



The Work-Life Balance of private school women teachers- A Qualitative Study

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Abstract

Understanding work-life balance is essential for an educator to survive and face the demands of both work and life. The demands and expectations of both work and family can affect teachers' satisfaction and the ability to achieve the work-life balance. The transformation in the methods of teaching over recent times affected teachers' work-life positively or negatively depends on their ability to adapt themselves to the changing situation. The objective of the study is to explore the work-life balance of teachers (N=30). The semi-structured interview question base was created based on existing literature, theories, Work-life balance concept and findings. The outcome states that it is difficult for women teachers to face difficulties to maintain a balance between their professional and personal life as they carry their work to home even after school hours. They stated that they can maintain a balance in their work and life if they get support from their family members.

Keywords: Work-life balance, school teachers, private schools, job satisfaction

Introduction

Work-Life balance is a term that is attracting growing attention from researchers in the field of human resource management. Organizations today need to offer value to the best talent so that they can hire workers to be able to handle their job and non-work positions efficiently. Qualitative research is an important way of finding answers about how individuals feel about various things (Cooper and Schindler, 2014). This helps to understand the thoughts, beliefs and motivations behind human actions. It also provides an in-depth understanding of work-life balance. The organization failed to realize that work-life balance is important not only to the individual but also to the organization. The reputation of any organization not only depends on its ability but also on its employees. The performance of an employee depends on their work-life balance. So, the organization needs to give importance to the employees to avoid their turnover intention and to improve the productivity of the employees.

Literature Review

Anna Beninger (2010) [2] has led an investigation on 80 scholarly ladies working in US, UK, Australia and Sweden. The examination uncovered that female academicians are encountering a progression of widespread difficulties to harmony between serious and fun times regardless of profoundly extraordinary government approaches and social mentalities towards work. The discoveries of the examination are ladies' capacity to adapt up to the difficulties that fluctuate diversely with the level of help given by formal approaches and accepted practices.

Bridges Sue *et al.* (2011) [3] have analyzed the jobs and remaining tasks at hand of educators being generally noted with significant change over late many years scientists studied 379 elementary teachers in regards to their outstanding burdens and the change, just as their apparent supportability. The examination researchers how respondents accept that instructive changes and activities sway on their work, their home life, their wellbeing, and their perspective on educating as a vocation. At last, they reasoned that signal alerts to class administration as outstanding tasks at hand increment in hours and intricacy,

leaving teachers to fight with the confounded equilibrium of requests made of them.

Debajani Sahoo (2011) [4] tries to discover how a representative can cheerfully live both parts of life. To make the correlation between the credits, which assume a significant part in adjusting work and life, distinctive factual apparatuses have been utilized. It has uncovered that sound practices, for example, vocation break, adaptable work, adaptable time, sharing of the outstanding burden, maternity leave, appropriation leave, parental leave and downtime for the wards, and childcare centres. It ought to be given by the business according to the altered requirements of the workers for a better profitability of the association.

M. Prabhakar David *et al.* (2012) [8] have led an investigation on the work-life balance of women teachers. This exploration inspects the idea of equilibrium and its suggestions among work and the remainder of life. The specialists presumed that showing society needs to plan and actualize Work-Life Balance approaches and practices, which will empower them to adjust their work and individual life needs. These work-life balance rehearses can perhaps upgrade representative fulfilment and hierarchical responsibility. They suggest that the top administration of association should pay attention to this issue and get some reasonable targets for female educators and top administration to encourage ladies by giving them occasional help from dreary life schedules and the administration ought to establish the climate wherein females don't feel any hindrances in correspondence with their partners.

Senthilkumar *et al.* (2012) [10] have discovered the connection between the segment factors and the degree of stress in adjusting work and individual existence of teachers. The investigation of the examination uncovered that the respondents of mature age class and female classification saw the most extreme degree of stress in adjusting work and everyday life. The majority of the respondents were not happy with their harmony between their work and life.

Mohammad Rahim Uddin *et al.* (2013) [7] have conducted a study on 320 instructors to know the genuine status of harmony between work and life. According to the

investigation, 59 % of female instructors answered that their positions upset them in balancing their family and work life. They said that the balance between work and life is moderate and which can be improved by guaranteeing adaptable working hours, transport office, private office, youngster care focus, adaptable work plans or work sharing, decreasing working hours.

