

Partition Coefficient for Work Life Balance, Motivation and Job Security of Professionals in Higher Education (Technical and Non-Technical) in National Capital Region of Delhi

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Abstract

Higher education to service quality provided in Technical and Non-Technical institutes by professionals in Delhi & NCR Region, The data were collected in two phases. About 400 samples collected from selected professors considered simultaneously. The *Gap analysis* shows that similar to motivation and job security and larger for work life. The relation of gap score is proportional to Work Life Balance, Motivation and Job Security. The finding for work life balance, motivation, and job security were correlated. The *Kp* values were more effective for sample size 60-81. The present study shows work life balance was more effective for technical professionals. Tie length vales were shown gradual degrees from professors to assistant professors in all the three factors. *Log values* will also help for improvement to researchers. In non- technical professionals shows more deviation rather than technical professionals. Technical professionals were nearly constant. This data insight institutes to make their policies.

Key words:work life balance, motivation, job security, Partition Coefficient

INTRODUCTION

India's substantial growth in recent years has resulted in a significant increase in demand for technical or non-technical education. Many companies, now a major part of the Indian private sector, have been prominent in such recruitment, but the competences they seek in talented students appear to be different in terms of priorities from those sought by education firms. Against this background, and Indian employers' general dissatisfaction with graduates' skills, the present study aims to investigate the importance of technical and non-technical education, respectively, in the employability of undergraduate engineering students. The study used a sample of two cohorts consisting of more than 500 undergraduate engineers in total, drawn from one of the leading engineering colleges in South India. Independent variables (4,5) consisted of marks scored at the higher education admission stage, grades in engineering at graduation and performance in non-technical education. The last named comprised verbal reasoning, logical reasoning and soft skills. The dependent variable was whether or not they were offered employment. The results, obtained through correlation and ordinal regression, revealed that the performance of students in non-technical education was a stronger predictor of employability

than was grade obtained in technical education. The context is a concern in many countries that those leaving higher education are not properly equipped for the world of work (3)

The goal of technical education is to prepare graduates for occupations that are classified above the skilled crafts but below the scientific or engineering professions. People so employed are frequently called technicians. The term "technical education" is also understood to include the theoretical and practical scientific knowledge and skills that permit a person receiving such education to solve production engineering and economic problems in his specialty(8).

Work-life balance

Work-life balance is a concept including proper prioritizing between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation)(5). Related, though broader, terms include "lifestyle calm balance" and "lifestyle choices"(1).

Work life balance is the separation between your work life and your personal life (6). It is the boundary that you create between your profession, career, or business and every other segment that

makes up your life. Aside from your career, these segments include your family, personal growth, spirituality, fitness and health, and community and friendships.

Once you begin to establish healthy boundaries between your work life and your personal life, you begin to feel more fulfilment and personal satisfaction. This happens as a result of your own state of wellness. Your mental state becomes much more confident, clear, and decisive because you are well-rounded and balanced (8). You no longer worry about work projects while at home and don't worry about things you need to do at home while at the office (9). This allows you to be sharper, more efficient, and better-focused. It also enables you to use your time more efficiently, be more effective with your communication, task completion, and decision making, and to enjoy your time at work much more than ever before.

Work life balance plays a huge role in determining whether a person will reach career advancement. This has been proven by studies and statistics which you will read about later in this book. The studies on work life balance are truly impressive and have been eye-opening to many employers.(7) In essence, time is of incredible value to both employers and the employees today. Savvy employers are realizing this and using work life balance programs and perks to attract talent they may otherwise not afford. These days, many talented workers are not looking for more money. They are instead looking for better quality of life...that which you get through work life balance.

Motivation

Motivation refers to “the reasons underlying behaviour” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviours such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more

desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999). Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviours (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogen;(10) and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, (2) such as paying attention, connection, planning, and monitoring” (p. 413).

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition (11,12). Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.

Job security

Job security is the probability that an individual will keep his or her job; a job with a high level of job security is such that a person with the job would have a small chance of becoming unemployed. Factors affecting job security Job security is dependent on economy, prevailing business conditions, and the individual's personal skills. It has been found that people have more job security in times of economic expansion and less in times of a recession Unemployment rate is a good indicator of job security and the state of the economy and is tracked by economists, government officials, and banks. Personal factors such as education, work experience, job functional area, work industry, work location, etc., play an important role in determining the need for an individual's services, and impacts

their personal job security. Since job security depends on having the necessary skills and experience that are in demand by employers, which in turn depend on the prevailing economic condition and business environment, individuals whose services are in demand by employers will tend to enjoy higher job security.

Job security is the most narrowly defined concept: it is the security associated with having an employment relation as an employee. Conceptually, work security and employment security are broader concepts, including, among other things, self-employment. Our aim is to find out work efficiency in the social and labour market policy literatures employment security is often used as synonym for job security. Work security can be regarded as an even broader concept than employment security, including work safety issues and quality of work.

