

WORK - LIFE BALANCE OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The legacy of traditional understanding of family members from the past is that men are the bread winners and female are the care givers of family. It was challenged 1950s when the female participation had grown drastically in the field of workforce (Jeyawardena, 2003). Education plays an important role in the growth and development of any society. It is the responsibility of the teachers to impart quality education, and apart from this, the teachers have great responsibility to shape our nation. Hence teaching is considered as a noble profession, because of this, many female opt for this as it is also compatible with their roles and responsibilities (Dasmohapatra, 2015). Though it is very compatible, the work burden not only requires their time in the institutions but also makes challenges bigger in their houses so as to become prepared for the subsequent day apart from keeping students records and being there for different programmes. The female teachers in the profession are expected to be committed, dynamic, competitive, and straight forward both sentimentally and non-sentimentally and act in a “business like” manner and at home, they are expected to be sweet, soft, sensitive, adaptable, gentle, and fragile and fit according to the needs of the family and society (Abdul Gani, 2010).

Keywords: work-life balance, teachers.

INTRODUCTION

The legacy of traditional understanding of family members from the past is that men are the bread winners and female are the care givers of family. It was challenged 1950s when the female participation had grown drastically in the field of workforce (Jeyawardena, 2003). Education plays an important role in the growth and development of any society. It is the responsibility of the teachers to impart quality education, and apart from this, the teachers have great responsibility to shape our nation. Hence teaching is considered as a noble profession, because of this, many female opt for this as it is also compatible with their roles and responsibilities (Dasmohapatra, 2015). Though it is very compatible, the work burden not only requires their time in the institutions but also makes challenges bigger in their houses so as to become prepared for the subsequent day apart from keeping students records and being there for different programmes. The female teachers in the profession are expected to be committed,

dynamic, competitive, and straight forward both sentimentally and non-sentimentally and act in a “business like” manner and at home, they are expected to be sweet, soft, sensitive, adaptable, gentle, and fragile and fit according to the needs of the family and society (Abdul Gani, 2010).

Hence the teachers should have high and positive outlook towards the teaching profession and family. When it is disturbed they will face imbalances in their life and work domain. Work-life balance does not mean equal balance instead scheduling number of hours for work and personal activities. It may vary time to time, when a person is single, the hours spent for work life balance is different from when she gets married and it may further differ after begetting child and job. So, there is no fixed work-life balance for all. Therefore, managing and integrating work and family are considered as one of the major challenges faced by professional female and female teachers in achieving successful careers in the organization and their institutions (Alumni, 2017). This study

analyses the dimensions of work-life balance, family, work, and work-life balance related characteristics of female teachers working in higher secondary schools of integrated Vellore district.

STATEMENT OF THE PROBLEM

The previous years examination analysis of higher secondary school students in Vellore district. The District has been always securing an average of 28.4th rank for the last ten years out of 33 districts in Tamil Nadu. The female teachers occupy more than 60% of teaching posts in 11th and 12th standards, but there is no positive outcome for the past ten years. Hence, the teachers have to play a major role in the institutions. As per the Tamil Nadu Educational Director's directives (Elankovan, 2018) the teachers should take 28 periods in a week consisting of 40 students in a class. Though they toil much there is less out-come for their performance.

In the past, very few researches have been conducted regarding work-life balance of female teachers, working in Government schools, Government aided minority schools, Government aided private schools, unaided minority and private schools and matriculation schools owned by minority and private management higher secondary schools. Therefore, the researcher makes an attempt to study the work-life balance of female teachers of higher secondary schools in Vellore district, their demographic nature, family, work, work-life balance policies and dimensions of work-life balance related characteristics.

OBJECTIVES

- To elucidate the demographic details of higher secondary school female teachers in integrated Vellore district.
- To identify the influence of family related and work related characteristics of higher secondary school female teachers.

HYPOTHESIS

H0 1: There is no significant difference between demographic details (Nature of family, Nature

of institutions and Mode of institutions) and dimensions of work life balance.

H0 2: There is no significant difference between demographic details (Age, Education, Marital status, Years of teaching experience and Annual income) and dimensions of work life balance.

Importance of The Study

According to Mehta (2012) married women face more imbalances in their life due to family related responsibilities and Susi (2010) describes that work pressure, long working hours, insufficient holidays and pressure to complete tasks on time create psychological imbalance in the life of women teachers; because work and family roles affect the psychological well-being of women. Davies (1998) and Allen TD (2000) conducted a study and state that the conflicts between work and family results in dissatisfaction, depression and bad physical health. Therefore women teachers should be given more importance in this research, because according to Tripathy (2012) there has been no glimpses of evidence of teachers work-life balance in terms of work life research. Hence it is important to study the work-life balance of women teachers of higher secondary schools in Vellore district.

