

A STUDY ON WORK LIFE BALANCE OF WORKING WOMEN WITH SPECIAL REFERENCE TO SCHOOL TEACHERS IN KODUNGALLUR TALUK

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ABSTRACT

The goal of the current study is to determine the variables influencing work-life balance and to measure this in school teachers. Female teachers are supposed to be dedicated, creative and honest in both sentimental and non-sentimental ways. In addition to being responsible for providing high quality teaching, teachers also have a significant influence on the direction of our country. So analyse their problems are very important. Here the sample consists of 60 school teachers from Kodungallur taluk. Data analysis was done by using simple percentage and statistical packages for social sciences (SPSS) based on chi-square test. The results show that the majority of the teachers have a moderate level of work life balance and a quite number of factors affect the work life balance of school teachers.

Key words: *Work life balance, working women, school teachers.*

1. INTRODUCTION

Work life balance is a balancing or state of equilibrium between the personal and professional life. The life we are living is just like a coin which

has two sides, personal life and professional life. So proper prioritising between work and personal life is very important, because the pressures in the work environment and demands in the social roles will affect the lifestyle.

The status of employment is important in the empowerment of women. Compared to the olden days, the situations have changed and women started exploring the profession and creating a strong sense of self-esteem (R. Rangarajan, 2018). And it motivated them to undertake the different challenging job responsibilities at work places.

A teacher is king of the entire education system (Surinder Kaus, 2011). So a teacher is a person who have the ability to assist the learners and help others to acquire knowledge or values. And they have a lot of responsibilities in the workplace as well as the family. In order to prepare for the next day's work, teachers' responsibilities not only need them to spend time in the classroom but also at home (Valcous, 2007). Compared to other professions, teaching has a higher proportion of female employees. Therefore, the topic of work life balance is crucial for studying teachers.

2. LITERATURE REVIEW

S. Anbalagan (2022) makes an attempt to analyse the dimensions of work life balance, family and work. He was focus on female teachers working in higher secondary schools of integrated vellore district. The study revealed that the private school teachers live a balanced work life compared to government school teachers.

Sareena umma, Falima sahana (2020) attempts to study the factors affecting the WLB. This study conducted among the teachers of government school in Sri Lanka. They try to understand the work life balance not only for employees also for employers too. For this purpose, the study selected three important independent variables such as work load, social support and childcare, and the work life balance selected as dependent variable. They collect 82 responses and analyse the data, the results helpful for the school administrators to known the importance of WLB.

Naveen Kumar (2019) studied the various factors of work life balance among school teachers. He has picked up consideration in corporate segment. The researcher used the Green Raus concept in this study. Here, he discovers that six factors, including workload, working hours, stress management, marital relationship, workplace circumstances, and family relationships, contribute to teachers' ability to maintain a work-life balance.

R. Gayathri (2019) tries to analyse the work life balance of university teachers. Study included the emotional and spiritual intelligence as variables which can influence work life balance. She covered most of the demographic variable. And she

concludes that the work life balance has positive impact on the life and job satisfaction of university teachers.

R. Suryakumar and V. Suresh (2018) made an attempt to examine work life balance among school teachers is influenced by demographic factors such as family structure, employment history and childcare. They selected 172 respondents from two private schools in Chennai. They observed the significant difference between the selected 3 factors.

A. Pandu (2017) Selected 69 respondents from IT employees and 104 school teachers from Chennai for his study, through simple random sampling. He stated that work life balance is the maximum level balance attained between work and personal life. The study's focus is on work-family conflict, family work conflict, work environment and feelings about work. He has learned from the study that the most important element impacting work life balance and the requirement for creating and putting into effect work life balance related policies and practices is how people feel about their jobs.

3. OBJECTIVES

1. To identify the factors affecting work life balance.
2. To measure the level of work life balance of teachers.
3. To find out the designation difference in the level of work life balance.

4. HYPOTHESIS

H_0 : There is no designation difference in the level of work life balance.

H_1 : There is a designation difference in the level of work life balance.

5. RESEARCH METHODOLOGY

The study is descriptive and analytical in nature. The samples under the study are taken from the school teachers in kodungallur Taluk in Thrissur

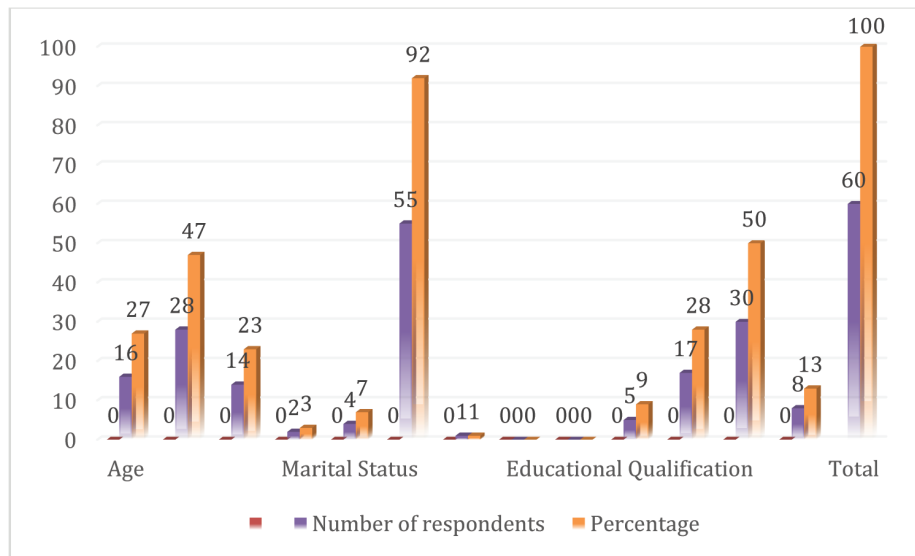
district. A questionnaire was prepared to collect information regarding the motive of analysing work life balance of school teachers. Secondary data has been collected from various publications, journals and articles related with the study. Convenient sampling method is used for selecting the respondents. The collected data were analysed by using simple statistical tools like tables, charts, percentage analysis and SPSS.

