



A STUDY OF WORK LIFE BALANCE (WLB) AMONG HIGHER SECONDARY FEMALE TEACHERS WITH REFERENCE TO DEMOGRAPHIC VARIABLES

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Abstract:

The success of any educational institution is primarily determined by the pass percentage of students and the placement record of the institution. Thus, in order to mould students in the right way, the role of teachers is very important. Teaching faculty can contribute their full potential and efficiency for the development of their pupils, while they derive high level of job satisfaction. Job satisfaction, in turn depends on an efficient way of managing their work and family commitments. Work life Balance has become one of the most important issues these days in every Education Institution. Work-life balance is a critical aspect to enhance teacher effectiveness and satisfaction in the context of student learning. So, this study Work life balance among Female teachers with reference to demographic variables there is a vital need to know the balance level of teachers about both their work and family or personal life. If the work-life is good, the functioning of the Institution will be in a smooth and proper manner. Primary data was collected with the help of the structured questionnaire having four dimensions related to work life balance, the effect of family on work, the effect of work on family, measures for improving work life balance from the higher secondary female teachers. WLB provides for the balanced relationship among work, non- work, and family aspects of life. This research study will help to understand the level of work life balance among teachers as well as how demographic variables are creating significant difference in level of work life balance.

Key Words: Work life balance, demographic variables, dimensions of work life balance

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INTRODUCTION:

“A Teachers is a compass that activates the magnets of curiosity, knowledge and wisdom in the pupils” -Ever Garrison

A good balance between work and life is possible, only when there is a conducive atmosphere both at home and the work place. In India with its changing socio-cultural environment and an augment in educational opportunities, women have started understanding their intrinsic ability. Nowadays,

Indian women, who were earlier believed to be fit only for a socially acceptable employment like teaching, nursing, and banking, have now enthusiastically invaded other fields. However, in the prevalent family and communal group, women teaching faculty are over strained and find it hard to balance their work and life. There is effect of family on work as well as effect of work on family.

Women are the building blocks of the society especially the teachers. It is very difficult for women



to work throughout the day by managing the work schedules as well as the family.

WORK LIFE BALANCE:

The concept of work-life balance comprises of three words i.e. work, life and balance, and broadly include proper prioritizing between *work* (career and ambition) on the one hand and *life* (health, pleasure, leisure, family and spiritual development) on the other hand, and the balance is satisfaction and good functioning at work and at home with a minimum of role conflict. It can mean different to different people however work-life balance is the degree to which an individual can simultaneously balance the emotional, behavioral and time demands of paid work, family, and personal duties (Clark, 2000 and Hill, et al., 2001).

It is a situation in which employees are capable in giving right amount of time and efforts to their work as well as their personal life outside the work.

Work-life balance normally is said to be achieved when an individual's right to a fulfilled life inside and outside the paid work is accepted and respected. Some people may refer it to the flexible working arrangements that allow both parents and non-parents to avail of working arrangements that provide a balance between work responsibilities and personal responsibilities (Marafi, 2012).

It leads to the harmonious and holistic integration of work, family, social life and personal life and is the extent to which individuals are equally involved in, and equally satisfied with their professional role and their family role.

SIGNIFICANCE OF THE STUDY:

Teachers may experience role stress because cause of multiple roles they play in society. The conflict between work and family demands may all put a

strain on the teaching faculty members. Teachers' workload not only demand their time in the institution but also extend to their home to get prepared for the following day apart from maintaining student records and attending to various institutions related functional requirements teachers need to spend extra hours every day to be effective and productive in their profession. Along with teaching, a teacher must perform varied other duties such as doing administrative jobs, attending meetings, advising students, guiding project work, conducting exams, doing assessment and undergoing in service training programmes. Thus, it is very important to study the work life balance with respect to the teachers especially women who are working in teaching profession. To know what is work life balance? The effect of family on work? The effect of work on family? To know measures which helps in improving work life balance among teachers? are some of the questions which researcher thought of .

