

## **A Study on Antecedents and Consequences of Work Life Balance among School Teachers in Coimbatore District**

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### **ABSTRACT**

*Work life balance is a prominent factor that has an impact on performance and mental peace. The purpose of this paper is to know the antecedents and consequences of work life balance among school teachers in Coimbatore district. The study includes all the factors that impact on work life balance. This is a descriptive study and used both primary and secondary data. The sample size is fixed to 450 and statistical tools such as Simple percentage analysis, t- test, one way ANOVA and regression were used. Despite the fact that work-life balance has significant impact on teacher's job it also results in lack of engagement, absenteeism, increased turnover rates, low productivity and creativity and poor retention levels.*

**Keywords:** Stress level, Management Support, Creativity, Work life.

### **INTRODUCTION:**

In today's context the work life balance has become one of the greatest challenges. And that too for teachers, it is even harder with extended working hours, additional works, preparation and evaluation time etc., Teachers work load not only demand their time in the institution but also to extend to their home. To apart from maintaining student's record and attending various institutions related functional requirements. Teachers are supposed to spend additional hours every day in order to be productive and effective in their profession only then they are able to reach higher level and face the challenging atmosphere.

Work life balance does not appear to be in equal proportions. The capacity to plan professional working hours and personal life in order to lead a healthy and peaceful life is work life balance. When a woman achieves a successful work life balance, she becomes highly committed and productive and she can succeed in her career. When women are not able to strike a balance between their work and life, they tend to fail.

### **REVIEW OF LITERATURE:**

According to Lock wood, (2003), in the highly competitive global scenario, society and society organizations are filled with conflicting commitment and responsibility. Hence, work life balance has become an important issue at the work place. This is further fuelled by the renewed interest in the personal life and family values, and the aging work force.

According to Indradevi and Kamalapriya (2006) have conducted a study to find how women working in call centers are personally affected in their family and social life. This is because they face stress due to various reasons like night shifts and less autonomy at work. Finally the authors have identified that poor work environment also adds to the stress.

According to Kanwar, Singh & Kodwani, (2009)<sup>3</sup>, in their study examined the impact of work life balance and burnout on job satisfaction in the context of the information technology (IT) and IT enabled services (ITES) industries. Burnout is measured through three dimensions, i.e., meaninglessness, de-motivation and exhaustion. The

results of the study indicate that, while work-life balance and job satisfaction were positively related to each other, de-motivation, exhaustion and meaninglessness were negatively related to job satisfaction.

Meenakshisundharam & Panchanatham (2012)<sup>4</sup> have conducted a study on work life balance among employees in garment industry. Opinions about various aspects of work life balance and demographic features have been studied. The results of their study indicate that, most of the employees were able to balance their work life and personal life.

### **STATEMENT OF THE PROBLEM:**

In the present study the influence of socio-economic factors on the working of high school and higher secondary school teachers are analysed. There is mushroom growth of private management schools which has turned into business rather than for social welfare. An admission into school is determined by the results shown by them. In order to earn more money, the management exercise more pressure on the teachers. Seeing the growth of private school, government school authorities also give pressure to their teachers. This research has attempted to study whether the teachers were able to balance their work and family.

### **SCOPE OF THE STUDY:**

The research is an attempt to the study work life balance among school teachers in Coimbatore district. The focus of the study is only high school and higher secondary school teachers in Coimbatore district. The study tries to understand their level of job satisfaction and the causes for their stress and also to find out the ways and means to improve their work life balance.

### **OBJECTIVES OF THE STUDY:**

- To study the demographic variables of school teachers in Coimbatore district.
- To identify the factors leading to work life balance and job satisfaction of school teachers.
- To identify the factors leading to stress of school teachers.

### **HYPOTHESES OF THE STUDY:**

H<sub>0</sub>: There is no significant association between personal factors of the school teachers and their job satisfaction.

H<sub>0</sub>: There is no significant association between personal factors of the school teachers and their level of stress.

