

# A study of work-life balance among the college teachers in Pudukkottai and Thanjavur districts

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## Abstract:

The successful management of an organization's human resources is an exciting, dynamic and challenging task, especially at a time when the world has become a global village and economies are in a state of flux. In organizations and on the home front, the challenge of work life is rising to the top of many employers' and employees' consciousness. Human resources are the most valuable and unique assets of an organization. In today's fast paced society, educational institutions seek options to positively impact the bottom line of their faculties, improve faculty morale, retain faculties. Work life balance has been one of the major factors in influencing the organization's efficiency. The present study has been carried out to evaluate the nature of Work Life Balance, as experienced by professionals in Indian context. For this purpose a survey was carried out to estimate a Work Life Balance Index of professionals and also highlights the issues connected with work life balance of faculty in educational institutions and the factors that determine work life balance.

**Keywords:** Human resource, faculty, work life balance, educational institutions.

## Introduction

Work life balance is about people having a measure of control over when, where and how they work. It is achieved when an individual's right to a fulfilled life inside and outside paid work is accepted and respected as the norm to the mutual benefit of the individual, business and society. We all want a good balance between our work life and our home life. We know what a difference it makes to our quality of life when we feel our job is interfering with our family activities or our family life is creating problems at work.

Work life balance has always been a concern of those interested in the quality of working life and its relation to broader quality of life (Guest, 2002). The concept of work life has been abstracted from the job satisfaction level of an employee, which is an extrinsic factor of job satisfaction. It aimed to provide quality of life for an employee at the same time retaining the productivity levels of an employee at the work place. The balance work life score provides an organization with a productive and innovative employee (Greenhaus, 2003), whereas disparity in the work life balance tends to develop depressed and dissatisfied staff (Kofodimos, 1993). Though it is a very broad subject which speaks about both career development on one side and the family care on the other side, it is very necessary to know how the people balance the professional demands and domestic compulsions. Professional life means the aim to grow and earn respect in the organization and society at large and Personal life means taking care of family, children, parents, health and spending the leisure time effectively. With the development in educational, economical and social standards, things have improved to a great extent and the role of faculty in balancing their lifestyle is less taxing. Work – life balance for teaching professional has become one of the greatest challenges in today's world. Teachers work load not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but need to also focus on soft skills and life skills so that they not only produce good professionals but also develop good citizens.

## Review of Literature

Both women and men prefer working in organizations that support work-life balance. Men appeared to benefit more than women (Burke 2002). Men feel more satisfied when they achieve more on the job even at the cost of ignoring the family. On the other hand, women stress that work and family are both equally important and both are the sources of their satisfaction. For them the former is more important. When work does not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They draw tight boundaries between work and family and they do not like one crossing the other (Burke 2002). Fisher and Layte (2003) consider three distinct sets of measures of work-life balance, viz. proportion of free time, the overlap of work and other dimensions of

life, and the time spent with other people. Several reviews have highlighted other issues such as age, gender, life-cycle stage, ethnicity, citizenship, and childcare arrangements which also merit attention (Wallace and Cousins 200)

**Samartha Vishal** in their research paper titled “**Work Life Balance –A Cause for Stress among Career Couples**” found that in the fast moving life, there are many pressures that new-age couples have to deal with- running a home, doing daily chores like Cooking/cleaning, raising children and handle the tight deadlines at work. Hence striking a balance between professional and personal life has been the need of the hour. The researcher found that) work-Life Balance is affected by six factors that identified are as follows: Individual growth, Job pressure, Work life balance, Work environment, Professional support and mental strain. The research further suggests that Work life balance is affected tremendously by the increase in job pressure, this is witnessed by the high positive correlation between job pressure and work life balance.

**Jager (2010).** Thornthwaite (2011) suggest that there is a strong, unmet demand among working parents for shortened working hours, part-time work and flexible working time. Management must communicate their organization’s family-friendliness in such a way that all employees feel that they have equal access to alternative working time provisions.

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There are three major aspects of work/life balance:

- Time balance**, which concerns the amount of time given to work and non-work roles.
- Involvement balance**, meaning the level of psychological involvement in, or commitment to non-work roles
- Satisfaction balance** or the level of satisfaction with work and non-work roles.

**Stress Management:**

Stress management can be defined as interventions designed to reduce the impact of stressors in the workplace. These can have an individual focus, aimed at increasing an individual’s ability to cope with stressors. The goal of Stress Management is to help you to manage the stress of everyday life.

**Time Management:**

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date.

**Objectives of the Study**

- 1.To identify the key factors influencing the work life balance.
- 2.To compare work life balance among teachers from self-managed colleges and Government aided colleges.

H0 There is a significant difference between work- life balance of self – managed college teachers and Government Aided college teachers .

H0 = H1

H1 There is no significant difference between work–life balance of self – managed college teachers and Government Aided college teachers

H0 ≠ H1

**Methodology:**

The aim of the study for understanding and comparing the work-Life Balance amongst the teachers working in Pudukkottai and hanjavur districts. The research is exploratory and descriptive in nature. Researcher took the sample size of 100 from all colleges. A convenience sampling was used for data collection and the data collected is analysed by using a statistical tools like Z test.

