1.1 INTRODUCTION

The economy of India is the twelfth largest in the world in terms of rates of market exchange. It is fourth largest in the world in terms of purchase power parity. The economy of India has gradually grown and today it is one of the most developing economies in the global scenario. According to economists and education researchers, there has been a direct link between the economic growth of India and social development. In fact the favourable socio economic scenario of the country has contributed a lot towards its development. Due to the improvement of the civic amenities such as education, health care lots more, the standard of living has also risen which has put a significant positive impact on the Indian economy. It is essential for economic development with the physical objects – with the development of human capital is required. Especially in the development of human capital is higher education. Higher education saw the economic scale is clearly evident in the market demand for services.

According to the twelfth five year plan (2012-2017) of the statutory body responsible for governing higher education in India have stated that ‘higher education in India is passing through a phase of unprecedented expansion, marked by an explosion in the volume of students, a substantial expansion in the number of institutions and a quantum jump in the level of public funding.
The expansion of higher education placed a vital role in Human Resource development in India. The target of Gross Enrollment Ratio (GER) in higher education is expected to increase by 30% by the year 2020 (as per XII five year plan).

Today women of all ages and backgrounds are part of every aspect of higher education. They comprise the majority of undergraduate students and represents significant numbers of post graduate students, faculty members and educational administrators. Women are found in every discipline, even though historically reserved for men, such as engineering and medicine. Women are part of every type of institutions, including elite public and private colleges and research universities. Women are better represented among the faculty and leadership of the institutions. Similarly, women hold full professors positions, associate professors, assistant professors and also as dean of the institutions. Along with the work related factors women faculty often remark on the greater responsibilities that women shoulder for family care, including care of both children and ageing parents. Many reports pointing out those women faces equal responsibilities of professional life and family life. Women’s contributions to the family and career is highly depend on their managing capability of work life balance

The aspect of work-leisure was invented in the mid-1800s. Happiness can be presumed as a little separation as possible between the work and play. To the context the expression "work life balance" was first expressed in 1970’s in UK and 1980’s in US (Burke peter 1995). In India the concept of work life balance has first expressed in 1978 (Ragavan 1978).
Work life balance does not mean an equal balance. It means, it is difficult to schedule an equal number of hours for each of our work and personal activities. It may vary over a period of time. Even, the right balance of work life balance at present time will probably different for future time. The person when at single will be different from when they get married and may vary a lot when they are having children. The balance between work and life is varying also when someone starts new career or job. There is no fixed work life balance which can fit to all. The best work life balance is different for each one because everyone has different priorities on work and different life styles. The priority of work has related to career development, achievement and the priority of life has related to health, pressure, family and spiritual development. Work life balance is simply means balance between achievement and enjoyment in life.

Work life balance is a concept which indicates the boundaries of work and non-work activities (Alan felstead et al 2002). The problem of work life conflict arises when the person try to cross the boundaries of work life or personal life. Work life balance is a phenomenon that occur those who are employed and manage their personal life. The concept of work life balance exists due to the conflict arise between work life and family life. (Marks and Mcdavid 1996) expressed that various role played by a person is one of the reason for work life conflict. Hence the work life balance may be taken as that tendency to become fully engaged in the performance of every role in one’s life and how successfully manage balance between all the roles.

Work life balance is an important area of HumanResource Management which is one of the dimensions of quality of work life. It is receiving attention on
management people, academic researchers and government for recent years because of changes in economy, impact of globalization, changes in family structure, increasingly significant in technological and cultural changes, increased women participations in work force, the increasing number of dual earner couples, the ways in which the work is conducted and the intensified working practices have lead to difficulties in maintaining the family and work responsibilities (Pooja pandey 2012).

Work life balance is determined by many factors which have mentioned as work related factors, family related factors and other factors. Work environment, work load, working hour, family responsibilities, participate in social activities are some of the factors determining work life balance. These factors have an influential effect on work life balance. Poor work life balance causes decreased job satisfaction, reduced interest on job accountability and family responsibility and it also affects the health of a people who is working in any organization or institutions.

Work life balance is bi-dimensional approach where both the institutions and people working in an institution have to take necessary steps to achieve it. By the way of adopting flexible working condition and leave policy the institution can help to achieve the work life balance and the person can achieve the work life balance by the way of planning and scheduling the activities based on the priority.

Work life balance is about creating and maintaining supportive and health environment which enable the employee to have balance between work and personal responsibilities. The positive focus on work life balance leads to positive focus on institutional development. It provide more benefit to the employer such as reduced turnover, increased attractiveness towards institution, strengthen the employee loyalty and productivity, reduced absenteeism, job satisfaction, greater morale of a
teacher towards job, good relationship with superior and institutions. A person with better work life balance shall contribute more towards improved performance which directly contribute towards growth and development of organizations.

1.2 EDUCATION INDUSTRY IN INDIA - AN OVER VIEW

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels such as central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right.

Indian education system recognises the role of education instilling the value of secularism, egalitarianism respect for democratic tradition, civil liberties and quest for justices. Government policies such as Right To Education (RTE) are aimed to providing compulsory and free education to all including the economically weaker section in the society. Initiatives such as National Policies on Education (NPE) focus upon the uniformity in education with special emphasis on education of girls’ establishment and of pace-setting schools like Novodaya Vidyalaya in each district. Special schemes like Kasturiba Gandhi Balik vidyalaya (KGBV) focused on girls education and Jan Shikshan Sansthan (JSS) a multi faced adult education programme are further fuelling the growth of education sector in India.

Equality, quality and quantity are the elusive triangle of Indian education system. Equality in education reveals that education is open to all Indian citizens irrespective of gender caste, and religion. Quality in terms of maintain standards
which are internationally comparable and the Quantity is mentioned by universal elementary education, secondary education and higher education (Naik 1979) for the number people who have obtained the various stages of education.

The Indian education sector is one of the largest sunrise sectors contributing to the country’s economic and social growth. The Indian education system, considered as one of the largest in the world, is divided into two major segments of core and non-core businesses. While, schools and higher education for the core group, the non-core business consists of pre-schools, vocational training and coaching classes. The education sector in India is evolving, led by the emergence of new niche sectors like vocational training, finishing schools, child-skill enhancement and e-learning. India has emerged as a strong potential market for investments in training and education sector, due to its favorable demographics (young population) and being a services-driven economy. Indian education sector’s market size in FY12 estimated to be USD 71.2bn is expected to increase to USD 109.8 bn by FY15 due to the expected strong demand for quality education. The market grew at a CAGR of 16.5% during FY05-FY12.

1.3 PROFILE OF HIGHER EDUCATION IN INDIA

In India higher education sector has a tremendous increase in its institutional capacity in the years since Independence. The quantum growth of higher education sector is spear headed by the universities which are the highest seat of learning. As per the report of FICCI the profile of higher education in India has stated that the Indian higher education system has emerged as one of the largest in the world, with 14.6 million students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11% while student enrollment has grown at a
CAGR of 6% and the Gross Enrollment Ratio (GER) currently stands at about 13.8% compared to 60% in the US and Canada, and 21% (average) in the BRIC countries. Out of 1.21 billion population in India, around 234 million fall in the age group of 15-24 years, which is expected to increase by 13% over 2005-2020 as compared to the world average of 4%. Hence, India is an attractive market for the higher education sector. India’s education and training sector is estimated to be about US$ 40 billion market, with a potential 16% five-year CAGR. The market size for higher education is projected to treble in next 10 years to $115 bn. As per an estimate in FICCI-Ernst &Young report 2010, the higher education spend is going to increase to INR 155,015 Cr and requires an investment of INR 360,640 crores ($ 76 bn) by 2020 to create the additional capacity. The amount accounts for around 1.9% of the current GDP based on Purchasing Power Parity.

