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Navigating Dual Realities: A Comparative Study of Work-Life Balance among Migrated and Non- Migrated Lecturers in Dimapur District

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Abstract

This comparative study delves into the intricate dimensions of work-life balance experienced by lecturers in Dimapur District, focusing on a unique dichotomy - those who have migrated to this locale and those who have maintained their roots. The research objectives encompass an assessment of WLB perceptions and experiences of migrated lecturers, a comparison of WLB between migrated and non-migrated counterparts, an exploration of the multifaceted determinants influencing WLB, and the proposition of actionable strategies to enhance this equilibrium. Through a comprehensive examination of these objectives, this research aims to contribute a nuanced understanding of the work-life dynamics among lecturers in Dimapur District, providing valuable insights that extend beyond the confines of this locale, and informing broader discussions on work-life integration within academia.

Keywords: Migrated, Lecturers, Higher Education Institutions, Work-Life Balance, Job Satisfaction, Workplace

Introduction

In an era marked by global mobility and dynamic professional landscapes, the pursuit of work-life balance has emerged as a pivotal concern for individuals across diverse occupational domains. For academicians, this equilibrium between professional commitments and personal life holds paramount significance, as the demands of teaching, research, and administrative responsibilities often intertwine with familial and personal aspirations. This study endeavors to delve into the intricate dimensions of work-life balance experienced by lecturers in the vibrant academic milieu of Dimapur District, considering a distinct dichotomy - those who have migrated to this locale and those who have remained rooted.

Objectives of the Study

- To assess the work-life balance perceptions and experiences of lecturers who have migrated to Dimapur District.

In order to comprehensively understand the nuances of work-life equilibrium among migrated lecturers, it is imperative to explore their subjective interpretations and lived experiences. This objective aims to uncover the unique challenges and opportunities that characterize the work-life landscape of lecturers who have chosen to relocate to Dimapur District.

- To compare the work-life balance of migrated and non-migrated lecturers in Dimapur District.

By juxtaposing the work-life experiences of migrated and non-migrated lecturers, this objective seeks to discern potential disparities in their perceptions and practices. This comparative analysis will shed light on the influence of migration on the equilibrium between professional and personal spheres among academicians in Dimapur District.

- To identify the factors influencing work-life balance among lecturers in Dimapur District.

This objective endeavors to uncover the multifaceted determinants that shape the work-life equilibrium of lecturers in Dimapur District. By examining factors ranging from institutional policies and family dynamics to individual preferences, this study aims to provide a comprehensive understanding of the elements that contribute to or hinder effective work-life balance.

- To suggest strategies for improving work-life balance for both migrated and non-migrated lecturers.

Drawing on empirical findings and best practices, this objective seeks to proffer actionable recommendations to enhance the work-life equilibrium of lecturers in Dimapur District. By addressing the identified factors, this study aims to provide practical insights for both migrated and non-migrated lecturers to navigate their professional and personal realms more effectively.

Through the pursuit of these objectives, this research endeavors to contribute a nuanced understanding of the work-life dynamics among lecturers in Dimapur District, offering insights that may resonate beyond the confines of this locale, informing broader discussions on work-life integration in academia.

Literature Review

Start by exploring the theoretical frameworks and definitions of work-life balance. This could include seminal works by scholars like (Greenhaus and Beutell) who examined the sources of conflict between work and family roles. Look into studies that specifically focus on the experiences and perceptions of individuals who have migrated for work. Consider works by (Berry et al.) that explore

the process of acculturation and its impact on work-life balance. Additionally, (Vallone and Donaldson) offer insights into the consequences of work-family conflict on employee well-being over time, which could be relevant for migrated lecturers. For this objective, seek studies that have compared work-life balance across different demographic or occupational groups. Research by (Kossek and Ozeki) on bridging the work-family policy and productivity gap could provide valuable insights.

Explore the various factors that are known to influence work-life balance. This could include organizational policies, family dynamics, and individual preferences. Look for studies that have specifically examined these factors within the context of academia or migration. For example, consider examining studies by Kossek and colleagues on Family supportive supervisor behaviors (FSSB). This objective will involve looking at interventions and strategies that have been suggested to improve work-life balance. It might be beneficial to explore both general strategies and those tailored to specific contexts, such as academia or migration. Consider looking into publications by (Hammer et al.) for insights into family supportive supervisor behaviors.