REVIEWS OF LITERATURE

Raga Sudha Addagabottu (2015) found that women employees living in joint family encounter more family conflicts irrespective of their designation and even though they are living in joint families with lot of conflicts. Dharani (2014) has observed that female teachers of private schools feel more balance between work and life and they have heavy responsibility and accountability. However Dharani (2014) conveys that women teachers' responsibility and accountability and security factor are the criteria which play a major role in work life balance among private school teachers.

Charles T. Clotfelter (2006) opined that those teachers, who are more experienced, are consistently associated with achievement and Cinamon (2005) found that levels of work-family conflict and family-work conflict in teachers depended on their teaching experience and the degree of school in which they teach.

Belgin(2016) concluded that the correlation and regression coefficients are quite high in work-life balance. It means that work fulfilment of the teachers has a significant effect on their life fulfilment. Moreover the findings have indicated differences in the intensity of relationship between variables and they depend on socio-demographic traits of the teachers.

Child care responsibility and family structure have been found to have significant impact on satisfaction (Hochschild A. R., 1997). Elliot (2003) explained that major problem faced by the working parents of children, aged six or younger, is to afford high quality child care which is costly and it consumes a large portion of income and reduces the likelihood that the mother will be employed. Shamim (2012) found that female teachers have felt more work life strain due to child care responsibilities, and it is further noticed that elder dependency is doubling the burden of women than men. Mani (2013) said that women combine work and family life with the help of 'mother' or 'mother-in-law' accepting the concept of one child and giving birth to a child only after settling in a job. They also give quality time to children and do not give priority to promotions and career growth. Unmarried women are able to do better because they do not have family responsibilities.

The women teachers expect support not only from their spouses but also from other family members. According to Reddy (2013) school teachers need the support to share child care responsibility. If their family members are cooperative enough to give a helping hand they can rightly balance their work and personal lives. The above stated reviews elucidate that there is a significant and positive correlation between spouse support and work life balance. The study also reported a correlation between family role overload and work life balance (Sakshi Sharma, 2017). Finally Raya (2013) found that the profession of spouses doesn't really matter for the married working women when they strive to balance their personal and professional life.

RESEARCH DESIGN

This Research is a quantitative research in nature and in particular descriptive research method

was applied. Based on the descriptive research the research process was carried out.

PRIMARY DATA

The primary data were collected through structured questionnaire. The sample was drawn from the integrated Vellore district in Tamil Nadu. The District came into existence on 30th September 1989. It has got 22 educational blocks and each block is divided into different clusters; each cluster includes several numbers of schools. The District has 143 government higher secondary schools, 88 private higher secondary schools and 45 fully aided schools. Among these schools 4,966 male and female teachers are working. Out of the total number of teachers, 2,980 are female teachers according to the Vellore district statistical hand book 2016-2017. These data were collected during the year 2018-2019. A structured questionnaire was distributed to the female teachers of higher secondary classes and collected.

SECONDARY DATA

The secondary data were collected from various books, journals, periodicals, news-papers, magazines, annual publications from educational departments, Google scholar and various e-sources.

Sample Design

Hair Sample Size Formula for Performing Factor Analysis

Reliable sample size is needed for making generalisation with confidence regarding constructs through analysis. To make factor analysis at least five times as many observations as the number of characteristics are to be analysed according to Hair et al (2010). Since 42 variables are to be analysed in this study, according to Hair sample size formula 210 useable questionnaires are required.

Sampling and Data Collection

The respondents were chosen from female teachers handling 11th and 12th classes working in higher secondary schools in integrated Vellore district. A survey method approach was applied through simple random sampling technique. 359 samples were taken from the female teachers. Out of 2980 female teachers, who are working in higher secondary schools in integrated Vellore district, 400 questionnaires

were sent out for data collection. Out of which 386 (96.5%) questionnaires were returned, among them 27 questionnaires were found incomplete and removed; finally 359 samples were fixed for data analysis, with the help of SPSS 20 data analysis was performed.

Dimension of work-life balance (DWLB)

Self-awareness, work-life satisfaction, personal life interference with work, work interference

with personal life, work place conflict management, indifferent attitude, work place interpersonal relationship, emotional intelligence, and work rejuvenation are called as Dimensions of work-life balance.

