

# Interaction of Satisfaction level, work Life Balance and Work Environment by motivation in Higher Education professionals, in National Capital Region of Delhi

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## Abstract

Higher education to service quality education institutes by professionals in Delhi & NCR Region, The data were collected in two phases and are based on the 285 samples collected from selected professors considered simultaneously. The *Gap analysis* shows that self-assessment with efforts were 2: 3.34 similar to motivation and job security 2:3.1 and larger satisfaction level for work life. The relation of gap score is proportional to Work Life Balance, Motivation and Job Security. Interestingly the neutrality was higher by motivation. Dis-satisfaction level was higher in experience range of 60-96 months. *Log values* will also help for improvement to researchers. This data insight institutes to make their policies.

**Key words:** Self-assessment, work life balance, motivation, neutrality

## INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the center and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the

UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs), International Institute of Information Technology (IIIT-H), University of Mumbai and Jawaharlal Nehru University have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India still lacks internationally prestigious universities such as Harvard, Cambridge, and Oxford.

## ***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 calms 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 behavior" (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.

## **METHODOLOGY**

The data were collected from 285 correspondents of higher education in NCR region of Delhi 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 both sectors (private & public). 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 10 years, and evaluate the statements with regard to the Colleges, they have identified. All questions were measured via satisfied, neutral, dissatisfied, very satisfied & very dissatisfied scale. (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 was of strength covered 30-100. The gap score was calculated with the help of equation no-1.

$$Gap1 = (W1 * P1) - (W1 * E1) \quad Eq - 1$$

The motivation and working environment which were correlated with work life balance depending upon some factors such as rate – own factors, your efforts, with satisfaction level. The salary and financial benefits which facilitate to do good job

by discussing with direct administration. Present study in this research paper based on satisfied, dissatisfied and neutral limits of correspondents. Among 285 correspondents the satisfaction levels were high with narrow margin v/s neutrality. The satisfaction levels were in the range of 22.46% to 66.35% while natural level was 15.43% (figure 1). Interestingly professional recognize their own efforts by 42.11%, and satisfaction level was 30.88% wrt. natural with motivation while rated own factor by 66.35% satisfied, 15.4% natural and nil very dissatisfied with their work life balance. About 49% discuss their issues with direct administration were satisfied. According to salary and financial benefits 28.08% were satisfied 42.11% were natural and 26.21% were dissatisfied (figure 1). Working environment also help to increase their satisfaction level which was 33.68% to 63.15%. only in the range of 15% were dissatisfied and none of the very dissatisfied with their job (figure 1) we have also study satisfaction level with their own assessment up to 250 months experience level. In the experience level 73 to 96 months highest level of dissatisfaction v/s satisfaction while 0-48 months experience satisfaction and dissatisfaction level was similar and rest were at average level (figure 2).

It was found that gap score was highest in work life balance and lowest in opportunity for jobs (table. 1). Relative ratio for motivation was higher at their work place and more adjustable professionals in 72-100 months experience. The data were collected from educational institute and calculated with the help at arithmetic mean, and standard deviation.

$$S.D. = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}} \quad Eq 2$$

The present study is based on the personal thinking in different higher education institutes personals. The satisfaction v/s unsatisfaction level was measured in term of % age. The four factors were covered their own efforts/ recognise yourself, discuss with administration salary benefits & motivation. The experience level was from 0-120 months. Satisfactory level for own efforts was a constant figure ranges 28% to 35%. These have experience 40 – 60 months were more satisfied with 35% 60-80 months experience were last 28% (figure 3). Discussions with administration the satisfaction level were varying with large differences and ranges up to 15% to 35%. The gap score shares

more navigate in 60-80 months experience with positive 11.66, same as un satisfactory level were high with 5.42 gap value. Salary benefits were high with 48% satisfaction level for 80-100 months and 18% for 0-20 months with gap score 18-12. The un satisfaction level for salary were highest for 0-20 months experience with 1.82 and in 100-120 months, gradually increases with experiences. Motivation level was satisfied for 60-80 months and .....for 0-20 months with gap score -4.17 and 8.83 while un satisfactory level highest for 0-20 and lowest for 80-100 months experience with 1.05 and 0.95 (figure 3).

