Work-Life Balance of Women Teachers in Private Higher Secondary Schools

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Abstract:

The focal point of the present study is to identify the level of work-life balance of women teachers and variables associated with their level of work-life balance. The study is primary in nature and the required data for the study have been gathered through issue of structured questionnaire. A sample of 452 women teachers working in private higher secondary schools has been selected by adopting convenience sampling technique. The data collected are analyzed using simple percentage and chi-square test. The study reveals that majority of the women teachers have moderate level of work-life balance and the variables like age, type of family, monthly income, family income per month, designation, number of teaching hours per day and mode of transport preferred are found to have highly significant association with the level of work-life balance of women teachers in the district.

Keywords: Work-life balance – Women Teachers in Private Higher Secondary Schools

Introduction:

Work-life balance refers to an employee's ability to maintain a healthy balance between their work roles, their personal responsibilities and family life. Organizations are steadily recognizing the significance of serving their employees to attain this balance as more staff is experiencing conflict between their work and personal roles. In today's age, many workers are considering their personal responsibilities increase, from childcare and elderly care to volunteer work and family obligations. This comes at a time when their work responsibilities are also increasing, resulting in a conflict between personal and work commitments and an increase in stress. Especially it is really a challenging task to every working woman in India as they have to manage the daily requirements of their family as one side and the manifold schedules, meetings, additional work and business necessities and other regular responsibilities at work. As a result, work life balance of women employees has become an imperative subject since the women are equally sharing not the family responsibilities but also the earning responsibility for the betterment of their family.

Review of Literatures:

Monika Soni (2015) observes that school teachers' productivity is negatively affected by the perceived workload whereas time management is the weak positive but significant relationship with school teachers' productivity. Purushottam Aravind Petare (2013) observes that heavy workload, extended working hours, inability to prioritize and manage time is the cause for work-life imbalance of women working in teaching field. Pratyasha Jain (2013) observes that there is no significant difference between work-life balance of teachers and charted accountant. Further, he reveals that working conditions, time management and family support are the most influencing factor which creates work-life balance among professionals whereas role expectation is the factor which creates work-life imbalance among professionals. Delina and Prabhakara Raya (2013) observe that most of the married working women reveal that hard to balance their work and personal life due to factors like hours of work and the stress associated with their works. Also, they find that conflicts in work-life balance of working women affects their health who report more stress, headaches, muscle tension, weight gain and depress than their male counterparts which implies that the work-life balance of individuals affect their quality of life. Pattu Meenakshi and Ravichandran (2012) disclose that doing additional works at home is the most influencing factor which makes work-life balance harder while amount of travel required is the less influencing factor which makes work-life balance harder among women teachers working in self-financing

engineering institutions. Santhana Lakshmi and Sujatha Gopinath (2011) observe that the volume and length of working hours influence the work-life balance, especially among the married women who works for additional hours find less time to attend the children and the other dependents in their family.

Statement of the Problem:

Education is often graded as one of the most stressful of all career options. The main reason of this grading often lies in the adverse combination of too many critical responsibilities and the unrealistic commitment that many teachers experience about their work especially the working women are confronted by the full-time work and at the end of the each work-day in a private educational institution they bring more of the tasks and commitments to home. Santhana Lakshmi and Sujatha Gopinath (2011) reveal that majority of the women are working 40-45 hours per week and hence they are struggling to achieve work-life balance. Further, women teachers stated that their life has become a juggling act as they have to carry multiple responsibilities at work and home. As a result, majority of the women teachers experience more psychological, behavioral and overall stress. This raises the following questions: What is the level of work-life balance of women teachers working private schools? What are the variables associated with their level of work-life balance?

Objectives of the Study:

The following are the objectives of the study.

1. To find out the level of work-life balance of women teachers working in private higher secondary schools
2. **To ascertain the association of select variables with their level of work-life balance**

Research Methodology:

The study is mainly based on primary data and the required data for the study have been collected through issue of structured questionnaire. The questionnaire contains questions relating to the personal profile of the sample respondents, their occupational details and work-life balance. The study focuses on the higher secondary school women teachers working in various Private Higher Secondary Schools in the Coimbatore district. A sample of 452 higher secondary school women teachers has been selected by adopting convenience sampling technique. The data collected are analyzed using simple percentage and Chi-Square test.

Findings of the Study:

The findings of the study is segregated into three sections namely, socio-economic profile of the sample women teachers, their occupational details and work-life balance of women teachers.

(i) Socio-Economic Profile of Women Teachers:

- Most of the sample women teachers i.e. 187 (41.37%) belong to rural area
- Majority of the women teachers i.e. 255 (56.41%) belong to up to 30 years age group
- Most of the 189 (41.81%) women teachers are post-graduates
- Majority of the 303(67.03%) women teachers are married
- Majority of the women teachers, 230 (50.88%) belong to joint family
- Majority of the women teachers i.e. 343(75.88%) are member in their family
- Most of the 161(35.61%) women teachers have no children in their family
- Majority of the 297(65.70%) women teachers have two earning members in their family
- Most of the women teachers, 197(43.58%) have one non-earning member in their family
- Most of the women teachers i.e. 189(41.81%) have more than four members in their family
- Most of the 203(44.91%) teachers' earnings per month is between Rs.10,001 and Rs.25,000
- Most of the 196 (43.36%) women teachers' family income per month is up to Rs.25,000

- Most of the 202 (44.69%) women teachers' monthly family expenditure lies between Rs.10,001 and Rs.20,000

(ii) Occupational Details of Women Teachers:

