

## Work Life Balance of Female College Teachers in Thrissur District

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**Abstract:** Previously, the female workforce in India was mainly employed in non-managerial, subordinate or low-profile positions. Now, they occupy almost all categories of positions in the workplace. These changes in work culture have added to the women's duties and responsibilities to their family as well as to society. The conflicts between competing work demands and personal and family needs seem to be the most probable reason for this scenario of work-life conflicts. The present study is assessing the prevalence of work –life balance among female married college teachers in Thrissur Corporation. The purpose is also to present and discuss specifically the problems married female college teachers' face in the process of balancing their work and family life. The study was carried out with stratified random sampling and adopted the questionnaire developed by developed by A. Rashida Banu & K.Duraipandian to measure the work-life balance of professionals. The Sample size consists of 75 samples from government, aided and autonomous colleges. The results of the study brought out the actual situations of college teachers.

**Key Words:** Work Life Balance, Female College Teachers, schedule, responsibility.

### Introduction:

As per the Indian tradition woman is the apex of a family and assets of the nation. Indian tradition treats women as the goddess of the country. Even our nation is at times addressed as 'Bharath Matha' which shows the great value and respect for women. A society is regarded as the symbol of love and patience in our societies.

Thus, our societies give such a reputed position for women. Gradually there developed a sense that women are so precious and they need to be protected, cared and respected. But knowingly or unknowingly this aspect was misused by many people. As time passed by, these societies prevented women from entering the public domain and were given a subordinate position in the societies. In the earlier days, a girl was supposed to be protected by her father in her childhood, by her husband as she becomes a woman and at last to be looked after by her son in her old age. But all these didn't last long. Time had brought about vast changes in all these concepts. Women nowadays have subjected to such a wide variety of changes in all directions.

In India, there is a marginal increase in the proportion of married female from 45.7 in 1991 to 47.0 in 2012 (*Census 2011*). So the developments of women have become an important aspect of overall development. Since the mid 1970's women's employment issue has expanded rapidly. Women's status has undergone profound changes. As a result, significant change has been noticed in the attitude of men and women towards women's education and employment. The status of women in modern India is a sort of a paradox. If on one hand, she is at the peak of the ladder of success, on the other hand she is mutely suffering the violence afflicted on her by her own family members.

Major changes visualized among women are that they began to be more involved in the societal matters. Many women started going for jobs. Thus, women have to play dual roles all throughout her matured livelihood. The dual roles include the role of a working woman and other general roles. The role of mother, wife, daughter etc. constitutes the general roles. Men are also performing these dual roles. But the responsibility with his general roles is far less than that of women.

As working women get married, they have additional responsibilities and when they become mothers, they have to manage the primary care of children and extended family and are thus, under greater pressure to continue on a

career path. Working mothers of today fulfil family responsibilities and also try to remain fully involved in their careers coping up with the competing demands of their multiple roles. The caring responsibilities that working mothers have lays a heavy stress on them when it is combined with their professional duties. The attempt of working women to integrate, organize and balance the various problems and activities in their different roles simultaneously puts them under tremendous pressure. As a result, the family becomes an organizational stakeholder and this powerful social trend marked the beginning of the work/life balance paradigm shift (Denise Horner Mitnick, 2007).

### **Work Life Balance among Teachers:**

Importance of a Positive Work Life Balance is important in the case of working Women. They have to manage the home as well as the office. Work-Life Balance does not mean an equal balance. It means the capacity to schedule the hours of professional and personal life so as to lead a healthy and peaceful life. It is not a new concept. It emphasizes the values, attitudes and beliefs of women regarding their age to work in organizing and balancing their work and personal life. When a woman achieves a successful work-life balance, she has job satisfaction and becomes highly committed and productive and succeeds in her career. But, in certain cases the women is not able to succeed due to incapability in balancing her work and personal life. She is unable to set her priorities. As a result, she withdraws from her work due to simple reasons like taking care of her children, aged in laws/parents, and other family pressures. If the man is able to share some of her responsibilities, she would be successful women. Women have had successful WLB, because their husbands shared an equal partnership both in professional and personal life. With the advancement in technology, and education and revolution in the industrial sector, there has been a little change in Indian men too. Both the partners need to schedule their working hours and personal hours so that they lead a professionally and personally healthy life. The women should also educate her children to share responsibilities to make life better and fruitful.

