees i.e. teachers from many backgrounds, including those with various abilities, socioeconomic circumstances, and cultural backgrounds, may coexist and succeed.

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Organization sustainability within organizations encompasses a range of challenges, such as community involvement, philanthropic initiatives, volunteer efforts, equitable employment practices, living conditions, health, safety, and overall well-being, incorporating these aspects of organization sustainability within organizations can yield several positive outcomes.

Organizational sustainability is becoming more and more recognized, and for good reason—it gives businesses a competitive edge and adds value for all of its stakeholders, including the general public. However, full integration of sustainability remains necessary at both the operational and strategic levels. Some academics claim that the main obstacle to integrating sustainability into organizations is the intricacy of continuously adding value along the whole value chain. This is especially true for elements that are somewhat beyond of an organization's control, such as the supply chain. Conversely, other points of view contend that the problem is the lack of useful models and frameworks. Organizational actors are unable to fully integrate sustainability into their business decisions due to this shortcoming.

Academic institutions face a variety of challenges related to the complex interplay between work-life balance and organization sustainability, particularly in nations like India where the educational environment is diverse and dynamic. The demand for success in both areas might cause burnout in teachers and impede the development of inclusive practices. Therefore, it is crucial to comprehend the elements that support or limit educators' capacity to attain work-life balance while embracing inclusive pedagogies.

With a particular focus on the Indian context, this research project aims to close this information gap by investigating the interactions between WLB and organization sustanability among academic institution teachers. This study intends to shed light on possible synergies or tensions that may occur while striving to simultaneously promote well-being and inclusion through an analysis of the difficulties and possibilities that educators encounter, as well as the tactics they use to manage these complexity. By providing insights that can help create a more peaceful and inclusive academic atmosphere, this study hopes to add to the conversation about educational practices and policies.

Literature review

The linkage between WLB and organization sustainability has arisen as a topic of great interest for both scholars and practitioners in an era of quickly changing workplaces and rising attention on employee well-being. This literature review examines how knowledge of how work-life balance practices affect organization sustainability is changing and explains why this link is crucial in modern corporate settings.

Understanding the dynamics of work-life balance and organization sustainability within academic institutions is crucial since education is a sector that is always evolving. In order to lay the groundwork for the empirical study carried out in the setting of Indian academic institutions, this survey of the literature examines essential ideas, ongoing research, and recent advancements in these fields.

WLB has its roots in the 19th century, when factory employees and the unions successfully fought against the lengthy workday culture prevalent in industrial firms in peculiar. (Bosworth and Hogarth, 2009; Syed, 2015).

It goes without saying that both employers and workers have lives outside of work. As a result, it is essential for them to take care of their family, enjoy downtime, and grow personally (Rao, 2017). The necessity to establish work-life equilibrium for employees has evolved into a universal concern due to the trend of many businesses prioritizing efforts to enhance productivity and output, often neglecting the personal lives of their workers (Karatepe, 2013; Adekoya et al., 2019). The prevalence of overbooked and tightly scheduled lives for married couples has led to divorces and various forms of family separation. Consequently, the concept of work-life balance

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(WLB) seeks to create a harmonious environment where individuals can maintain a positive work-life climate, ensuring that their professional commitments do not encroach upon their family lives (Oktosario, 2018).

WLB refers to an employee's capacity to successfully balance work and family obligations with other obligations and activities outside of the workplace (Parkes and Langford, 2008; Wheatley, 2012; Adisa et al., 2016). The phrase work-life balance Characterizes the transformation in an employee's degree of time balance, engagement balance, and satisfaction balance brought on by the many responsibilities they perform (Marks and MacDermid, 1996).

The term "balance" as it relates to the work-life balance (WLB) idea can mean different things to different people. The notion of striking a "balance" between work and home life has been debunked given the difficulties in really managing one's professional and personal obligations (Guest, 2002; Kesting and Harris, 2009). According to Ranjan and Prasad (2013), the fair division of time and effort between work and personal life is the traditional definition of balance. According to Thompson and Bunderson (2007), the word "balance" is sometimes misinterpreted to indicate making an effort to divide one's time and attention between work- and non-work-related tasks. However, Clark (2000) redefines balance as the fulfillment and active functioning at both work and home with fewer competing responsibilities in an effort to broaden the definition of the term. Similar to flexibility, autonomy refers to how much freedom an individual has about when, where, and how they should work (Kesting and Harris, 2009).

