

A STUDY ON IMPACT OF WORK LIFE BALANCE AMONG WOMEN TEACHERS IN ARTS AND SCIENCE COLLEGES

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Abstract

The abstract explored the impact of Work-Life Balance (WLB) on women teachers, delving into the intricate interplay between their professional roles and personal lives. As women increasingly contribute to the teaching profession, understanding the implications of WLB becomes paramount for both individual well-being and educational institutions. The study investigates how the quest for balance evolves over the course of a woman teacher's career, particularly considering the variable of years of experience. Drawing on qualitative and quantitative data, the abstract analyses the challenges and opportunities associated with achieving WLB in the context of teaching. It examines the multifaceted responsibilities women teachers navigate, encompassing classroom duties, administrative tasks, and family commitments. The findings illuminate the pivotal role of supportive work environments in fostering WLB, emphasizing the need for institutional policies that acknowledge and accommodate the diverse needs of women educators. Furthermore, the abstract underscores the potential implications of WLB on job satisfaction, mental health, and the retention of experienced women teachers. By exploring these dynamics, this research contributes valuable insights to the ongoing discourse on the professional well-being of women in the teaching profession and informs strategies to enhance their overall quality of life.

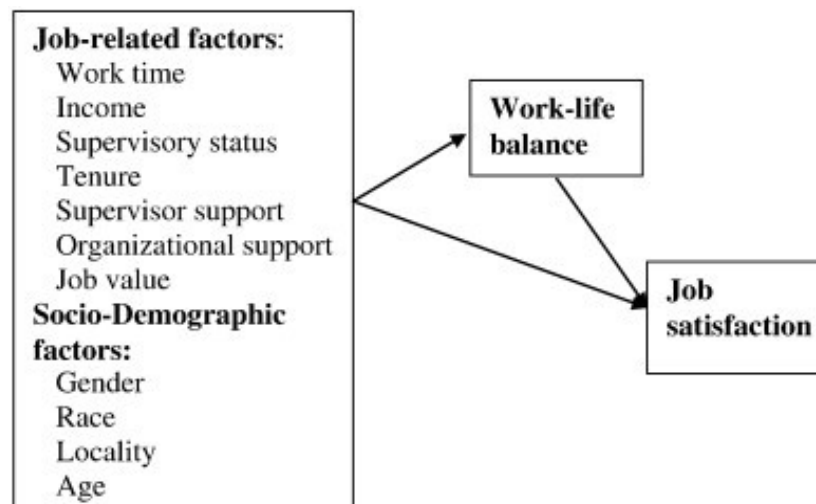
Keywords: Work Life Balance, Women Teachers, job satisfaction, hours worked

Introduction

During the traditional period, women were mostly engaged in domestic tasks such as culinary duties, laundry, housekeeping, and childcare. They were regarded as homemakers and were denied the right or chance to leave their homes. However, the narrative has now changed. In addition to their function as homemakers, women also have a vital role in engaging in activities outside of the house. Due to rising living expenses and enhanced educational and job prospects, both spouses began working, resulting in a significant rise in dual-income households. The rise in manufacturing

and education has led to a corresponding increase in work prospects for women. Given the escalating economic circumstances, it has become imperative for both the husband and wife to engage in employment in order to maintain a standard way of life. In this rapidly expanding and fiercely competitive world, with the proliferation of job opportunities, organisations must provide a harmonious environment that allows workers to maintain a healthy work-life balance. Achieving work-life balance has become a significant difficulty for educational professionals in the modern world. Teachers' workload not only requires their time at the institution, but also extends to their homes as they prepare for the following day. In addition, they must keep student records and adhere to different institutional functional needs. The teaching faculty members serve as facilitators of knowledge and skill development via interactive learning techniques in the field of management education. The rapid evolution of the educational process in the current century has impacted the role, duties, and instructional activities of professionals at management institutions. Consequently, individuals may experience stress in their daily lives due to both work-related and non-work-related factors, which eventually leads to a decline in their psychological well-being. Additionally, they are responsible for keeping student records and adhering to different institutional functional needs. In order to achieve better levels of effectiveness and productivity in their job, teachers must dedicate more hours each day. This is necessary to navigate the demanding climate they encounter. Moreover, educators encounter stress as a result of the several roles they fulfil in carrying out instructional tasks and obligations, which impact their degree of work satisfaction. The effects of globalisation, urbanisation, and fast technology advancements have resulted in the establishment of several management institutions.