Work-life balance is the degree to which an individual is involved in and satisfied equally with their job and personal roles (Saikia, 2011). Work life balance for individuals belongs to educational institutions are of great importance as it creates knowledge for all sectors of society. Lack of balance in family and work life among academics will be harmful for all other sectors. (Greenhaus, Collins, & Shaw, 2003) According to Veenhoven(1991) states effective balance in job and personal life makes a person more content and happier. It has been revealed in various studies that a higher desire to achieve more lead people to make extreme efforts that increase their working timing and they lost their work life balance.

Work stress is usually conceptualized as work-role conflict, work-role overload, and work-role ambiguity. Each has the potential to affect Work - Family Conflict. With respect to work-role conflict, the more conflict among work roles, the greater the chances that stress will spill over and cause negative behaviours that interfere with fulfilling family roles. Role overload is the result of having too many things to do in a given time period.

With the development in educational, economic and social standards, things have improved to a great extent and the role of faculty in balancing their lifestyle is less taxing. Work – life balance for teaching professional has become one of the greatest challenges in today’s world. Teachers work load not only demand their time in the institution, but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending various institutions related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but need to also focus on soft skills and life skills so that they not only produce good professionals but also develop good citizens. From this point teachers should have fruitful work-life balance. A study on Work-life balance of women employees with reference to teaching faculties (K. Santhana Lakshmi & S.Sujatha Gopinath, 2011) have shown that the majority of women are working 40-45 hrs./week out of which almost 53% of them struggle to achieve work-life-balance. The reason behind this struggle is that they are being challenged by the demands of their institution versus the commitments of their home. They need to manage the daily requirements of their family as one side and the multiple schedules, meetings, business requirements and other routine responsibilities at work. Lack of concern towards teachers’ issues and problems is perhaps due to fewer awareness & understanding about them.

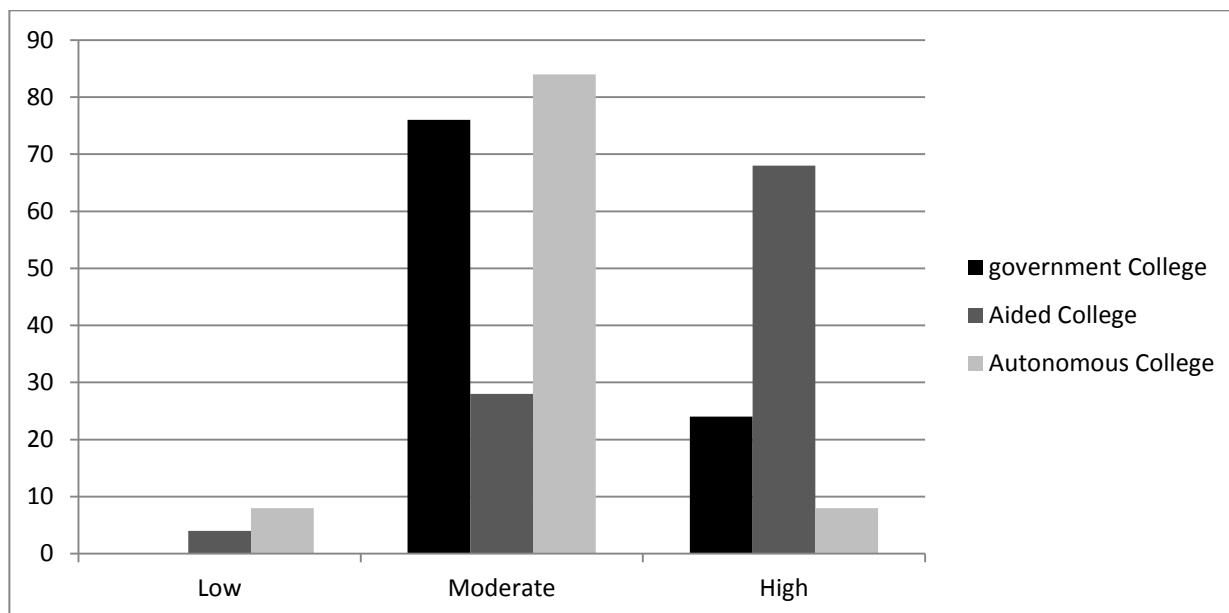
That teaching faculty undergoes severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. In this context, the researchers identified that the Work Life Balance of the teachers is one of the areas which least explored and also the urgency of brought out this concern to the Public.