According to the twelfth plan report the key challenges of higher education are estimated as

The public spending is low in spite of 10 fold increase in the XI plan with Rs 2.2 trillion deficit for planned expansion of higher education as estimated by the Planning Commission. Although government plans to augment the public funding for education by 30-40% in the XII Plan, the government is looking at ways to attract private & foreign investments into the sector to achieve the target without compromising on quality and relevance.

The Sectors suffers from imbalanced growth across the country: The rural areas, which represent about 65% of the total population, have just 20% of the total professional colleges. Similarly about 58% of all Higher Education Institutions (HEIs) are located in six states of south India. R&D expenditure is low at 0.81% of
GDP compared to 1.13% in China & 2.60% in US. The student-teacher ratio at 26 is high compared to BRIC average of 16 and developed economy average of 15.3 which further adds to the complexities.

Acute Faculty shortage continues to impact the quality of Higher Education. Currently, about 25% of Faculty positions in Universities remain vacant while 24% of faculty in universities and 57% in colleges are without PhD degrees. Lack of appropriate Industry-academia linkages and engagements have been identified as one of the critical reasons for the lack of quality of graduates in the country.

Indian higher education sector is classified into form of presence, field of study, mode of delivery and level of study. Universities, university level institution colleges and diploma granting institutions are come under the category of form of presence. Under this category most of the institution where set up by private sector. General courses like arts and science and professional courses like engineering, management, law are come under the field of study, general courses account for large share of higher education in India and student enrollment. On the basis of mode of delivery higher education is classified into class room teaching and distance mode. In the classification of level of study Under Graduate, Post Graduate Diploma and Ph.D. are some levels come under this category.

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions are the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as deemed-to-be University on the recommendation of the UGC. At present, the main
constituents of university or university-level Institutions are: Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. In our country there are totally 659 UGC recognised universities which includes 312 state universities, 129 deemed to be universities, 45 central universities and 173 private universities for the academic year 2013-14 based on UGC report.

The key policy making agencies and its functions in higher education

❖ Ministry of HRD

Ministry of HRD lays down the national policy on education. It is an Indian government ministry, responsible for the development of human resources. The ministry is divided into two departments like the department of school education and literacy. This department deals with primary education, secondary education, adult education and literacy. Department of Higher Education deals with university education, technical education, scholarship etc. The ministry is headed by the cabinet-ranked Minister of Human Resources Development and a member of the Council of Ministers. The department is empowered to grant deemed university status to educational institutions on the advice of the University Grants Commission (UGC) of India, under Section 3 of the University Grants Commission (UGC) Act, 1956.

❖ Central Advisory Board of Education (CABE)

Central advisory board of education co-ordinate the activities of central and state government in the field of education. The Central Advisory Board of Education (CABE) was first established in 1920 and dissolved in 1923 as a measure of
economy. It was revived in 1935 and had continued to exist till 1994. The pivotal role played by the CABE was recognized by the modified National Policy on Education (1992). Hence it has been reconstituted by the Govt. in July 2004. This board consists of nominated members representing various interests in addition to elected members from Lok Sabha and Rajya Sabha.

❖ **University Grant Commission (UGC)**

The UGC was formally established in November 1956 as a statutory body of the Government of India through an act of parliament for the coordination, determination and maintenance of standards of university education in India. It provides recognition to universities in India, and disburses funds to such recognized universities and colleges. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at in New Delhi.

❖ **All India Council for Technical Education (AICTE)**

The AICTE was constituted in 1945 as an advisory body in all matters relating to technical education. Even though it had no statutory powers, it played a very important role in the development of technical education in the country. It had four regional committees with offices at Chennai, Mumbai, Kanpur and Calcutta. All the new schemes and proposals for starting new institutions or programmes were approved by the corresponding Regional Committee. In view of the above, AICTE became a statutory body through an Act of Parliament 52, in 1987. The Council was established with a view to the proper planning and co-ordinate development of the
The development and improvement of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education. The functions of AICTE are merged with UGC from April 2013 and it is considered as only an advisory body. The developments notes of higher education from the periods of 2010 onwards are mentioned below

- The Government has set itself a highly aggressive target of achieving 30% GER by 2020 which translates into an enrolment of 40 million students in higher education system.

- Private sector will play a critical role in meeting the demand as about 63% of the total higher education institutions are private unaided institutions.

- Vocational training and skill development are the thrust areas for sustaining and continuing economic growth of the country and therefore has been the priority sector for 11th & 12th Five Year Plans.

- Government is in the process of streamlining the regulatory framework to make higher education more accessible and to improve the quality of education delivery.

- There are several Bills that Government has initiated on higher education recently.
The cabinet has cleared certain crucial bills in the education sector are stated below:

- **National Accreditation Regulatory Authority for Higher Educational Institutions Bill (NARAHEI), 2012**: This Bill will improve the quality of higher education in the country as it will make accreditation of higher educational institutions mandatory and provide for an institutional structure for registering, monitoring and auditing accrediting agencies.

- **Innovation Universities Bill 2012**: Universities for Research and Innovation Bill that provides for establishment and incorporation of universities for research and innovation which would be at the forefront of making India a global knowledge hub.

- **Educational Tribunals Bill, 2010**: It establish a two-tier structure of Educational Tribunals at the State and National level to adjudicate on the entire gamut of disputes arising in higher education.

- **Higher Education and Research Bill, 2011**: It provides for the establishment of an over-arching authority called National Commission for Higher Education and Research for determining, maintaining and coordinating standards in Higher Education

- **Prohibition of Unfair practices in Technical Educational Institution, Medical Educational Institutions and Universities Bill, 2010**: To prohibit and punish malpractices and adoption of unfair practices in technical and medical educational institutions and in the university
system, to protect the interest of students and applicants seeking admission.

- The Foreign Educational Institutions (Regulation of Entry and Operations) Bill 2010: For regulating the entry and operation of foreign educational institutions in India.

### 1.4 HIGHER EDUCATION IN TAMIL NADU

#### State Council for Higher Education (SCHE)

The National Policy of Education on 1986 has been moving the higher education system to the central slot in the education scenario of India, has spelt out the strategies to impart the needed dynamism and vibrancy to tertiary education. It is envisioned by the creation of structures for coordination at the State and National Levels. It has proposed in specific terms that state level planning and coordination of higher education should be done through State Councils for Higher Education set up as statutory bodies. The University Grants Commission and the State Councils should develop coordinate methods to keep a watch on standards. It is in pursuance of this significant recommendation of the National Policy on Education that the Government of Tamil Nadu established a State Council for Higher Education by the Tamil Nadu State Council for Higher Education (TANSCHE) Act. This statutory body started functioning from 9th November 1992. This council co-ordinates the role of Government, university and apex regulatory agencies in higher education within the state. The basic objective of the department is to formulate polices, laws, regulations and various programmes based on the needs of the society in all the states for achieving the goals of the Government in the field of higher education in India. In Tamilnadu the Directorate of Technical Education (DOTE) was established
on 1957 for furtherance of technical educational activities and the Directorate of Collegiate Education (DCE) was carved out of the erstwhile Directorate of Public Instruction in the year 1965 with a view to administer exclusively the Collegiate Education. The higher education department was formed in 1997, after bifurcation from the education, science & technology department of secretariat. As per the collegiate education of Tamilnadu it is identified that total number of universities are 50 Out of it 2 central universities, 21 state universities and 27 deemed universities are functioned to develop the higher education in Tamilnadu.