Figure: 01



Source: <https://www.google.com/url?sa=i&url>

Background of the study

Teaching is considered one of the most demanding and mentally taxing professions. The high levels of stress experienced by teachers not only contribute to physical sickness but also lead to mental health issues. A research conducted in Warwickshire revealed that 25 percent of head teachers had symptoms of alcohol dependency. This revelation is quite alarming and generates significant distress over the mental well-being of the instructor. The teacher in the classroom is the one who inspires, nurtures, and motivates students to learn. An optimal equilibrium between work and personal life is crucial for a teaching professional to achieve high productivity and success. Teachers are required to dedicate their time not only at the institution but also at home to prepare for the next day. Additionally, they are responsible for keeping student records and fulfilling different institutional standards. In order to achieve better levels of effectiveness and productivity in their job, teachers must dedicate more hours each day. This is necessary to navigate the demanding milieu they encounter. The transition from starting a new job to reaching retirement entails significant shifts in work-life equilibrium. An idea was conceived to study the status of work-life balance among teachers in various educational institutions, recognising its significance. This research aims to familiarise individuals with the concept of work-life balance and promote a productive and balanced approach to all aspects of their lives. The current research was conducted to examine the work-life balance status and compare instructors from selected educational institutions.

Review of Literature

Kalliath and Brough (2008)[3] defined work-life balance (WLB) as the perception of individuals that their employment and non-work activities are in sync and contribute to their personal growth in accordance with their current life priorities. The relationships between work and life, as experienced by people or organisations, are shaped by the factors of work-life demands, resources, and conduct (Leslie et al., 2019) [4]. An individual's or organization's cognition and priorities are influenced by several settings, such as family, organisation, community, and society, which form their views and preferences. During times of increased job demands and noticeable stress, it is common to adapt generic resources to fit specific requirements by using existing resources, hence improving performance. People have the option to separate their work and personal life, or they may choose to combine both at certain moments. The choice of coping style is contingent upon the individual's assessment of whether there is a clash or a harmonious relationship between the job and personal aspects of their life. The outcome, whether it involves conflict or improvement, is a collective result of the cognitive processes that influence work-life balance and the mobilisation of resources (Leslie et al., 2019) [4].

Importance of Work-Life Balance

Studies in the field of Women's Studies have shown that a notable percentage of women engage in employment for a duration of 40-45 hours per week. Approximately 53% of these women have difficulties in achieving an acceptable equilibrium between their professional and personal lives.

The fight emerges from the clash between the mandates imposed by their organisation and the responsibilities they have towards their household. They must proficiently manage the daily requirements of their family while also juggling the many schedules, meetings, business obligations, and other routine chores at work. Employers are obligated to provide the well-being and support of women in the workplace. Employers should develop tactics that effectively attract and retain staff for long periods of time, while also improving their productivity. Organisations provide a variety of amenities and advantages to promote a healthy work-life balance and enhance employee well-being. These amenities include transit services, canteens, day care facilities, postal and savings programmes, flexible work schedules, part-time job opportunities and information on work-life balance rules. Additionally, we provide many types of special leave, including yearly leave, public holiday leave, career break leave, leave for elected representatives, and leave to attend court as a witness. In addition to health services, there are several options for achieving work-life balance, including employee counselling, an organisational psychology department, workplace health promotion initiatives, social clubs, a pre-retirement club, a women's network, and support groups for breastfeeding. These efforts support female employees in working without interruption from family or childcare responsibilities, allowing them to achieve their maximum performance. Furthermore, companies use women empowerment efforts such as forums, committees, grievance redressed procedures, and suggestion schemes. These venues facilitate women in expressing their viewpoints, lodging complaints, and offering suggestions to the senior leadership, so fostering the creation of suitable resolutions.

Statement of the Problem

The professional advancement of women is consistently confronted with the growing expectations in the workplace. Upon concluding the workday, individuals will be faced with obligations and duties to attend to in their personal lives. Despite holding prominent positions in their offices, women professionals are nonetheless expected to adhere to strict schedules, manage household chores, and attend to family matters. This increases their stress levels and contributes to various health issues [10]. One of the most challenging issues encountered by working mothers with young children is the need to entrust their child's care to a creche facility or a nanny whom they have little trust in. This leads to increased stress and less focus on their tasks. Despite employing maids to do their home chores, working women are required to provide higher wages [6]. The majority of employed women are exerting themselves to fulfil their responsibilities both at work and at home, resulting in a work-life imbalance. This imbalance can lead to negative outcomes for individuals, including elevated levels of stress, depression, decreased mental well-being, heightened family conflicts, and reduced life satisfaction. Additionally, organisations may experience reduced job satisfaction, increased absenteeism, diminished organisational commitment, decreased productivity, employee disengagement, and a higher intention for employees to leave the company. The overwhelming job demands make it very difficult to balance work and family responsibilities [1]. The shift from an imbalance between work and personal life to achieving a balance between the two has evident advantages for both organisations and their personnel. Attaining work-life

balance at an individual level may yield remarkable transformations in one's life and have a significant influence on society as well.

