CHAPTER VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 Introduction

Work life balance and personal happiness do not necessarily depend upon earning more money and being successful at work. Work life balance is therefore changing and different. There is no single model that's right for everyone, and no single approach is right for anyone for their whole life. The search for happiness is further complicated because the most influencing factors of our personal well-being are commonly ignored or given very low priority in work and training. In schools also, work life balance and personal happiness are largely ignored, and rarely explored or recommended as worth pursuing. Work life balance is easier when understand its causes. Changing needs of work life balance, helps to better achievement and maintain them.

The teachers are interested to understand and to improve work life balance and personal happiness. Knowing our self is vital both for understanding the most influencing factors of work life balance and happiness, and also to find the satisfying purpose in life. People commonly suppress their natural preferences and personality due to the pressure from parents or school, or from society, So many people go to work with dissatisfaction, and denying them the opportunity to develop their true talents and strengths and passions.
The essential data were collected with the help of pre-structured interview schedule in order to fulfill the objectives of the study. The appropriate statistical tools have been used to analyze the collected data. The results are discussed in the earlier chapters. This chapter includes the summary of findings, suggestions conclusion and scope for future research.

The research findings have given an understanding of women teachers demographic profile, their work characteristics, working conditions and facilities provided, and their current work situation with regard to work life balance, absenteeism, work stress, job satisfaction on their work performance and quality of work life. The women teachers work environment and work life balance is identified by studying and analyzing the above mentioned factors.

7.2 Summary of Findings

7.2.1 Profile of the Respondents

In the age wise classification, 57.6 percent and 52.1 percent of the respondent teachers belong to the age group 20 – 35 years in the government school category and unaided school category respectively. Among the government aided school category 64.2 percent of the respondent teachers belong to the age group 35 to 50 years.

In the marital status classification, 91.3 percent, 78.9 percent and 80.9 percent of the respondents are married in the three categories of government, government aided and unaided schools categories respectively.

Classification based on educational qualification, it is found that 48.9
percent of the respondent have under graduate qualification in government school category, 46.3 percent of the respondent teachers have post graduate qualification in the government aided school category and 73.4 percent of the respondent teachers have post graduate qualification in the unaided school category.

Regarding the monthly income, 48.9 percent and 46.8 percent of the respondent teachers in the government and unaided schools category have monthly income up to ₹20000 respectively and 46.4 percent of the respondent teachers in the government aided school category have monthly income between ₹20000 – ₹40000.

While analysing the family income, 46.7 percent and 42.6 percent of the respondent teachers have their family income between ₹25000 to ₹50000 in the government and unaided school categories respectively and 41.5 percent of the respondent teachers in the government aided school category have their family income between ₹50000 to ₹75000.

Type of institution classification, 41.3 percent of the respondent teachers work in the primary schools in the government school category, 39.8 percent of the respondent teaches work in the middle and high schools in the government aided school category and 44.7 percent of the respondent teachers work in the higher secondary schools in the unaided category.

Experience based classification, 46.7 percent and 38.3 percent of the respondent teachers have experience up to 5 years in the government and unaided
school categories respectively and 33.3 percent of the respondent teachers have experience between 5 to 10 years in the government aided school category.

Type of family classification show that, 56.5 percent and 59.6 percent of the respondent teachers come from nuclear family in the government and unaided school categories respectively and 54.5 percent of the respondent teachers come from joint family in the government aided school category.

Analysis of the members in the family, 56.5 percent, 61.8 percent and 72.4 percent of the respondent teachers have 3 - 4 members in their family in government, government aided and unaided schools categories respectively.

Classification based on number of children in the family shows that 35.9 percent, 41.5 percent and 44.7 percent of the respondent teachers have only one child in the government, government aided and unaided schools categories respectively.

Analysis of the number of dependents in the family shows that, 35.9 percent and 37.4 percent of the respondent teachers have no dependent members in their family in the government and government aided schools categories respectively and 34.2 percent of the respondent teachers have two dependent members in their family in the unaided school category.