Objective: 1- To elucidate the demographic details of higher secondary school female teachers in integrated Vellore district.

Demographic Details of the Respondents

Demographic Details	Particulars	Frequency	Percent
Age of the Respondents	23 – 30 Years	57	15.9
	31 – 37 Years	89	24.8
	38 – 44 Years	75	20.9
	45 – 51 Years	77	21.4
	52 – 58 Years	61	17
	Total	359	100
Educational Qualification	PG with B.Ed	241	67.1
	PG, B.Ed, M.Phil, PhD	118	32.9
	Total	359	100
Marital Status	Married	285	79.4
	Unmarried	64	17.8
	Divorced/Widow	10	2.8
	Total	359	100
Nature of Family	Nuclear Family	222	61.8
	Joint Family	137	38.2
	Total	359	100
Nature of Institution	Government	186	51.8
	Private	173	48.2
	Total	359	100
Mode of Institution	Minority	118	32.9
	Non-Minority	241	67.1
	Total	359	100

The above table describes the demographic details of higher secondary women teachers. Out of 359 respondents 24.8 (89) percentage of them fall between 31-37 years of age group, 21.4 (77) percentage of the them are between 45-51 years of age group, 20.9 (75) percentage of them belong to the category of 38-44 years of age group, 17 (61) percentage of them belong to 52-58 years of age group and 15.9 (57) percentage of them belong to 23-30 years of age group.

67.1 (241) percentage of the respondents possess PG with B.Ed and 32.9 (118) of them are PG, B.Ed, with M.Phil and Ph.D. Among these 359 teachers 79.4 (285) percentage of them are married, 17.8 (64) percentage of them are unmarried and 2.8 (10) percentage of them are divorces and widows.

61.8 (222) percentage of the women teachers live in nuclear families and 38.2 (137)

percentage of them live in joint families. 51.8 (186) percentage of the teachers are working in government and government aided schools and 48.2 (173) percentage of the teachers are working in private schools. Of these schools 67.1(241) percentage are labelled as non-minority institutions and 32.9 (118) percentage of them are minority schools.

Demographic Details of the Respondents

Demographic Details	Particulars	Frequency	Percent
Employment Status	Permanent	186	51.8
	Consolidated	173	48.2
	Total	359	100
Group-wise Classification	Bio-Maths	86	24
	Maths with Computer Science	82	22.8
	Pure Science	52	14.5
	Commerce (General)	66	18.4
	Business Statistics	41	11.4
	Vocational	32	8.9
	Total	359	100
Years of Teaching Experience	Up to 7 Years	86	24
	8 – 14 Years	128	35.7
	15 – 21 Years	70	19.4
	22 – 29 Years	59	16.4
	Above 30 Years	16	4.5
	Total	359	100
Location of the Institutions	Rural	216	60.2
	Urban	143	39.8
	Total	359	100
Annual Income	Less than Rs.300000	227	63.2
	Rs. 300001 – Rs.600000	62	17.3
	Rs. 600001 – Rs.900000	29	8.1
	Rs. 900001 – Rs. 1200000	20	5.6
	Above Rs. 1200000	21	5.8
	Total	359	100
Salary Satisfaction	Yes	191	53.2
	No	168	46.9
	Total	359	100
Reasons for being Not-Satisfied with Salary	Deficit Income	42	11.7
	Expenses Exceed Income	46	12.8
	Unexpected Expenses Occurred	62	17.3
	Too much of Dependence	18	5
	Satisfied with Salary	191	53.2
	Total	359	100

From the above table it is inferred that 51.8 (186) percentage of female teachers are permanent and 48.2 (173) percentage are under consolidated pay. Among these teachers 24.0 (86) percentage of them are handling bio-maths group, 22.8 (82) percentage are handling maths with computer science group, 18.4 (66) percentage are teaching commerce (general), 14.5(52) percentage are taking classes for pure science group, 11.4 (41) percentage are handling classes for business statistics group and finally 8.9 (32) percentage are taking classes for vocational group.

Out of 359 teachers 35.7 (128) percentage have 8-14 years of teaching experience, 24 (86) percentage have up to 7 years of teaching experience, 19.4 (70) percentage of them have 15-21 years of teaching experience, 16.4 (59) percentage of them have 22-29 years of teaching experiences and 4.5 (16) percentage have put in teaching experience of above 30 years . 60.2 (216) percentage of the schools are located in rural areas and 39.8 (143) percentage of the schools are situated in urban areas.