Research objectives

The aims of the research are:

1. To examine the demographic characteristics of the participants and how they impact work-life balance.
2. To examine the hours of teaching work per week and Level of Impact of female faculty members.

Research Methodology

The research was conducted based on the fundamental observation that women are inclined to choose teaching as a career because of its perceived advantages, such as a relaxed work atmosphere and ample leave opportunities [7]. However, this may only be applicable to a small number of government institutions given the shifting circumstances [6]. The majority of higher education institutions are now privately held and exhibit a distinct work culture that is more rigorous. Thorough scrutiny reveals that a significant number of young female teachers who start their careers at the junior level fail to reach the highest positions, in contrast to their male colleagues. Oftentimes, women prioritise their dedication to their home and children above their career advancement, often making compromises [3]. In order to perform this research, primary data was gathered from a sample of 100 female instructors who teach at the degree level in both government and private academic and professional courses [11]. The data was gathered to comprehend their job schedules, travel time, domestic obligations, and the difficulties in meeting the expectations. 500 women facilities were chosen for the study from Arts and Science Colleges.

Analysis, Presentation and Results

Impact of Work Life Balance and Experience of women Teachers

The impact of Work-Life Balance (WLB) on women teachers, particularly concerning the number of years of experience, is a critical aspect that shapes their professional well-being. For women educators, achieving a harmonious balance between work responsibilities and personal life becomes increasingly challenging as their years of experience accumulate. In the early years of teaching, individuals may be more adaptable to the demands of the profession. However, as experience grows, so do the expectations and responsibilities associated with the role. Striking an effective work-life balance becomes pivotal for sustaining a fulfilling career over the long term

Level of Experience and Level of Impact

Level of Experience	Level of Impact			Total	Result
	Less	Moderate	more		
Below 5 years	48	59	12	119	Chi-Square
	40.3%	49.6%	10.1%	100.0%	10.613
5-10 Years	30	57	10	97	
	30.9%	58.8%	10.3%	100.0%	df

11-15	25	49	20	94	8
	26.6%	52.1%	21.3%	100.0%	
16-20	23	53	19	95	Sig.
	24.2%	55.8%	20.0%	100.0%	0.369
Above 20	18	51	26	95	
	18.9%	53.7%	27.4%	100.0%	
Total	144	269	87	500	
	28.8%	53.8%	17.4%	100.0%	

The result of the testing significance from the Chi-Square shows that the calculated value is 10.613 for the degree of freedom 8. The significance is at 36.9% (>5.0%). It shows that there is no significant relationship between the Level of Experience and Level of Impact followed by the teachers. Women teachers, especially those with substantial years of experience, often find themselves managing multiple roles, including teaching, administrative tasks, and family obligations. Institutions that recognize the importance of WLB contribute significantly to retaining experienced women educators in the workforce. A supportive work environment that acknowledges and accommodates the diverse needs of women with varying levels of experience can positively impact their job satisfaction, mental well-being, and overall quality of life. Moreover, it can enhance the retention of experienced women teachers, ensuring a wealth of knowledge and expertise is retained within the educational system. Thus, addressing the intersection of work-life balance and the years of experience is essential for fostering a sustainable and rewarding career for women in the teaching profession. The study demonstrated that faculty members aged over 50 years exhibit a better work-life balance (WLB), which is consistent with the conclusions reported by Noronha and Aithal (2019) [7] and Johnsi (2017). Based on their poll, employees who were above the age of 50 and had accumulated more years of service had a superior level of work-life balance (WLB). The faculties' self-assurance and belief in their ability to succeed improve gradually via exposure to real-world challenges and training that is directly applicable to their job responsibilities. Inexperienced persons, who are young, need a time of adjustment to the demands of work, while also managing their social needs and important life milestones such as getting married and starting a family. Helvaci et al. (2017) discovered that there was no statistically significant association between work-life balance (WLB) and academic disciplines, namely in the areas of Social Sciences and Physical Sciences. However, a study done in India discovered a connection between work-life balance (WLB) and academic fields such as Arts, Commerce, and Science. Muthulakshmi (2018), found that the Arts field had a superior average work-life balance (WLB) score compared to other disciplines. The present study expected enhanced work-life balance (WLB) among academic professionals in the Science discipline. Science emphasises the examination of accurate, quantifiable, and favourable data about immediate results, whereas Social Sciences and Humanities include a wide array of disciplines that investigate both qualitative and quantitative knowledge with enduring significance (Moed, 2005) [5]. Utilising logical thinking

facilitates the education of scientific courses, since most subjects can be efficiently shown to pupils in a laboratory environment, therefore increasing their interest. Understanding the cause and effect relationships in social sciences courses requires a deeper understanding of the real world outside the classroom or course contents, as compared to scientific courses. The primary obstacles in overseeing social science courses include effective time allocation, managing increasing class numbers exceeding 20 students, and addressing the varied perspectives about the subject's significance. According to the findings of this research, it is anticipated that female faculty members would achieve enhanced work-life equilibrium in the future. The rise in female enrolment in postgraduate degrees in India may be attributed to many factors, including their growing interest in scientific fields and the belief that teaching is a desirable career choice for women.

