

A Study of Professional Achievements and Well- Being in Personal life of Female University Teachers

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Abstract

The present study was explore professional achievements and well- being in personal life of female university teachers. The main objectives of the study were to understand the problems of working females and how their professional life affects their emotional and social well-being. Problems they have to face to manage their personal and professional life. This study was quantitative in nature. Population of this study was consisting of all female University Teachers of Lahore and sample of this study was selected from Lahore by using convenient sampling technique. The instrument was developed by researcher in order to measure the levels of professional achievements and well-being in the personal life of female university teachers. The instrument validation was done under the guidance of a panel of experts in educational administration and educational research. The data was collected through survey research method and was analyzed by applying descriptive statistics i.e. mean and standard deviation and inferential statistical analysis technique (e.g. t-test and ANOVA). The results of the study revealed that female university teachers are moderately satisfied in their personal life. The results show that female university teachers are highly successful in their professional life but the female university teacher's level of psychological well-being was low so it can be concluded that female university teachers are satisfied in their personal lives and highly successful in their professional lives but they are not psychologically well-being.

Key Word: Professional Achievements, Well- Being, Personal life

Introduction

The role of working women has changed throughout the world due to economic conditions and social demands. This has resulted in a scenario in which working women have tremendous pressure to develop a career as robust as their male counterparts while sustaining active engagement in their personal life. The ever-increasing work pressure is taking a toll on the working women leaving them with less time for themselves. The increasing responsibilities on the personal front with the technological blessings like advanced mobile phones, notepads, etc. that keep work-life integrated with personal life also creates stress on personal and professional fronts in this knowledge age. This affects the person's physical, emotional and social well-being. Thus, achieving a work-life balance is a necessity for working women to have a good quality of life (Delina & Raya, 2013).

Family and work are the two most important domains for many adults. When conflicts between these two domains occur, there are potential adverse effects for individuals, families, and organizations (Andrews & Withey, 1976). Although men increasingly express interest in a more balanced commitment to their work role, it is women who experience the highest levels of conflict between work and family, since women are still expected to perform the bulk of family and household tasks and responsibilities (Burke, 2001). Since the Second World War women have played an increasingly important role in the economies of both developing and developed countries, and South Africa is no exception. Together with political and economic transformation, the transformation of the labor market, and the increased numbers of women occupying positions of leadership, the role of women in the socio-economic environment is a significant development in the history of this country (Booyesen, 2000).

One of the leading authors in Career Psychology, Donald Super, identified six common life roles. He also indicated that the need to balance these different roles simultaneously is a reality for most individuals at various stages throughout their lives. Rather than following a transitional sequence from one role to another, women are required to perform an accumulation of disparate roles simultaneously, each one with its unique pressures. Multiple role-playing has been found to have both positive and negative effects on the mental health and well-being of professional women. In certain instances, women with multiple roles reported better physical and psychological health than women with less role involvement. In other words, they cherished motivational stimulation, self-esteem, a sense of control, physical stamina, and bursts of energy (Doress-Worters, 1994). However, multiple roles have also been found to cause a variety of adverse effects on women's mental and physical health, including loss of appetite, insomnia, overindulgence, and back pains (Hughes & Glinsky, 1994). As society moves to a more equal distribution of work and family responsibilities between the sexes, conflict, and confusion between these two roles have become a major concern for both organizations and individuals. The phenomenon of work-family conflict is increasingly experienced by women (Fu & Shaffer, 2001). Work-family conflict is generally defined as a form of inter-role conflict in which compliance to one of the role pressures makes it more difficult to comply with the other. Consequently, it seems as if professional women in the 21st century have the exceptional challenge of balancing the multiple tasks associated with their homemaker and work roles, namely, fulfilling the responsibilities of mother, caregiver, spouse, and employee simultaneously. It is also clear that women's ability to balance these roles has a direct bearing on their physical and mental well-being, as well as their career performance and success. It is suggested that it may be more difficult than ever to manage a balanced commitment to one's work and personal life (Burke, 2001).

Statement of Problem

This research study was to find out the professional achievements and well-being in the personal life of female university teachers.

Objectives of the Study

The main objectives of this were to

Find out the professional achievement level of female university teachers in their professional life.

- Find out the personal well-being level of female university teachers.

Research questions

- What is the achievement level of female university teachers in their professional life?
- What is the personal well-being level of female university teachers?