1.4.1 A profile of Engineering Colleges, Arts and Science Colleges and Poly Technique Colleges in Tamil Nadu

a) Profile of Engineering colleges

In Tamil Nadu all the engineering college are affiliated to Anna University. Out of 521 engineering colleges Anna university itself owns departments, 12 university constituency colleges, 11 government and government aided colleges and 492 self-financing engineering colleges in Tamil Nadu as per the year of 2012-2013.

b) Profile of arts and science colleges in Tamil Nadu

Arts and science college in Tamil Nadu are affiliated to universities based on the geographical jurisdiction. The universities in Tamilnadu are University of Madras, Barathiyar University, Barathidasan University, Madurai Kamarajar University, Manonmaniam Sundaranar University, Periyar University and Thiruvalluvar University. There are totally 693 arts and science colleges in Tamil Nadu which includes 74 government colleges, 37 constituent colleges, 139 Aided colleges and 443 self financing colleges as per status of year of 2013-2014.
c) Profile of polytechnic colleges

Polytechnic colleges in Tamil Nadu are controlled by Department Of Technical Education which is popularly known as DOTE. Under the control of DOTE there are 41 government polytechnic colleges, 34 government aided polytechnic colleges, 3 affiliated polytechnic colleges, 15 Hotel management and catering technology colleges, 1 film institute, 1 labour institution, and 406 self financing polytechnic colleges are functioned and totally there are 501 polytechnic colleges in Tamil Nadu as per year of 2013-2014.

1.5 NORMS FOR COLLEGE TEACHERS WORK LOAD AND LEAVE POLICY

The work load and leave policies stated by the UGC and AICTE for the faculty working in engineering colleges, arts and science colleges and polytechnic colleges as tabulated and presented as below

Table 1.1 Classification of designation and Work Load by UGC and AICTE

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Type of Institution</th>
<th>Designation</th>
<th>Teaching Hours /week</th>
<th>Working hours /weak</th>
<th>Working days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Engineering colleges and Arts and science colleges</td>
<td>Assistant Professor</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate professor</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor (in Universities only)</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Polytechnic colleges</td>
<td>Lecturer</td>
<td>18</td>
<td>40 Hours</td>
<td>90 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer / Lecturer (senior scale)</td>
<td>16</td>
<td></td>
<td>180 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOD/Lecturer (Selection Grade)</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source : UGC and AICTE Report
i) Leave Policy

UGC provision of leave policy has declared to the teacher in the form of various leaves like duty leave and sabbatical leave which is sanctioned to the teachers in higher education. In addition to these leaves casual leave, special casual leave earned leave half pay leave, commuted leave, extraordinary leave, maternity leave, paternity leave and adoption leave are some of the provisions of leave granted for permanent teachers of universities or colleges by UGC. The leave policy for polytechnic teachers is followed like casual leave, medical leave, earning leave and other leaves as per the Tamil Nadu state government employees leave policy.

1.6 WOMEN EMPLOYMENT PATTERN IN INDIA

Women form an integral part of the Indian workforce. According to the information provided by the office of Registrar General & Census Commissioner of India, As per Census 2011, the total number of female workers in India is 149.8 million and female workers in rural and urban areas are 121.8 and 28.0 million respectively. Out of total 149.8 million female workers, 35.9 million females are working as cultivators and another 61.5 million are agricultural labourers. Of the remaining female workers, 8.5 million are in household Industry and 43.7 million are classified as other workers.

The pattern of Indian women's employment has changed markedly since the 1970s. The sector in which women have worked throughout the century, plantations, mining and manufacturing have not been the areas of growth. Indeed in the better-paid and unionized jobs the proportion of women in the workforce has declined drastically. Women have been increasingly pushed into unregulated
non-unionized jobs, with the exception of electronics and the service sector. The following tables shows the status of working women in India at different sectors.

Table 1.2 Status of Women Employments in India
(State & Union Territorywise)

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2011/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Public Sector</td>
<td>Private Sector</td>
</tr>
<tr>
<td>I NORTH ZONE</td>
<td>517.54</td>
<td>220.85</td>
<td>738.38</td>
</tr>
<tr>
<td>1 Haryana</td>
<td>59.63</td>
<td>42.77</td>
<td>102.40</td>
</tr>
<tr>
<td>2 Punjab</td>
<td>97.97</td>
<td>60.72</td>
<td>158.69</td>
</tr>
<tr>
<td>3 Himachal Pradesh</td>
<td>54.72</td>
<td>12.82</td>
<td>67.54</td>
</tr>
<tr>
<td>4 Chandigarh</td>
<td>14.35</td>
<td>10.97</td>
<td>25.32</td>
</tr>
<tr>
<td>5 Delhi</td>
<td>95.01</td>
<td>43.00</td>
<td>138.02</td>
</tr>
<tr>
<td>6 Rajasthan</td>
<td>175.17</td>
<td>48.69</td>
<td>223.86</td>
</tr>
<tr>
<td>7 Jammu &amp; Kashmir</td>
<td>20.70</td>
<td>1.87</td>
<td>22.57</td>
</tr>
<tr>
<td>II CENTRAL ZONE</td>
<td>386.91</td>
<td>100.98</td>
<td>487.89</td>
</tr>
<tr>
<td>8 Madhya Pradesh</td>
<td>121.07</td>
<td>19.45</td>
<td>140.52</td>
</tr>
<tr>
<td>9 Uttar Pradesh</td>
<td>153.47</td>
<td>64.64</td>
<td>258.11</td>
</tr>
<tr>
<td>10 Uttarakhand</td>
<td>30.88</td>
<td>11.20</td>
<td>42.08</td>
</tr>
<tr>
<td>11 Chhattisgarh</td>
<td>41.50</td>
<td>5.69</td>
<td>47.19</td>
</tr>
<tr>
<td>III NORTH EASTERN ZONE</td>
<td>173.60</td>
<td>286.92</td>
<td>460.92</td>
</tr>
<tr>
<td>12 Assam</td>
<td>87.13</td>
<td>279.67</td>
<td>366.80</td>
</tr>
<tr>
<td>14 Manipur</td>
<td>18.40</td>
<td>0.64</td>
<td>19.04</td>
</tr>
<tr>
<td>15 Mizoram</td>
<td>10.41</td>
<td>0.58</td>
<td>10.98</td>
</tr>
<tr>
<td>16 Nagaland</td>
<td>16.21</td>
<td>1.87</td>
<td>18.08</td>
</tr>
<tr>
<td>17 Tripura</td>
<td>30.13</td>
<td>1.88</td>
<td>32.00</td>
</tr>
<tr>
<td>IV EASTERN ZONE</td>
<td>321.38</td>
<td>178.84</td>
<td>500.21</td>
</tr>
<tr>
<td>18 Bihar</td>
<td>20.33</td>
<td>1.84</td>
<td>22.17</td>
</tr>
<tr>
<td>19 Orissa</td>
<td>103.53</td>
<td>11.14</td>
<td>114.66</td>
</tr>
<tr>
<td>20 West Bengal</td>
<td>106.00</td>
<td>137.30</td>
<td>243.30</td>
</tr>
<tr>
<td>21 Jharkhand</td>
<td>91.52</td>
<td>28.56</td>
<td>120.08</td>
</tr>
<tr>
<td>V WESTERN ZONE</td>
<td>622.83</td>
<td>561.63</td>
<td>1184.45</td>
</tr>
<tr>
<td>22 Gujarat</td>
<td>166.67</td>
<td>122.71</td>
<td>289.37</td>
</tr>
<tr>
<td>23 Maharashtria</td>
<td>442.94</td>
<td>426.54</td>
<td>869.47</td>
</tr>
<tr>
<td>24 Goa</td>
<td>12.74</td>
<td>11.34</td>
<td>24.08</td>
</tr>
<tr>
<td>25 Daman &amp; Diu</td>
<td>0.28</td>
<td>1.05</td>
<td>1.32</td>
</tr>
<tr>
<td>VI SOUTHERN ZONE</td>
<td>1166.47</td>
<td>1313.07</td>
<td>2479.54</td>
</tr>
<tr>
<td>26 Andhra Pradesh</td>
<td>246.52</td>
<td>210.38</td>
<td>456.90</td>
</tr>
<tr>
<td>27 Tamil Nadu</td>
<td>280.88</td>
<td>470.01</td>
<td>750.89</td>
</tr>
<tr>
<td>28 Kerala</td>
<td>194.88</td>
<td>249.66</td>
<td>444.54</td>
</tr>
<tr>
<td>29 Puducherry</td>
<td>7.45</td>
<td>7.09</td>
<td>14.54</td>
</tr>
<tr>
<td>30 Tamil Nadu</td>
<td>436.70</td>
<td>375.91</td>
<td>812.61</td>
</tr>
<tr>
<td>31 Andaman &amp; Nicobar</td>
<td>7.52</td>
<td>0.27</td>
<td>7.79</td>
</tr>
</tbody>
</table>