Hours of teaching work per week

The number of hours devoted to teaching each week plays a crucial role in influencing the Quality of Work Life (QWL) experienced by teachers. A teacher's workload is not merely a measure of time spent in the classroom but encompasses various responsibilities such as lesson planning, grading, and interacting with students and parents. When teachers are burdened with an excessive number of teaching hours, it can lead to burnout, fatigue, and diminished overall job satisfaction.

Hours of teaching work per week and Level of Impact

Hours of teaching work per week	Level of Impact			Total	Result
	Less	Moderate	more		
Below 5 hours	41	48	6	95	Chi-Square
	43.2%	50.5%	6.3%	100.0%	5.719
5-10	35	47	5	87	
	40.2%	54.0%	5.7%	100.0%	df
11-16	24	63	16	103	8
	23.3%	61.2%	15.5%	100.0%	
17-20	30	58	21	109	Sig.
	27.5%	53.2%	19.3%	100.0%	0.217
Above 20	14	53	39	106	
	13.2%	50.0%	36.8%	100.0%	
Total	144	269	87	500	
	28.8%	53.8%	17.4%	100.0%	

Table 2 displays the results of the chi-square test examining the correlation between the level of personal life elements and the number of hours spent on teaching work per week by female faculty members in the study region. Hence, the probability is at 21.7% level of significance. Consequently, the null hypothesis was rejected, confirming that there is no correlation

between the degree of personal life elements and the number of hours of teaching labour per week among female faculty members in the research region. Quality of Work Life is intricately linked to the balance between professional demands and personal well-being. Excessive teaching hours may compromise this balance, affecting not only the teacher's physical and mental health but also their ability to engage effectively in the classroom. Conversely, a manageable workload allows teachers the time and energy to invest in professional development, collaborative activities, and self-care, all of which contribute positively to their QWL. Institutions that recognize and prioritize a reasonable number of teaching hours per week are more likely to foster a positive work environment, enhance teacher morale, and ultimately contribute to the overall quality of education provided. Therefore, establishing a balanced and realistic workload is essential for ensuring a high QWL for educators, enabling them to thrive both personally and professionally.

Discussion

Upon considering the influence of other demographic variables, it was found that male faculty members exhibited a superior mean score in terms of work-life balance (WLB). This disparity in average WLB scores across genders was determined to be statistically significant. This finding is remarkable considering the previous study conducted in India did not reveal any association between gender and work-life balance (WLB) by unilabiate analysis. In India, there is a lack of male workers' involvement in caregiving tasks outside their job commitments. In Indian society, women are mostly connected with activities such as cooking, cleaning, and caring for dependents. The family devotes a substantial amount of time to these nurturing duties. Chapman and Mishra (2019) found that women dedicate an average of 271 minutes daily to caring tasks, whereas males only allocate 31 minutes. Moreover, Indian culture imposes a societal norm on women to value their husband's professional endeavours above their own aspirations for job advancement (Chandra, 2012). Extensive scientific research that systematically examines the relationship between work-life balance and gender in all areas outside of work, such as biological, psychological, and social factors, as well as personality and gender-based policies, can provide a more thorough understanding of this connection (Williams et al., 2016). Insufficient study has been conducted in this particular domain in the regions of Karnataka and India. Hence, it is vital to diligently examine and comprehend the influence of gender on work-life balance to establish a valid rationale.

Conclusion

The research contributes to the understanding of work-life balance (WLB) among academics in non-professional programmes at higher education institutions (HEIs). It explores the relationship between WLB and socio-demographic factors, particularly in light of the increasing enrolment of women in higher education. The scope of the current research was restricted to faculty members at state universities which mostly consisted of government or government-aided institutions. Therefore, the findings of this study are only relevant to the local context. In addition, the research on work-life balance (WLB) conducted in India and other countries used varying methods or

instruments to evaluate WLB. This strategy aims to completely overhaul the education system and emphasises the delivery of education that is focused on real-life experiences for the students. In the near future, the faculty may encounter fresh or supplementary issues as a result of the policy's implementation. Therefore, more research is necessary to record the impact of policies on the work-life balance of academics at all levels of the education system, including higher education programmes. The current research did not investigate the family and organisational support networks within the bio-psycho-social setting. Conducting a focused and methodical scientific investigation in this field, using a bigger group of participants and a study design that combines several approaches, might provide valuable insights into the relationship between work-life balance and socio-demographic factors.

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