**Materials & Methods:**

The present study is basically assessing the prevalence of work –life balance among female married college teachers in Thrissur Corporation. The purpose is also to present and discuss specifically the problems married female college teachers’ face in the process of balancing their work and family life. The study is descriptive in nature as it describes working place support, work interference with personal life, personal life interference with work & satisfaction with work life balance of college teachers. All married female college teachers working in Government, Aided, and Autonomous colleges in the Thrissur Corporation who have at least one year teaching experience were the universe of the study. The study excluded the unmarried/divorced/separated female college teachers & teacher have less than one year teaching experience and also excluded self-financing/ private college teachers. The study was carried out with stratified simple random sample design. The researcher divided the colleges into three strata; Government, Aided and Autonomous colleges. From the list of these colleges, the researcher selected samples by using the lottery method. The sample size contains 75 female married teachers from Govt.Sri.C.AchuthaMenon College Kuttanellur, Vimala College, Thrissur and St. Thomas’ College (Autonomous) Thrissur and from each college 25 sample collected. The researcher used the questionnaire developed by A. Rashida Banu & K.Duraipandian to measure the work-life balance of professionals which contains 46 statements based on the objectives of the study.

**Findings & Discussions:**

The findings of the study were depicted based on the objectives of the study such as working place support, work interference with personal life, personal life interference with work and satisfaction



*Figure 1 : Workplace support of respondents*

Figure 1 shows that workplace support of college teachers. Work place support is high in Aided college (68%) compared with Government college (24%) and Autonomous college (8%). Then work place support is very low in Autonomous college (8%) compared with Aided college (4%) and Government college (0%). It is pointed that respondents of Government college teachers have no low level work place support and respondents of Aided college teachers have high level work place support.