Table 1.3 Women Employments in major Industries

<table>
<thead>
<tr>
<th>T.C</th>
<th>Brief Description</th>
<th>As on 31.03.2010</th>
<th>As on 31.03.2011</th>
<th>Percentage Change 2011/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Public Sector</td>
<td>Private Sector</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>Agriculture, Hunting and Forestry</td>
<td>56.07</td>
<td>416.94</td>
<td>475.01</td>
</tr>
<tr>
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1.6.1 Women Participation in Employment among Educational Sector

Indian constitution establishes enactment of laws to protect and promotes the interest of women to develop them and protect them from discriminations based on gender. For a longer period of time the teaching profession is the most preferred one by women in India, especially in semi urban and rural areas the teaching professions fulfills the employment opportunity of unemployed graduate women.

As teaching is a noble profession which plays a vital role in women employment because it is suitable for women when compared to other profession. The women teachers play mother role on their students through counseling and guiding with patience. The influence of women teacher by love and care for their
students has significant impact on their students and children rather than their counterparts.

The degree of commitments dedication, involvement, determination and goal setting and target achievements are some special features of women teacher. A demand for perks and remuneration and work culture based on the above demand is less in women teacher. They have good inter personal and communication skill to maintain good relationship in educational industry to keep the work environment friendly. Women posses the qualities like participative leadership style, ability to manage multi task, caring and developing personal relationship are some the essential character which could contribute positively in educational sector.

Jawaharlal Nehru said that educating the man mean that educating the individual, where as educating a woman means that educating the whole family. Educating the women will create a change in the society and the family which is possible by involving women in education and employment. Women development is a tool to develop our nation.

1.6.2 The Problem Faces by Women in Educational Industry

In India educational industry provide vast employment opportunity for male and female which includes in government as well as in private sector. Women have a high preference of choosing the career in educational sector when compared to other sector. The reasons for choosing the educational industry by the women for the employment are identified as follows.
• Nearness to their home town.
• Reasonable work time and work load.
• Career development.
• Opportunity to do their research along with their career.
• Reasonable salary.

Equally there are problems also faced by the women faculties they are:

• Difficult to fulfill the commitments after the working hours.
• Over work load.
• Handling the students with disciplinary issues.
• Management handling behavior with student.
• Pressure on students result.
• Unfavourable work environment.
• Admitted students learning capacity.
• Discrimination in promotion and salary.

On consolidation of the problems and opportunities of women employment in educational sector the problems are predominate than the opportunities. The aim of attaining the performance and job satisfaction the women teachers are expected to plan and manage the work life balance. Managing the work life is an art and also involves some of the scientific applications the responsibility to create a well balanced work life is by both the individual and the management. Result of the creative work life balance strategies will contribute the commitment and the work performance.
1.7 WORK LIFE BALANCE

Work life balance is about people having measure of their control over when to work, where to work and how they work. It is a bi-dimensional approach which an organization allows for the people and the individual do for themselves.

1.7.1 Definitions of Work-Life Balance

According to the definition of Greenhaus (1985) “Work life balance as satisfaction and good functioning at work and at home with a minimum role conflict”.

As per Netemeyer (1996) has defined work family conflict as a form of inter role conflict in which the general demands of time devoted to and strain created by the job interfere with performing family related responsibilities. In contrast, family work conflict is a form of inter role conflict in which the general demands of time devoted to and strain created by the family interfere with performing work-related responsibilities.

Felstead (2002) defines that “Work life balance as the relationship between cultural times and spaces of work and non working societies where income is predominately generated and distributed through the labour market.”

Elliot(2003) stated that “Work life balance has defined as the work and life satisfaction by managing both responsibilities adjacently.”

According to Clarke, Koch & Hill (2004) “Work life balance is defined as a satisfactory level of involvement or fit between the multiple roles in a person’s life
and it linked with the concept of equilibrium that maintaining an overall sense of harmony in life.

Backman (2004) defines “Life balance is typically defined by its opposite as imbalance. This term usually refers to a stressful lifestyle or more specifically, a lifestyle in which there is too much work and too little sociality. Often, the existence of imbalance within individuals’ lives in Western nations is simply taken as a given a societal, organizational, or cultural-level problem for which various programs, interventions, and policies need to be created.

Definition of Swamy (2007) on work life balance is a practice that is concerned with providing scope for employees to balance their work with the responsibilities and interests they have outside work. It enables them to reconcile the competing claims of work and home by meeting their own needs as well as those of their employers.

Finally the definition Delecta.P (2011) states that “Work life balance is defined as an individual ability to meet their work commitments as well as other non-work and family commitment.”

1.7.2 Evolution of Work Life Balance

The term “work/life balance” was coined in 1986, although its usage in everyday language was sporadic for a number of years. Interestingly, work life programmes existed as early as 1930’s. before second world war the W.K. Kellogg Company created four six hour shifts to replace the traditional three daily eight hour shifts, and the new shifts resulted in increased employee morale and efficiency (Lockwood, 2003). Work life balance was initially conceived in terms of work
family conflict (Kahn et al., 1964), work family enhancement or facilitation (Grzywacz and Marks, 2000) or work family balance. It has defined as the role conflict as the “simultaneous occurrence of two or more sets of pressures such that compliance with one would make more difficult compliance with the other”. Greenhaus and Beutell (1985) based on the work of Kahn et al. (1964), defined work family conflict as: “A form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work - family role is made more difficult by virtue of participation in the family -work role.” Conflict between work and family has been found to be bi-directional and should be seen less as competing priorities than as complementary elements of full life. Finally the work life balance is include the concept of work family and life-course fit (Phyllis Moen 2008) which broadens the focus from traditional measures of the work-family interface to include as well employees’ sense of time and income adequacy and their assessments of work schedule fit. The concept of life-course fit is applicable to employees of all ages and life stages whereas work-family concepts are often limited to employees who are married or raising children. The life-course fit concept includes the person environment fit at both work and home by gauging employees’ cognitive assessments of the fit or misfit between their needs and resources in both environments. The way to achieve the work life balance is to adopt an approach that is conceptualized as a two way process involving a consideration of the needs of employee as well those of employees.
1.7.3 Theories and Models of Work Life Balance

Various theories and models contributed by the researchers on work life balance. Among the various models it is estimated that there are eleven models leads to the closer contribution regarding the study about the work life balance. The theories and models have been studied for the research and presented.

i. Zedeck and Mosier relationship model of work and life

Zedeck and Mosier (1990) model found that there are typically five main models used to explain the relationship between work and life outside work. He classifies these models in order to know better about work life balance which as follows:

- **Segmentation model**

The segmentation model said that work and non-work are two distinct domains of life that are lived quite separately and have no influence on each other. This appears to be offered as a theoretical possibility rather than a model with empirical support. The view of the relationship between work and home is independent and do not affect each other. Workers in unsatisfying or un-involving jobs, segmentation of work and home is a natural process. The separate spheres pattern viewed the family as a domestic haven for women and work as a public arena for men. However, this view of segmentation was challenged by researchers who demonstrated that work and family are closely related domains of human life.
• **Spillover model**

In contrast, a spillover model hypothesizes that work or life can be influence each other in either a positive or negative way. Several researchers suggested that people carry the emotions, attitudes, skills and behaviors that they establish at work into their family life. Spillover can be positive or negative. Positive spillover refers to the fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain.

