CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 Introduction

A human being is a worker. If not, the person is nothing. Work is the law of our being. If a person has to enjoy life, he has to enjoy the work. Work is indeed an honour and glory. Without work/job nothing can be accomplished. But he cannot do the work all the time. He has a family to take care of. Besides, man is a social being. He has to deal with neighbours, relatives, colleagues and others.

Work family relationships are complex and multi-dimensional. It is an important ongoing academic and social policy area that requires multi-disciplinary and multi-level investigation. Women’s participation rate in employment is increasing, giving rise to the belief that equal opportunities, for women are improving. The adjustment of work and family balance is always a problem to women since they have dual work to do.

In the modern era, women are shouldering the responsibilities with their male counterparts in all walks of life. Whether it is private sector or public sector, one can find mushrooming of female employees in all segments. It’s not only at the middle or the lower levels but also at the top level of management, women are making their presence felt.
In this context, the increasing number of women in organizations indicates that women must be recognized as active participants in the nation’s development process. In the past man was the main breadwinner. A woman was almost confined to her household duties and care of the children. But now there is equal opportunity for men and women. Whether it is private sector or public sector one can find a large number of women. They have a larger role to play in the social and cultural arena. They have also become active participants in the development process of the nation. Women have made their presence felt not only at the middle or lower levels of management but also at the top level.

Women have always been an important part of family, economy, work and employment although their contributions mostly remain invisible and ignored. Their role is growing continuously with development, industrialization and economic restructuring. It is therefore essential to seek participation of women with equal access to all positions of employments, equal opportunities for work related training and full protection at work place.

Gone are the days when most teachers were men. But now the trend is totally reversed. Women form the majority among teachers in schools and higher educational institutions except boys schools. They dominate not only in arts and science colleges but also in colleges of engineering and technology. They are deeply committed to the physical, intellectual and moral well-being of the students entrusted to their care. They are the real potters, who shape the personality of the children. It is not an exaggeration to say that it is they who shape the destiny of the nation in the classrooms.
In spite of this impressive growth and participation in all walks of life, a woman’s role in the family has not witnessed major changes. She continues to be “load stone to all hearts and loadstar to all eyes”. Home continues to be woman’s special domain. The proverbial statement that men build houses but women build homes continues to be true even in the twenty-first century. But a lot of women are employed. It is they who do most of the household chores. The responsibility of bringing up the children and taking care of the elders have been assigned to them. But career and competitive pressure make more demands on them. As a result, attention to the family and self is taking a back-seat, resulting in the disturbance of mental equilibrium as well as deterioration of personal health. Moreover, there is an ever increasing demand on their time from both the family and society. In such a situation, the adjustment of work and family has became a challenging problem to women workers.

Organizations all over the world are being forced to deal with the effect of family issues spilling into work. The traditional division of labour in families is under great pressure with the expanding role of women. Women are increasingly being forced to deal with the job-related demands that limit time spent on family roles or its quality.

Work-life balance engages the attention of employees as well as their employers. They have all felt that work-life balance policies are the need of the hour. According to a study conducted in April 2008 by Global Information and Media Firm, Nielson Company, about 20 percent of the Indian workers feel that balancing work and life is their utmost concern. They feel the pressure of
balancing their busy working lives with family, personal and social commitments. Without the balance, the consequences can be devastation for individual workers and for the business. When life and work are out of balance, their ill-effects can be seen in the form of absenteeism, sleeplessness, general ill-health, relationship breakdowns, depressions, carelessness, anger and accidents.

1.2 Work Life Balance

Work life balance is an individual workers control over the responsibilities among the work place, family and self. Eileen Mulligan in her book “Life Coaching for Work” stresses the importance of achieving a work/life balance and gives tips for balancing the demands of a career with the rest of a person’s life. According to her a person has to balance her work life with important areas such as health, spiritual/religious life, work/career, financial, personal relationships, family and social life.

Work-life balance, in its broadest sense is defined as a satisfactory level of involvement or fit between the multiple roles in a person’s life. Definitions and explanations may vary. Yet work-life balance is generally associated with equilibrium or maintaining an overall sense of harmony in life. The study of work-life balance involves the examination of people’s ability to manage simultaneously the multi-faceted demands of life. Traditionally, work-life balance has been assumed to involve devoting equal amount of time to paid work and non-work roles. But, of late, the concept has been recognized as more complex. It has been developed to incorporate additional components.
A recent study has explored and measures the following three aspects of work-life balance.

