

Antecedence Of Work Life Balance Among School Teachers

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ABSTRACT

Education plays a vital role in today's existence. It has always been a very essential thing from the previous era. The main people who come into the play when it comes to education are the teachers and the students and of course the management or the authority which provides the education. This article deals with work life balance in teaching profession. The study has three dependent variables namely work life spill over, personal life spill over and work life balance which are compared to the independent variables such as job demands, family support, life commitments, colleague support and criticism. The level of impact of demographic variables is also ascertained.

INTRODUCTION:

Work life balance has been stretching its life from the change in the transforming world. The new advancements and the speed that is involved in the evolving world, turns to make work life balance more interesting. Work life balance has been a very important element for those employees who require a quality life with a balancing work life (Guest, D. E, 2002). This article states about the importance of teacher's role their job and the boost that is induced where they can get along and live the life of their profession. Despite of every other profession teaching is said to be a very devotional and agree free job. Teaching is also considered as a career which requires commitment, growth, and development in the career aspect. A problem of concern has been in variety of ways in which people have studied the phenomena of teacher stress, and proves that teachers often hesitate to admit that they experience stress because it is considered or maybe seen as a weakness (Cooper, C 2012). This article analyses and finds out the relationship of the various dependent and independent variables. The dependent variables are work life spill over, personal life spill over and work life balance. The independent variables are job demands, family support, colleague support, life commitments and criticisms.

OBJECTIVES OF THE STUDY:

- To find the different variables that concise to work life balance.
- To understand the work life spill over in personal life and personal life spill over in work life.
- To find the relationship between the dependent and independent variables.

SCOPE OF THE STUDY:

Work life balance has been a way old topic which had importance and will have importance throughout. It is the quality of life experienced by the employees by developing themselves to have equal importance for both work and personal circumstances. Work life balance promotes quality of work life which ensures that employees are satisfied with their job.

Review of Literature

Fatima. N et al (2012), conducted a study taken partner support, colleague support, elderly dependency and child care as factors of determine work life balance and concluded that the male faculty had positive contributions towards work life balance whereas the female faculty found difficulty and was negatively impacted on child care, colleagues and elder dependency.

Bubb. S et al (2004), concluded that, when the school management take care of the workload and well-being of teachers i.e., provide means in their work life balance then it results to teachers being effective in their job, improves retention and recruitment, saves money and contributes to a positive ethos.

Arif. S et al (2013), found from their study that the major factors which shaped the quality of work life, attitudes and employee perception are, perceived value of work, work climate, work-life balance and satisfaction with relationships in life.

Shujat. S et al (2011), examined the impact of work life balance banking sector of Karachi. It is shown that work life balance is not much impacted to job satisfaction and factors like employee intention to quit, work pressure and long working hours have negative relation with job satisfaction and flexible working condition is positively related.

Yadav . R. K et al (2014), concluded that work life balance and job satisfaction are unsolvable criteria, but with constant effort it can be altered and changed into positive outcome. Utilizing the skills that are issues by the management helps in bring a good work life balance. The author suggested that few factors such as equal proportionate of work load sharing, flexibility in work timings, good work culture, facilities etc can improve means of job satisfaction.

Okpara, J. O. (2004), studied on personal characteristics of IT employees in Nigeria and wanted to know which factor impacted his study. The results showed that the employees were satisfied with their superiors, co-workers and the organization, but they were dissatisfied with the pay scale and their promotion due to their personal commitments based on their personal characteristics.

Frone, M. R. (2003) stated that, work life balance can be promoted in two ways: Personal initiatives and organisational initiatives. When it comes to personal initiatives the employees regardless of the work should spend maximum time with his family and promote a cordial balance and when it comes to organizational initiative it mentions the policies the working hours leaves etc.

Rhodes, C et al., (2004) discussed that, levels of job satisfaction, motivation and commitment to figure are seemingly to vary each between people and among individuals over periods of time. Personal circumstances like the requirement to figure in an exceedingly specific location or the need to leave so as to realize career advancement could influence teacher selections whether or not to stay at a selected school as faculty.

Zembylas, M, et al (2005) resulted that, status, promotion, decision making and personal growth are all important variables which prove value when it comes to teacher empowerment. Status, personal growth and professional growth implied positively to empowerment whereas promotion was a negative aspect. Based on the findings of a previous study it was revealed that the level of teacher's contentment and empowerment decreased depending on the evaluation criteria used in the organizations.

Skaalvik, E. M (2011) et al investigated the relation between teacher's perception of six school variables. In accordance to his expectations, value consonance supervisory support, positive relations with parents and colleagues were predictive of belonging and time pressure and discipline problems were predictive of emotional exhaustion. Teacher's feeling of

belonging and emotional exhaustion was predictive of job satisfaction, while the last two being a predictive of motivation to leave teaching profession.

Grzywacz, J. G et al (2002) found that many patterns were drawn and the main aspects are those in which age factor had association with work-family spill over, clear differences in subjectivity reported both positive and negative levels of spill over, experience on work stress had both positive and negative outcomes.