METHODOLOGY

The data were collected from at least 20 private and 20 public Institutional sectors in Delhi and NCR region in two phases. The first data were collected through the secondary data, and the second part was collected through questionnaires. The questionnaire has been done in Private as well as public Institutions. Questions were smoothly asked of respondents (teachers and administration staff) for measuring the quality of work addressing green friendly environment among the professionals in the departments. This paper consist the values and moral duties which assist the Atheism among private and public Education Industry. The items were measuring the Integrity, professionalism, caring, teamwork, and stewardship in Education Industry in Public and private Institutions. Here, respondents were asked to identify the public/private institutions, they have worked or working within the organization for the last few years, and evaluate the statements with regard to the Colleges, they have identified. All questions were measured via Yes or No nominal scale. The last part of the questionnaire consists of demographic questions.

(On oral request we are not disclosing the list of educational institutions,)

The primary data were collected from the respondents by administering a structured questionnaire and also with through observation and discussion with management. Apart from the primary data collection, the secondary data were collected through books, the records of private and public institutions, journals forms library, academic

reports used for the study. Percentage method used for calculating per 10. Log values used for calculating information's at particular time of interval.

RESULTS & DISCUSSION

The work life balance, motivation, and job security were studied with their confident level. The present study was focus on professionals (Professors, Associate Prof. and Assistant Professors) of higher education in technical and non-technical field, and the educational institute were of strength covered 30-100. The gap score was calculated with the help of equation no-1.

$$\begin{aligned}
 \text{Gap1} &= (W1 * P1) \\
 &- (W1 * E1) \qquad \qquad \qquad \text{Eq} \\
 &- 1
 \end{aligned}$$

It was found that gap score was highest in work life balance and lowest in job security (table. 1)

Table 1- Variables affecting work life balance, motivation and job security

Confidence	Gap Score	β(NT)	β(T)	Std.Dev(N T)	Std. Dev(T)
work life balance,	3.16	0.276	0.827	0.256	0.084
motivation	2.85	0.242	0.493	0.093	0.036
job security	2.67	1.053	0.147	0.092	0.492

. Relative ratio for technical was higher at their work place and more adjustable w.r.t non-technical professionals. The data were collected from educational institute and calculated with the help at arithmetic mean, and standard deviation for NT and T (Non-technical, Technical) (table 1).

$$\begin{aligned}
 S.D. &= \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}} \qquad \qquad \qquad \text{Eq 2}
 \end{aligned}$$

Slandered deviation was (STD) higher for work life balance of anti and higher in job security for T. the relative deviation also calculated & job security was reported higher for technical institutes (table 1) because technical professional were not more confident to answer it. The tie line lengths of professionals & routine teaching professionals were calculated with the help of eq 3.

$$TLL = [(T^{TOP} - T^{BOT}) + (N^{TOP} - N^{BOT})]^{1/2} \quad Eq 3$$

TLL was decrease from 13.5 06 for professional (Professors, Associate Professors. and Assistant Professors) in technical institutes and 16- 9.5 for non-technical institutes (table 2)

Professional	TLL WORKLIFE BALANCE	TLL MOTIVATION	TLL -JOB SECURITY
Technical (Prof)	13.5	25	48
Ass.Prof	11	22	29
Asstt. P	06	15	22
Non- Technical (Prof)	16	8.9	35
Ass.Prof	14	11.6	27
Asstt. P	9.5	5.5	18

for work life balance, it means that professional at non-technical are more adjustable with their work life balance then technical. Life motivation was reported 25-15 for technical education and 11.6-5.5, it indicates that professional of technical education highly motivated (table 2) and for job security 48-22 for technical and 13-18 for non-technical. It indicates technical professionals are highly job secured. Professors in T and NT educational were more satisfied (Table-2).

Partition values of work life balance motivation and job security were studied for both (NT & T) with their sample size (table 3)

and calculated with the help of eq 4.