$$km = km^{\circ} \mp b * C \quad Eq3$$

In work life balance were experience and motivation the employee rate your own efforts at higher level Fig (5&6), while discuss with administration were least important. Employee response with their environment for personal comfort and facilitating motivated job log values shows that work life balance. The employees who were neutral they rate your own by least log values 1.34. By the motivation, about 18% were neutral towards their work experience. The employee discuss with their administration were lowest. In case of motivation in negative slop indicates the employee response was not too good (figure no. 4).

Table-1- Gap score values with respect to variables in higher educational institutes.				
Satisfaction level				
Months	Rate own factor	discuss with admin	Salary benefits	Motivation
00-20	01.33	11.67	12.00	08.83
20-40	-00.67	06.67	07.00	00.83
40-60	-03.67	-05.33	-12.00	-02.17
60-80	03.33	-08.33	-15.00	-04.17
80-100	-00.67	-03.33	-18.00	-02.17
100-120	00.33	-01.33	-15.00	-02.73
Unsatisfaction level				
Months	Rate own factor	discuss with admin	Salary benefits	Motivation
00-20	-01.30	05.42	-01.82	-00.95
20-40	-02.40	-03.82	-00.52	-00.65
40-60	-02.50	-00.28	-00.12	-00.35
60-80	09.20	-05.42	00.48	-00.05
80-	00.90	-00.12	00.78	01.05

100				
100-120	02.10	-04.88	01.18	00.95

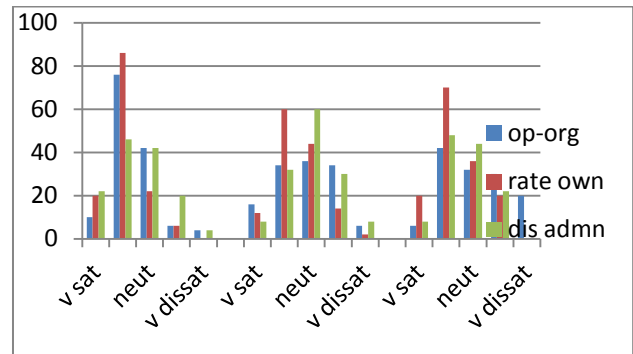


Fig. 1:-Satisfaction level of higher edn. Professionals with motivation, work life balance and work experience.

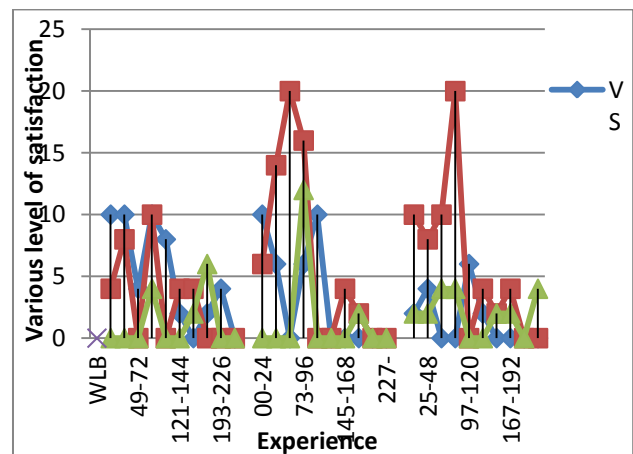


Fig. 2:- relation of exp v/s satisfaction factors in work life balance.