RESEARCH METHODOLOGY:

The research design used for this study is descriptive research. The population taken for the study are teachers of senior secondary and primary and nursery schools. This has been chosen to understand the work life balance of school teacher. The sample size taken for the study is 100 senior secondary school and nursery and primary school teachers. The respondents are the teachers who work under a private management handling classes from pre-kg to 12th grade. The tools used in the study are Correlation, Regression and Anova.

DATA ANALYSIS:

KMO AND BARTLETT'S TEST

<u>KMO and Bartlett's Test</u>			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.740
Bartlett's Test of Sphericity	Approx. Chi-Square		2041.767
	df		861
	Sig.		.000

INTERPRETATION:

The researcher has used KM and Bartlett's test to check the measures of sample adequacy. From the above table it is found that the measure of sampling adequacy .740 which is greater than benchmark value 0.6, we can say that the sample size taken for the study is adequate.

CORRELATION

Relationship between job demand and Work life spill over, Personal life spill over, work life balance.

VARIABLES		Work life spill over	Job demands	Personal life spill over	Work life balance
Work life balance	Pearson Correlation	1	.088	.667**	.260**
	Sig. (2-tailed)		.388	.000	.009
	N	99	99	99	99
Personal Life spill over	Pearson Correlation	.667**	.092	1	.281**
	Sig. (2-tailed)	.000	.365		.005
	N	99	99	99	99
Work life balance	Pearson Correlation	.260**	.164	.281**	1
	Sig. (2-tailed)	.009	.105	.005	
	N	99	99	99	99
Job demands	Pearson Correlation	.088	1	.092	.164
	Sig. (2-tailed)	.388		.365	.105
	N	99	99	99	99

INTERPRETATION:

The above table shows the Job demand over other factors and value for work life spill over, is greater than 0.05, we can say that there is relationship among job demands with respect to work life spill over, personal life spill over and work life balance. Teachers may require different requirements for doing their job. A lack in the requirement many lead to spill over professionally or personally.

Relationship between colleague support and dependent variables.

VARIABLES		Work life spill over	Personal life spill over	Work life balance	Colleague support
Work life spill over	Pearson Correlation	1	.667**	.260**	.059
	Sig. (2-tailed)		.000	.009	.561
	N	99	99	99	99
Personal life spill over	Pearson Correlation	.667**	1	.281**	-.045
	Sig. (2-tailed)	.000		.005	.660
	N	99	99	99	99
Work life balance	Pearson Correlation	.260**	.281**	1	.380**
	Sig. (2-tailed)	.009	.005		.000

	N	99	99	99	99
Colleague support	Pearson Correlation	.059	-.045	.380**	1
	Sig. (2-tailed)	.561	.660	.000	
	N	99	99	99	99

INTERPRETATION:

It is found from the above table that the values of work life spill over, personal life spill over are greater than 0.05 hence, it is proved that there is relationship among colleague support with respect to work life spill over and personal life spill over. It is also found that the value for work life balance is lesser than 0.05, we can say that there no is relationship between colleague's support and work life balance.

DISCUSSION:

Colleagues can be a key motivating factor for the best working environment. Interactions, co-operations and support of them shall influence the work environment. Based on the support of colleagues the teachers can share a bond and do their work as a team which leads to good IPR, where vice versa can lead to spill over on work and life. But still colleague support has no adverse effect on work life balance.

Relationship between family support and dependent variables

		Work life spill over	Personal life spill over	Work life balance	Family support
Work life spill over	Pearson Correlation	1	.667**	.260**	.401**
	Sig. (2-tailed)		.000	.009	.000
	N	99	99	99	99
Personal life spill over	Pearson Correlation	.667**	1	.281**	.318**
	Sig. (2-tailed)	.000		.005	.001
	N	99	99	99	99
Work life balance	Pearson Correlation	.260**	.281**	1	.156
	Sig. (2-tailed)	.009	.005		.123
	N	99	99	99	99
Family	Pearson Correlation	.401**	.318**	.156	1

support	Sig. (2-tailed)	.000	.001	.123	
	N	99	99	99	99

INTERPRETATION:

From the above table since the value is less than 0.05, we can say that there is no relationship among family support with respect to work life spill over and personal life spill over.

Since the value is greater than 0.05, we can say that there is relationship between family support with respect to work life balance.

DISCUSSION:

Family support leads to no spill over because spill over is caused due to the in efficiency of the individual to take up the balance. But it is proved that family support is highly needed when it comes to work life balance because the mental wellness should be calm to do the prospects of work.