Among these teachers 63.2 (227) percentage of them fall in the less than Rs.300000 annual

income group, 17.3 (62) percentage belong to Rs.300001-600000 annual income group, 8.1(29) percentage of them belong to Rs.600001-900000 annual income group, 5.8 (21) percentage earn above Rs.1200000 annually and 5.6 (20) percentage belong to Rs.900001-1200000 income group. Amidst these teachers 53.2 (191) percentage are satisfied with their salary and 46.9 percentage of them are not satisfied. 17.3 (62) percentage of them are not satisfied with income due to unexpected expenses, 12.8 (46) percentage are not satisfied because the expenses exceed income, 11.7 (42) percentage of them are not satisfied due to income deficit and 5.0 (18) percentage of them are not satisfied because of too much of dependents.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.838
Bartlett's Test of Sphericity	Approx. Chi-Square	6261.285
	Df	861
	Sig.	0.000

The above table shows the result of Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity. The KMO test measure of sampling adequacy is equal to 0.838 and it explicitly indicates that data is fit for factor analysis and Bartlett's test of sphericity of approx. Chi-Square and significant values are 6261.285 and 0.000 is adding more fitness for the analyses.

Demographic Details – Independent Sample T-Test

T-test is applied in order to find out the differences between two groups, hence this test is applied for demographic variables like nature of family, nature of institutions and mode of

Factor	Nature of Institutions	N	Mean	SD	t-value
Dimensions of Work Life Balance	Government	186	1.41	0.493	0.000
	Private	173	1.62	0.487	

The t-test result shows the difference between dimensions of work life balance and nature of institutions. There is a significant difference between dimensions of work life balance and nature of institution, because the significant value is 0.000 which is not greater than 0.05. Therefore the null hypothesis is rejected. The mean value (M=1.62) of teachers who are

institutions. These variables are taken as independent variables. The researcher constructed 36 scale variables from the structured questionnaire and these variables are grouped together and labelled as dimensions of work life balance and this dimension of work life balance is taken as dependent variables for conducting t-test. The following hypothesis is framed to conduct t-test;

H0 1: There is no significant difference between demographic details (Nature of family, Nature of institutions and Mode of institutions) and dimensions of work life balance.

DWLB and Nature of Families- Independent Sample T-Test

Factor	Nature of Family	N	Mean	SD	t-value
Dimensions of Work Life Balance	Nuclear Family	22	1.49	0.501	0.263
	Joint Family	13	1.55	0.500	

The above T-Test table shows the difference between dimensions of work life balance and nature of family. The result shows that there is no significant difference between dimension of work life balance and nature of family, because the significant value 0.263 is greater than 0.05. Therefore the null hypothesis is accepted. The mean value of joint family is (M=1.55) which is higher than nuclear family (M=1.49). Therefore those teachers who follow joint family life style will not have balanced work life compared to the teachers who have adopted nuclear family life style.

DWLB and Nature of Institutions - Independent Sample T-Test

working in private schools is higher than (M=1.41) the teachers who are working in Government Schools. Therefore the teachers who are working in private schools have more balanced work and life than the government school teachers.

DWLB and Mode of Institutions - Independent Sample T-Test

Factor	Mode of Institutions	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>
Dimensions of Work Life Balance	Minority	118	1.59	0.493	0.026
	Non-Minority	241	1.47	0.500	

The above table independent sample t-test reveals the difference between dimensions of work life balance and mode of institutions. According to the results there is a significant difference between dimensions of work life balance and mode of institutions, because the significant value (0.026) of dimension of work life balance and mode of institution is less than 0.05. Therefore the null hypothesis is rejected. The mean value ($M=1.59$) of minority institutions is greater than non-minority institutions ($M=1.47$). Therefore those teachers who are working in minority institutions have more balanced work and life than the teachers who are working in non-minority institutions.

FINDINGS

Objective:1- To elucidate the demographic details of higher secondary school female teachers in integrated Vellore district.

□ Table indicates that 24.8 percentage of the teachers fall under 31 to 37 years of age group and 67.1 percentage of the teachers possess PG with B.Ed, 79.4 percentage of them are married and 51.8 percentage of the teachers are working in Government aided schools and 67.1 percentage of them are working in non minority schools.