Academics working at higher education institutions in India saw a strong influence from the organizational work environment on their WLB. The organizational work environment was found to have a greater impact on occupational stress among female academics as compared to male academics. The organizational work environment was found to have a substantial effect on occupational stress for academics at different career levels. The relationship between academic performance and WLB, occupational stress, and organizational work environment was not significantly moderated by marital status while Institutions are urged to implement family-friendly policies and foster a supportive workplace culture for academics that will lower stress levels, enhance WLB, and boost academic productivity (Bhadana et al., 2022).

In a comparative research of work-life balance among CAs, doctors, and teachers, Jain (2013) discovered that job expectations, time management, and family support are the most important determinants of work-life balance across professionals. The study discovered that professionals' levels of job satisfaction are impacted by work-life imbalances. According to the study's findings, there are differences in work-life balance among CAs, doctors, and teachers. These differences may be seen regardless of family and employment situation.

According to research by V. Madhusudhan et al. (2013), Dependents, schedule flexibility, job duties that are defined, support from coworkers, a family-friendly organizational culture, working hours, and supervisory assistance are all factors in building work-life balance. Management must prioritize factors including flexible scheduling, position clarity, colleague support, working hours, and psychological support in order to effectively handle work-life balance.

WLB, according to V. Varatharaj et al. (2012), entails upholding balance between obligations in the business and personal spheres to minimize conflicts between the two. Despite their minor personal and workplace annoyances, the majority of respondents reported that they felt at ease at work. An employee's productivity rises as a result of wlb, which promotes efficiency. Both in the personal and professional spheres, it increases fulfillment.

WLB is crucial for the employees and its organization, especially in the contemporary vibrant organizational situations, according to Tariq (2012), who evaluated the vast information linked to the theory and practices of it through thorough meta-analysis of literature. It aids the company in enhancing its competitiveness, morale, productivity, and efficiency in order to achieve a competitive advantage. In a similar way, work-life balance efforts help workers by boosting their commitment to the company through greater motivation, improved happiness, and empowerment.

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Job autonomy and organizational commitment had a good relationship with work-life balance, according to a survey performed by Chawla and Sondhi (2011) among teachers and BPO women workers. The report suggests that forward-thinking educational institutions and business process outsourcing companies, acknowledging the importance of dedicated and efficient employees, will find it imperative to provide their staff with greater autonomy to foster a well-balanced relationship between work and personal life. It's worth noting that workload and the conflict between work and family responsibilities exhibited a negative correlation with WLB. The mentioned research highlights the importance of assessing work-life balance and implementing policies to meet the needs and desires of individuals in both their professional and personal spheres.

According to Rao, the establishments of a WLB promoting culture will most likely also foster sustainable human development by increasing the role-related engagement of individuals and groups like organizations and institutions.

There is no single, accepted definition of organizational sustainability; instead, a number of scholars have defined it in their own unique ways. Most likely Organizational sustainability was described by Neubaum and Zahra as a company's capacity to foster and sustain growth over time by successfully satisfying the needs of a diverse range of stakeholders. Similarly, Funk identified characteristics and actions of sustainable organizations that aim to establish a better future for their constituents.

Marshall and Brown provided an ideal definition of Sustainable organizations, as per this perspective, are those that embrace a systems approach, ensuring that the utilization of natural resources remains within the bounds of renewal, recycling, or regeneration rates for those resources.

Hart and Milstein characterized organizational sustainability pertains to the capacity of organizations to make a secure, fair, and inclusive contribution to human progress. In order to realize this contribution, advantages to the economy, society, and environment are simultaneously provided.

Eweje conducted managerial interviews to look into the sustainability policies of 15 sizable New Zealand companies. According to the research, companies are aggressively putting new sustainability strategies into action to address the economic, environmental, and social aspects of sustainability. Waste management, attaining a zero-carbon footprint, maintaining environmental quality, integrating renewable energy, educating employees, partnering with conservation organizations, and participating in community-based fundraising are a few examples of these projects. The difficulty is in bringing disparate sustainability projects together and integrating them across the value chain, even while each one has advantages of its own. As a result, companies can effectively promote sustainability by recognizing the contextual use of each instrument and launching reasoned programmes, as opposed to using a multitude of technologies.