Objective

- To understand the notion of work-life balance
- To understand how teachers, manage the requirements of work and life
- To understand work-related controversies faced by the teachers
- To understand family-related controversies faced by the teachers

Methodology

The study was conducted on private school teachers in Trichy. The study involves the analysis based on the variables like workload, compensation and benefits, work culture, organizational support, job satisfaction and institutional commitment. The foundation of the variables was established through a comprehensive examination of existing literature, theoretical frameworks, and empirical findings pertaining to work-life balance. The interview questions were meticulously designed to elicit a profound and nuanced comprehension of the subject matter. To investigate the work-life balance of educators and the interplay between familial and professional obligations, a semi-structured interview methodology was employed. This study involved thirty female teachers employed in private schools. The research utilized face-to-face, semi-structured interviews as its primary data collection method.

Results and Discussion

The following results were found based on the participant's answers:

Workload

When participants were asked about the workload they reported that their workload is heavy during the second term when compared to the first term. This is because during the second term due to the annual exam and board exam their workload increases. The teachers' work is not limited to the school working hours. The teachers are forced to work additional hours outside the work that is at home, to prepare for the next class, correcting assignments and assessments.

A few teacher's reaction to the workload are:

- I find it difficult to carry correction work at home as I have other household chores
- I do not find time to take care of my kids
- I feel tired after reaching home

Compensation and Benefits

Monetary satisfaction is a key factor in maintaining a good work-life balance. This includes the benefits provided by the organization. People are satisfied when they are compensated for extra work. However, when asked about extra benefits and pay, the respondents said they don't receive any extra pay for overtime. They explained that the organization doesn't offer it, stating that the extra work is just part of their job.

A few teacher's reaction to the monetary benefits are

- Present salary does not give a feeling of economic independence
- The organization does not give any awards and rewards for the outstanding teacher
- I receive an increment in my salary every year

Work Culture

If the employees do not like the culture of their workplace they get demotivated and their performance is also affected. Lack of proper work schedule, improper allocation of responsibilities, poor decision-making is some factors which affect their work culture. When asked about their work, many teachers said they had less free time. They also mentioned that their lunch breaks were often shorter because they had to finish certain tasks. Additional responsibilities other than teaching take their leisure time. There is a lot of communication gap as they are not working as a team.

A few teacher's reaction to the work culture are

- I get proper feedback about my job performance from my superior
- The organization considers only a few suggestions from a few people
- There is little scope for my personal growth in my work

Organizational Support

If an organization supports its employees the employees will be motivated and productivity will be improved. It is important to consider their views and opinion so that they can do them happily. Any organization needs to understand their employees' needs and requirements. When the respondents were asked about their organizational support they stated that their organization understands their personal needs and provides leave accordingly.

A few teacher's reaction to the organizational culture are

- I can give attention to urgent family and personal issues immediately
- My colleagues help in completing my work successfully
- My school gives importance to the well-being of the employees

Job Satisfaction

Job satisfaction can be improved by a positive or enjoyable emotional state that comes from evaluating one's work or work experiences. The work, pay, promotion, supervision, working condition and co-workers are determining factors for job satisfaction. Job satisfaction improves employees' productivity and reduces their absenteeism and turnover rates. When the respondents are asked about job satisfaction they stated that they are satisfied with their job as they get summer holidays and other holidays after completing their portions or syllabus.

A few teacher's reaction to job satisfaction are

- There is sufficient opportunity to make use of my abilities
- I am satisfied with my work quality in the school

Institutional Commitment

Institutional commitment is employees' loyalty towards the institution they are working. It is a strong sense of belonging to the institution and working towards the objective of an institution and wish to maintain a long-term relationship with the institution. When the respondents are asked about

the institutional commitment they stated that they are committed to their institution as they get certain benefits like concession in school fees for their kids and even they can avail school transport at free of cost.

A few teacher's reaction to institutional commitment are

- I have a strong sense of belonging for the institution
- I am emotionally attached to the institution

Conclusion

It is important to point out the shortcomings of the analysis before turning to the conclusion based on the interpretation of the results. The study here is more strongly focused on the particular case, which why it is not possible to document and explain all aspects of the research. On the other hand, this paper cannot generalize the findings to the entire group, because the numbers of respondents are small. Teachers' workload is heavy when compared to their salary but they are satisfied with their work as they get opportunities to make use of their abilities and also, they are committed to the institution due to certain benefits they receive. Teachers often find it difficult to balance their professional and personal lives.

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