REVIEW OF RELATED LITERATURE:

Santhana Lakshmi et al., (2013) in their study ascertain that the educational Institutions should deal with WLB related problems that prevail among their staff members, particularly women and take a holistic approach to plan and execute the strategies to help the teaching staff in managing their WLB.

Saranya and A. Gokulakrishnan (2013) in their study note that women have a positive perception of the various dimensions of their institution such as employers' administration practices, flexibility in time and work and necessary assistance from superior, which help WLB of women. The women academicians perceive that the work-life balance has positive influence on the Institutional development.

Arunkumar and Swaminathan (2017) in their study state that women teachers' management of work life balance is channelized by the psychological makeup of individuals, especially women, and that it is purely an attitude-based issue. Work life balance practice leads to improvement in the quality of work life among working women

However, not many studies have been carried out to know work life balance among Higher Secondary Female teachers with reference to demographic variables Therefore, the researcher has undertaken this subject.

STATEMENT OF THE PROBLEM:

A Study of Work life balance among Higher Secondary Female teachers with reference to demographic variables

OBJECTIVES:

1. To study the level of Work life Balance among Higher Secondary Female teachers
2. To compare Work life Balance among Higher Secondary Female teachers with reference to demographic variables (Age, Standard, Nature of institution, stream, teaching experience)

HYPOTHESIS:

STATISTICAL ANALYSIS:

Based on following score range, the collected data is analysed and categorised in to three levels i.e., High, Moderate and Low of Work life Balance among Higher Secondary Female teachers

Sr.No	Score Range	Levels
1	51 to 75	High
2	25 to 50	Moderate
3	0-24	Low

ANALYSIS OF THE DATA:

Objective 1. To study the level of Work life Balance among Higher Secondary Female teachers.

Hypothesis: The level of Work life Balance among Higher Secondary Female teachers is Moderate.

1. The level of Work life Balance among Higher Secondary Female teachers is Moderate.
2. There is significant difference of Work Life Balance among Higher Secondary Female teachers with reference to demographic variables.

METHODOLOGY:

The study used Survey method to assess the level of Work life Balance among Higher Secondary Female teachers by preparing a work life balance scale with 15 statements pertaining to 4 dimensions viz. **work life balance, the effect of family on work, the effect of work on family, measures for improving work life balance.** Each statement has five options viz. strongly agree, agree, undecided, disagree, strongly disagree. The teachers had to select appropriate option according to them for each statement. The researcher selected Higher Secondary Female teachers working in junior colleges from Ulhasnagar to Thane region The Google form link was sent in WhatsApp group and response was sought from the teachers.

Frequency percentage, Mean and 't' /'F' test statistical measurements were used for the study.

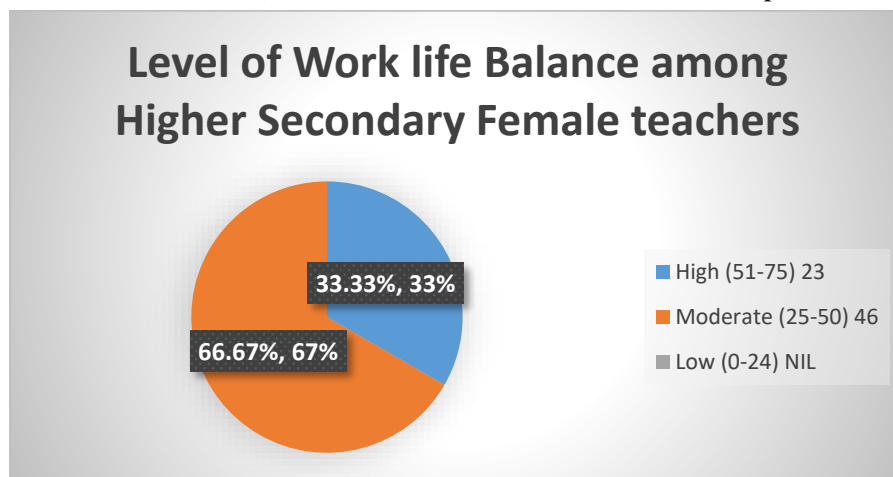
Table No. 1 showing level of Work life Balance among Higher Secondary Female teachers