Relationship between life commitments and dependent variables

VARIABLES		Work life spill over	Personal life spill over	Work life balance	Life commit ments
Work life spill over	Pearson Correlation	1	.667**	.260**	.529**
	Sig. (2-tailed)		.000	.009	.000
	N	99	99	99	98
Personal life spill over	Pearson Correlation	.667**	1	.281**	.517**
	Sig. (2-tailed)	.000		.005	.000
	N	99	99	99	98
Work life balance	Pearson Correlation	.260**	.281**	1	.358**
	Sig. (2-tailed)	.009	.005		.000
	N	99	99	99	98
Life commitments	Pearson Correlation	.529**	.517**	.358**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	98	98	98	98

INTERPRETATION:

From the above table since the significance value is less than 0.05, we can say that, there is no relationship among life commitments with respect to work life spill over, personal life spill over and work life balance.

DISCUSSION:

Commitments in life are quite common. These commitments can be personal or financial but still they do not impact the work life balance of the individual. It's the responsibility of teachers to set aside the deviations and stay focused on work respective to work life balance.

Relationship between criticism and dependent variables.

VARIABLES		Work life spill over	Personal life spill over	Work life balance	criticism
Work life spill over	Pearson Correlation	1	.667**	.260**	.515**
	Sig. (2-tailed)		.000	.009	.000
	N	99	99	99	99
Personal life spill over	Pearson Correlation	.667**	1	.281**	.427**
	Sig. (2-tailed)	.000		.005	.000
	N	99	99	99	99
Work life balance	Pearson Correlation	.260**	.281**	1	.284**
	Sig. (2-tailed)	.009	.005		.004
	N	99	99	99	99
criticism	Pearson Correlation	.515**	.427**	.284**	1
	Sig. (2-tailed)	.000	.000	.004	
	N	99	99	99	99

INTERPRETATION:

From the above table since the values of significance is lesser than 0.05, we can say that there is no relationship among work life spill over, personal life spill over work life balance and criticism.

DISCUSSION:

Criticism is in no way involved with work life balance. Teachers morale increases if there is positive criticism and negative criticism is not considered as a big issue in the work place.

FINDINGS:

The average age of teachers was between 25-35 and most of the respondents had experience of 5-8 years with post graduate qualification. Majority of the respondents were married which helped the survey being more useful in ascertaining the work life balance. The respondents were happy for choosing the teaching profession and their main motto was service and reputation rather than money and passion. Near about 99% of the respondents were satisfied with their present jobs.

It is found that the teachers are not overloaded with work and also, they are assigned work with respect to their job description. The respondents feel that they are well paid by their organisation and they are able to complete their job on time with the help of their time schedules that is maintained in their organisation.

Most respondents have agreed that they have good career growth in their prospects and they have good fellow members. On an average near about 65-75% of the respondents agreed that they had good interpersonal relationship with their colleagues and they work in a team to students benefit. The teachers agreed that they have good relationship with their authorities, mainly their principle which helped them in flexi work and life balance.

When it comes to family support for teachers, the respondents were happy and agreed that they get good support but wherein their dependents are a little distraction for them but still it seems quite manageable. Nearly 85% respondents strongly agreed that they had a supportive spouse who makes their work life balance easy. Respondents on majority agree that marital life brings in a change in their work life balance yet their commitments doesn't force them to stay in their job.

There is a mixed response on finding extra work for their monthly expenses, were few agree and few disagree but the respondents disagree on leisure spending. When it comes to criticism, the teachers feel that superior advantage is taken which leads to less morale but they have got good management support which boosts their morale and also, they accept that positive criticism strongly helps them in motivation and their quality of productivity and a mixed response is obtained on peer criticism.

It is evident that there is mixed response when it comes to work life spill over in personal life. It all depends on the individual if they are able to complete work and balance their family time on time. It is clear that personal life spill over at work happens on least scenarios. The respondents disagree to having disturbances from personal life at work. When it comes to work life balance the individuality counts, still the teachers agree that they have good work life balance and it all exists because of the full work life balance ecosystem.

SUGGESTIONS:

Work life balance is based on individual's perspective of how to balance work and personal life. Therefore, the individual should take measures to have proper balance. Few respondents faced hurdles with their superior who takes advantage of them. This fact happens in any profession so flexibility should be obtained so that they can be in the good books of their superior and have good interpersonal relationship.

The dependent variables and the independent variables are interlinked in one or another way. Therefore, the teachers should be aware of their circumstances which are the independent variables in the study. Based on this they have to take care of their spill overs without taking place. Management should assure if there is any leak in work life balance for its employees which in turn increases teacher morale and also helps them to be more connected to their organisation. There are respondents who were not satisfied with their superior and peer relationship. Since IPR is very essential for work life balance, the individual should work on it so that he can have ease in work life balance.

CONCLUSION:

Work life balance existed and still exists in every profession. It is an important element in job satisfaction. People usually state teaching profession as a easy profession but still there exists many hurdles faced by the teachers when it comes to work life balance. Majority females choose teaching so that they can balance their families and earn respectively. But the job also had to be balanced because it is not free rein. The main factors were that they had good ecosystem which helped them balance their personal and professional lives. The interpersonal relationship, colleague support, superior support, managements effort and their family support turn out to be the various factors which helps in developing and sustaining work life balance. Therefore, the teachers make sure that they keep a balance in all these aspects.

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