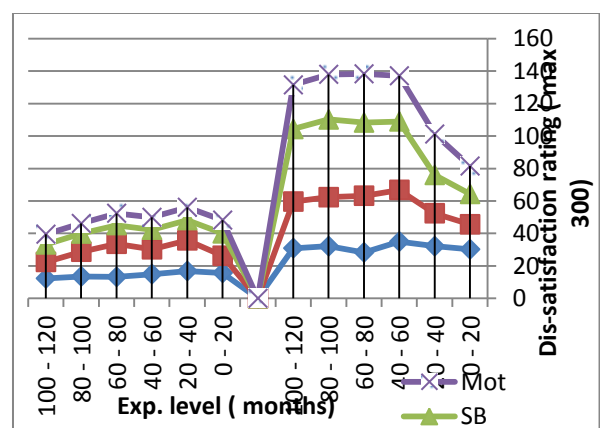
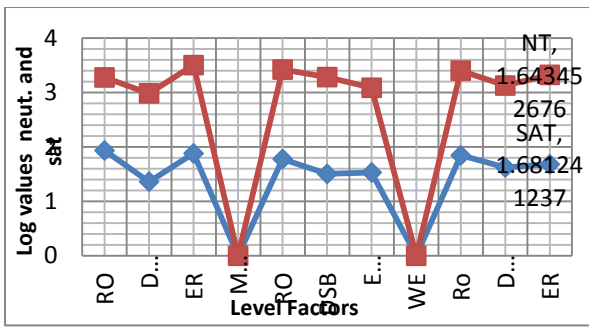
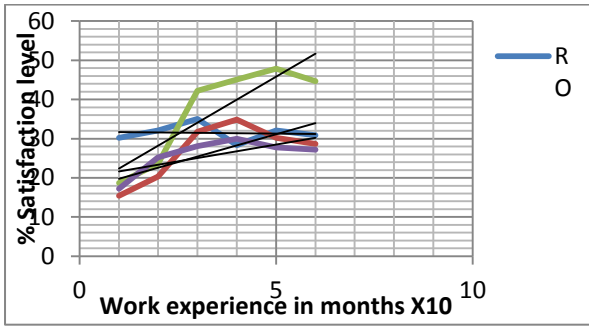


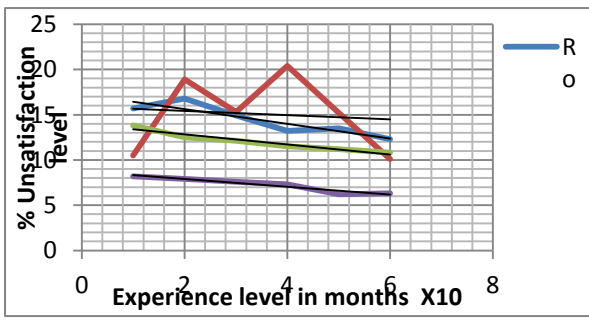
Fig 3:- Satisfaction and dis-satisfaction level at different exp. Level.



**Fig. 4- Satisfaction level v/s neutral in WLB, Mot and W. Exp.**



**Fig. 5:- Satisfaction rate for own by motivation and salary benefits.**



**Fig. 6:- Unsatisfaction rate for own by motivation and salary benefits.**

**CONCLUSIONS**

Satisfaction level in the present study was based on the personal interaction by 285 higher educational professionals in the National Capital Region of Delhi. By focusing, our findings that amplify and modify on the work life balance, motivation and work environment of the highly educated professionals. During work life balance, the professionals rated their own for satisfactory level by 80%, neutrality level by 20% and about 10% vary dissatisfaction. In working environment satisfaction level decrease by 20% even by motivation, 5% in dissatisfaction level and 5% increase in neutrality. Satisfaction level was also correlated with their experience, salary benefits

and by motivation 00-250 months experience. Salary benefits motivated to 00-40 months experience and observed higher satisfaction level than 40-80. 100-120 months experience professionals have no effect by motivation. The professionals with > 168 month experience were neither satisfied nor dissatisfied by their own efforts and motivation.

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**Superscripts**

$\lambda m$  - Variables Values       $\lambda m^{\circ}$  - Variables at  $^{\circ}$   
 $b$  = Slope Constant      C - Sample size    OP - Opportunity

**STD** - Standard Deviations      Mot - Motivation  
**SB** - Salary Benefits      DA - Discuss with administration  
**RO** - Rate own

**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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