Significance of the Study

The present research may useful to identify the problems of working women. How their professional life affects their emotional and social well-being. This study will also be beneficial to feel the problems of working women for their families. The present study explores

Professional Achievements and Well- Being in the Personal life of Female University Teachers. These days the job of working ladies has changed all through the world because of financial circumstances and social requests. This has brought about a situation in which working ladies have a huge strain to foster a profession as hearty as their male accomplices while supporting dynamic commitment to their own life. The ever-increasing workload is having a negative impact on working women, leaving them with less time for themselves. The person's physical, emotional, and social well-being are impacted by this. Therefore, for working women to have a good quality of life, it is necessary to achieve a work-life balance. Taking all of these factors into consideration, the researcher selected this issue to investigate. This study aims to determine the female university instructors' proximity to home and social prosperity. Furthermore, it will be useful for working women so that they can bring to notice their problems in their families and the administrations of their institutions.

Method and Procedure

Research Design

This study was quantitative in nature and used cross sectional survey under the survey research method.

Population and Sample

All female teachers of public sector universities of the Lahore constituted the population of the study. Convenient sampling technique was used for this study.

Instrument of the study

The questionnaire was developed by the researcher. The questionnaire consisted of two parts. The first part of the questionnaire sought to reveal the socio-demographic details of the respondents while the second part contained 56 statements altogether to measure the levels of professional achievements and well-being in the personal life of female university teachers.

Results

Table 1

Research question: 01

What is the achievement level of female university teachers in their professional life?

Sr. No	Statements	M	SD
1.	I am committed to my profession	4.11	1.27
2.	I strive for my professional development	3.93	1.00
3.	I stick to my aims and accomplish them.	3.92	0.91
4.	I stick to my aims and accomplish them.	3.95	0.91
5.	I like to avail opportunities for my professional development	3.95	0.91
6.	I may travel alone for my professional development	3.83	1.04
7.	We have healthy competitions among our colleagues	3.60	1.06
8.	Professional development is a continuous process for me	3.89	0.97
9.	I contribute to decisions made within my department	3.84	0.93
10.	I happily complete the tasks given to me at my workplace	3.95	0.90
11.	I give due time to my research students	3.88	0.95
12.	My Contributions at workplace are appreciated	3.75	1.01
13.	I have female role model/s in my profession	3.63	1.07
14.	I have good professional relationship with my colleagues	3.92	0.90
15.	I have good professional relationship with my head/ immediate boss	3.98	0.92
16.	I have professional collaborations at national level	3.54	1.04
17.	I have professional collaborations at international level	3.03	1.10
18.	My family supports me for my professional development	3.59	1.04

19.	We have full institutional support for our professional development	3.46	1.12
20.	I find it difficult to have time for research due to teaching over-workload	2.89	1.21
21.	I find it difficult to have time for research due to excessive departmental duties	2.79	1.21
22.	Family responsibilities do not allow me time for my professional development.	2.74	1.18
23.	Family responsibilities do not allow me to avail better career opportunities	2.82	1.22
24.	I could not avail some professional opportunities due to departmental reasons	3.16	1.16
25.	I could not avail some professional opportunities due to family reasons	2.94	1.20
26.	I feel job insecurity due to insufficient publications	2.97	1.17
27.	I could not apply for the next grade/ post due to insufficient publications	2.88	1.22
	Professional development	94.92	11.85
	Per item mean	3.51	