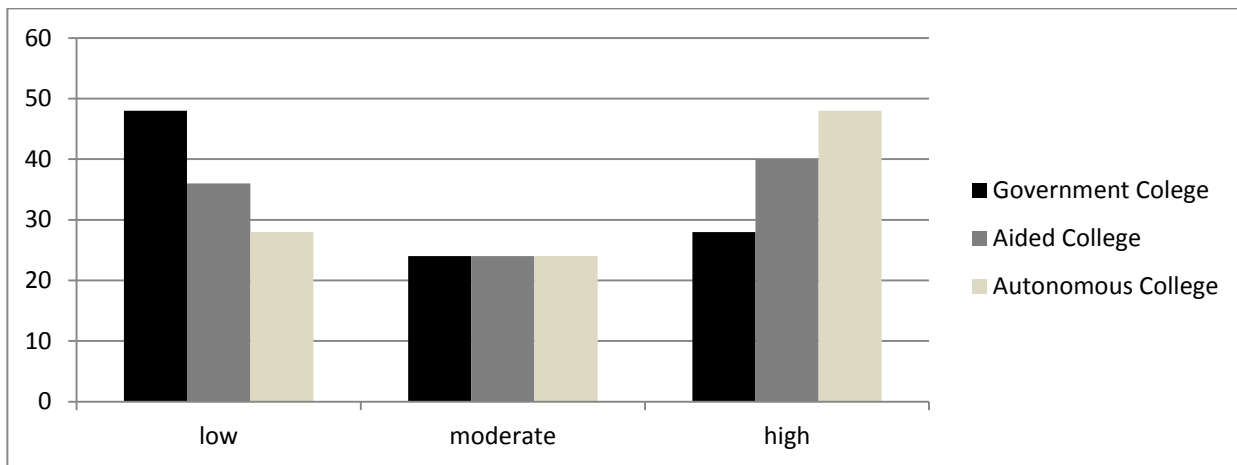


Figure 2 : Work interference with personal life of respondents

Figure 2 shows that shows the work interference with the personal life of college teachers. Work interference with personal life in high level for the autonomous college teachers (48%) in compared with Aided college teachers (40%) and Government college teachers (28%). In Autonomous teachers, their work interference with personal life in high level and work is interference with personal life in low level of Government college teachers.

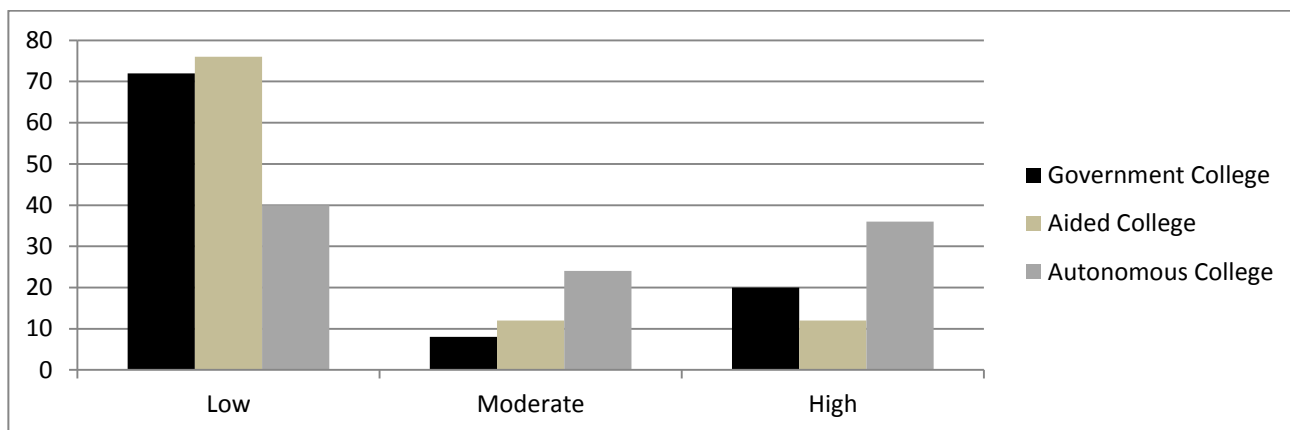


Figure 3 : Personal life interference with work of respondents

Figure 3 explains the personal life interference with work of college teachers. Personal life interference with work of college teachers in low level (76%) of Aided college teachers compared with Government college teachers (72%) and Autonomous college teachers (40%). It is high in Autonomous college teachers (36%) compared with Government college teachers (20%) and Aided college teachers (12%). From the table, personal life interference with work of college teachers at low level in every respondents compared with other level but. work is interference with personal life in high level and moderate level.