• **Compensation model**

The third model is a compensation model which proposes that what may be lacking in one sphere, in terms of demands or satisfactions can be made up in the other. For example, work may be routine and undemanding but this is compensated for by a major role in local community activities outside work. The Compensation theory proposed that workers try to compensate for the lack of satisfaction in one domain (work or home) by trying to find more satisfaction in the other. Men look to their families as sources of satisfaction lacking in the occupational sphere”. Two forms of compensation have been distinguished as First, a person may decrease involvement in the dissatisfying domain and increase involvement in a potentially satisfying domain. For example, individuals with little autonomy at work seek more autonomy outside of their work role. On the other hand, reactive compensation represents individuals’ efforts to redress negative experiences in one role by pursuing contrasting experiences in the other role such as engaging in leisure activities after a fatiguing day at work.
• **Instrumental model**

   A fourth model is an instrumental model whereby activities in one sphere facilitate success in the other. The traditional example is the instrumental mode is who will seek to maximize earnings, even at the price of undertaking a routine job and working long hours, to allow the purchase of a home or a car for a young family.

• **Conflict model**

   The final model is a conflict model which proposes that with high levels of demand in all spheres of life have to be made some conflicts occur due to overload on each sphere. Each of these roles imposes demands on us which require time, energy and commitment to fulfill. Work-family conflict occurs when the cumulative demands of these many work and non-work roles are incompatible in some respect so that participation in one role is made more difficult by participation in the other role.

ii. **Clark model on work family border theory**

   Clark (2000) presented a work family border theory, a new theory about work family balance. According to this theory, each of person’s roles takes place within a specific domain of life, and these domains are separated by borders that may be physical, temporal, or psychological. The theory addresses the issue of crossing borders between the domains of home and work. According to this theory, the flexibility of the boundaries between people’s work and family lives will affect the level of integration, the ease of transitions, and the level of conflict between these domains. Boundaries that are flexible facilitate integration between work and home domains. When domains are relatively integrated the transition is easier but,
work family conflict is more likely. Conversely, when these domains are segmented, transition is more effortful, but work family conflict is likely to be less (Bellavia and Frone 2005).

iii. Mali-Yin & Jie-Lin model based on orientation between work and family

They establish the approach to create the commitment profile according to the degree which the individuals are committed to their work and personal lives the configuration of commitments are classified into

![Figure 1.1 Mali-Yin & Jie-Lin Work and Family Orientation Model](image)

**Figure 1.1 Mali-Yin & Jie-Lin Work and Family Orientation Model**

- **Work Orientation**
  
  Work orientation consists of people who are highly committed to their career and less committed to their personal life.

- **Personal life Orientation**
  
  Personal life orientation consists of people who are highly committed to their personal life and less committed on work.
• **Integration Orientation**

In integration orientation the persons are equally committed to career as well as personal life.

• **Disengagement Orientation**

The persons commitment on work and personal life is equally low is known as disengagement orientation.

iv. **Voydanoff's Work-to-life and life-to-work conflict and facilitation model**

![Figure 1.2 Voydanoff's Work-to-life and life-to-work conflict and facilitation model](image)

According to Voydanoff (2004) both conflict and facilitation can take two forms that is from work to life and from life to work. Both forms become visual in the above figure. In the column in the middle three boxes are displayed. Demands refer to structural or psychological claims associated with role requirements, expectations, and norms to which individuals must respond or adapt by exerting physical or mental effort. Resources are structural or psychological assets that may be used to facilitate performance reduce demands or generate additional resources.
In the centre of the model, boundary-spanning resources are mentioned. These include support from the family and the organization for a work-life balance.

v. Seiwert’s Life Balance Model

![Image of Seiwert’s Life Balance Model]

Figure 1.3 Seiwert’s Life Balance Model

Seiwert 2001 distinguishes apart from work and family two other life domains – health and meaningfulness of life – that are important in human life as well. His intercultural research identified four domains as the most important areas of life. These represent the main factors which reflect the multidimensionality of life. The life areas are:

- Work/achievement
- Social contact/relationships
- Health/body
- Meaningfulness of life.
The work/achievement area includes features such as job, studies, career, striving for success, wealth etc., whereas the contact/relationships area represents the human need for social contact and includes family, friends, colleagues, or social recognition. The health/body area refers to the sufficiency of sleeping, relaxation, fitness and sport, recreation, or healthy eating. The last area, meaningfulness of life, includes the sense of life, religion or life philosophy, values, self-realization, self-actualization, and self-fulfillment.

vi. Alicia A. Grandey, Bryanne L. Cordeiro, and Judd H. Michael’s model for organizational perception on employee wellbeing

![Figure 1.4 Alicia A. Grandey model for organizational perception on employee wellbeing](image)

The study examines two possible moderators of the effectiveness of family-supportive organizations of male employees that represent the extent of quantitative demands in the work and family contexts. First, more hours at work reduce the time that one has for family roles, but if that work environment is supportive of employees’ personal lives the time spent at work may be less likely to result in
negative spillover. Second, the number of family roles these male employees has (e.g., spouse, parent, eldercare) may impact the degree to which family-supportiveness matters to their reported WFC. Those who have more family roles may be more appreciative of a family-supportive organization, while those without family demands may be indifferent or even react negatively.

vii. Barnett’s model of the work-social system interface

![Figure 1.5 Barnett’s model of the work-social system interface](image)

**Figure 1.5 Barnett’s model of the work-social system interface**

Distal conditions represent all aspects of the work domain, including everything from global economics to specific workplace policies and practices. The number of hours spent in paid work activities is often considered to be a key distal variable in predicting work-family balance. However, some studies report that time at work by itself does not explain the significant variance in a number of work family outcomes. It is always dependent on other variables to make its impact, suggesting the presence of a mediating variable such as fit. Other distal conditions found to be associated with increased work-family balance include job satisfaction, job tenure, and whether the individual worker has managerial status. Some
researchers claim that high job involvement is beneficial to job satisfaction or at least has no negative effect on employees.

viii. Dilek Yildirim and Zeynep Aycan’s model for nurses work demand and work family conflict

![Diagram of Dilek Yildirim and Zeynep Aycan’s model for nurses work demand and work family conflict]

**Figure 1.6** Dilek Yildirim and Zeynep Aycan’s model for nurses work demand and work family conflict

To test the moderating effect of nurses work family demand and work life conflict, data have to be split into two groups that score high and low on the moderator (in this case, supervisory support) and the models tested for the two groups are compared. This results in converting a continuous variable (i.e. supervisory support) into a categorical one, which is not desirable unless necessary. The mediated model suggested that nurses’ work overload, overtime work, working hours and shift work would be negatively associated with their job and life satisfaction, and this relationship is mediated by work to-family conflict. In order to examine the individual contribution of each of the work demands to predict
work-to-family conflict, they were included in the model as separate observed variables, rather than the elements of a latent construct named as work demands.

ix. Lei Wu, Binahayatirusyidi, Nancyclaiborne, Mary L.Mccarthy model of job related factors associated with work life balance

![Lei Wu model of job related factors associated with work life balance](image)