Table number 4.20 represents that the $M=3.51$ shows that female university teachers have a high level of professional achievement in their profession. Statement 1 “I am committed to my profession” shows a mean value of $M = 3.52$ and $SD = 1.2$. Statement no 2 “I strive for my professional development” shows a mean value of $M=3.93$, and $SD = 1.00$. Statement no 3 “I stick to my aims and accomplish them” shows a mean value of $M = 3.92$, and $SD = 0.9$. Statement no 4 “I stick to my aims and accomplish them” shows a mean value of $M = 3.95$, and $SD = 0.91$. Statement no 5 “I like to avail opportunities for my professional development” shows a mean value of $M = 3.95$, and $SD = 0.91$. Statement no 6 “I may travel alone for my professional development” shows a mean value of $M = 3.83$, and $SD = 1.04$. Statement no 7 “We have healthy competitions among colleagues” shows a mean value of $M = 3.60$, and $SD = 1.06$. Statement no 8 “Professional development is a continuous process for me” shows a mean value of $M = 3.89$, and $SD = 0.97$. Statement no 9 “I contribute to decisions made within my department” shows a mean value of $M = 3.84$, and $SD = 0.93$. Statement no 10 “I happily complete the tasks given to me at my workplace” shows a mean value of $M = 3.95$, and $SD = 0.90$. Statement no 11 “I give due time to my research students” shows a mean value of $M = 3.88$, and $SD = 0.95$. Statement no 12 “My Contributions at workplace are appreciated” shows a mean value of $M = 3.75$, and $SD = 1.01$. Statement no 13 “I have female role model/s in my profession” shows a mean value of $M = 3.63$, and $SD = 1.07$. Statement no 14 “I have good professional relationship with my colleagues” shows a mean value of $M = 3.92$, and $SD = 0.90$. Statement no 15 “I have good professional relationship with my head/ immediate boss” shows a mean value of $M = 3.98$, and $SD = 0.92$. Statement no 16 “I have professional collaborations at national level” shows a mean value of $M = 3.54$, and $SD = 1.04$. Statement no 17 “I have professional collaborations at international level” shows a mean value of $M = 3.03$, and $SD = 1.10$. Statement no 18 “My family supports me for my professional development” shows a mean value of $M = 3.59$, and $SD = 1.04$. Statement no 19 “We have full institutional support for our professional development” shows a mean value of $M = 3.46$, and $SD = 1.12$. Statement no 20 “We have full institutional support for our professional development” shows a mean value of $M = 3.46$, and $SD = 1.12$. Statement no 21 “I find it difficult to have time for research due to teaching over-workload” shows a mean value of $M = 2.89$, and $SD = 1.21$. Statement no 22 “I find it difficult to have time for research due to excessive departmental duties” shows a mean value

of $M = 2.79$, and $SD = 1.21$. Statement no 23 “Family responsibilities do not allow me time for my professional development” shows a mean value of $M = 2.74$, and $SD = 1.18$. Statement no 24 “Family responsibilities do not allow me to avail better career opportunities” shows a mean value of $M = 2.82$, and $SD = 1.22$. Statement no 25 “I could not avail some professional opportunities due to departmental reasons” shows a mean value of $M = 3.16$, and $SD = 1.16$. Statement no 26 “I feel job insecurity due to insufficient publications” shows a mean value of $M = 2.97$, and $SD = 1.17$. Statement no 27 “I could not apply for next grade/ post due to insufficient publications” shows a mean value of $M = 2.88$, and $SD = 1.22$.

Table: 2

Research Question: 2

What is the personal well-being level of female university teachers?

Sr. No.	Statements	M	SD
1.	It is easier for me to achieve work-life balance in this profession.	3.68	0.93
2.	I enjoy good health	3.91	0.99
3.	I give proper time to my family	3.85	0.87
4.	I am able to cope well with stressful situations	3.77	0.92
5.	I feel overburdened in my daily life	3.20	1.07
6.	My family life suffers due to my professional life	2.91	1.16
7.	Managing family work balance is stressful for me	2.96	1.19
8.	Maintaining family relationships has been difficult for me	2.92	1.20
9.	Maintaining professional relationships has been difficult for me	3.07	1.22
10.	I spend leisure time with my family	3.42	1.16
11.	I spend leisure time with my friends	3.47	1.07
12.	I find sufficient time for rest	3.46	1.08
13.	I have trust-worthy friends	3.55	0.99
14.	I have a vast social circle	3.55	1.03
15.	I can seek help from the relevant person when I need it.	3.65	0.98
16.	I am heard and understood in my social circle	3.75	0.84
17.	I am accepted in my social circle the way I am	3.82	0.88
18.	I feel strongly connected with my family and friends	3.57	1.09
19.	My family value me as a working woman	3.42	1.26
	Personal well being	65.92	8.71

The table number 2 shows that female university teachers have a low level of personal well-being $M=3.46$. Statement no1 “It is easier for me to achieve work-life balance in this profession” shows a mean value of $M= 3.46$, and $SD=0.93$

Statement no 2 “I enjoy good health” shows a mean value of $M=3.91$, and $SD=0.99$. Statement no 3 “I give proper time to my family” shows a mean value of $M= 3.85$, and $SD=0.87$. Statement no 4 “I am able to cope well with stressing situations” shows a mean value of $M=3.77$, and $SD=0.92$. Statement no 5 “I feel overburdened in my daily life” shows a mean value of $M=3.20$, and $SD=1.07$. Statement no 6 “My family life suffers due to my professional life” shows a mean value of $M=2.91$, and $SD=1.16$. Statement no 7 “Managing family work balance is stressful for me” shows a mean value of $M=2.96$, and $SD=1.19$. Statement no 8 “Maintaining family relationships has been difficult for me” shows a mean value of $M=2.92$, and $SD=1.20$. Statement no 9 “Maintaining professional relationships has been difficult for me”

