

Personal Factors Influencing Work-Life-Balance Among School Teachers

(Navjot Kaur AND Dr. Pooja)

1. NAVJOT KAUR, RESEARCH SCHOLAR, GURU KASHI UNIVERSITY, TALWANDI SABO, BATHINDA, PUNJAB
2. Dr. POOJA , ASSISTANT PROFESSOR, GURU KASHI UNIVERISTY, TALWANDI SABO, BATHINDA, PUNJAB

ABSTRACT

India is growing and establishing itself as a global leader and Indians are proving their intelligence and competence across the globe the progress of our nation depends on its youth who are taught by teachers. As such a teachers role in shaping a country future is inevitable. The objective of this research focused on studying the personal environment factors influencing the work-life balance of teachers as it impacts their professional and personal lives. In order to collect the data, based on jugdement sampling through a close ended questionnaire, a sample of 100 high school teachers from CBSE affiliated private schools in Punjab is taken ,results are obtained by applying factor analysis. Results indicated that personal environment factors strongly impacts work life balance and teachers strongly need sufficient time for self-development, and it is also highlighted from this study that travelling time and distance to schools also impact work life balance. Hence practical recommendations are given in order to help teachers to manage their work and life optimally.

KEYWORDS: *Work-Life Balance, Personal factors, Teachers, Punjab.*

INTRODUCTION

Work-life balance is an amicable blending of the professional and non-professional aspects of life that results in higher professional productivity, better health and more sustainable living habits which enhances the “Quality of life”. Work-life balance is the optimal congruence of an individual’s on-the-job and personal time to facilitate health and personal satisfaction without negatively impacting productivity and professional success. It is the proper prioritizing between work, career, ambition and health, family time, leisure (Tinke, F. 2014). Work-Life Balance means the competence of an individual to schedule the work hours and family time to lead a healthy and peaceful life. (Rosser, 2004) found in his research that teaching is a stressful profession. Work-life imbalance occurs when family and work, both the domains clash. Teaching is a very noble and dignified profession as teachers play a significant role in shaping a person’s personality and life. Each and every educational institution strives to deliver the best quality of education and to intellectually prepare its students for all competitions. A good teacher but under stress, due to family issues, overloaded with work and a sense of dissatisfaction with job and an imbalanced work and family life, how would be able to deliver the best quality of education and produce good students. It involves mutual understanding and respect between all parties (Gayathri and Karthikeyan, 2013). (Cassel, 1976) found that social support can reduce work pressure and promote physical and mental health of an individual. A research conducted by (Thompson and colleagues, 1999) which found that a supportive work-family culture results in lower levels of work-family conflict. Various researches have also found that absence of work life balance leads to negative consequences:- (Pike, 2012) found that work-life imbalance affects the employees family relationship. Absence of work-life balance has been linked to many negative consequences that could be detrimental to employee performance (Hobson, Delunas and Kesic, 2001). Teacher’s responsibilities not only demands their time in institution but also extends to their home as they need to prepare for the following day lectures. Multiple roles are performed by teaching professionals such as pedagogical, subject designing role, attending various institution related functional requirements constantly keeps teachers under pressure and stress. The conflict between family roles and work results to create an imbalance and affects life satisfaction. Teaching is stressful (Borg and Riding, 1991) it has been found that 5% to 20% of all U.S. teachers/ academicians are burned out or stressed (Farber, 1991). Teachers show high levels of fatigue and pessimism, which are said to be the core dimensions of burnout/work life conflict

(Maslach, Jackson, and Leiter, 1996; Schaufeli and Enzmann, 1998). Therefore creating a schedule that allows an individual to do activities they enjoy will help them to be better employees, friends, and family members (Meenakshi, et.al, 2013). Work-life-balance improves quality of work and personal life. Maintaining balance encourages optimum working hours that ultimately enhances efficiency (Jarrod M. Haar, 2007).

The study aims to identify various personal factors influencing high school teachers' work-life balance. As work-life balance is very important for all working individuals, imbalance could negatively affect their well-being, and this would affect their performance (Haddock, Zimmerman, Ziemba, 2006).

OBJECTIVES OF THE STUDY

- 1 To identify the personal factors influencing Work-Life Balance of high school teachers.
- 2 To recommend measures that would help to attain WLB among teaching professionals.

AREA OF STUDY

The study is based on the information gathered from high school teachers of CBSE affiliated private school present in Punjab. The sample size consists of 100 respondents, through a close-ended questionnaire.