Objectives

The following are the goals of this research:

- To assess the work-life balance perceptions and experiences of lecturers who have migrated to Dimapur District.
- To compare the work-life balance of migrated and non-migrated lecturers in Dimapur District.
- To identify the factors influencing work-life balance among lecturers in Dimapur District.
- To suggest strategies for improving work-life balance for both migrated and non-migrated lecturers.

Research Method

Research Design, Population, and Sample

The survey technique was utilized as a data-gathering mechanism in this quantitative and correlational investigation. The population of this study comprised five (05) higher educational institutions in Dimapur. Both government (14%) and non-government (86%) lecturers became part of this

research. The 50 respondents among the lecturers working in Dimapur include the native state of Nagaland (66%) as well as the faculties migrated from other states of India (34%).

Instruments

A regulated questionnaire has been prepared and used for this study which comprises demographic details, level of WLB and job satisfaction related details as follows:

Work-Life Balance

The WLB scale, which was created and standardized on the target sample by Unnimaya, was utilized in this investigation. Work interfering personal life, personal life interfering work, and work/ personal life enhancement are three elements of WLB measured by this scale. The scale has 15 items on a 5-point Likert scale ranging from “not at all” to “all the time”. The array of different scores was 15 to 75.

Job Satisfaction

Singh developed a job satisfaction scale that was employed. There are 15 elements on this scale. The replies are now on a 5-point Likert scale using anchors ranging from “1” (highly dissatisfied) to “5” (highly Satisfied). The array of different scores was 15 to 75. As a result, higher ratings indicate greater organizational performance.

Results and Discussion

Descriptive and Simple Percentage Analysis

To analyze the distribution level of demographic variables, the level of WLB and job satisfaction statistical tool of simple percentage analysis was used. The arithmetic average and the level of distribution are also determined using mean and standard deviation.

Table: Level of WLB and Overall Job Satisfaction Level

Level of WLB	Frequency	Percent
Poorly Balanced	12	22.0
Average Balanced	36	66.0
Successfully Balanced	7	12.0
Total	55	100.0

Overall Job Satisfaction Level	Frequency	Percent
Much Satisfied	11	20.0
Satisfied	22	40.0
Neutral	14	24.0
Dissatisfied	4	8.0
Much Dissatisfied	4	8.0
Total	55	100.0

Source: Primary Data

According to table, 40% of respondents are happy with their jobs, and 66% of respondents are able to combine their work and personal lives on average.

Table: Adequacy of Sampling

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.827
Bartlett's Test of Sphericity	Approx. Chi-Square	269.587
	Df	45
	Sig.	.000

Source: Primary Source

Kaiser-Meyer-Olkin Measure is an index that defines Sampling Adequacy. The KMO test value is 0.827 which is more than 0.5, can be considered acceptable and valid to conduct data reduction techniques.

Bartlett's Test of Sphericity helps a researcher to decide, whether the results of factor analysis are worth considering and whether we should continue analyzing the research work. Bartlett's Test of Sphericity significant to a level of significance is < 0.001 which shows that there is a high level of correlation between variables, which makes it adequate to apply factor analysis.

Communalities		
	Initial	Extraction
Job Demands	1.000	.669
Fairness of rewards	1.000	.815
Job Security	1.000	.764
Student' Behaviour	1.000	.548
Supportive family and friends	1.000	.490
Home Demands	1.000	.532
Mobility from the place of living	1.000	.824

Fulfilling community role	1.000	.497
Caring dependents	1.000	.735
Support from colleagues and higher authorities	1.000	.541

Source: Primary Source

Extraction Method: Principal Component Analysis.

Every variable in the communality initially is expected to share 100% variance. Hence initially every item is having a value of 1.00 which means 100% variance shared by each item. The extraction value is ranging from 0.541 to 0.824 which shows that the minimum share of items after extraction is 54.1% and the maximum variance share of items is 82.4%.