- Majority of the teachers i.e. 243(53.76%) are working in the schools locating at town area
- Majority of the 337(74.55%) teachers are working in state board or matriculation schools
- Majority of the 347(76.77%) women teachers are working up to eight hours per day
- Majority of the 154(34.07%) women teachers' nature of discipline is science
- Most of the 189(41.81%) women teachers' role in the school is class incharge as well as subject teacher
- Majority of the women teachers, 241(53.32%) have up to five teaching hours per day
- Most of the 205(45.35%) women teachers have two to five years teaching experience in the present school
- Majority of the 271(59.96%) women teachers have up to two years teaching experience in the previous school
- Most of the 189 (41.81%) women teachers have up to five years of total teaching experience
- Most of the 175(38.72%) women teachers are travelling everyday up to five kilometers from their home to the workplace
- Most of the 165 (36.50%) women teachers preferred bus as their mode of travelling

(iii) Work-life Balance of Women Teachers:

This section deals with the computation of level of work-life balance, variables considered for testing the level of work-life balance and findings relating to the work-life balance of women teachers based on Chi-square test.

a) Level of Work-Life Balance:

Women teachers' work-life balance on private higher secondary schools has been measured by giving scores to work-life balance related questions. Thirty-eight such questions are included in the questionnaire. Answers to the questions have been rated on five-point scale. Thus, maximum score a women teacher would get is 190. Score obtained by each women teacher is divided by 190 and multiplied by 100 to convert it into an index. This index is termed as 'work-life balance index'. Based on the work-life balance index, the women teachers are divided into three groups as women teachers with low, medium and high level of work-life balance. In order to classify the women teachers into three such groups, quartiles have been made use of. Accordingly, women teachers with work-life balance index ranging up to 60.80 are termed as women teachers with low level of work-life balance; those with work-life balance index between 60.81 and 81.23 are termed as women teachers with medium level of work-life balance and those women teachers with work-life balance index above 81.24 are termed as women teachers with high level of work-life balance. Off the 452 women teachers, 58 (12.83%) have low level of work-life balance; 328 (72.56%) have medium level of work-life balance and the rest 66 (14.60%) have high level of work-life balance.

b) Variables Considered for Level of Work-Life Balance:

Twenty-four variables namely area of residence, age, educational qualification, marital status, type of family, status in the family, number of children in the family, number of earning members in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, location of the school, board of affiliation, nature of discipline, designation, number of working hours per day, teaching experience in the present institution, teaching experience in the previous institution, total teaching experience, distance between their home and workplace and mode of transport preferred have been selected in order to test whether there really exists any association between each of the variables and level of work-life balance. Chi-square test has been applied to test the association

between the select variables and level of work-life balance. Levels of significance chosen are one and five per cent.

c) Select Variables and Work-Life Balance of Women Teachers:

To examine the association between the select variables and level of work-life balance of women teachers, the Chi-square test has been employed.

H_0: There is no association between the select variables and level of work-life balance of women teachers

Table 1: Select Variables and Level of Work-Life Balance of Women Teachers- Chi-Square Test

Variables	d.f.	Calculated χ^2 Value	Table Value At 5 %	Table Value At 1%	Result
Area of residence	4	9.210	9.488	13.277	Not Significant
Age	4	23.392**	9.488	13.277	*Highly significant*
Educational qualification	4	5.010	9.488	13.277	Not Significant
Marital status	2	3.422	5.991	9.210	Not Significant
Type of family	2	10.067**	5.991	9.210	*Highly significant*
Status in the family	2	1.523	5.991	9.210	Not Significant
Number of children in the family	6	11.235	12.592	16.812	Not Significant
Number of earning members in the family	4	4.110	9.488	13.277	Not Significant
Number of non-earning members in the family	6	10.100	12.592	16.812	Not Significant
Size of the family	4	3.833	9.488	13.277	Not Significant
Monthly income	6	23.624**	12.592	16.812	*Highly significant*
Family income per month	6	23.620**	12.592	16.812	*Highly significant*
Family expenditure per month	6	10.435	12.592	16.812	Not Significant
Location of the school	2	1.212	5.991	9.210	Not Significant
Board of affiliation	4	8.650	9.488	13.277	Not Significant
Nature of discipline	4	5.956	9.488	13.277	Not Significant
Designation	12	26.966**	21.026	26.217	*Highly significant*
Number of working hours per day	2	4.407	5.991	9.210	Not Significant
Number of teaching hours per day	2	10.001**	5.991	9.210	*Highly significant*
Teaching experience in the present institution	4	5.981	9.488	13.277	Not Significant
Teaching experience in the previous institution	2	4.090	5.991	9.210	Not Significant
Total teaching experience in schools	4	1.614	9.488	13.277	Not Significant
Distance between home and workplace	4	5.631	9.488	13.277	Not Significant
Mode of transport preferred	10	48.645**	18.307	23.209	*Highly significant*

It is observed from the about table that out of the total 24 variables selected for chi-square test, seven variables namely age, type of family, monthly income, family income per month, designation, number of teaching hours per day and mode of transport preferred are found to have highly significant association with the level of work-life balance of women teachers at one per cent level.

Conclusion:

The present study discloses that majority of the women teachers have moderate level of work-life balance and the women teachers who belong to - above 50 years age group and nuclear family; moderate monthly income earners category; designation as principal; teaching more number of hours per day and preferred to come up to school by walk have less level of work-life balance. Therefore, it is suggested that the Officials of the Private Schools Management have to consider the

teachers' age and their designation before assigning any new and higher responsibilities to them in order to help them to cope up their work-life balance.

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