



GENDER DIFFERENCES IN WORK-LIFE BALANCE AND ORGANIZATIONAL CITIZENSHIP AMONG FEMALE FACULTY MEMBERS AT SELECTED PRIVATE UNIVERSITIES IN INDIA

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ABSTRACT

In the context of gender dynamics in particular, the ever-changing environment of India's higher education system is defined by substantial obstacles and possibilities. Among them, there has been a rise in interest in female faculty members' stories of juggling work and family life while making positive contributions to corporate citizenship practices. This study goes beyond being an academic exercise by critically investigating the real-life experiences of female educators in Indian private colleges by looking at gender inequalities in WLB & organizational citizenship. This study seeks to shed light on the intricate factors that impact their personal and professional life, offering practical insights that may be used to promote gender parity in academia. Our objective is that this study would provide light on how female faculty members might enhance the effectiveness and inclusivity of higher education institutions in India by having a balanced, meaningful, and productive career. The purpose of this research is to add to what is already known about the experiences and obstacles faced by female faculty members at a few private universities in India. The study's overarching

goal is to learn whether and how gender plays a role in the academic setting when it comes to WLB& organizational citizenship behavior. This research emphasizes the importance of having policies and

procedures that assist female faculty members and address the unique issues they face. By doing so, it aims to promote a more equal and inclusive academic environment.

Keywords: Work-Life Balance (WLB), Organizational Citizenship, Private Universities, India, Faculties

INTRODUCTION

The higher education sector in India is marked by notable problems and opportunities, especially when it comes to gender relations. Notably, there has been a growing focus on the experiences of female faculty members in managing their WLB and simultaneously engaging in organizational citizenship practices (Chhabra, A., 2018). This study aims to investigate gender disparities in the work-life balance and organizational citizenship of faculty members at specific private universities in India, with a specific emphasis on female faculty members. Faculty members must possess the capacity to effectively manage their academic duties while simultaneously attending to personal and familial commitments. This is crucial not just for their personal contentment but also for their professional efficacy inside the Indians, where conventional gender roles sometimes prescribe women's obligations inside the household, female faculty members frequently face distinctive obstacles in attaining a fair work-life balance (Ayachit, M., 2019). Women who have major household responsibilities may find the demands of academia, such as teaching, research, and service obligations, particularly challenging. Organizational citizenship behavior (OCB), which refers to voluntary and additional behaviors that enhance organizational success, is another important concept examined in this study. Organizational citizenship behavior (OCB) includes actions such as assisting coworkers, taking initiative, and exceeding the job's official expectations to contribute to the organization. Comprehending the impact of gender on organizational citizenship behavior (OCB) is crucial, as it reveals the distinct contributions made by male and female faculty members to their institutions. Women are often taught to be more communal and cooperative, which can result in them participating more frequently in citizenship activities. Nevertheless, the convergence of work-life equilibrium and organizational citizenship raises a thought-provoking query: does the added strain experienced by female faculty members in managing work and personal life affect their ability to participate in OCB? This inquiry is set against the distinctive backdrop of private universities in India (Haider, M. Z., 2018). These institutions frequently function with unique cultural and administrative structures in contrast to public universities, which could potentially impact faculty experiences in varying ways. Private colleges in India are renowned for their highly competitive cultures, which can intensify the expectations placed on faculty members to perform exceptionally in their positions while also managing a healthy work-life equilibrium. In addition, these colleges frequently prioritize research productivity and institutional obligations, which can place additional pressure on faculty members, especially women who may already be juggling substantial personal commitments.

Work-Life Balance

When a person's work and personal lives are well-balanced, they are able to devote equal time and energy to each. This includes their family, their leisure activities, and their professional obligations. The ability to keep one's personal and professional lives separate and healthy without letting one dominate the other to an unhealthy degree (Vyas, et.al., 2019). The key to good health, less stress, more job satisfaction, and more productivity is striking a balance between work and personal life. In order for employees to achieve their professional and

personal goals, the idea includes accommodating their work schedules, effectively managing their workloads, and receiving assistance from within the firm (Batra, A. P., 2015).

Organizational Citizenship

The term "organizational citizenship" describes the extra-role actions taken voluntarily by workers that benefit the company as a whole. Beyond what is required of them by the job description, these actions go unrecognized by the official system of compensation. Loyalty, initiative, punctuality, and assistance to coworkers are all examples of organizational citizenship behavior (OCB). The discretionary aspect of OCB means that employees do these things for reasons other than duty, such as commitment, morale, or philanthropy (Saluja, R., 2019). These actions are crucial for improving the company's performance and culture by creating a work atmosphere that is collaborative, supportive, and productive.