Additionally, Epstein looked into the critical benchmarks for organizational sustainability. The majority of sustainable organizations have four high-level components that the author identified as essential to their success. These consist of Structure, Systems, Leadership, and Strategy. However, as Lozano also emphasizes, the precise programmes that will be implemented mostly rely on the background and significance of the company's operations. These activities might range from capital investments in new products or technology to diversity and ethical sourcing initiatives.

In order to gain a competitive edge and create value, organizational sustainability is becoming increasingly recognized in the literature. Nobody disputes, nevertheless, that organizational strategies and activities do not fully incorporate sustainability. Keeping sustainable value creation across the value chain is difficult, and there aren't many useful frameworks or models for taking a holistic approach to sustainability when making business decisions, according to researchers.

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Different academics define sustainable organizations in different ways. Some define them as those that successfully satisfy the expectations of a wide range of stakeholders, while others define them as ones that advance human development by providing advantages that are social, economic, and ecological. Numerous projects addressing social, environmental, and economic factors are highlighted in studies examining the sustainability practices of organizations.

Objectives of the study

1. To assess the state of work-life balance in Indian educational institutions.
2. To Determine the Organization sustainability Level in Indian educational institutions.
3. To examine the link between organization sustainability and work-life balance.

Research methodology

In order to comprehend the connection between WLB and organization sustainability at educational institutions in India's India, this study used a cross-sectional research approach. Data collection for cross-sectional research may take place at a single moment in time, making it ideal for analyzing relationships between variables (Sekaran & Bougie, 2016).

The populace chosen for study is the faculties employed by educational institutions (colleges and schools) in India's northern area are the population of interest. This group also includes administrators, teachers, and other professionals.

To contact possible participants in the target area, convenience sampling was used to disseminate about 200 online surveys using Google Forms and other digital platforms. Due to restrictions on accessibility and the requirement for a practical sample size, convenience sampling was chosen. Out of which 119 full replies, or a sizable part of the surveys issued, were received. Although bigger samples are frequently desired, this sample size is seen to be sufficient for carrying out insightful statistical analyses (Creswell & Creswell, 2017).

A Google Forms-created structured online questionnaire served as the main tool for collecting data. Three sections made up the questionnaire:

a. Demographic Data: Gathering information on participants' age, gender, work function, years of experience, and kind of educational institution (school/college).
b. Work-Life Balance Scale: A series of Likert-scale questions were used to gauge participants' opinions on work-life balance. These inquiries measured things like workload, adaptability, stress levels, and general work-life satisfaction.
c. Organization sustainability Scale: Using Likert-scale questions, participants' opinions on organization sustainability within their educational institution were gathered. This area included topics including inclusive leadership, diversity recruiting and retention, fair policies, and inclusion awareness.

To make the questionnaire accessible to potential participants, it was circulated electronically via email and other digital platforms. The questionnaire began with a detailed explanation of the study's goals and a section asking for informed permission, and Statistical software, such as SPSS or an equivalent, was used for data analysis. The following analysis techniques were used:

- Demographic information is distilled using descriptive statistics.
- The association among WLB and organization sustainability was analyzed using correlation analysis (Pearson's correlation).

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Ethical consideration: The entire research process was carried out with a rigorous commitment to ethical standards. Participants' privacy and anonymity were guaranteed, and participation remained entirely voluntary.

Findings from the empirical analysis:

Approximately 200 sets of questionnaires were distributed to respondents within educational institutes in this country. The return rate was 59.5%, and the analysis focused on 119 sets of questionnaires. No questionnaires were rejected, and the collected data will be analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 20.

In this study, the gender distribution of the sample's 119 participants was examined. Of these participants, 61 were female, making up 51.3% of the total, and 58 were male, totaling 48.7% of the entire sample. The gender variable did not include any missing or incorrect data (Table1).