Table 3- Partition values of work life balance, motivation and job security

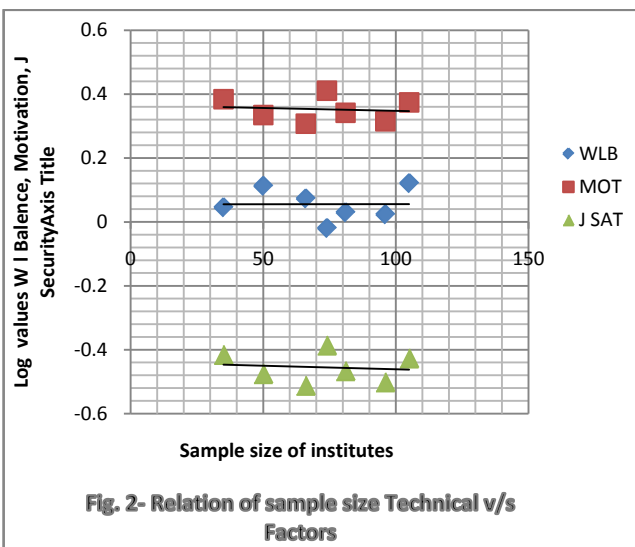
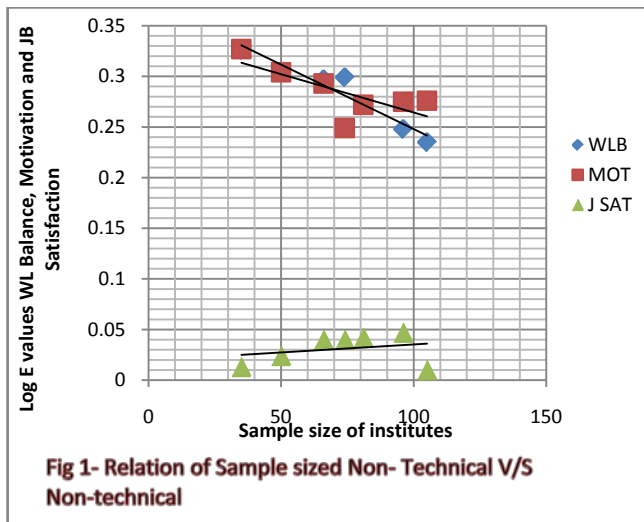
Institute-Sample Size	Kp Work life Balance		Kp Motivation		Kp Job Security	
	NT	T	NT	T	NT	T
35	2.121	1.111	2.123	2.422	1.032	1.136
50	2.012	1.297	2.014	2.161	1.056	1.278
66	1.982	1.184	1.963	2.030	1.098	0.942
74	1.992	0.957	1.775	2.576	1.099	0.892
81	1.870	1.071	1.874	2.196	1.101	0.765
96	1.773	1.056	1.885	2.067	1.115	0.587
105	1.721	1.323	1.889	2.368	1.025	0.622

Kp

$$= \frac{\text{The conc. of reliability in Non Tech. phase}}{\text{The conc. of reliability in Technical phase}}$$

Eq - 4

A sample size 35 and 1050 partition values lower than for technical from non-technical (work life balance) job security and reverse was for motivation. For sample size 66 and 74 KP for work life balance values for NT & T was reported similar nearly equal to 1.99 and similar for job security nearly equal to 1.099 (NT) and 0.95 for (T) , it mean that the middle size institute are more confident and adjustable with their work life balance, motivation and job security. In sample size 96 and 105 non-technical professionals or more confidence with their motivation (table 3). Log values of work life balance and motivation and job security(J. SAT) were calculated for professionals of technical and non-technical institutes with their sample size (fig. 1 & fig. 2).



The negative deviation for non-technical was shown for work life balance and motivation while positive deviation for job security (fig. 1). The rate of variables can be calculated at instantaneous time and as well as time intervals with the help of eq. 4. Log values for technical professionals were almost negative for all but nearly constant for motivation (fig. 2). The values also can be calculated at instant tenuous rate by eq -5.

$$\lambda m = \lambda m^{\circ} \mp b * C \quad \text{Eq 5}$$

The institutes whose sample size are 50, 66, 81 & 96 shows higher negative values for job security and negative decrease in work life balance values. For motivation 50-50% institutes shows with equal motivation values (fig. 2).

CONCLUSIONS

By focusing on the Work Life Balance, Motivation and job satisfaction of the highly educated, this paper has presented a series of findings that amplify, and modify, those that precede it. First, several traditional results from representative samples have been confirmed among the highly educated. These include the role of earnings, the role of marital status, health limitations and many of the fringe benefits. Second, we present a new and more complex pattern for gender. Among those professors working in higher educational institutes we confirm the traditional pattern that those are working in technical academia we find they were more overall satisfied than working with non-technical institutes. Second, we emphasize the large increase in job satisfaction associated with being a technical academic. Tie Line Lengths for Professors were reported higher, which helps to find out for researchers to increase their satisfaction level towards motivation and have implications for job satisfaction. The worried about for lage decline in their work life balance and motivation but slightly enhance in job-security at non-technical level. These three values are higher than NT but closely constant. Indeed, technical professors would think that with the flexibility of academic jobs.

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Superscripts

λm - Variables Values λm° - Variables at $^{\circ}$
 b = Slope Constant C- Sample size

STD - Standard Deviations β -Relative Ratio

Kp- Partition Coefficient **TLL**=Tie line length, **T**- Technical, **NT**-Non Technical, **TOP**- Higher Limit, **BOT** -Lower Limit

Gap1: gap scores of the 1th service quality dimension

W1: Weight assigned to the 1th quality dimension

P1: perception scores of the 1th service quality dimension

E1: Expectation scores of the 1th service quality dimension

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