Classification of spouse on the basis of employment, 82.6 percent, 75.6 percent and 64.9 percent of the respondent teachers have employed spouse in the government, government aided and unaided school categories respectively.

Regarding the mode of transport, 43.5 percent of the respondent teachers
use government bus for travelling from and to the work in the government school category and 40.7 percent and 70.3 percent of the respondent teachers use institutional bus for travelling from and to the work in government aided and unaided schools categories respectively.

While analysing the availability of domestic support at home, 82.6 percent, 72.4 percent and 56.4 percent of the respondent teachers have domestic support at home in the government, government aided and unaided school categories respectively.

Analysis of the availability of servant help show that, 53.3 percent, 69.1 percent and 85.1 percent of the respondent teachers do not have servant help at home in the government, government aided and unaided school categories respectively.

7.2.2 Perception towards Role Stress

The overall mean score on perception of the respondents towards ‘lack of role autonomy’ among the three categories of respondent teachers, the variables are ‘I have no freedom to design my work’ and ‘higher rigidity in my job’ since their mean score is 3.59 and 3.48 respectively.

Regarding the perception towards ‘lack of role autonomy’, the significant difference among the three group of respondent teachers are found for the variables ‘lesser personal responsibility in work’ and ‘higher rigidity in my job’ since they are significant at one percent significant level and the variable ‘I have no freedom to design my work schedule’, ‘I have independence and
responsibility in my work’ and ‘I have no authority to allocate resources’ area significant at five percent level.

Regarding the perception towards role ambiguity, the significant difference among the three groups of respondent teachers has been noticed in the case of all variables, since their respective ‘F’ statistics are significant at one percent level.

The level of role ambiguity is higher among the teachers in government aided management teachers than among the teachers in government school teachers.

The level of role conflict is higher among the teachers in government school respondent teachers than among the teachers in government aided school teachers.

The work load index reveals that the level of work overload is higher among the teachers in government school respondent teachers than among the teachers in government aided school teachers.

7.2.3 Association between Demographic Variable and Perception on Role Stress

The perception on ‘lack of role autonomy’, has significant association with demographic variables such as age, educational qualification, monthly income and years of experience since their respective ‘F’ statistics are significant at one percent level.

The perception on ‘role ambiguity’, has significant association with demographic variables such as age, and educational qualification since their respective ‘F’ statistics are significant at one percent level.
The perception on ‘role conflict’, has significant association with demographic variables such as educational qualification, monthly income and years of experience since their respective ‘F’ statistics are significant at one percent level.

The perception on ‘work overload’, has significant association with demographic variables such as age, monthly income and years of experience since their respective ‘F’ statistics are significant at one percent level.

7.2.4 Association between Family Domain Variables and Perception on Role Stress

The perception on ‘lack of role autonomy’ has significant association with the family domain variables such as marital status, family income, number of children, number of dependent, employment of spouse domestic help and servant help since their respective ‘F’ statistics are significant at one percent level whereas the perception on ‘role ambiguity’, has significant association with family domain variables such as marital status, family income, family size, number of children, number of dependent, employment of spouse and servant help since their respective ‘F’ statistics are significant at one percent level.

The perception on ‘role conflict’ has significant association with the family domain variables such as marital status, family income, family size, number of children, number of dependent, employment of spouse domestic help and servant help since their respective ‘F’ statistics are significant at one percent level whereas the perception on ‘work overload’, has significant association with family domain variables such as marital status, family income, type of family, family size, number of children, number of dependent, employment of spouse
domestic help and servant help since their respective ‘F’ statistics are significant at one percent level.

The perception on the work domain variables, the significant difference among the respondent teachers in government, government aided and unaided schools has been noticed in the case of ‘pressure on improving performance, unnecessary interference of government in the educational policy, no proper consideration of teacher’s request and complaints, overburdened, monotony of repeated work, inadequate incentives, poor working condition, no clear duties and responsibilities since their respective ‘F’ statistics are significant at five percent and one percent level.