REVIEW OF LITERATURE

Burke (2002) examined the relationship between managerial and professional men and women's perception of organizational values that are supportive of work- personal life balance and their job experiences, work, and non- work satisfaction and psychological wellbeing. It was observed that women and men prefer to work in organizations that are supporting work-life balance. Men feel more satisfied with their achievements at job even if it at the cost of ignoring their families. Whereas for women work and family are equally important and both are the source of their satisfaction. When work pressures do not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They mark boundaries between work and family and they are not willing to cross their boundaries.

Darcy (2012) examined how WLB is affected and shaped by different antecedents and their impact across four career stages defined by age. A sample of 729 employees in 15 organizations in the Republic of Ireland was considered. The results stated that parenthood and gender had no significant correlation with the WLB of the respondents as WLB is a relevant issue for employees in all four career stages. Organizations that wish to foster a culture that values work-life balance must apply policies and practices across all career stages employees.

Sao (2012) accentuated that our life has four quadrants: work, family, friends/community and self. A right balance maintained among all the four quadrants mentioned above are required to make one's life joyful and accomplished. A data of 1000 Indian married working women through a structured questionnaire and in-depth interviews was collected and stratified random sampling was adopted. An individual can attain maximum level of satisfaction in oneself by giving proper prioritization and timely attention to each of the four quadrants. With growing age, attainment of work-life balance becomes easier. An effective work-life balance helps the organization in attracting good and efficient employees and also helps in employee retention.

Senthilkumar (2012) analyzed the relationship between the demographical variables such as age, gender and the level of stress in balancing work and personal life of teaching professionals and also tried to bring out the satisfaction level of teaching professionals in balancing their work and personal life, 197 respondents, faculty members from self-financing Engineering Colleges in Namakkal District, Tamil Nadu, India, were selected using Stratified Random Sampling method. Data was analysed and sub divided into suitable tables and statistical tools like percentage, average, range, S.D, two-way tables and chi-square test was employed appropriately. It was revealed from the analysis that the respondents of old age category and female category have perceived maximum level of stress in balancing their work and life. Hence, it was suggested that the institutions should develop work life policies such as- special leave facilities, parental or family support programs and health care programs.

Varatharaj and Vasantha (2012) ascertained a relationship between personal and professional life of working women in the service sector. The sample size was 250 respondents, were chosen from the service sector such as banks, educational institutions, and governmental organizations.

A convenience sampling technique was used to collect the data. The study revealed that the majority of the women employees feel comfortable in their workplace irrespective of their minor conflicts happening at personal and workplace. As such it was opined that better emotion management is necessary in order to accomplish day to day objectives of life and effective work life balance would lead to improving the productivity of an employee thereby enhancing the satisfaction of the employees because the ultimate performance of any organization depends on the performance of its employees. Therefore companies must strive to develop a special bond with its members so that they would put in more effort and contribute positively.

Lakshmi and Gopinath (2013) examined the effect of work life balance on women's performance and work attitude and also determined the factors affecting work life balance. It was found that marital status, additional working hours, requirement of flexibility, number of dependents, childcare and overtime *etc.* were the various factors which affected the work life balance of women employees.

Uddin et. al. (2013) accentuated the increasing pressure on women employees to achieve and maintain work life balance. As such a survey was conducted on 62 education institutions of Bangladesh taking sample of 320 teachers to know the real status of work-life balance institutions. It revealed that the work-life balance situation is moderate which can be further improved by ensuring flexible working hours (roistered days off and family friendly starting and finishing times), transport facility, residential facility, child care center, flexible work arrangements/ job sharing reduced working hours and workload and child schooling for the female teachers. It stated that women in the work place can be blessings only when their family, as well as organization, receives proper service and attention from them.

Samuel and Mahalingam (2016) focused to identify whether it is as easy as it is assumed for women to balance between work and life in the so-called conventionally suitable profession called teaching and to determine the level of their work life balance which is having high importance on their total wellbeing and their productivity and organization's efficiency. It indicated that the majority of the faculty feeling stress was due to no. of dependents, role clarity, family culture, working hours, flexibility, head support and comparatively women faculties

working in engineering college faces lots of problems in work-life balance compared to arts and science college faculties.

RESEARCH METHODOLOGY

The data has been collected from both primary and secondary sources. Data is collected from the primary source through a Close Ended Questionnaire based on Five-point Likert scale, and the secondary sources like online articles, research papers, journal *etc.* are reviewed.

Research Design: A research design is the basic plan, which guides the data collection and analyses the phases of the research. The descriptive research design is used in the study.

Research Technique: Judgement sampling technique is used for the study.

Sample size: 100 high school teachers from CBSE affiliated private schools in Punjab.

Tool for analysis: For analyzing the data Factors analysis is used.

