



## A Study on Factors Influencing Work Life Balance of School Teachers in Coimbatore

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### ABSTRACT

Work/life is commonly referred to as work and family. To balance between the family responsibilities and work responsibilities has become a challenge for the people in many professions. Strain between work and family roles is a common experience among private school teachers. This paper analyses the factors determining the work and life balance with respect to school teachers. A total of 150 teachers' responses from private sector schools were included in the study. Independent sample t-test is used to analyse the effect of independent variables on work life balance with respect to private school teachers.

### KEYWORDS

Work life balance, Factors of WLB, Private School Teachers, Coimbatore School Teachers

### Introduction

Work-life balance has been defined by the National Framework Committee for the Promotion of Work-Life Balance as a "balance between an individual's work and their life outside work." They also state that "that balance should be healthy, that personal fulfillment is important inside work and that satisfaction outside work may enhance employees' contribution to work". Family sphere changes that have impacted the work life balance of individuals in today's context include nuclear families, single parent households, dual earning parents, parents working at different locations and increasing household work. Hence, it has become very difficult to meet the family demands. Another change is the entry of women in workforce in a big way, while still continuing with their earlier role of a homemaker. So, women are playing a dual role, that of a breadwinner as also a homemaker. It is generally women who take the primary responsibility for childcare and who, in situations of conflict, adjust their working lives to accommodate family pressures (Falkenberg and Monachello, 1990; Ramu, 1989). All this puts an extra pressure on women employees.

Wesley and Muthuswamy (2005) in a study of 230 teachers in an engineering college in Coimbatore, India, found that work to family conflict was more prevalent than family to work conflict, thus indicating that permeability of work into family was more than permeability of family into work.

According to Sullivan and Lewis (2006) schedule inflexibility increased depression in both men and women and increased physical distress such as insomnia, appetite problem, tension related aches and pain. Christensen and Staines (1990), found that flexitime programs decreased late comings, absenteeism, and turnover. In their research, Thomas and Ganster (1995) have found a positive association between flexitime policies and job satisfaction. They concluded that flexible time policies enhanced employee productivity by decreasing absenteeism and turnover, and positively served families by decreasing depression in employees as families get more time to spend together which reduces work/ family conflict. Greenhouse and Powell (2003) have suggested that certain working conditions, such as time flexibility can mitigate the negative effects of work demands on family life.

### Research Design

The objective of the research is to identify the factors affecting work life balance in male and female private school teachers in Coimbatore city. Having thoroughly examined relevant previous research tools, a questionnaire that suits to the local and social settings of Coimbatore has been developed.

### Sampling and Data Collection

The questionnaire was self-administered with a covering letter to motivate respondents to carefully provide their neutral opinion against the factors under investigation. The research target population mainly included married male and female private school teachers in Coimbatore city. Convenience sampling method has been used to get the responses from school teachers in Coimbatore city. From 150 school teachers the data has been collected for this study. The reliability of the data was measured using Cronbach's Alpha, which shows an estimate of 0.7 thus assuring the data reliability.

### Research Hypotheses

The following research hypotheses have been developed to analyse data.

H<sub>1</sub>: There is difference in the work life balance factors of male and female private school teachers in Coimbatore.

### Results and Discussions

Data is entered and analysed using Statistical Package for Social Sciences (SPSS) version 16. Two different statistical tools applied to test the hypotheses are: (i) Independent sample t-test; and (ii) One -Way ANOVA

### Independent Sample t- test

Independent sample t-test is used for analysis purpose because the data collected are further sampled as of two different populations i.e., female and male private school teachers. This is to test whether there is significant difference between the work life balance and its factors for male and female private school teachers. Having met the test assumptions, it allows to significantly comparing the means of two sample groups to test the research hypotheses. Descriptive statistics to compare the mean values of male and female private school teachers is given as table 1.

**Table-1- Descriptive Statistics**

Factors Influencing Work life Balance	Gender	N	Mean	Std. Deviation
Deadlines and schedules	Male	46	3.2174	1.54795
	Female	104	2.7981	1.41682
Type of work you do	Male	46	2.9348	1.28931
	Female	104	2.9327	1.30915
Number of hours needed to work	Male	46	2.5870	1.35935
	Female	104	2.8846	1.39561
Expectation of the superiors	Male	46	2.5652	1.42442
	Female	104	3.0000	1.46811
Taking additional work to home	Male	46	2.5000	1.39443
	Female	104	2.7788	1.51982
Inter personal relations	Male	46	2.8261	1.55355
	Female	104	2.7692	1.28645
Travel required	Male	46	2.5435	1.37770
	Female	104	2.6346	1.51406
Reporting to work on time	Male	46	3.0000	1.49071
	Female	104	3.0000	1.44141
Low occupational pride	Male	46	2.7391	1.34056
	Female	104	2.9519	1.43046
Poor social support	Male	46	2.6304	1.30569
	Female	104	3.3173	1.33121
No training at employer's Cost	Male	46	2.5217	1.27783
	Female	104	2.7115	1.51159

Low frequency of social contacts	Male	46	2.7174	1.45546
	Female	104	3.2596	1.43463
Demanding life events	Male	46	2.7609	1.44814
	Female	104	3.0962	1.42461
Poor coping ability	Male	46	2.4130	1.35935
	Female	104	3.0673	1.54709
Higher Social Responsibility	Male	46	3.2609	1.52658
	Female	104	3.2981	1.33569