- Time balance: It is concerned with the amount of time given to work and non-work roles.

- Involvement balance: It is about the level of psychological involvement in or commitment to work and non-work roles.

- Satisfaction balance: It refers to the level of satisfaction one gets from work and non-work roles.

An individual has a lot of responsibilities connected with the work, family and self. Work-life balance is all about the person’s control over his varied responsibilities. A person is likely to experience stress when there is inconsistency or incompatibility between his work and the other roles he has to play in his life. Under stress, an individual fails to take clear-cut decisions, re-evaluate and re-assess the priorities and lifestyle. Effective time management can be an answer to the crux of work-life balance. Successful work-life balance can reduce the stress level of an individual, increase his job satisfaction and productivity. It can also result in higher health care cost of the employer.

Women have become inextricably linked with the development, industrialization and restructuring of the Indian economy. Hence the traditional division of labour in families is under great pressure. Women are increasingly being forced to deal with job-related demands. This quite naturally reduces the time spent on family. It is not possible for a person to always balance everything
equally all the time. Some days a family crisis may take all a woman’s time and attention while on another occasion an urgent work may fully occupy her, reducing her time for the family.

Work life balance policies are more relevant today than ever before and Indian organisations too recognizing this. According to a study conducted in April 2008 by Global Information and Media Firm, Nielsen Company, about 20 percent of the Indian feel that balancing work and life is their utmost concern. A fast-paced economic growth and globalization have created their own pressures on employees and women are entering the workforce in a society, where most of the household chores and responsibility of bringing up the children are dumped on them. Carrier and competitive pressure are making more demands on the employees’ time, as a result of which attention to family and self is taking a back-seat, disturbing the mental equilibrium as well as deteriorating personal health. Moreover, employee aspirations are growing, both at work and at home. Above all, there are increasing demands on an employee’s time from both the family and society.

Many employers and employees are feeling the pressure of balancing busy working lives with family and personal commitments. Without balance the consequences can be devastating for individuals and for the business. Signs that work and life are out of balance may include absenteeism, sleeplessness, general ill health, relationship breakdowns, depression, accidents and anger.

Work life balance is an individual’s control over the responsibilities among work place, family and self. Successful Work life balance strategies
reduce stress levels among employees increase their job satisfaction and productivity and on the other hand results in higher healthcare cost of the employer. Stress occurs when there is a basic inconsistency or incompatibility between person’s work and life dimension. Time management is the crux of work life balance. Work life relationships are interrelationships between a person’s work life and personal life.

Work life balance initiatives create an environment in which individuals are able to manage personal commitments while remaining engaged and productive at work. Work-life balance initiatives can position the business as an employer of choice and employees are increasingly attracted to work life balance friendly work places and are more likely to be retained.

1.3 Need for Study

The number of women working as teachers in different schools is great. Most of them belong to the group of dual career couples. These teachers have a dual commitment to fulfil. They have to be committed to their work and at the same time they have their commitment to their homes, spouses, children, relatives and friends. Their involvement in their work infringes on their personal life and if they also find their personal life affects their work.

There are a number of factors in the work that cause stress to the teachers. Pupil-teacher ratio, rigid education system and school organisation, unstable educational policy and fragmentation of responsibilities, absence of reward for
quality work, poor guidance, unfavourable condition for team work, too little
time for out of school activities, increased workload owing to proliferation of
subjects added responsibilities without increase in resources, loss of job
satisfaction and low morale are the major causes that produce stress for the
teachers in their work place.

Work and commitment to work can either enhance or depreciate family
life. Similarly, family life can produce either positive or negative influence on
work attitude, behaviour and outcome. Extensive and inflexible working hours
lead to job stress, which in turn produces distress within the family domain,
withdrawal from family responsibilities, adversely affecting the overall quality of
a teacher’s life. Women teachers feel that they must do justice to their work. But
at the same time they have to take care of their families also. Such a situation
results in additional stress.