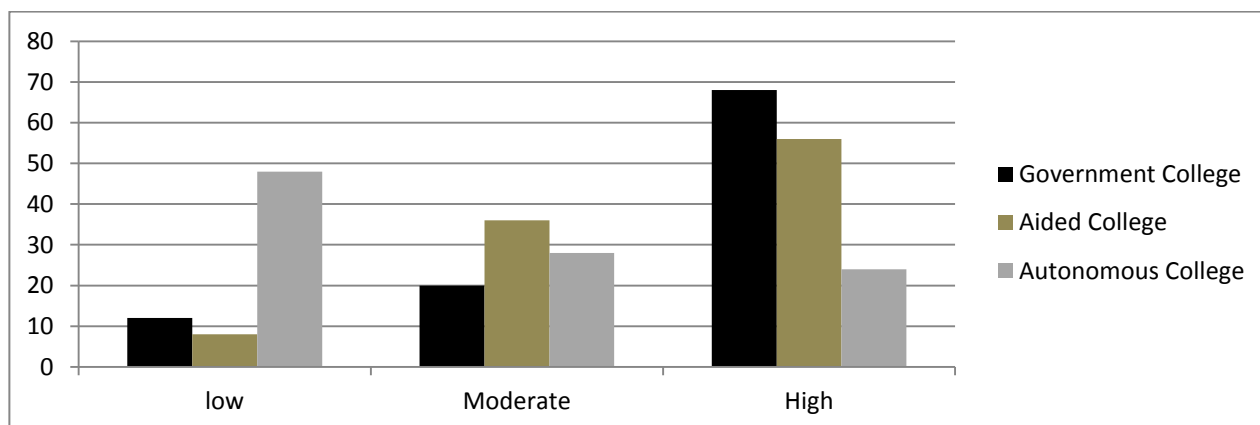


Figure 4 : Satisfaction with Work-life balance of respondents

Figure 4 explains the satisfaction with WLB of college teachers .Government college teachers have high level satisfaction with WLB (68) with compared to Aided college teachers(56%) and Autonomous college teachers(24%/). Autonomous college teachers have low level of WLB (48%) compared with Government college teachers (12%) and Aided college teachers(8%).

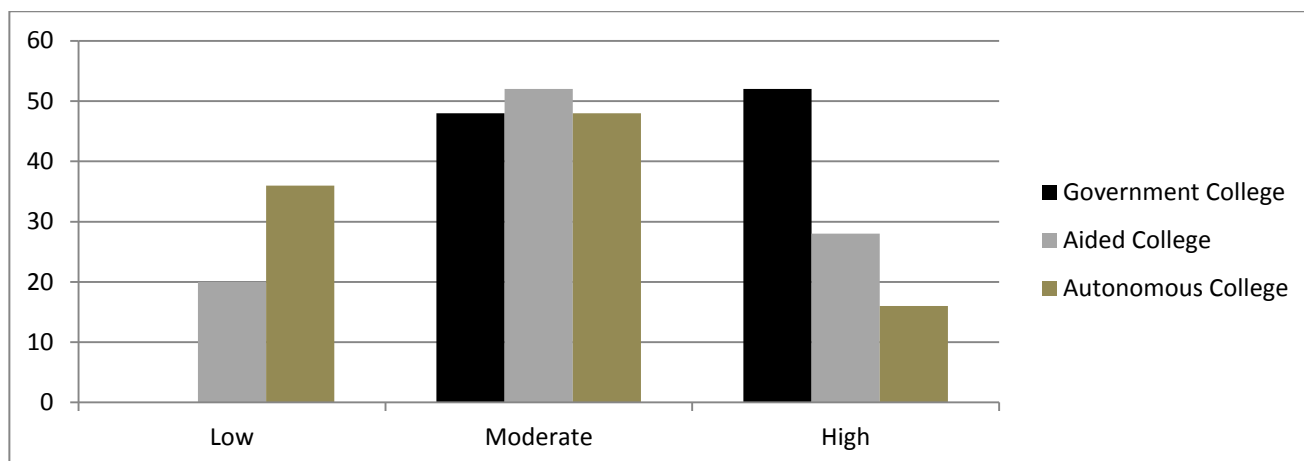


Figure 5 : Work Life Balance of College Teachers

Figure 5 reveals the WLB of Government, Aided and Autonomous college teachers. It is pointed that autonomous college teachers have low level WLB (36%) with compared to Aided College teachers (20%). The Government College teachers have high level WLB (52%) with compared to Aided college teachers (28%) and Autonomous College teachers.