6. DATA ANALYSIS

Table No 6.1: Table showing Age, marital status and educational qualification

Particulars		Number of respondents	Percentage
Age	20-35	16	27
	36-45	28	47
	46-55	14	23
	56 and above	2	3
Marital Status	Single	4	7
	Married	55	92
	Widowed	1	1
	Separated	0	0
	Divorced	0	0
Educational Qualification	Bachelor Degree	5	9
	Master Degree	17	28
	Bachelor's in education (B.Ed)	30	50
	Others	8	13
Total		60	100

Source: Primary data



Interpretation:

The above table shows that out of 60 respondents, 47 percent of respondents are in the age group of 36-45 years followed by 27 percent are in between 20-35 years, 23 percent are in the age group of 46-55 years and only 3 percent are 56 years and above. Hence, the majority of the respondents (47%) were in the age group of 36-45 years. The above table indicates that out of 60 respondents 92 percent of respondents are married 7 percent

of respondents are single and only 1 percent of the respondents are widowed. Hence, the majority (92%) of the respondents were in the category of married. The above table indicates that out of 60 respondents 50 percentage of respondents are B.Ed qualified, 28 percent are post graduated, 13 percent have other qualification and 9 percent are graduated. Hence, the majority (50%) of the respondents falls under the bed level.

Table No 6.2: Table showing Designation, Work Experience and Monthly Income

Particulars		Number of respondents	Percentage
Designation	Primary school teacher	20	34
	High school teacher	20	33
	Higher secondary teacher	20	33
Work Experience	Less than 5 years	12	20
	6-10 years	17	28
	11-15 years	14	23
	16-20 years	7	12
	20 and above	10	17
Income Level (in Rupees)	Below 20000	14	24
	20001-40000	14	23
	40001-60000	15	25
	60001-80000	11	18
	Above 80000	6	10
Total		60	100

Source: Primary data

Interpretation:

The above table exhibits that there is equal number of primary teacher comma high school teacher and higher secondary teacher. The above table indicates that out of 60 respondents, 28 percent of respondents are having 6-10 years of teaching experience, followed by 23 percent of respondents having 11-15 years of experience, 20% percent of respondents have only less than 5 years of experience, only 17 percent of respondents have 20 years and above experience and 12 percent of

respondents have 16-20 years of work experience. The above table indicates that out of 60 respondents, 25 percent of people are having the average monthly income of ₹ 40001-₹ 60,000 followed by 24 percent having income below ₹ 20000, 18 percent of people having the average monthly income of ₹ 60001-80,000 and only 10 percent of people are having the average monthly income of above ₹ 80,000.

Table No.6.3.1**Quartile calculation of work life balance**

First quartile	3.80
Third quartile	4.60

Interpretation:

Based on the first quartile (3.80) and third quartile (4.60), the level of work life balance is classified as low, medium and high.

Table No 6.3.2**Level of work life balance**

Level of work life balance	Number of respondents	Percentage
Low level	18	30
Medium level	26	43.3
High level	16	26.7
Total	60	100

Interpretation:

The above table shows that there is 30 percent of teachers having low level of work life balance, 43.3 percent of teachers having medium level of work

life balance and 26.7 percent of teachers having high level of work life balance

Designation difference in the level of work life balance

H_0 : There is no designation difference in the level of WLB

Table No 6.4**Chi square test for designation difference in the level of WLB**

Variable 1	Variable 2	Test	Z value	Sig.	H_0
Designation	Level of WLB	Chi square test	3.163	0.531	Accept

Interpretation:

Since P value is greater than 0.05, the null hypothesis is accepted at 5% level with regard to designation difference in the level of WLB. Hence, there is no significant difference in the level of WLB based on designation.

7. CONCLUSION

Work life balance is about developing and maintaining supportive and healthy work environments which allows employees to create a balance among their professional and personal duties and, therefore strengthens their loyalty to the organization and productivity. The workforce nowadays has many critical obligations like work, children, family chores, spouse and aged parent care and all this place a number of stress on individuals, households and the communities wherein they live.

In order to better understand the factors affecting the work-life balance of school teachers, this research was performed out. The study undertaken addressed the effect of demographic variables on work life balance and there is a medium level of work life balance among teachers. It can be further concluded that there will be quite a number of factors aside from demographic variables which may affect work life balance.

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