Ability to manage stress in the work place can make the difference
between success and failure on the job. Similarly, extensive care-giving
responsibilities and intensive involvement in family activities can limit a person’s
career choices and aspirations, negatively affecting their work involvement, job
satisfaction and the desire to continue their work. Work-life conflict is the result.

Women teachers would love to carry on their work and take care of the
family responsibilities. This can be possible only when they are able to balance
their work with life. At present, women teachers experience lot of stress and
disillusionment. Inflexible working hours and working condition cause the work-
life conflict. Organisation which fail to create situation which does not promote
work life balance will find it increasingly difficult to attract and retain women who are highly capable and motivated workers.

The study of work life balance among the women school teachers will help to predict how they will react towards certain stressful situation. As a teacher, the researcher want to identify the problem of women teachers working at different level of institution in relation to certain selected variables, which seems to be the need of the hour. A clear link is perceived in all contexts between the status of teachers and their working conditions and living conditions. Hence there is an absolute need for the study of work life balance among women teachers.

Variables such as ability in handling different attitude towards their work and to help improve their situations in their field such as satisfaction from work, attitude to work and colleagues and attitude towards family and family members are selected for the present study.

1.4 Statement of the Problem

Women teachers have a dual role to play. They have to take care of their homes along with their responsibilities associated with their work in the schools. In our society marital and family roles are traditionally linked to gender. Women are expected to be household managers. They are ultimately responsible for planning and initiating household activities. It is true that in many families, husbands do make significant contribution to household work and child care. Yet
the major burden of running the household rests on women. The child-care, elder-care and family-care still continue to be the special domains of women.

A number of women teachers are employed in almost all the schools except boys schools. They have too many teaching hours, paper correction, special classes, preparing students for competitions, school days and other extra curricular activities. These multiple responsibilities at work create stress.

At home, they have to prepare meals, wash, feed and prepare their children for schools. Evenings find them dead tired after the school work. Once again the household chores and responsibilities have to be shouldered by them. Except the few hours for sleep, a woman teacher is at work, either in the school or at home.

Pressure from the school and from home produces great stress on women teachers. They find it almost impossible to play the dual role of home management and school work. Economic compulsion demands both the husband and the wife work and earn enough money to run the family and women find it difficult to balance work with life.

The present study on work-life balance among women teachers in Kanyakumari district attempts to investigate the factors of stress at home, at the place of work and in the society as a whole and work-life balance among them.

Today’s career women are continuously challenged by the demands of full time work and when the day is done at the institution, they carry more of the responsibilities and commitments to home. The majority of women are working
40-45 hours per week and 53 percents are struggling to achieve work life balances. Women reported that their lives become a juggling act that included multiple responsibilities at work, heavy meeting schedules, business trips, on top of managing the daily routine responsibilities of life and home. Successfully achieving work life balance will ultimately create a more satisfied workforce that contributes to productivity and success in the workplace. Considering the above facts it is highly essential to analyse work life balance among women teacher.

1.5 Objectives of the Study

Based on the proposed research model, the objectives of the study are

i) To depict the socio-economic profile and social support of the women school teachers

ii) To find out job satisfaction among the women school teachers

iii) To analyse the important antecedents of work life balance among the women school teachers

iv) To measure the work life balance (Work-Family Conflict and Family-Work Conflict) among the women school teachers

v) To analyse the association between the profiles, social support of the women school teachers and their work life balance

vi) To examine the various outcomes of work life balance among the women school teachers, and
vii) To analyse the level of implementation of coping strategies and its impact on the work life balance among the women school teachers.

1.6 Research Methodology

Methodology is an essential and indispensable aspect of any kind of research work. It is the science of methods or principles of procedure. It focuses on the methods to be adopted at the various levels of the research process. It includes research design, area of study, population of the study, sampling design, collection of data and analysis of the data.

There are many research methods. They are distinguished from one another on the basis of the different purpose for which studies are conducted and the types of approaches adopted methods include approaches, techniques and styles.

The present study was conducted on the basis of the primary data. A questionnaire was used for collecting information about work-life balance among women teachers. The data were collected through proportionate stratified random sampling method. They were segregated by questions so that all the responses to each questions could be listed together. Finally, the data were qualitatively analysed.