**Figure 1.7** Lei Wu model of job related factors associated with work life balance

The present study intends to address two research problem and relevant hypotheses. First, the job-related factors are closely associated with work life balance among child welfare workers and it is hypothesized that supervisor support, organizational support, job value, and tenure are positively associated with child welfare workers' perception of work–life balance, while work time, income, and supervisory status are negatively associated with work–life balance. Second, work life balance partially mediate the influence of job-related factors on job satisfaction. And it is hypothesized that work life balance partially mediates the relationships between several job-related factors and job satisfaction.
x. **Muktar.Farah conceptual model of interplay among work life balance, job satisfaction and academic discipline**

![Diagram showing the conceptual model](image)

**Figure 1.8 Muktar.Farah conceptual model of interplay among work life balance, job satisfaction and academic discipline**

The conceptual model illustrates the hypothetical relationship between academic disciplines, job satisfaction, and work life balance. “A” represents the influence work life balance has on job satisfaction, “B” represents the influence academic disciplines have on job satisfaction, and “C” indicates the influence
academic disciplines have on work life balance. In sum, the model assumes academic disciplines directly and indirectly influences work life balance and job satisfaction.

xi. Nathalie conceptual model of impact on work life balance due to changes

![Nathalie conceptual model of impact on work life balance due to changes](image)

**Figure 1.9** Nathalie conceptual model of impact on work life balance due to changes

The conceptual model represents the economic changes, demographic changes, changes in work and social changes are reflects in the work-family balance. As a conflict is classified into time based conflict, strain based conflict and behavior based conflicts, it has an impact of work life balance of individuals and it may affects the family life, work and health of the person.
1.7.4 Scope of Work Life Balance

Work life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life. It is an issue influences both the organizations and the employees. In the current economic scenario, organisations are hard pressed for higher productivity and need people with improved work-life balance as an employee. Better work-life balance will contribute more towards the organisational growth and success.

a. Changes in Business Environment and its impact of WLB

Rapid changes of business environment pull the organization by not able to provide secure employment and that is why the attitudes and values of people in work are also changing and they are less willing to display unconditional commitment to the organization. The decline of work as central life interest along with conflicting demands of work results in an imbalance between work and rest of life. The attitude towards life too is rapidly changing among the people today. They like to travel, socialize, pursue hobbies, take up adventure sports etc. When they do not get time for these activities, they are gripped by frustration and unhappiness.

b. Changes in corporate strategy by influence of WLB

The force to globalization are increasingly significant in technological changes by the ways in work it is conducted and the intensified working practices to lead the difficulties in managing the family and work responsibilities. Positive focus on the work life balance contributes strategies which leads to the positive focus on the corporate. It provides more benefits to the individuals as well as the organization in a better way.
c. Changes in Human Resource strategy with the focus of WLB

Meeting of stimulating trends in the early 21st century has enabled employers to re-think their human resources strategies. As such, it is not merely coincidence to transform work-life balance strategies as strategic focus in business and public policy priority. The trends and challenges, to mention a few, are as follows: the aging workforce, increased workforce competition, advancement in information technology, and rising costs associated with employee benefits. These have created new frontiers for employers to attain organizational performance aims without setting aside workers’ personal aspirations. As indicated and reported in The Human Solutions Report (Lowe 2007) a sizeable number of employees are suffering from an imbalanced and sunken work-life quality. The same report has documented that dual-earner families have escalated over the course of time while the job performance expectations have also increased. Thus, work-life balance has become both a dream and a mission to achieve. In this vein, both the employers and employees have to meet midway and together and explore ways under which work and life quality can be addressed.

d. WLB and changes in working pattern

This issue has come due to multitude of changes in the work place, in employee demographics and in the family sphere. Global HR market is becoming highly competitive and companies as outsourcing to reduce the HR costs. As a consequence, the employees feel impelled to put in longer hours to achieve and possibly exceed the employers’ expectations in order to secure their jobs. Thus, the long hours culture has come to dominate the lives of highly educated and skilled professionals and managerial personnel.
e. **Changes in technology and its impact on WLB**

A few decades earlier, it was widely expected that new technology would shorten the working hours and bring respite and leisure to the work force. But instead of bringing relief and leisure, the developed technology has left professionals with little time free from paid work. In fact, technology has blurred the line separating office from home and now the employees are expected to be available for office works even while at home because of the facilities that IT networking has to placed at our disposal. Thus, the work has become more taxing and burdensome. These pressures and demands of work, reflected both in longer hours, more exhaustion and the growth of evening and weekend work and it leaves little quality time for the family. Moreover, these work pressures are also having a direct impact on the health of the employees.

f. **WLB creates improved employer employee relationship**

Work life imbalance causes a stress among employees in an organisation. The stress turn in caused by improper work life balance leads to poor concentration on work, increased absenteeism, increased teachers turnover and low morale which will affect the organisational achievement. There is a need to study about work life balance policies in an organisation to maintain better employer employee relationship.

g. **WLB Enhances organizational effectiveness**

Enhanced work life balance policies make reduced absenteeism, reduced employee turnover, improved productivity, high morale and greater job satisfaction which turn in increased individual and organizational effectiveness.
h. **Balancing the work life to retain the talented employee**

Another important aspect of work life balance is to retain the talented employees in the organization. Shortage of talented in the workforce has made the employer to focus on implementation of work life balance policies for employee retention.

i. **WLB impacts in the social structure and family sphere**

The changing social structure arising out of dual earner couples, nuclear family, single parenting families, dependent care responsibilities for children and older person cause increased importance of study about work life balance. Increased participation of women in work force is an another social change which leads to analyze the importance of work life balance for the benefits of both individual as well the organisation.

Women are playing a dual role, that of a income earner 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 (Ramu 1989). All this puts an extra pressure on women employees.

j. **To improve the well being of employee through integrating work and family interface**

Work and family are the two most important domain in one persons’ life and their family interface, there is a felt need to balance and integrate family need and career requirements because both the domain play vital role in affecting one persons’ health as well as the organizational development.
1.7.5 Importance of Work Life Balance in India

Being a developing economy Indian workforce face competition, because of that the Indian workforce are always under pressure. Lot of MNC’s stepped into India by the way of Liberalization, Privatization and globalization, the work culture of an Indian workforce has changed due to the above mentioned reasons. The advent of Information and Communication Technology (ICT) and increased participation of women in workforce add complexity in balancing paid work and personal life. In a transitioning society like India, where the traditional roles of women as homemakers and caretakers are deeply entrenched, the work family balance becomes a challenge for women and their employers.

There is a necessary for providing a customized work life balance policies and strategies according to Indian context for the welfare of the employees as well as the employer for effective utilization of manpower and goal achievement of an organization and welfare of the nation.

1.7.6 Importance of Work Life Balance for Indian Teaching Professionals

There are some important reasons to study about the work life balance of Indian teaching professionals. Developments in education industry transformed a teaching learning process from conventional which is teacher centric into constructive learning which learner centric (K.G.Senthil kumar 2012). The new learning environment causes a stress for the teaching profession in managing personal life and work life.
In the competitive private educational system the students are considered as customer. Various studies has undertaken to know about the satisfaction and dissatisfaction level of students but it has ignored the job satisfaction of teaching faculty in educational especially in private educational sector. Another important reason has been the role played by the teaching professions. They play assortment of roles like a pedagogical, managerial, technical and subject designing role (S.Bennet and Lockyer 2004). This multiple roles played by teaching faculty create and concrete them under pressure. This stress makes improper balance on their work life and personal life that will affect the teaching quality and performance of the teachers in higher educational sector.