H<sub>0</sub>: There is no significant association between teaching position and their work life balance, job satisfaction and level of stress.

### **RESEARCH METHODOLOGY:**

The present study is descriptive and analytical in nature and it tries to examine the work life balance among school teachers. The stratified proportionate random sampling is used for choosing the sample of teachers. Both primary and secondary sources were utilized for the study.

#### **Sample Design:**

Data were collected from the school teachers in Coimbatore District. The schools were classified into government school, Aided school, Matriculation school, CBSE School and International school.

#### **Frame Work of Analysis/ Tools Used:**

The researcher has used statistical tools like Simple percentage analysis, one way ANOVA, t-Test and Multiple regression.

### **LIMITATION OF THE STUDY:**

- This study is applicable only to high school and higher secondary school teachers in Coimbatore district and not applicable to pre – primary, primary school and middle school teachers and it is not covered to the other division of Tamil Nadu.

### **ANALYSIS AND INTERPRETATION:**

The Respondents are teaching in high school and higher secondary school Level. These are shown in Table 1

**Table 1: Teaching Position of the Respondents**

Teaching position	No. of Respondents	Percentage
High school	210	46.67
Higher secondary school	240	53.33
<b>Total</b>	<b>450</b>	<b>100</b>

**Source:** Primary data

It is inferred from Table 1 that 46.67 per cent of the respondents were from high school and 53.33 per cent of the respondents are from higher secondary school. Majority 53.33 per cent of the respondents were higher secondary school teachers.

**Table 2: Gender Wise Classification of the Respondents**

Gender	Respondents working in High school		Respondents working in Higher secondary school		Total	
	No.	Percentage	No.	Percentage	No.	Percentage
Male	75	35.7	105	43.8	180	40
Female	135	64.3	135	56.2	270	60
<b>Total</b>	<b>210</b>	<b>100</b>	<b>240</b>	<b>100</b>	<b>450</b>	<b>100</b>

**Source:** Primary data

**Interpretation:**

It is inferred from Table 2 that 60 per cent of the respondents are female and 40 per cent of the respondents are male in total. Majority of the respondents are female in both high school 64.3 per cent and higher secondary school 56.2 per cent.

**Table 3: Age Wise Classification of the Respondents**

Age	Respondents working in High school		Respondents working in Higher secondary school		Total	
	No.	Percentage	No.	Percentage	No.	Percentage
Up to 30	33	15.7	60	25	93	20.7
31-40	90	42.9	96	40	186	41.3
41-50	66	31.4	36	15	102	22.7
Above 50	21	10	48	20	69	15.3
<b>Total</b>	<b>210</b>	<b>100</b>	<b>240</b>	<b>100</b>	<b>450</b>	<b>100</b>

**Source:** Primary data

Table 3 Shows that among the sample respondent the age group of 31-40 years are 41.3 per cent and 22.7 per cent falls under the category from 41-50 years. Only 15.3 per cent of the respondents were above the age of 50 years. The percentage of the respondent's in the age group 31-40 years is higher in both high school 42.9 per cent and higher secondary school 40 per cent. The above analysis reveals that higher secondary school teachers are younger than the high school teachers.

**Table 4: Motivating Factors of Work**

Age	Respondents working in High school		Respondents working in Higher secondary school		Total	
	No.	Percentage	No.	Percentage	No.	Percentage
Personal Interest	1.61	IV	1.72	IV	1.74	IV
Financial Independence	2.37	III	2.28	III	2.33	III
Support from family	2.77	II	2.7	II	2.73	II
Constructive utilization of time	3.24	I	3.28	I	3.26	I

**Source:** Primary data

It is understood from the Table 04 that among the various factors motivating their work, Constructive utilization of time is ranked first (3.26) followed by Support from family ranked second (2.73), Financial Independence

ranked third (2.33) and personal interest stands as the last rank (1.74).