REVIEW LITERATURE

Research contends that men and women exhibit comparable levels of Organizational Citizenship Behavior (OCB), although the specific activities may vary. For instance, men may be more inclined to participate in public and potentially rewarded acts of assistance, while women may undertake less visible but equally significant supportive duties (Heilman & Chen, 2005). Podsakoff et al. (2009) conducted a meta-analysis and resulted that there were no significant gender differences in overall company Citizenship Behavior (OCB). This emphasizes the importance of taking into account contextual factors like as company culture and job characteristics. The correlation between WLB and corporate citizenship behavior is intricate and subject to the influence of gender. Studies suggest that persons who have a more favorable work-life balance are more inclined to engage in Organizational Citizenship Behavior (OCB) due to reduced stress levels and increased job satisfaction (Allen et al., 2000). Nevertheless, the demands of maintaining a balance between work & personal life can have varying effects on men and women, potentially affecting their involvement in Organizational Citizenship Behavior (OCB). Women may face significant difficulties in maintaining WLB, which can result in a decreased ability to engage in Organizational Citizenship Behavior (OCB). The obligations of employment and family can restrict individuals' availability and vitality for engaging in voluntary organizational pursuits (Kossek et al., 2011). Conversely, men may have greater autonomy to participate in Organizational Citizenship Behavior (OCB) because they have fewer household obligations. However, this situation is shifting as gender roles continue to evolve (Powell & Greenhaus, 2010).

Research on work-life balance (WLB) has become crucial, especially when considering gender disparities. Research suggests that women frequently face more difficulties in managing the demands of job and personal life in comparison to men, mainly because of societal norms and added family obligations (Greenhaus & Beutell, 1985). The WLB challenges faced by women are intensified by the simultaneous responsibilities of their professional and family roles, resulting in heightened stress levels and reduced job satisfaction (Eby et al., 2005). Frone's (2003) research indicates that work-life conflict is more common among women, leading to adverse effects on their psychological well-being and job performance. In a similar vein, Hill et al. (2001) discovered that the implementation of flexible work arrangements had a substantial positive impact on women's ability to balance their work and personal lives. This finding indicates that the support provided by organizations is essential in reducing gender inequalities in this domain. Moreover, women in academia frequently have distinct obstacles in managing the equilibrium between their professional responsibilities and family obligations, mostly because of the rigorous demands of academic work and the tenure track system (Ward & Wolf-Wendel,

2004). Organizational citizenship behavior is the voluntary acts and behaviors displayed by employees that surpass their official job duties and help the company to be generally productive and run. The term "organizational citizenship behavior" (OCB) is used to characterize voluntary actions outside of a person's purview that assist to increase the general performance of a company. Extensive research has been conducted on gender variations in Organizational Citizenship Behavior (OCB), yielding varied results. Research indicates that women demonstrate elevated levels of Organizational Citizenship Behavior (OCB) as a result of their inclination towards communal orientation and propensity for engaging in cooperative activities (Eagly&Karau, 2002). Women are frequently conditioned to exhibit greater levels of loving and helpful behavior, resulting in increased Organizational Citizenship Behavior (OCB) inside the workplace (Kidder, 2002).

RESEARCH METHODOLOGY

The main aim of this study is to examine gender differences in WLB& organizational citizenship behavior among faculty members at selected private universities in India. The research objectives were achieved through the use of a quantitative research approach, which involved collecting and analyzing numerical data to provide insights into the patterns and interactions among the variables. The study employed a survey design, which enabled the researchers to gather data from a sample of 145 faculty members, consisting of 65 males and 80 females, at a certain moment in time. The sample was chosen by stratified random selection in order to guarantee a representative distribution of gender among the faculty population at the chosen universities. The data were gathered through the use of a well-organized questionnaire that used established scales for assessing both work-life balance and organizational citizenship behavior.

Justification for utilizing T-Test in this research

The t-test was applied to determine the statistical significance of the data. The t-test is employed to assess if the means of two groups are statistically distinct from one another. The independent samples t-test was selected for this study to examine the average scores of WLB& organizational citizenship behavior among male and female faculty members. The main objective is to compare the mean scores of WLB& organizational citizenship behavior between two distinct groups (male & female faculty members). The sample size of 145, divided into two groups, is appropriate for conducting a t-test, which is specifically designed to analyze small to moderately large samples. The t-test presupposes that the data adheres to a normal distribution, which is a valid assumption for psychological and social science assessments such as WLB& organizational citizenship behavior.

Hypothesis of the research

H₁ : There is no significant difference in work-life balance and organizational citizenship behavior between male and female faculty members at selected private universities in India.

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Objectives of the study

- To evaluate the work-life balance & organizational citizenship behavior among male and female faculty members at selected private universities in India.
- To identify any significant differences in work-life balance and organizational citizenship behavior based on gender.