FINDINGS

FACTOR ANALYSIS

PERSONAL FACTORS

The table below estimates the Kaiser-Meyer-Olkin value, which is the proportion of examining sufficiency, which ranges somewhere between 0 and 1. In this table, KMO = 0.781 which indicates that the sample is sufficient and we can proceed with the factor analysis. Bartlett's test of sphericity is performed by taking $\alpha = 0.05$. Here p-value is .000 less than 0.05, and hence, factor analysis is valid.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.781
Bartlett's Test of Sphericity	Approx Chi-Square	928.096
	df	66
	Sig.	.000

Rotated Component Matrix

Individual's Role/Responsibilities		Component 1	Component 2
Time for child care.		.834	
Optimum time to enjoy and for celebrations		.897	
Quality time with partner		.845	
Quality time with children		.832	
Quality time for Social activities	.858		
Personal Environment Factors			
Support of Spouse			.829
Co- operation of other family members			.941
Appropriate time for cooking			.282
Occupation /income of spouse			.949
Satisfied with the social prestige attached to job		.769	
Eigen value		4.685	
Percentage of variance explained		36.039	

Communicative percentage 36.039

Extraction Method: Principal Component Analysis.

SELF MANAGEMENT FACTORS

In this table, KMO = 0.738 which indicates that the sample is sufficient and we can proceed with the factor analysis. Bartlett's test of sphericity is performed by taking $\alpha = 0.05$. Here p-value is .000 less than 0.05, and hence, factor analysis is valid.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.738
Bartlett's Test of Sphericity	Approx Chi-Square	299.765
	df	15
	Sig.	.000

Rotated Component Matrix

Self-Management Factors Component 1Component 2	
Sufficient time for my own self development.	.917
Enough time to plan and schedule day to day activities	.719
Sufficient time to relax	.903
Physical exercising or yoga regularly	.890
Time and Distance	
Offer prayers	.930
Time and distance to travel to school is comfortable	.924

Eigen value3.028

Percentage of variance explained 50.470

Communicative percentage 50.470

Extraction Method: Principle Component Analysis.

CONCLUSION

Family is imperative for all because it's only family that provides love, support at all good or challenging times, a person feels must be secured with their family our and joy and sorrows only with our family members. As per data analysis the study depicts that cooperation of family members to share various responsibilities such as of childcare, elderly care, cooking etc. helps an individual to work and focus and quality time for celebrations, socializing is imperative as it impacts work life balance of teachers. It can be concluded that teachers need an optimal time for investing in self development in order to expand knowledge, read and write, attend conferences, exercise, offer prayers , plan further schedule etc. Very imperatively this study highlights that travel time and distance plays a huge role in achieving work life balance, due to risk associated to distance and time in travelling does not prove to be productive, therefore teachers must primarily focus on this factor while searching jobs and while joining an institution as it influences WLB. An individual's competencies to schedule work hours and family time is work life balance as it enables them to create a healthy and peaceful life, because striking a balance leads to real fulfillment of life.

RECOMMENDATIONS

To bring improvements in work-life balance among the high school teachers there are certain recommendations which are mentioned below:

- Strategies to navigate work-life divide- life is always challenging as such all individuals must make efforts to maintain an optimal rhythm in work and life by developing interest in various recreational activities and also making our families/spouse part of these activities in order to de-stress themselves, and spend quality time.

- Promoting awareness about sharing responsibilities among partners will also help to reduce the burden faced by teachers and reduce their work-family issues.

- Invest in self development- as reading staying in sync with latest developments, attending conferences related to professional growth, expanding knowledge, networking with other educators. Cultivation of hobbies, a new form of interest are a fun way to decompress from a hectic day like, gardening, photography, knitting *etc.*

- Managing Time Rationally – Rational time management not only makes the task easier, but also more rewarding and encouraging. Making realistic plans, can be implemented with resources and time available in order to achieve work life balance.

All these efforts enable the teachers to make a balance between personal and professional life.

REFERENCES

Borg M., and R. Riding. (1991), Stress in Teaching: A study of Occupational Stress and its determinants, Job Satisfaction and career commitment among primary school teachers, *Journal Of Educational Psychology*, 11, pp. 59-75.

Burke, J. R. (2002) Organizational values, job experiences and satisfaction among managerial and professional women and men: Advantage men? *Women in Management Review*, 17(5), pp.228-236.

Darcy, C., McCarthy, A., Hill, J. and Grady, G. (2012) Work-life balance: One size fits all? An exploratory analysis of the differential effects of career stage. *European Management Journal*, 30 (2), pp.111-120.

Farber, B. (1991). Crisis in Education. San Francisco: Jossey-Bass.