7.2.5 Work Domain Factor Analysis

The exploratory factor analysis has identified five work domain factors namely working condition, work pressure, effort reward imbalance, performance inhibitors and uncreative work. All the five factors explain the work-domain variables to the extent of 68.673 percent. The eigen value is used to analyse the proportion of variation explained by each factor. The most important work domain factor identified by the factor analysis is ‘working condition’ since its eigen value and the percent of variation explained is 5.296 and 29.423 percent respectively.

The second and third important work domain factors are ‘pressure on work’ and ‘effort reward imbalance’ since their eigen values are 2.829 and 1.646 respectively. The next two work domain factors identified by the factor analysis
are ‘performance inhibitors’ and ‘uncreative work’ since their eigen values are 1.557 and 1.033.

Regarding the perception on ‘working conditions’, the significantly associating profile variables are age, educational qualification, personal income and years of experience since their respective ‘F’ statistics are significant at percent one level. Regarding the perception on ‘work pressure’ the significantly associating demographic variables are age and educational qualification of respondent. The significantly associating demographic variable ‘effort reward imbalance’ is years of experience, since their respective F-statistics are significant at one percent level. The significantly associating demographic variables in ‘performance inhibitors’ are age and monthly income, since their respective F statistics are associated at five percent significant level. The significantly associating demographic variables in ‘uncreative work’ are age, educational qualification and monthly income, since their respective F statistics are associated at one percent significant level. The analysis shows the association of age, education qualification, personal income and years of experience and their perception on the work domain factors.

The family domain variables that significantly associate with the view of ‘working condition’ are family size, number of children, spouse employed since their respective ‘F’ statistics are significant at one percent level. Regarding the perception on ‘work pressure’, the significantly associating family domain variable are marital status, family income, family size, number of children, number of dependent, spouse employed, domestic help and servant help.
Regarding the perception on ‘effort reward imbalance’, the significantly associating family domain variable are marital status, family size, number of dependent, spouse employed, domestic help and servant help. Regarding the perception on ‘performance inhibitors’, the significantly associating family domain variable are family income, family size, number of children, number of dependent, spouse employed, domestic help and servant help. Regarding the perception on ‘uncreative work, the significantly associating family domain variable are marital status, family type, family size, spouse employed and domestic help, since their respective ‘F’ statistics are significant at five percent level. The analysis reveals the importance of family domain variables namely family size, number of children, number of dependent, employment of spouse and servant help and their perception on work domain factors among the respondent teachers from three groups.

7.2.6 Work Family Conflict

Regarding the work-family conflict, the significant differences among the respondent teachers in three groups have been noticed in the case of all seven statements except ‘My work often interferes with my family responsibilities, stated in the above table, since their respective ‘F’ statistics are significant at five percent level.

7.2.7 Family Work Conflict

Regarding the family work conflict, the significant differences among the group of respondent teachers have been noticed in the cases of ‘Performing my job Stress caused by family members’ affect my work performance’ Stress
caused by the children affect my work performance’, ‘Helpless family life situations create work-stress at my work place’ Strained family relationships leads to stress at work place and ‘My family affairs prevent my time to be spent at work’ since their respective ‘F’ statistics are significant at five percent level.

7.2.8 Association between Work Life Balance with Demographic Variables

The demographic variables namely age, educational qualification, monthly income and years of experience are significantly associated with their work-family conflict and family-work conflict.

7.2.9 Association between Work Life Balance with Family Domain Variables

The significantly associating family domain variables regarding the scores on family work conflicts are marital status, family income, family size, number of children, number of dependent, spouse employed, domestic help and servant help since their respective ‘F’ statistics are significant at one percent level.