□ Table points out that among the total number of teachers 51.8 percentage of them are permanent and 24 percentage of the teachers are handling Bio-Maths group, 35.7 percentage of them have 8-14 years of teaching experience and 60.2 percentage of them are from rural areas and 63.2 percentage of the teachers are receiving less than Rs.300000 p.a and 53.2 percentage of the teachers are satisfied with their salary but 17.3 percentage of the teachers are not satisfied with their salary because of unforeseen expenses.

Objective:2-To identify the influence of family related, and work related characteristics of higher secondary school female teachers.

□ The descriptive table shows that 44.6 percentage of the teachers have two children and

29.0 percentage of them have no child and 29.0 percentage of the teachers don't have any educational expenses for their children and 32.3 percentage of the teachers' children are taken care of by their parents.

□ Table clearly depicts that 44 percentage of the teachers' spouses are employed and 32.9 percentage of the spouses contribute to the house hold income, which plays a major effect in their families and 59.6 percentage of the teachers take care of the old age family members in their families and 57.9 percentage of them spend up to Rs. 25,000 towards family health care expenditure and finally 52.4 percentage of the teachers responded positively to the present life style satisfaction.

□ The table vividly explains that 61.3 percentage of the teachers teach, conduct exams, monitor students' discipline, conduct sports and cultural events and conduct special classes as per their nature of jobs in the school and 53.5 percentage of them are working for 8-9 hours as standard working hours and 44.3 percentage of them have expressed that the reason for long working hours is the nature of the job.

□ Table reveals that 53.5 percentage of the teachers are mostly satisfied towards satisfaction and commitment to profession and 51.8 percentage of the teachers are feeling that one hour is spent unproductively in their institutions and 47.9 percentage of them said 'no but considered' holiday working habits and 36.5 percentage of them work for two hours extra during the holidays and 22.6 percentage of them are neutral in time spending for work and finally 43.5 percentage of the teachers receive help from their colleagues for their day to day activities in the institutions.

□ Table illustrates that 63.0 percentage of the teachers have said 'yes' to work life balance policies in their institutions and 37.3 percentage of the teachers are not aware of the provisions relating to work life balance. However 68.5 percentage of them are not willing to suggest any idea for better work life balance and 42.6 percentage of the institutions are organising well

being programmes as additional work provisions but 65.2 percentage of them said 'no' to social functions with the families in the institutions and finally 65.2 percentage of the teachers have no suggestion to recommend for conducting social functions in the institutions.

□ Table describes that the standard working hours has no difference with negative and positive work life balance, whereas the extra working hours on holidays have difference with negative and positive work life balance.

RECOMMENDATION

□ According to t -test table results, no difference is found between dimension of work life balance and nature of family, but the mean value indicates that the teachers who have adopted joint family life style experience more work life balance compared to the teachers who have adopted nuclear family life style. Therefore the institutions may ask nuclear family teachers to visit nearby pilgrimage centers, hospitals and orphanages old age home etc., to strike a balance between work and life.

□ From the result shown in table it is obvious that the private school teachers live a balanced work life compared to government school teachers. Therefore the government school management should make an effort to improve the work life balance of female teachers working in government institutions by way of providing standard infrastructure, conducting work life balance training and well-being programmes.

□ The teachers of the aided and unaided minority institutions have more balanced work life. Similarly the non-minority institutions also should give importance to balanced work and life of their teachers working in higher secondary schools by way of providing transport facilities, recreation facilities, counseling facilities and creating grievance redressal cell, etc and it was depicted in table.

CONCLUSION

If the women teachers have self-awareness then there will be more commitment and productiveness. Hence the institutions should give self-awareness to the teachers by way of

counseling, seminars and self-awareness programme etc. According to James Clear there are four burners in the life namely first burner is life, the second burner is family, third burner is friends and the last burner is work. When we increase gas in one burner then other three burners will be affected, at the same time in order to be a successful person you have to cut off any one of the burners either family or friend or life and work. In the same way if you want to become a victorious person you have to cut off any two burners in your life, it may be life and work or family and friends. You will not be a victorious person unless and otherwise you forgo two burners. You cannot be strike a balance between the four burners. Therefore if you want to become a successful and victorious person you have to lose any two burners in your life.

SCOPE FOR FUTURE RESEARCH

Based on the research the researcher suggests some recommendations for the future research. The future researchers may conduct a study on work-life balance of female teachers working in Impaired and Tribal and Social Welfare Management Schools in the divided Vellore district and other districts also. Future research can be conducted on Work life balance of physically challenged and transgender teachers in divided Vellore district and other districts too.

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