**Factor Analysis**

One of the objectives set for this paper is to identify the factors that influence Work life balance among Teaching Faculty in colleges around Pudukkottai and Thanjavur districts. Factor analysis was conducted to ascertain the relative strength of various factors in this regard. The KMO measure indicated sample adequacy of 0.773 which is good. The Bartlett’s test confirmed normality of the samples as supported by statistically significant Chi-square value.000.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.773
Bartlett's Test of Sphericity	Approx. Chi-Square	1.028E3
	df	21
	Sig.	.000

**5.2.1 Communalities**

	Initial	Extraction
dependents	1.000	.884
family culture	1.000	.828
working hours	1.000	.743
flexibility	1.000	.701
role clarity	1.000	.883
head support	1.000	.622
co-worker support	1.000	.784

Extraction Method:

Principal Component Analysis.

5.2.2 Total Variance Explained									
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.794	54.198	54.198	3.794	54.198	54.198	3.270	46.712	46.712
2	1.651	23.591	77.789	1.651	23.591	77.789	2.175	31.076	77.789
3	.691	9.873	87.661						
4	.336	4.793	92.454						
5	.251	3.582	96.036						
6	.163	2.335	98.371						
7	.114	1.629	100.000						
Extraction Method: Principal Component Analysis.									

5.2.3 Component Matrix		
	Component	
	1	2
dependents	-.862	-.375
family culture	-.666	.620
working hours	-.602	.617

flexibility	.808	.218
role clarity	.900	.269
head support	.371	-.696
co-worker support	.802	.375

Extraction Method: Principal Component Analysis.		
<b>2 components extracted</b>		
<b>5.2.4 Rotated Component Matrix</b>		
	Component	
	1	2
dependents	-.935	
family culture		.869
working hours		.834
flexibility	.810	
role clarity	.915	
head support		-.788
co-worker support	.883	
a. Rotation converged in 3 iterations.		

Factor analysis extracted two factors for work life balance for teaching faculty. The first factor reveals dependents, time flexibility, role clarity and co-worker support. The second factor extracted reveals family culture, working hours and head support. Management has to concentrate on time flexibility, role clarity, co-worker support, working hours and head support for managing work life balance of teaching faculty. Management also need to emphasis on dependents of the teaching faculty.

**Hypothesis testing**

H0 There is a significant difference between work life balance of self – managed college teachers and Government Aided college teachers

$$H_0 = H_1$$

H1 There is no significant difference between work life balance of self – managed college teachers and Government aided college teachers

$$H_0 \neq H_1$$

<u>Variables</u>	<u>Z Calculated</u>	<u>Accept / Reject</u>
1)Leave at the time of special emergencies	0.19091	A
2)Take care of health	4.513781	R
3)Extra working hours	4.653637	R
4)Meet expectation of colleagues & workmates	2.305987	R
5)Basic requirements of family	2.76469	R
6)Working on deadline	1.760875	R
7)Time for family & friends	1.19204	A
8)Time for parent-teacher meeting in child’s school	1.83678	A
9)Meet deadlines & schedules without affecting home life	1.30244	A
10)Experience of work pressure while doing in group task	0.75071	A
11)Do not access of internet & phone for family emergencies	0.79925	A
12) Participate & attend community & religious activities	1.97153	R
13)Energy level at the end of day	0.21185	A
14)Help of children in preparing for their exams	2.45472	R
15)Additional work at home	0.57283	A
16)Sharing of work with their colleagues	0.55967	A
17)Enjoyment of holiday with their family	0.59496	A
18)Manage more than one project at a time	4.1335	R
19)Difficult to attend & enjoy the parties	1.36531	A
20)Do not get time for sick parent/child/partner	1.60719	A

## Interpretation

Calculated value of Z is lower than table value of Z that is 5 % ( 1.96) in question 1<sup>st</sup>, 7-11, 3,15-17,19 & 20 hence null hypothesis is accepted. It means “there is no significance difference between work life balance of self – managed college teachers and Government Aided college teachers.

And calculated value of Z is more than table value i.e. 5%( 1.96) in question 2-6,12,14,18 hence hypothesis is rejected. It means “there is significance difference between work life balance of self – managed college teachers and Government Aided college teachers.

## Suggestions:

Work-life balance is a broad concept including proper prioritizing between Professional life which includes career, challenges, pressure, achievement and ambition on one hand and private life which includes pleasure, leisure, family and spiritual development

- Specific Counseling programs on Work Life Balance can be conducted.
- Facilities for child care
- Financial planning services for employees who need them
- Employers can create awareness about the impact of work life balance at employees personal and organization life.
- Well-designed flexible working hours.
- On-site childcare,
- Emergency childcare assistance,
- Seasonal childcare programs (such as Summer Vacations, Diwali Vacations etc.),
- Eldercare initiatives (may range from referral program, eldercare assessment, a list of local organizations or businesses that can help with information or products, or seminars and support groups),
- Family leave policies,
- Other leaves of absence policies such as educational leave, community service leaves, self-funded leave or sabbaticals,
- An ideal work culture can be created to achieve work life balance
- Family welfare programs and family counselling programs can be conducted
- Employees’ social gathering programs will be the better option to reduce the mental pressure in the work place.
- Regular exercises, mediation and other soft skill practices can improve the emotional balance of the employees.
- Reward and recognition system should be fair and objectively to be adapted to each and every employee in the organization.
- Realistic work loads
- Review of work processes to see if the burden on employees can be lightened

## Implications of the Study

Based on the findings of the study, it is clear that faculty undergo severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. From the above table, it is cleared indicated that majority of the faculty feeling stress due to dependents, role clarity, co-worker support, family culture, working hours, flexibility, head support. If the educational institutions management think over the issue of providing employee friendly policies to faculties in order to balance their professional and personal life, definitely it can achieve competitive advantage in terms of student quality of education and faculties may turn into good organization citizens.

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