**Table 5: Respondents Level of Satisfaction Regarding Leave & Amenities**

Factor	High School		Higher Secondary School		Total	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Casual leave(C.L)	4.18	1	4.16	1	4.17	1
Medical leave	3.38	4	3.5	4	3.44	4
Paternity leave	3.07	9.5	3.01	10	3.04	10
Earn leaves	3.15	8	3.47	5	3.33	5
Vacation leave	3.45	3	3.76	3	3.62	3
Maternity leave	3.88	2	3.95	2	3.92	2
Job Sharing	3.3	5	3.33	6	3.32	6
Crèche facilities	3.07	9.5	3.05	9	3.06	9
Canteen facilities	3.25	7	3.07	8	3.16	8
Religious Holidays	3.27	6	3.27	7	3.27	7

**Source:** Primary data

Table 5 reveals that among the various leaves and facilities employed of the respondents, the level of satisfaction is higher regarding “casual leave” as it was ranked first (4.17) and second rank is secured by “medical leave” (3.92) and third rank is obtained by “Vacation leave” (3.62). They have given the last rank to “paternity leave” (3.04). Respondent’s satisfactions towards “casual leave” are high and it is ranked first in both high school (4.18) and higher secondary school (4.16) respectively.

**Table 6: Association between Gender of the high school teachers and their job Satisfaction**

S. No	Job Satisfaction	Male N=75		Female N=135		T value	P value	Result
		Mean	SD	Mean	SD			
1.	Teaching is a noble profession	4.07	0.555	4.21	0.410	2.046	0.042	S
2.	Personal relationship	3.82	0.834	4.15	0.553	3.434	0.001	S
3.	Working conditions	3.78	0.714	3.97	0.500	2.266	0.025	S
4.	Reward	3.52	0.582	3.69	0.559	2.133	0.034	S
5.	Security	3.97	0.599	3.97	0.825	0.027	0.978	NS
6.	Social responsibility	4.16	0.910	4.39	0.533	2.334	0.021	S
7.	Society	4.22	0.519	4.26	0.475	0.580	0.562	NS
8.	Work load	3.31	0.747	3.57	0.757	2.435	0.016	S
	<b>Total</b>	<b>3.85</b>	<b>0.465</b>	<b>4.02</b>	<b>0.375</b>	<b>2.899</b>	<b>0.004</b>	<b>S</b>

**Source:** Primary data

S= Significant; NS= Not Significant; Significant at Five per cent level

Among the high school teachers, the higher mean scores are noticed among the male teachers in the case of social responsibility and its mean scores are 4.16 respectively. The female teachers in the case of social responsibility had a mean score of 4.39.

## FINDINGS OF THE STUDY:

- Out of 450 Respondents (53.33 per cent) are higher secondary school teachers and (46.67 per cent) are high school teachers.
- Majority of the respondents are female in both high school (64.3 per cent) and higher secondary school (56.2 per cent).
- Respondents’ falling in the age group of 31-40 years is higher in both high school (42.9 per cent) and higher secondary school (40 per cent).

- There is no significant association between the gender of high school teachers and their level of stress.
- There is no significant association between the gender of higher secondary school teachers and their level of stress.
- There is a significant association between marital status of the high school teachers and their level of stress.
- There is no significant association between the marital status of higher secondary school teachers and their level of stress.
- There is a significant association between age of the high school teachers and their level of stress.

### **SUGGESTIONS:**

A distinction is needed for the Reward and Recognition of efficient teachers. Mainly teachers want for proper appreciation for their skill and excellence, increment or even recognition. The system of Reward and Recognition should be kindled to encourage the teachers to perform better.

### **CONCLUSION:**

Stress free work environment prevents stress related problem and increase job satisfaction which in turn provide quality work. Hence, this is an absolutely necessary for the school teachers to reconcile with work life policies, which will pave the way for better performance, high result job satisfaction which will ultimately improve work life balance.

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