WLB (Score Range)	High (51-75)	Moderate (25-50)	Low (0-24)
N= 69	23 (33.33%)	46 (66.67%)	NIL

INTERPRETATION:

It can be observed from the Table 1 that the level of Work life Balance among Higher Secondary Female teachers is Moderate (66.67%). Hence the

Hypothesis stating that the level of Work life Balance among Higher Secondary Female teachers is Moderate is accepted.



Graph 1 showing level of Work life Balance among Higher Secondary Female teachers

Objective 2. To compare Work life Balance among Higher Secondary Female teachers with reference to demographic variables (Age, Standard, Nature of institution, stream, teaching experience)

Hypothesis: There is significant difference of Work Life Balance among Higher Secondary Female teachers with reference to demographic variables.

Table No. 2 showing comparison of Work life Balance among Higher Secondary Female teachers with reference to demographic variables

WLB on the basis demographic variables	WLB Level (Score Range)	N	Mean	't'/'f'	Remarks
Age	24 to 29	25	47.44	F= 1.54	Not significant
	30 to 39	21	50		
	41 and above	23	49.39		
	Total	69			
Standard	11 th	16	49.12	t =0.22	Not significant
	12 th	53	48.79		
	Total	69			
	Aided	31	49.65		Not significant



Nature of institution	Unaided	38	48.24	t=1.108	
	Total	69			
Stream	Arts	18	46.44	F =3.39	Significant
	Commerce	43	50.06		
	Science	08	47.87		
	Total	69			
Teaching Experience	More than 5 years	42	49.4	t =1.05	Not significant
	Less than 5 years	27	48.04		
	Total	69			

INTERPRETATION:

The above Table 2 reveals-

For the demographic variable's standard, nature of institution, teaching experience obtained 't' value is 0.22,1.108,1.05 respectively which is less than tabulated 't' value. So, there is no significant difference

The obtained 'F' value for demographic variable age is 1.54; it is less than tabulated 'F'. Therefore, there is no significant difference.

The obtained 'F' value for demographic variable stream is 3.39 is significant at 0.05 level of significance.

Hence the hypothesis stating that there is significant difference of Work Life Balance among Higher Secondary Female teachers with reference to demographic variables stands accepted only for variable stream at 0.05 level. The hypothesis is rejected for other demographic variables as there is no significant difference.

FINDINGS:

The findings obtained from the present research were;

1. The level of Work life Balance among Higher

Secondary Female teachers is Moderate (66.67%). Hence the Hypothesis stating that the level of Work life Balance among Higher Secondary Female teachers is Moderate is accepted.

2. There is no significant difference of Work Life Balance among Higher Secondary Female teachers with reference to demographic variables age standard, nature of institution, teaching experience so the hypothesis is rejected
3. There is significant difference of Work Life Balance among Higher Secondary Female teachers with reference to demographic variable stream at 0.05 level.

CONCLUSION:

- The study reveals that women teacher's level of work life balance is moderate, but they handle their work and life obligations by working additional hours for carrying out their allocated jobs in time. By carrying out a work in a planned manner, female teachers may manage their work and family commitments. Teachers, who successfully manage their WLB may have high level of personal and job satisfaction, which boosts their commitment to their institution. So,



any institution with committed teachers may achieve new heights.

- It has been found that age of the teachers, standard, nature of institution, teaching experience doesn't make difference in the level of work life balance. However significant difference have emerged in the level of work life balance across the stream in which teacher is teaching. It may be because of characteristics, scope of different disciplines.

“Don't Confuse Having a Career with Having a Life”- HILLARY CLINTON

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