1.7.7 Factors considered and influenced on Work Life Balance

The factors which are determining the work life balance have an impact on the work life as well the personal life. The factors of work life balance are classified into economic factors, work related factors ,factor influencing family life, social factor and other factors. Economic factors includes globalization of market and changes in economy Work related factors include working hour work environment, nature of work and work load of an organization. Family and personal life related factors involve family responsibility, marriage, child care supports from spouse and family members. social factors includes increasing participation of women in workforce, increasing participation of dual career couples, single parents, population aging, changing family structure and gender concerns. Finally other factors include Participation of social and religious commitments, sickness, individual attitude, commitments distance of work place from home. These are some of the important factors of work life balance. These factors are discussed under the following heads:
i. **Economic related factors**

The economic factor predominant influences is by globalization and fluctuation of economy. These two factors influences have been studies as follows

a. **The globalization of markets**

The economic trends were accompanied by significant changes in the marketplace. During the 1990’s, workplace had to adapt to major changes in the economy. The globalization of markets, the creation of new technologies and pressures related to competition have led to major changes in the nature and intensity of work time. Hence these economic trends affect the work life balance.

b. **Changes in economy**

The changes of an economy involve movement of manufacturing concern in to service based concern. Some institution has also contributed to the increase of various types of odd jobs. The presence of women in the job market and the aging of the population have increased demand for services outside of standard work hours. The fact that many women work during the day has increased the demand for weekend and evening. This change affects the work life balance in many sector including educational sector.

ii. **Work related factors**

The work related factors are the elements related to work which affect the work life balance.
a. **Nature of work**

The nature of work and quality of work has influenced work life balance. The nature of work refers to the work done by an individual. The nature of work in the higher educational institutions is teaching and conducting examination which are general term of nature of work. In addition to that monitoring students discipline, conducting events like sports and cultural programmes and seminars and conference for students development are also considered as a nature of work. The increased responsibility on nature of job have an negative impact on work life balance.

b. **Working hour**

The working hour is major factor which determines the work life balance. In higher educational institutions working hour is classified in to part time or full time or work at home. There are some difficulties to achieve the work life balance in full time when compared to part time work and work at home. Even in work at home sometimes a chances of work life imbalance because the work goes beyond the normal working hour. In the field of teaching online teaching and special coaching for students improvement at home is example for work at home.

Long working hours, changes in work schedule and teachers spent more time on work have a negative impact of work life balance. Some of the higher educational institutions have classified the working hour into day college and shift system, the teachers working in shift system have better work life balance than the teachers working in day college. The increased working hour leads to decrease in family involvement which is the consequences of poor work life balance.
c. Work Environment

Work environment involves the physical and psychological environment where the teacher, students, and management combined together and work together. The work environment plays a vital role in determining work life balance. Reaching work place, class allotments based on likes and dislikes, relationship with superior and the relationship with colleagues also affects the work life balance of women teacher and students. In addition to that student behavior also has an influential effect on work life balance. The support from superior and the colleagues and well behaved students will reduce the problem of work life balance and vice versa. Negative work culture, poor work environment, non supportive superior and colleagues, students behavior on disciplinary action and poor performance in studies influence negatively on work life balance of women teachers in a higher educational institution.

d. Work Load

Workload is the amount of work an individual has to do. There is a distinction between the actual amount of work and the individual's perception of the workload. Workload can also be classified as quantitative that is the amount of work to be done or qualitative that is the difficulty of the work. In the field of teaching work load refers to number of subject handled by the teacher and number of teaching hours per week allotted to them is taken into consideration. Work load is another important factor which affects the work life balance. Unexpected and emergency meetings, carrying the work like paper corrections to home, work on holidays, negative effects on work demand and new requirements of changes in
working pattern are some other elements of work load which can affect the work life balance.

iii. Family related factors

a. Family responsibility

The responsibility towards the family plays important role in determining work life balance. Minimum responsibility leads to better work life balance where as increased family responsibility creates poor concentration on work and have negatively influence on work life balances. The family responsibility may vary over a period of time and it is uniqueness for gender. Routine works at home, functions and festivals in the family, take care of family members and family commitments are some issues influencing work life balance related with family responsibility of a women teacher.

b. Marriage

Marriage is an important life event in everyone life. The events like marriage and birth of child will affect the work life balance. Single can have a better work life balance when compared to married. Married person without child have a better work life balance when compared to married having children.

c. Children

Younger child or children at home has influence the work life balance. Mother has to take care of children under the age of six and the sick children. If the children have studying in school, the distance of their school and mode of transport
are the components of child care which affects the work life balance of a women teacher.

**d. Support from spouse and family members**

Spousal support and support from the family members are another important determinants of work life balance. Like superior and colleagues support at work place, support from the spouse and family members are necessary for smooth sailing of work life balance.

**e. Eldercare**

Elders dependents at home is one of the factors which influence work life balance. Parents and in laws at home are need to be considered, when they depend on others help the women has to take care of them, hence the dependents dependency have affected the work life balance.

**iv. Social factors**

**a. Participation of women in workforce**

The massive entry of women in workforce has been one of the driving factors behind recent changes occurring in industrialized societies. The transition of women from the private to the public sphere has called into that question the traditional model of the man as provider and the woman devoted to family matters, while at the same time allowing women to acquire a measure of financial independence and professional fulfillment. Thus, women’s income has become a more important source of household financial security.
The impact of women empowerment and changes in global working style the participation of women employees are increased in work force. As women have a home maker and care taker the collision of these responsibilities will affect the work life balance.

b. Participation of dual earner couple

The changes in conventional family system into conversion family system both men and women are working. In this conversion family system both men and women perceived the importance of work life balance. The perception of work life balance is low for dual earner couples when compared to single earner family. The women teacher faces the problem of work life balance when her spouse does not contribute toward family work and responsibility.

c. Changing family structure

The changes in the family structure also a determinant of work life balance. Increased nuclear family and single parenting family will affect the work life balance because in nuclear family and single parent family has lot of commitments to face individually while compare to traditional joint family system.

d. Ageing

Aging of population has affected the work life balance. Because of physical and psychological factor, population aging plays imperative role in achieving work life balance.
e. Gender concerns

The important aspect of work life balance has arisen because of gendered issues. Women have struggle with work life balance when compared men. The participation of women at work plays key element of work life balance.

v. Other factors

Major work related factors and family related factors have significant effects on work life balance. In addition to these factors some other following factors also affect work life balance they are:

a. Participation of social and religious commitments

Social and religious commitments have a significant impact on work life balance. Member of a social and religious group involves commitment on social and religious activities which has influence the work life balance.

b. Distance from work place

The distance between work place and the family is not work related or family related factor but it will affect the work life balance by the way of long traveling and increased traveling hours.

c. Sickness

Individual sickness is a short time or temporary factor which affects the work life balance. They can achieve the work life balance when they become normal.
d. Nature of individual

The tendency of an individual character also determines the work life balance. Highly committed, balanced and right minded person perceived an equal importance of work life balance and try to achieve it. Some people are having a nature of low commitment on work as well as personal life. Here the nature of a person determines the work life balance.

e. Commitments

The commitments on both work and family are the notable factors which determine the work life balance. Employee involvement or more commitment on work causes a less commitment on family and vice versa.

1.7.8 WLB and Gender Approaches and Differentiation

Gender issues in the work environment plays important role in many ways including work life balance. In some condition work-life balance is common to all, irrespective of gender. The imbalance is also experienced by men who take time off or reduce working hours for taking care of their family. For many employees today, both male and female their lives are becoming more consumed with a host of family, other personal responsibilities and interests. The male employee who has less commitment in family is not worry about work life balance. He can concentrate more on work apart from family responsibilities, but it is not possible to the person who takes care of his family and having family responsibilities.