- Gayathri, N. and Karthikeyan, P. (2013), Work Life Balance in India –A Social Responsibility or A Competitive Tool, *International Research Journal of Business and Management*, 1, pp. 103-109.
- Guest,D. (2002) Perspectives on the study of work-life balance.*Social Science Information*, 41(2), pp. 255-279.
- Haar.M.J. (2007), 'Exploring the Benefits and Use of Flexitime: Similarities and Differences, *QuantitativeResearch in Accounting & Management*, 4(1), pp. 69-82.
- Haddock,S., Zimmerman,T., Lyness, K. and Ziemba,S.(2006), Practices of Dual Earner Couples Successfully Balancing Work and Family, *Journal of Family and Economic*, 27(2), pp. 207-234.
- Hobson, C. J., Delunas, L., and Kesic, D. (2001) Compelling evidence of the need for corporate work/life balance initiatives: Result from a national survey of stressful life-events. *Journal of Employment Counseling*, 38(1), pp. 38-44. <http://dx.doi.org/10.1002/j.2161-1920.2001.tb00491.x>
- Lakshmi, K.S. and Gopinath,S.S. (2013), Work Life Balance of women Employees-with Reference to Teaching Faculties, *International Monthly Refereed Journal of Research in Management and Technology*, 2, pp. 53-62.
- Major, V. S., Klein, K. J., and Ehrhart, M. G. (2002) Work time, work interference with family, and psychological distress. *Journal of Applied Psychology*, 87, pp.427-436. <http://dx.doi.org/10.1037/0021-9010.87.3.427>
- Maslach, P., Leiter, M.P. and Schaufeli, W. B. (1996). Consistency of the burnout construct across occupations. *Anxiety, Stress, and Coping* 9, pp.229–243.

Meenakshi, P. S., Subrahmanyam, V. and Ravichandran, K. (2013), Importance of Work-Life-Balance, *IOSR Journal of Business and Management (IOSR –JBM)*, 14(3), pp. 31-35.

Mutheu, E., Kiflemariam, A. and Ngui, T. (2017), Effects of Work Life Balance Practices on Employees' Job Satisfaction: A Case of Kenya Wildlife Service, *International Journal of Research in Management, Economics and Commerce*, 7(8), pp. 120-130.

Pike, B. (2012) Work/life balance-how to get a better deal. Herald Sun. Retrieved from <http://www.heraldsun.com.au/business/worklife/worklife-balance-how-to-get-a-betterdeal/story-fn7j1dox-1226282044906>

Rosser,V.(2004), Faculty member's intentions to leave:A National Study on Their Worklife and Satisfaction. *Research in Higher Education*, 45(3).

Samuel, M. and Mahalingam, S. (2016) A Study on Work-life Balance among the Women Faculties in Engineering Colleges with Special Reference to Trichy City. *International Journal of Research in Advent Technology*, 4(4), pp.132-135.

Sao, R. (2017) Balancing 2 P's: Work Life Balance Dynamics of Indian Married Working Women. *International Conference on Technology and Business Management*, pp.23-29.

Senthilkumar, G.K., Chandrakumaramangalam,S. and Manivannan,L.(2012), An Empirical Study on Teaching Professionals Work-Life Balance in Higher Learning Institutions with Special Reference to Namakkal District, Tamilnadu, *Bonfring International Journal of Industrial Engineering and Management Science*, 2(3).

Schaufeli, W.B. and Enzmann, D. (1998). The burnout companion to study and practice: A critical analysis. London: Taylor & Francis.

Tinuke,F. (2014). An Exploration of the Effects Of Work Life Balance On Productivity. *Journal of Human Resources Management and Labor Studies*. 2,pp. 71-89.

Thompson, C. A.; Beauvais, L. L. and Lyness, K. S. (1999). When work-family benefits are not enough: The influence of work-family culture on benefit utilization, organizational attachment, and work-family conflict. *Journal of Vocational Behavior*, 54, pp. 392-415.

Uddin, R.M., et al. (2013) Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh. *European Journal of Business and Management*, 5(13), pp. 10-17.

Varatharaj, V. and Vasanth, S. (2012) Work Life Balances a Source of Job Satisfaction –An Exploratory Study on The View Of Women Employees In The Service Sector, *International Journal of Multidisciplinary Research*, 2(3), pp. 450-458.

3 Reasons Why Work Life Balance Is Important (2015), Accessed from,
<https://www.aib.edu.au/blog/balance-wellbeing/work-life-balance-is-important>.

Importance of Work Life Balance, <https://unicornhro.com/blog/importance-of-work-life-balance>

How important is work-life balance? Accessed from, <https://thehappinessindex.com/work-life-balance/importance-of-work-life-balance>