A STUDY ON WORKLIFE BALANCE AMONG WOMEN TEACHERS IN KANYAKUMARI DISTRICT

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ABSTRACT

Working women teachers have dual role to play at their homes and school and they find it difficult to fulfill the commitment at home, spouse, children, parents and friends. This puts strain on them which affects their mental and physical well being. Lack of sympathy and support contribute to psychological stress among the working women. Hence an attempt is made to conduct “A study on worklife balance among women teachers in Kanyakumari District”. The objectives of the study are to present the socio-economic profile, perception on role stress, to measure the worklife balance (Work Family Conflict and Family Work Conflict), and the important antecedents of worklife balance among the women teachers, to find the association between the profiles, to evaluate the impact of worklife balance among the women teachers. Proportionate stratified Random sampling technique is used to collect the primary data. Both primary and secondary data have been used. The primary data is collected through questionnaire. The various statistical tools used for analysis of data are F-test, One Way ANOVA, Exploratory Factor Analysis, and Multiple Regression Analysis. The level of role ambiguity is higher among the teachers in government aided management schools than among the teachers in government schools. The level of role conflict is higher among the teachers in government schools than among the teachers in government aided schools. The level of work overload is higher among the teachers in government schools than among the teachers in government aided schools. The factor analysis has identified five work domain factors namely working condition, work pressure, effort reward imbalance, performance inhibitors and uncreative work. The demographic variables namely age, educational qualification, monthly income and experience are significantly associated with their work family conflict and family work conflict. The level of institutional commitment is higher among the respondent teachers in unaided management schools than among the teachers in government and aided management schools. The level of job satisfaction is higher among the respondent teachers in government schools than among the teachers in government aided and unaided management schools. There is significant impact of work family conflict and family work conflict, work family conflict and family work conflict on job stress, work family conflict and family work conflict on life satisfaction.