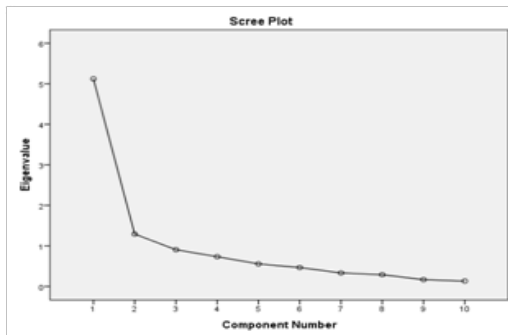
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cum. %	Total	% of Variance	Cum. %	Total	% of Variance	Cum. %
1	5.123	51.230	51.230	5.123	51.230	51.230	3.388	33.884	33.884
2	1.293	12.926	64.156	1.293	12.926	64.156	3.027	30.272	64.156
3	.906	9.060	73.216						
4	.734	7.341	80.557						
5	.555	5.554	86.111						
6	.466	4.662	90.772						
7	.333	3.326	94.099						
8	.290	2.898	96.996						
9	.167	1.673	98.670						
10	.133	1.330	100.000						

Source: Primary Source; Extraction Method: Principal Component Analysis

Total variance for the first and second components is 33.884 and 30.272, respectively. The Eigenvalue of a factor represents the variation in all the variables it explains. It is also evident that, out of the above collection of variables, there are a total of two unique components with Eigenvalues greater than 1. Factor 1's eigenvalue is 5.123, while Factor 2's is 1.293.

Y-axis. The first two components are considered, whose Eigenvalues are 5.123 and 1.293. Hence, 8.051 is the maximum Eigenvalue; hence, this factor is the most significant, followed by other factors. Since all these two factors have an Eigenvalue greater than 1 and share maximum variance, hence they are essential in the present study.



Source: Primary Data

This scatter plot shows the components as the X-axis and the corresponding Eigenvalues as the

Rotated Component Matrix ^a		
	Component	
	1	2
Fairness of rewards	.882	
Job Security	.871	
Job Demands	.735	
Student' Behaviour	.659	
Support from colleagues and higher authorities	.648	
Mobility from the place of living		.869
Caring dependents		.767
Supportive family and friends		.699

Home Demands		.677
Fulfilling community role	.409	.574

Source: Primary Data

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The eigen value of factor 1 is 5.123, and the variance is 33.884%. The variables are related to work factors that influence the WLB. Work Factors have very high significance on the variables fairness of rewards (0.882), job security (0.871), job demands (0.735), students' behavior (0.659), and support from colleagues and higher authorities (0.648). The eigenvalue of factor 2 is 1.293 and the variance is 30.272%. The variables are related to family factors that influence WLB. Family factors have very high significance for the variables mobility from the place of living (0.869), caring dependents (0.767), supportive family and friends (0.699), home demands (0.677), and fulfilling community roles (0.574).

Reliability Test of Measuring Components of Level of WLB

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.938	15

The Cronbach's alpha value of the level of WLB is 0.938 which is greater than 0.9. Hence, the reliability of the question was proven.

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.851	2.220	3.320	1.100	1.495	.069	15

The questions that have been taken for analyzing the level of WLB include 15 items with a variance of 69%.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig
Between People		397.808	49	8.119		
Within People	Between Items	48.115	14	3.437	6.866	.000
	Residual	343.352	686	.501		
	Total	391.467	700	.559		
Total		789.275	749	1.054		
Grand Mean = 2.85						

From the above table it is interpreted that there is significance among the items taken for the measurement of the level of WLB, which shows the significance level of less than 0.05.

Independent Sample t-test

S. No.	Factors / Nature of Migration	Component	N	Mean	SD	t	Sig (2-tailed)	Relationship
1	Non-migrated Lecturers working from Nagaland State itself	Level of Work Life Balance	38	1.88	.600	-.357	.717	Not Significance
	Lecturers Migrated from other states and working in Nagaland		17	1.94	.556			

Source: Primary Data

The above table reveals that the p-value of the variables, namely, non-migrated lecturers and lecturers who migrated from other states and worked in Nagaland are more than 0.05 at a 1% level of significance. Hence, the null hypothesis is accepted

and it is inferred that there is no difference between the mean scores of these factors of the migration nature of the lectures and their level of WLB.