1.6.1 Research Design

Research design is a blueprint of the various methods used in research projects. It includes the procedures for obtaining the information needed, the way in which they are processed and the method of presentation of the suggestions to
solve the research problems. Even though, the research designs are too many, the present study has followed the ‘descriptive’ research design.

Since the present study has made an attempt to explain the concept of work life balance, the reasons for and the consequences of the work life balance, it is descriptive in nature. Apart from this, the present study has its own objectives and methodology to fulfill the objectives of the study, and hence it is ‘descriptive in nature’. Since, the study also focuses on the cause and effect, the relationship between the antecedents of work life balance, impact of work life balance on its various outcomes and the impact of implementation of coping strategies on the work life balance and it is also diagnostic in nature. Hence the applied research design of the study is descriptive and diagnostic in nature.

1.6.2 Area of the Study

It is imperative to select the area of the study since the concept of work life balance is found in almost all fields in the country. Nowadays, women employment is growing in all sectors of the Indian economy. Even though, it may increase the national and per capita income of the nation, the welfare of the women employees is affected because of their work life balance. Hence, the present study focuses on this area. The selected field of the research is educational field, since the education institution has been facing rapid changes, especially, after globalization. The area of the study is confined to Kanyakumari district because of the researcher’s nativity.
1.6.3 Selection of the Study Area

Kanyakumari district was purposively selected as the study area by the researcher for the following reasons:

i) There is no exclusive study made on the work life balance among the women school teachers in Kanyakumari district

ii) Majority of teachers working in schools are women

iii) The district has a highly educated population and the number of employed couples is higher in the district.

iv) Familiarities with the local district its culture and infrastructure facilities would help the researcher to develop a good rapport with the respondents.

The teachers on various schools are familiar to the researcher in the district.

1.6.4 Population of the Teachers in Kanyakumari District

The total number of women school teachers in this district during 2010-2011 was collected from the District Statistical Report, Kanyakumari District. The number of women school teachers working in Government, Government aided and management unaided schools in Kanyakumari District are shown in Table 1.1.
The above Table 1.1 shows the number of women teachers who are working in various categories of schools registered in each and every educational district. Out of the 3091 women school teachers in the district, 923 women school teachers belong to Government schools whereas 1233 women school teachers belong to Government aided and the remaining 935 women school teachers belong to the unaided management schools in Kanyakumari District.

1.6.5 Classification of Women Teachers in Kanyakumari District

Kanyakumari district is one of the most important education centres in Tamilnadu. Kanyakumari district ranks first in education and has attained hundred percent literacy. Hence Kanyakumari district is chosen for the research purpose. The distribution of women teachers on the basis of primary, middle and high schools and higher secondary schools are summarized in Table 1.2.

Table: 1.1

Number of Women Teachers in Kanyakumari District

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>923</td>
</tr>
<tr>
<td>2.</td>
<td>Government Aided</td>
<td>1233</td>
</tr>
<tr>
<td>3.</td>
<td>Management Unaided</td>
<td>935</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3091</strong></td>
</tr>
</tbody>
</table>

Table: 1.2

Category of Women Teachers in Kanyakumari district

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category of School</th>
<th>No. of Women School Teachers</th>
<th></th>
<th></th>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary</td>
<td>Middle and High School</td>
<td>Higher Secondary</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Government</td>
<td>382</td>
<td>213</td>
<td>328</td>
<td>923</td>
<td>29.86</td>
</tr>
<tr>
<td>2</td>
<td>Government Aided</td>
<td>343</td>
<td>493</td>
<td>397</td>
<td>1233</td>
<td>39.89</td>
</tr>
<tr>
<td>3</td>
<td>Management Unaided</td>
<td>245</td>
<td>268</td>
<td>422</td>
<td>935</td>
<td>30.25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>970</td>
<td>974</td>
<td>1147</td>
<td>3091</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>31.38</td>
<td>31.51</td>
<td>37.11</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>


Totally, 3091 women school teachers are working in the district. Out of the 3091 teachers, 29.86 percent are government school teachers and 39.89 percent are Government aided school teachers. The remaining 30.25 percent are unaided management school teachers. The number of women teachers working in primary school constitutes 31.38 percent of the total. It is followed by 31.51 percent of the women teachers working in middle and high school. The remaining 37.11 percent are working in higher secondary schools.