Data Analysis & Discussion

Table 1: Demographic Respondents Analysis

Demographic Category	Sub-category	Frequency (F)	Percentage (%)
Gender (G)	Male (M)	65	45%
	Female (F)	80	55%
Age_Group	25-34	40	27.6%
	35-44	60	41.4%
	45-54	30	20.7%
	55+	15	10.3%
Education Level	Master's Degree	90	62.1%
	Doctorate Degree	55	37.9%
Marital_Status	Single	50	34.5%
	Married	95	65.5%
Years of Experience	0-5 yrs	30	20.7%
	6-10 yrs	50	34.5%
	11-15 yrs	40	27.6%
	16+ years	25	17.2%
Position	Assistant Prof.	60	41.4%
	Associate Prof.	50	34.5%
	Professor	35	24.1%

The sample consists of 145 faculty members from selected private universities in India, representing the demographic profile. Out of the total, 45% are males and 55% are females. The age distribution shows that 27.6% of the participants fall within the age range of 25 to 34 years, 41.4% fall within the range of 35 to 44 years, 20.7% fall within the range of 45 to 54 years, and 10.3% are 55 years or older. In terms of education, 62.1% of individuals possess a Master's degree, while 37.9% have obtained a Doctorate. The data indicates that 34.5% of the respondents are unmarried, while 65.5% are in a marital union. Regarding experience, 20.7% of individuals have between 0 and 5 years of experience, 34.5% have between 6 and 10 years, 27.6% have between 11 and 15 years, and 17.2% have more than 16 years of experience. The faculty members hold the following positions: 41.4% are Assistant Professors, 34.5% are Associate Professors, and 24.1% are Professors.

Table 2: Reliability Test- Work-Life Balance

Gender	Cronbach's Alpha
Male (n=65)	0.82
Female (n=80)	0.85

Table 3: Reliability Test- Organizational Citizenship Behavior

Gender	Cronbach's Alpha
Male (n=65)	0.78
Female (n=80)	0.80

The reliability of the scales was assessed using Cronbach's alpha. The work-life balance scale had a value of 0.82 for male faculty members and 0.85 for female faculty members. The organizational citizenship behavior scale had a value of 0.78 for male faculty members and 0.80 for female faculty members. These values demonstrate satisfactory internal consistency for both scales among all genders.

Table 4: Work-Life Balance

Gender	Mean -WLB	SD - WLB	t-value	p-value
Male (n=65)	3.5	0.8		
Female (n=80)	3.8	0.6	2.25	0.025

Based on the above table on work-life balance, the p-value (0.025) is below the significance level of 0.05. Therefore, we may reject the null hypothesis and infer that “there is a significant difference in work-life balance between male and female faculty members”.

Table 5: Organizational Citizenship Behavior

Gender	Mean Organizational Citizenship Score	SD Organizational Citizenship	t-value	p-value
Male (n=65)	4.0	0.7		
Female (n=80)	4.2	0.5	1.75	0.082

Based on the above table on organizational citizenship behavior since the p-value (0.082) is greater than 0.05, we fail to reject the null hypothesis and interpreting that “there is no significant difference in organizational citizenship behavior between male and female faculty members”.

OF THE STUDY

These findings are essential for comprehending and tackling gender-specific requirements and difficulties within the academic setting.

- The t-test results reveal a statistically significant disparity in work-life balance between male and female faculty members (p-value = 0.025), implying that gender may influence faculty members' perception of their work-life balance. Nevertheless, there is no substantial disparity in organizational citizenship activity based on gender (p-value = 0.082), suggesting that both male & female faculty members demonstrate comparable levels of organizational citizenship behavior.
- This research contributes to the current knowledge on gender disparities in the professional environment, specifically within the academic field. It presents factual evidence that can guide future research and policy-making.
- Should notable disparities be identified, colleges have the ability to create specific measures to enhance the balance between work and personal life, as well as the behavior of faculty members towards the organization. This will ultimately contribute to fostering a work atmosphere that is more supportive and fair.
- The research aims to identify any notable gaps in WLB and organizational civic behavior between male & female faculty members. By doing so, it can provide light on areas where one gender may face disadvantages, enabling universities to rectify these inequalities.

CONCLUSION

The literature above highlights significant inequalities between genders in terms of attaining work-life balance and displaying positive behaviors towards their organization. These discrepancies are influenced by cultural norms, the extent of support offered by the company, and the expectations imposed on individuals in their positions. Acquiring a thorough comprehension of these differences is crucial for developing policies and executing methods that promote gender equality in the workplace. The t-tests revealed a notable disparity in work-life balance scores between male and female faculty members (t-value = 2.25, p-value = 0.025). This

suggests that female faculty members reported superior work-life balance in comparison to their male counterparts. Nevertheless, there was no notable disparity observed in the scores of organizational citizenship conduct between genders (t -value = 1.75, p -value = 0.082). This suggests that male and female faculty members displayed comparable levels of organizational citizenship behavior.

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