The significantly influencing independent variables on the FWC among the overall respondent teachers are family income; family size, Number of dependent, Spouse Employed, Domestic help and Servant help since their regression co-efficient are significant at one percent and five percent level. A unit increase in the family income and domestic help would result in a decrease in FWC by -0.172, -0.420 and -0.129 units respectively. A unit increase in number of dependent and spouse employed would result in an increase in FWC by 0.108 and 0.471 units respectively. The changes in the independent variables explain
the changes in FWC to the extent of 63.7 percent since its co-efficient of determination is 0.637.

A unit increase in, lack of role autonomy, role conflict and role over load would result in an increase in WFC by 0.116, 0.256 and 0.469 units respectively. The analysis of pooled data reveals the significant impact of lack of role autonomy, role ambiguity, role conflict and roles overload, on the WFC.

7.2.10 Institutional Commitment

The level of institutional commitment is higher among the respondent teachers in unaided management school than among the teachers in government and aided management school teachers.

7.2.11 Job Satisfaction

Regarding the job satisfaction on the variables, significant difference among the three groups of respondent teachers have been noticed in the case of all variables except a variable ‘there is sufficient opportunity to make use of my abilities’, since their respective ‘F’ statistics are significant at five percent level.

The level of job satisfaction is higher among the respondent teachers in government school than among the teachers in government aided and unaided management school respondent teachers.

7.2.12 Job Stress

Regarding the job stress on the variables, there is significant association among the three groups of respondent teachers have been noticed in the case of ‘my workload is too heavy’; ‘I am unable to use of my training and expertise in
my work’; ‘I do not get enough resources to be effective in my work’, ‘my work does not allow me to spent enough time with my family’, ‘there is little scope for personal growth in my work’, ‘I can do much more than what I have been assigned’, ‘my family complaints that I do not spend time with them due to heavy demand of my work’, ‘I have been given too much responsibility’ and ‘my values are in conflict with what I have to do in my work since their respective ‘F’ statistics are significant at five percent level.

The level of job stress is higher among the respondent teachers in government school than among the teachers in government aided and unaided management school respondent teachers.

7.2.13 Absenteeism

The highly rated absenteeism variables on overall level of the respondent teachers are ‘absenteeism due to ill-health’ and ‘absenteeism due to other reason’ since their mean score is 3.18 and 3.09.

Regarding the absenteeism on the variables, significant difference among the three groups of respondent teachers have been noticed in the case of all variables since ‘F’ statistics are significant at five percent level.

The level of absenteeism is higher among the respondent teachers in government school than among the teachers in government aided and unaided management school respondent teachers.
7.2.14 Family and Life Satisfaction

Regarding the family satisfaction on these variables, significant difference among the three groups of respondent teachers have been noticed in the case of all variables except the variable ‘My family members is very close with each other’, since their respective ‘F’ statistics are significant at five percent level.

The level of family satisfaction is higher among the respondent teachers in government school than among the teachers in government aided and unaided management school respondent teachers.

Regarding the life satisfaction on these variables, significant difference among the three groups of respondent teachers have been noticed in the case of all variables except a variable ‘In my life I do not want any change’, since their respective ‘F’ statistics are significant at five percent level.

The level of life satisfaction is higher among the respondent teachers in government school respondent teachers than among the teachers in government aided and unaided management school respondent teachers.

7.2.15 Impact on Work Family Conflict and Family Work Conflict

There is significant impact of work family conflict and family work conflict. The changes on these work family conflict and family work conflict influence the institutional commitment since their regression coefficient -0.251 and -0.282 are significant at five percent level. The changes in work family
conflict and family work conflict explain the changes in institutional commitment to the extent of 78.2 percent since its $R^2$ is 0.782.

There is significant impact of work family conflict and family work conflict. The changes on these work family conflict and family work conflict influence the job satisfaction since their regression coefficients -0.188 and -0.228 are significant at one percent and five percent level. The changes in work family conflict and family work conflict explain the changes in job satisfaction to the extent of 79.5 percent since its $R^2$ is 0.795.