1.6.6 Sampling Framework of the Study

Proportionate Stratified Random sampling technique has been followed to identify the sample respondents of the present study. Samples of 618 teachers were selected at the rate of 20 percent of the total school teachers working in
Kanyakumari district. Since sample respondent teachers were well educated, the entire questionnaire was completed thoroughly and there was no rejection rate. The sampling framework of this study is presented in the following table 1.3.

**Table: 1.3**

**Number of Respondent Women Teachers in Kanyakumari district**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category of School</th>
<th>No. of Women School teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>1.</td>
<td>Government</td>
<td>76</td>
</tr>
<tr>
<td>2.</td>
<td>Government Aided</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>Management Unaided</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The above Table 1.3 shows the sample distribution of the respondent teachers forming three groups. Twenty percent of the sample were selected from the population. Totally, 618 women school teachers were selected as sample respondents. Out of the 618 sample respondents 185 sample respondents are Government school respondents. Among the 185 government teacher respondents, 76 sample respondents belong to the primary school category, 43 sample respondents belong to the middle and high school category and 66 respondents belong to the higher secondary school category. Among the 246 sample respondents from Government aided schools 68 respondents belong to the primary school category, 98 respondents belong to the middle and high school category and 80 respondents belong to higher secondary school category. Among
the remaining 187 respondents from unaided management school, 49 respondents belong to the primary school category, 54 respondents belong to the middle and high school category and 84 respondents belong to the higher secondary school category.

1.6.7 Collection of Data

The required data for the present study were collected with the help of a questionnaire. The questionnaire has been divided into four important parts. The first part covers the profile of the women teachers and their social background whereas the second part includes the antecedents of work life balance among the women teachers. The third part deals with the level of work family conflict and family work conflict and the various outcomes of the work life balance. The last part covers the level of the implementation of coping strategies to manage the work life balance. The related variables have been drawn from the review of previous studies and views of experts. A pilot study was conducted among 20 women teachers in the surroundings of Nagercoil town for the enrichment of the questionnaire. Certain modification, additions and deletions were carried out to enrich the quality of the questionnaire.

1.6.8 Frame Work of Analysis

Appropriate statistical tools were administered to analyse the data. The tools were selected on the basis of the nature of data and the objectives to be fulfilled. The applied statistical tools and the relevance of their application are detailed below:
a) **F - test**

The ‘F’ test has been used to find out the significant association among the respondent teachers under Government, Government aided and unaided management categories regarding their antecedents and outcomes of work life balance.

b) **One way Analysis of Variance**

The one way ANOVA was administered to examine the association between the profile variables, family variables and institution variables with the social support, various aspects of work life balance namely work family conflict, family work conflict and also various outcomes of work life balance.

c) **Factor Analysis**

Factor analysis is most frequently used to identify a small number of factors. A statistical procedure was designed to take a larger number of construct and reduced them to a small number of factors that describe these measures with greater parsimony. The Exploratory Factor Analysis has been administered to find out the variables related to work life balance.

d) **Multiple Regression analysis**

Multiple Regression analysis shows the influence of two or more variables on a designated dependent variable. $R^2$ is the proportion of variation in the dependent variable explained by the regression model. The multiple regression analysis has been administered to find out the impact of work life balance (Work family conflict and Family work conflict) on the various outcomes
of work life balance. The regression analysis has also been applied to analyse the impact of level of implementation of coping strategy on the work life balance.

e) Index

Index number is a series representing the process of change. The index on work family conflict is calculated by way of comparing score on work family variable and maximum score on work family variables. The index on family work conflict is calculated by comparing score on family work variable and maximum score on family work variables.

1.7 Hypotheses of the Study

i) There is no association among the three groups of respondent teachers regarding their level of lack of role autonomy, role ambiguity, role conflict and work overload.

ii) There is no association between demographic variable and the perception on role of stress among the respondents.

iii) There is no association between family domain variable and the perception of role stress among the respondents.

iv) There is no association between demographic variable and perception of work domain factors among the respondent teachers

v) There is no association between family domain variable and perception of work domain factors among the respondent teachers

vi) There is no association between demographic variable and perception of work family conflict and family work conflict.
vii) There is no association among the three groups of respondent teachers regarding their level of job stress and absenteeism.

viii) There is no association among the three groups of respondent teachers regarding their level of job satisfaction, family satisfaction and life satisfaction.