In Government college teachers, the majority of the respondents have (76%) moderate work-life balance, 48% of the respondents have low level in work interference with personal life and majority of the respondents (72%) have low level in personal life interference with work so majority of the respondents(68%) of Government college teachers have high level satisfaction with work-life balance.

Autonomous college teachers have low level work-life balance compared with Government college teachers and Aided college teachers because most of the respondents (84%) have moderate work place support, 48% of the respondents have high level in work interference with personal life and 40% of the respondents have personal life interference with work at low level.

V. Abirami (2012) observed that high level of stress was the highest (43.3%) among the respondents who are working in Self Financing Colleges and the same was the lowest (19.4%) among the respondents working in Government colleges. The percentage of medium level of stress was the highest (39.0%) among the respondents working in Self Financing College and the same was the lowest (22.6%) among the respondents working in Government Colleges. On the other hand, the percentage of low level of stress was the highest (58.1%) among the respondents working in Government Colleges and the same was the lowest (17.6%) among the respondents working in Self-financing Colleges.

It is pointed out work-life balance and job stress are low level in Government college teachers compared with other teachers working in Aided College, self-financing college and Autonomous college teachers.

**Testing of Hypothesis:**

H0: There is no relationship between the work-life balance and nature of colleges of respondent

H1: There is a relationship between the level of work-life balance and nature of colleges of respondents.

Level of work-life balance	Government college		Aided college		Autonomous college	
	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
Low						
Moderate						
High						

Low	0	0	5	20	9	36
Moderate	12	48	13	52	12	48
High	13	52	7	28	4	16
Total	25	100	25	100	25	100

Table 1 : Work Life Balance of the respondents

**Statistical test: Chi- Square Test**

Chi- square test is used to test hypothesis regarding the association between variables are measured on the nominal scale or ordinal scale. Chi-square test is used to study the divergence between actual and expected frequencies to ascertain whether the difference is significant. An important step in the study of association is testing whether the attributes are independent. If they are independent we may conclude that they are associated or disassociated.

$$\chi^2 = \sum_{i=1}^n (O_i - E_i)^2$$

$E_i$

Factor	Calculated $\chi^2$ Value	Table value	D.F	Remarks
Nature of college	14.0227	9.488	4	Significant at 5% level

Table 2 : Chi Square Value

Table 2 shows that statistical test of hypothesis. From the analysis, the table value of Chi- square at 4 degree of freedom and at 0.05 level of significance is 9.488. The calculated Chi-Square value (14.0027) is greater than table value (9.488); H0 is rejected. Since there is relationship between the level of Work-life balance and nature of college of respondents.

**Conclusion:**

The teaching faculty members are the facilitators of knowledge and skill through interactive learning methods. Fast changing educational process in the present century has influenced the role of teaching professionals, their responsibilities and teaching activities at management institutes. Teachers work load not only demand their time in the institution, but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending various institutions related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere.

From this context, the present study describes the Work- Life Balance of female college teachers with special reference to Thrissur Corporation. Major findings of the study are out of 75 respondents 18.66% of the respondents indicated that they have low level Work-Life Balance. Especially Autonomous college teachers have low level Work-Life Balance (36%) compared with Aided college teachers (20%) and Government college teachers (0%). Government college teachers’ high level work-life balance (52%) compared with Aided college teachers and Autonomous college teachers. From the hypothesis analysis, there is a relation between level of Work-life balance and nature of college of respondents.

Based on the findings of the study, it is clear that faculty undergo severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. From this study, it is cleared indicated that majority of the faculty feeling stress due to dependents, role clarity, co-worker support, family culture, working hours, flexibility, head support. If the educational institutions management think over the issue of providing employee friendly policies to



faculties in order to balance their professional and personal life, definitely it can achieve competitive advantage in terms of student quality of education and faculties may turn into good organization citizens.

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