shows a mean value of $M=3.07$ and $SD=1.22$. Statement no 10 “I spend leisure time with my family” shows a mean value of $M=3.42$, and $SD=1.16$. Statement no 11 “I spend leisure time with my friends” shows a mean value of $M=3.47$, and $SD=1.07$. Statement no 12 “I find sufficient time for rest” shows a mean value of $M=3.46$, and $SD=1.08$. Statement no 13 “I have trust-worthy friends” shows a mean value of $M=3.55$ and $SD=0.99$. Statement no 14 “I have a vast social circle” shows a mean value of $M=3.55$, and $SD=1.03$. Statement no 15 “I can seek help from the relevant person when I need it” shows a mean value of $M=3.65$, and $SD=0.98$. Statement no 16 “I am heard and understood in my social circle” shows a mean value of $M=3.75$, and $SD=0.84$. Statement no 17 “I am accepted in my social circle the way I am” shows a mean value of $M=3.82$, and $SD=0.88$. Statement no 18 “I feel strongly connected with my family and friends” shows a mean value of $M=3.5$, and $SD=1.09$. Statement no 19 “My family value me as a working woman” shows a mean value of $M=3.42$ and $SD=1.26$.

Table: 3

Effects of the university on professional achievement, satisfaction, and personal well -being

		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
<i>Professional achievement</i>	<i>Between Groups</i>	12933.3	5	2586.6	21.5	.000
	<i>Within Groups</i>	71201.2	594	119.8		
	<i>Total</i>	84134.6	599			
<i>Personal well- being</i>	<i>Between Groups</i>	3728.6	5	745.7	10.6	.000
	<i>Within Groups</i>	41689.1	594	70.1		
	<i>Total</i>	45417.8	599			

Table number 4.23 shows the difference between universities at $\alpha= (0.000>0.05)$ as the mean value for professional development was 2586.6, the mean value of satisfaction was 738.6, and well -being was 745.7, and the standard deviation for professional achievements and well -being was 599.

Discussion and Conclusion

Results of the study show that female university teachers are moderately satisfied in their personal life. The results show that female university teachers are highly successful in their professional life but the female university teacher’s level of psychological well-being was low so it can be concluded that female university teachers are satisfied in their personal lives and highly successful in their professional lives but they are not psychologically well-being. The current study's findings were comparable to those of numerous other international studies. Depression is one of the most common side effects of work-life conflict, according to a number of American and British studies (Chancellor & Wang, 2011). According to Kalliath, 2005, WLB (work-life balance) can also lead to low employee morale, increased absenteeism, higher staff turnover, lower productivity, and lower quality of work for organizations.

Malik et al. conducted research (2010) demonstrates that increased work demands lead to a lack of balance between work and family life, which raises stress levels. Conflicts between work and family and between work and family result from stress brought on by increased work demands This has a negative impact not only on the well-being of workers but also on the

families of those workers because it makes people more anxious both at work and at home and makes relationships with family members (like spouses or children) of lower quality.

According to Johnson et al. 2003 work-family conflict can arise as a result of increased work demands like shift work and overtime (Paton, Jackson &). This can lower a worker's level of satisfaction with both their job and the employer. As a result, employees suffer psychologically as a result of stress at work. According to Clark's (2000) research, employees' well-being and WLB (work-life balance) benefit from workplace flexibility. WLB has been recognized by employees and organizations as an important factor in achieving optimal well-being and job performance. Work-life balance (WLB) is better for employees who have flexible work schedules because they are more satisfied with their jobs, their homes, and their roles.

Research conducted in 2001 by Rayan demonstrates a strong correlation between well-being and improved mental health, physical health, and longevity. A person's subjective well-being can be broken down into two categories: (a) positive effects and absence of negative effects, and (b) mental health, with a focus on helping people reach their full potential. Subjective well-being, which can also be referred to as emotional well-being, is the focus of this study.

According to Daley and Parfitt (1996) start that workplace well-being programs advance employees' emotional and physical well-being and job pleasure. As a result, employees may experience decreased energy, increased fatigue, elevated cholesterol, elevated blood pressure, and obesity as a result of a lack of work flexibility and increased work demands. Spector and Cooper's research also found that businesses that implement WLB (Work-life balance) initiatives with the goal of reducing conflict between work and family can improve employee and family life satisfaction, which in turn leads to greater well-being. In the end, Happiness is influenced by both work and family life satisfaction, and a happy employee is more productive.

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