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEMALE	61	51.3	51.3	51.3
	MALE	58	48.7	48.7	100.0
	Total	119	100.0	100.0	

Table2 showed that participants were distributed differently across various age groups. The '26-35' age group represented 41.2% of the total participant population. Ages 36 to 45 made up 23.5% of the sample, while 46 to 55 made up 10.9%. The "56-65" age group (2.5%), "66 & above" (0.8%), and "Less than 25" age group (21.0%) all had lower percentage of participation. It's important to note that the age variable has no missing or incorrect data.

Table 2: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-35	49	41.2	41.2	41.2
	36-45	28	23.5	23.5	64.7
	46-55	13	10.9	10.9	75.6
	56-65	3	2.5	2.5	78.2
	66 & above	1	.8	.8	79.0
	Less than 25	25	21.0	21.0	100.0
	Total	119	100.0	100.0	

The findings of table3 showed that the individuals' educational backgrounds were varied. Particularly, 19.3% of the interviewees indicated that their level of education was "Graduation." Their greatest level of education was a "Masters" degree, which was held by a greater percentage, 32.8%. 47.9% of the group, who made up the largest portion, had degrees categorized as "Masters and above." It is significant to notice that the education variable contained no missing or incorrect data.

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Table 3: Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation	23	19.3	19.3	19.3
	Masters	39	32.8	32.8	52.1
	Masters and above	57	47.9	47.9	100.0
	Total	119	100.0	100.0	

In table4, the findings show that the participants' experience levels ranged widely. With regard to work experience, 48.7% of the participants said they had '0-5yrs' of experience. 27.7% of the participants fell into the "10 to 15 years" category, while 10.9% had experience of "15 years and above." Additionally, 12.6% of the participants had experience between 5 and 10 years. It is significant to note that the experience variable contained no missing or incorrect data.

Table 4: Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5yrs	58	48.7	48.7	48.7
	10-15yrs	33	27.7	27.7	76.5
	15yrs and above	13	10.9	10.9	87.4
	5-10yrs	15	12.6	12.6	100.0
	Total	119	100.0	100.0	

Table5 show that the participants' marital statuses are varied. 67.2% of individuals indicated that they were "Married." 32.8% of respondents, a sizable portion, listed "Single" as their marital status. There were no missing or incorrect values found for the marital status field.

Table 5: Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	80	67.2	67.2	67.2
	Single	39	32.8	32.8	100.0
	Total	119	100.0	100.0	

The correlation analysis reveals that there is a moderate positive linear relationship (correlation coefficient of 0.176) between "Work-Life Balance" (WLB) and "Organization sustainability." While this relationship is not statistically significant at the conventional 0.05 significance level (p = 0.056), it is marginally close to being significant (Table 6)

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Table 6: Correlations

		WLB	Organization sustainability
WLB	Pearson Correlation	1	.176
	Sig. (2-tailed)		.056
	N	119	119
Organization sustainability	Pearson Correlation	.176	1
	Sig. (2-tailed)	.056	
	N	119	119

This shows that work-life balance and organization sustainability may be related or associated, but more study with a bigger sample size or other variables may be required to validate and better understand the nature of this relationship. Future studies might seek to go more into the underlying causes or mechanisms causing this connection.

Limitation:

- Convenience sampling may bring possible sample bias, which would restrict how broadly the results might be applied.
- The social desirability bias may affect self-report data.
- The study's cross-sectional design makes establishing causation difficult.

Conclusion:

Our findings reveal a moderate positive association between work-life balance (WLB) and organization sustainability, as indicated by a Pearson correlation coefficient of 0.176. This suggests that individuals who report better work-life balance tend to perceive a greater degree of sustainability in their work environment. While this positive association is promising, it is important to note that the correlation between WLB and organization sustainability is marginally significant ($p = 0.056$), just above the conventional significance threshold of 0.05. This implies that further research with a larger sample size or additional variables may be necessary to establish the statistical significance of this relationship.

These results provide a foundation for future research endeavors. Investigating the underlying mechanisms and factors contributing to the association between WLB and organization sustainability is warranted. Additionally, exploring this relationship in diverse organizational settings and with more comprehensive measures may yield deeper insights.

Organizations should recognize the potential benefits of fostering a work environment that promotes work-life balance. Such an environment may contribute to the cultivation of sustainability in organization, potentially resulting in increased employee satisfaction, productivity, and well-being.

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