**Source: Calculated from Primary Data**

Independent sample t-test is used to test whether there is significant difference between the work life balance and the related factors of male and female private school teachers. The first research hypothesis states that there is difference in the work life balance of male and female private school teachers. Descriptive statistics in table 1 shows that mean value of Factors Influencing Work life Balance among male and female private school teachers. The results portrait that the of female teachers mean value is greater than male teachers for the factors "Number of hours needed to work, Expectation of the superiors, Taking additional work to home, Travel required, Low occupational pride, Poor social support, No training at employer's Cost, Low frequency of social contacts, Demanding life events, Poor coping ability and Higher Social Responsibility". The mean value of male teaches is greater than female teaches for factors "Type of work you do, Deadlines and schedules and Inter personal relations"

It indicates that female private school teachers feel more balance between work and life than the male private school teachers. In order to check the significance, refer to the independent sample t-test in table 2. Levene's test for equality of variance shows that F value is significant (Sig.< α 0.05), in this case, the significance of equal variances not assumed is considered as it shows significance. Therefore, we reject the null hypothesis and conclude that the factors influencing work life balance of male and female private school teachers is different.

**Table-2- INDEPENDENT SAMPLES TEST**

Levene's Test for Equality of Variances				t-test for Equality of Means						Ho Accept / Reject	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Deadlines and schedules	Equal variances assumed	2.306	.131	1.624	148	.000	.4193	.25816	-.09084	.92947	Reject
	Equal variances not assumed			1.569	79.744	.000	.4193	.26719	-.11244	.95107	
Type of work you do	Equal variances assumed	.006	.938	.009	148	.000	.0021	.23075	-.45390	.45808	Reject
	Equal variances not assumed			.009	87.455	.000	.0021	.22938	-.45380	.45798	
Number of hours needed to work	Equal variances assumed	.000	.997	-1.214	148	.000	-.2977	.24519	-.78218	.18686	Reject
	Equal variances not assumed			-1.227	88.351	.000	-.2977	.24269	-.77993	.18461	
Expectation of the superiors	Equal variances assumed	.003	.955	-1.688	148	.000	-.4348	.25763	-.94390	.07433	Reject
	Equal variances not assumed			-1.708	88.669	.000	-.4348	.25462	-.94074	.07117	
Taking additional work to home	Equal variances assumed	1.081	.300	-1.062	148	.000	-.2788	.26257	-.79771	.24001	Reject
	Equal variances not assumed			-1.098	93.441	.000	-.2788	.25393	-.78307	.22538	

Inter personal relations	Equal variances assumed	4.506	.035	.234	148	.815	.0569	.24315	-.42364	.53735	Accept
	Equal variances not assumed			.217	73.483	.828	.0569	.26150	-.46425	.57796	
Travel required	Equal variances assumed	2.299	.132	-.349	148	.000	-.0911	.26099	-.60689	.42462	Accept
	Equal variances not assumed			-.362	94.177	.000	-.0911	.25160	-.59069	.40842	
Reporting to work on time	Equal variances assumed	.239	.626	.000	148	.000	.0000	.25792	-.50968	.50968	Reject
	Equal variances not assumed			.000	83.663	.000	.0000	.26132	-.51969	.51969	
Low occupational pride	Equal variances assumed	.151	.698	-.856	148	.000	-.2128	.24856	-.70398	.27840	Reject
	Equal variances not assumed			-.878	91.590	.000	-.2128	.24237	-.69419	.26860	
Poor social support	Equal variances assumed	.018	.893	-2.931	148	.004	-.6869	.23436	-1.14999	-.22376	Reject
	Equal variances not assumed			-2.953	87.784	.004	-.6869	.23260	-1.14913	-.22462	
No training at employer's Cost	Equal variances assumed	4.268	.041	-.742	148	.459	-.1898	.25578	-.69526	.31566	Accept
	Equal variances not assumed			-.792	101.03	.430	-.1898	.23972	-.66534	.28574	
Low frequency of social contacts	Equal variances assumed	.146	.703	-2.125	148	.035	-.5422	.25516	-1.04645	-.03800	Accept
	Equal variances not assumed			-2.113	85.119	.038	-.5422	.25660	-1.05239	-.03205	
Demanding life events	Equal variances assumed	.178	.674	-1.322	148	.188	-.3353	.25353	-.83629	.16573	Accept
	Equal variances not assumed			-1.314	84.968	.192	-.3353	.25515	-.84260	.17203	
Poor coping ability	Equal variances assumed	2.525	.114	-2.476	148	.014	-.6543	.26428	-1.17652	-.13201	Reject
	Equal variances not assumed			-2.603	97.370	.011	-.6543	.25137	-1.15313	-.15540	
Higher Social Responsibility	Equal variances assumed	3.437	.066	-.150	148	.881	-.0372	.24728	-.52586	.45145	Accept
	Equal variances not assumed			-.143	76.788	.887	-.0372	.26042	-.55578	.48137	

Source: Calculated from Primary Data

### Conclusion

If proper care is not taken to balance work and life, then conflict arises. Work-life conflict is defined as a form of inner-role conflict in which the role pressures from the work and other life domains, such as family are mutually incompatible in some respect, whereby participation in one role is made more difficult by the virtue of participation in the other. The responses

from the men indicated that if external pressures are removed and a sense of team orientation is given to women, then they shall effectively balance home and office. Women perceived that responsibility and accountability, security factor are the criteria that has a major role in work life balance among Private school teachers.

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