1.8 Operational Definitions

1.8.1 Stress

Stress is a condition of strain on one’s emotions, thought processes and physical condition. It denotes pressure exerted on a person. The pressures people feel in life are due to their reaction to situations. When it is excessive, it can threaten one’s ability to cope with the environment. As a result of these pressures, employees develop various symptoms of stress that can affect their job performance.

1.8.2 Job stress

The physical or psychological response by an individual caused by an external action, situation or event in the work place.

1.8.3 Teacher

A person whose job is to teach students about certain subjects.

1.8.4 Occupation

Occupation means any activity in which a person is engaged for monetary benefits.
1.8.5 Role Ambiguity

The discrepancy between defined role and perceived role is called role ambiguity. A situation that occurs when it is unclear or unknown what behaviour is expected of a role occupant. Extreme role ambiguity creates an unhealthy condition leading to absenteeism and turnover.

1.8.6 Intrapersonal Conflict

Conflict occurs within an individual. It emerges as a result of a conflicting role undertaken by the individual.

1.8.7 Role Conflict

A situation that arises when others have different perceptions or expectations of a person’s role. When a person is confronted by divergent role expectations role conflict emerges and the compliance with one role requirement makes difficult the compliance with another one.

1.8.8 Life Stressor

The event that takes place outside the institution and causes stress in life.

1.8.9 Job Satisfaction

A positive or pleasurable emotional state resulting from the appraisal of one's job or job experience. The work, pay, promotion, supervision, working condition and co-workers are determining factors in job satisfaction. Job satisfaction improves the employees’ productivity and reduces their absenteeism and turnover rates.
1.8.10 Attitude

Attitude is one’s opinion or mental disposition about a thing or person. An attitude may be positive or negative. Attitude reflects employees’ feeling towards their jobs.

1.8.11 Absenteeism

This refers to the failure of an employee to report regularly for scheduled work. There is an inverse relationship between absenteeism and job satisfaction.

1.8.12 Institutional Commitment

Institutional commitment is employees’ loyalty towards the institutions they are working in. It is the degree to which an employee identifies himself/herself with a particular institution and its goals and wishes to maintain membership in the institution.

1.8.13 Irritation

It is the state of mental feeling, annoyed, patient or slightly angry.

1.8.14 Quality of Work Life

The process of work organization which enables its members at all levels to actively participate in shaping the organization’s environment, method and outcome. The value based process is aimed at improving the quality of life at work for employees. It refers to the extent to which the members of an organization meet their personal needs through their work in the organization.
1.9 Limitations of the Study

The present study has the following limitations:

i) The antecedents and outcomes of work life balance have been examined with the help of appropriate statistical tools which have their own limitations.

ii) Kanyakumari district has been purposively selected for the present study. This district has high literacy rate. The sample size is 618 only. The scope of application of the findings of the present study is too limited.

iii) This study does not cover CBSE and International school women teachers.

1.10 Scheme of the Report

For a neat and clear presentation of the report, the present study is classified into seven chapters.

The first chapter includes the introduction, work life balance, need for the study, statement of the problem, objectives of the study, methodology, hypothesis of the study, conceptual framework, limitation of the study and scheme of report.

Second chapter presents the review of literature on various concepts on work life balance and research gap.

The third chapter explains an overview of Work Life Balance. It explains family domain and work domain variables, social support, work-family and family work conflicts, institutional commitment, job satisfaction, job stress,
absenteeism, family satisfaction, life satisfaction and strategy implemented by the respondent teachers to cope with the conflict situation.

The fourth chapter explains the socio economic profile of the women school teachers control variables, family domain variables, institution variables and social support among the respondent teachers in Government, aided management and unaided management schools.

The fifth chapter analyses the perception of the respondents towards role stress.

The sixth chapter explains the Antecedent of work life balance and institutional commitment.

The seventh chapter gives the summary of findings, suggestions and conclusion and also the scope of further research.