There is significant impact of work family conflict and family work conflict on job stress. The changes on these work family conflict and family work conflict influence the job stress since their regression coefficients are 0.31 and 0.188 are significant at five percent level. The changes in work family conflict and family work conflict explain the influence on job stress to the extent of 79.9 percent since its $R^2$ is 0.799.

There is that a unit increase in work family conflict would result an increase in absenteeism by 1.931 units. The changes in work family conflict and family work conflict explain the influence on absenteeism among the respondents to the extent of 71.5 percent since its $R^2$ is 0.715.

There is significant impact of work family conflict and family work conflict on life satisfaction. The changes on these work family conflict and family work conflict influence the family satisfaction since their regression coefficients are 0.182 and 0.088 are significant at one percent level. The changes in work
family conflict and family work conflict explain the influence on family satisfaction to the extent of 71.5 percent since its $R^2$ is 0.715.

There is significant impact of work family conflict and family work conflict on life satisfaction. The changes on these work family conflict and family work conflict influence the life satisfaction since their regression coefficients are 2.755 and 0.205 which are significant at one percent level and five percent level. The changes in work family conflict and family work conflict explain the influence on family satisfaction to the extent of 75.9 percent since its $R^2$ is 0.759.

### 7.3 Suggestions

- Women teachers should be encouraged to acquire relevant work life balance skills.
- Women teachers should develop their social network inside and outside the institutions and home.
- All the work life benefits, procedure and policies of the management and education department need to be put together and communicated to the entire women teachers. It is essential to publish them as a package and post them on the website of the schools and education department.
- In the western country people take vacation seriously. In Indian there are many who still take pride in the fact that they have worked continuously without a break. It is advisable to follow five working days in a week or two days off with pay should be provided for community involvement work.
More than setting down policies for work life balance, it is important to implement them and make sure that they work.

A strategic approach to work life balance can be developed. A work life balance plan should be implemented and the effectiveness of work life balance initiatives should be evaluated.

Flexi-time arrangement may be permitted by the school management for women teachers, in order to meet their family work requirement.

The training programmes of the school should focus on the development of functional skills. Ongoing training programmes should aim to teach the teachers how to resolve problem associated with work family and family work conflict.

7.4 Conclusion

The work life balances are not only affecting the organizational commitment but also their family satisfaction and life satisfaction. The level of consequences of work life balance is high among teachers in management schools than among teachers in Government schools. The study reveals that the effects of work life balance among the women teachers in management schools are higher than in Government schools even though these schools implemented so many coping strategies to enrich the work life balance among women teachers. It is essential to examine the causes for the work life balance among the women teachers especially in management schools and to formulate suitable strategies to minimize it for better delivery of services from the teachers. The productivity and
profitability of the educational institutions may be increased only through cost reduction and effective utilization of human resources since there is cut throat competition.

The authorities of the educational institution should realize the situation and take appropriate HRM policies to enrich work life balance among their teachers especially more among women teachers in management schools in order to improve their productivity.

7.5 Scope for Further Research

The present study is an attempt to analyse the work life balance among women teachers in Kanyakumari District. There will be lot of scope on future research works. The following are the topics suggested for future research in this field.

- A study on work life balance among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts and Science Colleges /other industry in Kanyakumari District/ other areas.

- A study on motivation, attitude and job satisfaction among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts and Science Colleges /other industry in Kanyakumari District/ other areas.

- A study on stress among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts and Science Colleges /other industry in Kanyakumari District/ other areas.
• A study on involvement and commitment among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts and Science Colleges /other industry in Kanyakumari District/ other areas.

• A study on impact of intrinsic motivation among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts & Science Colleges /other industry in Kanyakumari District/ other areas.

• A study on role of organisational culture and leadership among men/women employees of Hospitals/IT industry/ Engineering colleges/Arts & Science Colleges /other industry in Kanyakumari District/ other areas.