S. No.	Factors / Nature of Migration	Component	N	Mean	SD	T	Sig (2-tailed)	Relationship
1	Non-migrated Lecturers working from Nagaland State itself	Overall Job Satisfaction Level	38	2.64	1.220	1.722	.065	Not Significance
	Lecturers Migrated from other states and working in Nagaland		17	2.06	.899			

The above table reveals that the p-values of the variables, namely, non-migrated lecturers and lecturers who migrated from other states and worked in Nagaland are more than 0.05 at a 5% level of significance. Hence, the null hypothesis is accepted and it is inferred that there is no difference between the mean scores of these factors of migration nature of the lectures and their level of job satisfaction.

Discussion

Dimapur District is known for its diverse demographic composition, including a substantial population of migrants. Understanding the work-life dynamics of lecturers in this context is crucial for creating policies and support systems that cater to the specific needs of both migrated and non-migrated individuals. The intersection of WLB, migration, and academia is an emerging area of research. This study contributes to the growing body of literature exploring how migration affects the work-life equilibrium of professionals, particularly in the context of higher education. Migrants, especially in academic professions, are often overlooked in discussions about work-life balance. The findings of this study can inform policy-makers, educational institutions, and employers about the nuanced needs of lecturers in Dimapur District. This can lead to the development of targeted policies and support programs that enhance the overall well-being and productivity of lecturers.

A better understanding of the work-life dynamics in academia can contribute to creating a more inclusive and supportive organizational climate. By recognizing and addressing the challenges faced by both migrated and non-migrated lecturers, institutions can foster a healthier and more productive work environment. A healthy WLB is crucial for maintaining high levels of teaching and research quality. By understanding the factors that influence work-life balance, institutions can create conditions

that facilitate excellence in academia.

In summary, this study holds significant importance in providing a nuanced understanding of the work-life dynamics among lecturers in Dimapur District, considering the distinctive experiences of both migrated and non-migrated individuals. Its findings are not only relevant for the local academic community but also contribute to the broader discourse on WLB, migration, and academia.

Managerial Implications

- Tailored Support Programs:** Institutions in Dimapur District should consider implementing support programs that are sensitive to the unique needs of both migrated and non-migrated lecturers. These programs could include mentorship initiatives, flexible work arrangements, and workshops on WLB.
- Family-Friendly Policies:** Organizations should adopt family-friendly policies and practices that acknowledge the familial responsibilities of lecturers. This might involve policies like parental leave, flexible work hours, and access to childcare services.
- Enhanced Communication Channels:** Effective communication between administrators, lecturers, and support staff is crucial. Clear channels of communication can help in understanding the challenges faced by lecturers and in formulating policies that address their specific concerns.
- Professional Development Opportunities:** Institutions should provide opportunities for professional development that align with the career goals of both migrated and non-migrated lecturers. This could include funding for conferences, workshops, and training programs.
- Recognition of Individual Preferences:** Recognize and respect the individual preferences and priorities of lecturers. This could involve allowing for variations in teaching schedules

or providing opportunities for research and publication for those interested.

6. Mental Health and Well-being Initiatives: Promoting mental health and well-being should be a priority. Offering counseling services, stress management workshops, and wellness programs can contribute to a healthier work environment.

Conclusion

In conclusion, this comparative study sheds light on the intricate dynamics of WLB among lecturers in Dimapur District, with a specific focus on those who have migrated for their profession. Through a rigorous exploration of their experiences, it has become evident that both migrated and non-migrated lecturers face unique challenges and opportunities in achieving WLB. The comparative analysis has revealed nuanced differences in their perceptions and practices, emphasizing the impact of migration on WLB. Factors such as organizational policies, family dynamics, and individual preferences play pivotal roles in shaping their experiences. This study, in tandem with existing literature, provides valuable insights into the multifaceted nature of WLB in academia, and the influence of migration on this equilibrium.

The managerial implications drawn from this study underscore the importance of tailored support programs, family-friendly policies, enhanced communication, professional development opportunities, recognition of individual preferences, and initiatives for mental health and well-being. Implementing these recommendations can contribute to a more conducive work environment for both migrated and non-migrated lecturers in Dimapur District. In sum, this research not only enriches our understanding of WLB in academia but also offers actionable strategies to enhance the well-being and productivity of lecturers, ultimately fostering a more vibrant and sustainable academic community in Dimapur District.

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