Women tend to be interrupted more often when compared to men. Mother report more work family conflict than father. Some cases father also experienced tension in child caring as their working wives are not present at home to look after to
their kids (Voydanoff 1988). Work life balance equally affects men and women health and women felt more work family strain than men (Elliot 2003).

Both men and women prefer working in organization that support work life balance, men appear to be benefit more than women. (Burke2002). Organizational practices found on assumptions of gender differences have an impact of the negative consequences regarding management of work life balance.

The satisfaction pursued by the men is differing from women. Men feel satisfied when he achieved more on the job events even at the cost of ignoring family responsibilities. In contrast women perception of work life balance is distinguished from men. They believe that work and family are equally important and both are the sources of satisfaction, but when work interfere more on family responsibilities will cause frustration among women employees.

Sacrifice made in work and family have a different perception on men as well as women. Sacrifice made at work will affect the male employee when compare to female employee, in contrast sacrifices made in family life will affect the women when compare to men (Mellisa Mike 1999). The gender determines priority of an employee on work and family, men give priority to work whereas as women give priority to family responsibilities than work

Family structure has changed, and work-place factors have an important role to play in this phenomenon. In the conventional family system the wife stayed at home and looked after the children and household chores. Today, by contrast, there are an increasing number of dual-earner couples. In this situation, it is difficult for a
single person to meet the needs of all the other family members. Men and women now share child care and other family responsibilities.

1.7.9 WLB Issues Specific to Women

Most work had been divided by gender until the advent of the knowledge worker. The knowledge industry created greater access for women, resulting primarily from higher education and the ability to be evaluated based on knowledge performance rather than physical capabilities, as was previously required in factory or farm work. A more level playing field, coupled with factors such as changes in marital patterns and smaller families, has contributed greatly to an increase in the number of working women (Grossman, 1981).

Ismail and Ahmad (1999) remarked that women’s employment inevitably pose challenges to women themselves, the household and the society. To them, the challenges are in terms of the interface of work and family roles, women as individuals in male dominated organisations, striving to achieve their economic potential as well as gender equality. Much of the research on work family conflict has been based on the principle that roles inevitably create strain for the working women and pointed to the importance of role overload for women. It has defined as the general sense of having so many role demands or obligations that the women felt unable to perform them all adequately. Multiple roles may prove to be self enhancing in that they result in increased skills, heightened self-esteem, and well-being and also provide additional sources of social support.

Work life balance issues are specific to women because in ancient days men earned and women stayed at home to look after family and child care
responsibilities, but now a days the participation in women in work force are increased and women have made greater sacrifices to run the work life and personal life smoothly. Women's deeper involvement in professional life has not reduced their involvement in home and family. For women today, managing interpersonal relationships is an effective way to release as are challenges related to their professional role. Thus, in a sense, women's double role means double stress. However, it also means a rich and rewarding life with protective emotional bonds.

Employed women who got married finds the work–life balance is problematic and experience stress, because they are more likely to be working full-time. They have so many things to do at home, work place and often run out of time before they get them all done. Women were more likely to report stress at work, women at lower levels have felt work life stress were reported by routine and manual respondents (Moore 2006). The maternity rights, flexible working arrangements and childcare facilities are of fundamental importance to women in combining paid employment with family commitments (McRae 1991).

Women working outside the home have to fulfill the obligation of both employee and the house keeper. They are committed to their role in the segment when compare to men. This may lead to role conflict and over load which result in tiredness, exhaustion, stress and sleep disorder (Bird 1991). The combined role played by women have a significant influence on work life balance issues, they play the role of wife, mother and paid employee which have detrimental effect on health. Within the traditional division of household work in industrialised countries, the primary responsibility for child care and household tasks lies with women. (Net Mayer et al. 2004) The role of mother is principle source of stress for women, even
it is stressful role it is enjoyed by all the mother, in addition to that the dependents at home are make the women in struggling with work life balance. Hence women have a greater responsibility to fulfill the obligation of employer as well as family members, therefore the issues regarding work life balance of women is need to be studied and find the solution for balanced approach.

Today's career women are continually challenged by the demands of fulltime work and when the day is done at the office, they carry more of the responsibilities and commitments to home. The majority of women are working 40-45 hours per week and they are struggling to achieve work life balance. Women reported that their lives were a juggling act that included multiple responsibilities at work, personal life and home. When a woman takes time off to care for children or an older parent, employer have a tendency that they have less than fully committed. In this circumstances the work life balance stress experienced by many women employees. Even today a woman is still bound to her home and gives priority to her home duties, and children’s upbringing. In the challenging work environment additional to the family responsibility women has struggle and juggle with work life balance and face many problems to achieve the work life balance.

1.7.10 Work Life Conflict and its Types

Work family conflict occurs when there are incompatible demands between the work and family roles of an individual that makes participation in both roles more difficult. Conceptually, conflict between work and family is bi-directional. Most researchers make the distinction between what is termed work to family conflict, and what is termed family to work conflict. It is also termed as Work Interferes with Family(WIF) and Family Interferes with Work(FIW). The work life
conflicts has classified into three categories a) time based conflict, b) strain based conflict, c) behavior based conflicts.

a. **Time based conflict**

Time-based conflict occurs when the time demands associated with one role restrict the amount of time that can be devoted to the other role. It hinders one’s performance in the latter role. For example, having to work overtime on a job and being forced to miss a child’s school event is an example of time based conflict. However, being absent from work because of family responsibility is an example of time-based family to work conflict.

b. **Strain based conflict**

Strain based conflict occurs when pressures in one role weaken performance in the second role. An example of strain based family to work conflict is when an employee is too tired to work well in the morning because of taking care of a family member who is suffering from any illness. An example of strain based work to family conflict is when someone is too tired to cook dinner or clean the house, because of working too intensely on the job.

c. **Behaviour based conflict**

Behavior based conflict refers that the incompatibility of behaviors necessary for the two roles. An example of behavior-based family to work conflict is when one is affected from a family demand, that the individual is unable to concentrate at work. An example of behavior-based work to family conflict is when someone showing anger on their spouse or children to exhibit workplace dissatisfaction.
1.7.11 Consequences of Work Life Imbalance

The relationships between work and family can have an important effect on job and life satisfaction. The level of involvement of the worker assigns to work and family roles is associated with this relationship. Poor Work-Life Balance is often manifested in a range of physical and psychological strains such as irritability, depression, anxiety, diminished self confidence, inability to relax, lack of sleep and increased susceptibility to a number of illnesses, a number of psycho-somatic disorders, burnout, low productivity, high employee turnover, safety hazards, high blood pressure, ulcer, migraine and many psychosomatic disorders and it also affects the cardiovascular system. It affect both educational institution and individual as well.

i. Outcome of work life balance related to educational institution
   (organizational outcome of work life balance)

   In a competitive teaching environment, individuals working in an institution struggle with work life balance. Educational institutions also suffer owing to poor work life balance of their teaching faculties. There are direct and indirect deleterious consequences. The direct consequences are poor performance in teaching, teachers turnover, increased absenteeism etc. On the other hand, the indirect consequences are low involvement, serious interpersonal conflicts at work, indifferent attitude towards work and so on. It was found that work-life conflict had a negative impact on organizational performance and on employees. Teaching faculty who are overloaded or whose work interfered with family were highly stressed, experienced burnout, expressed dissatisfaction with life and were in poor mental and physical
health. The outcome of these work life balance affects the higher educational institution as well in the following ways.

❖ **It affects a job satisfaction of a teacher**

Poor work life balance affects a job satisfaction of teachers in an educational institution. Researchers proved that work life balance and job satisfaction were positively related to each other and even the work family conflict increased emotional exhaustion and decrease job satisfaction.

❖ **Increased absenteeism and teachers turnover**

The imbalance between work and personal life will cause absenteeism among teachers in an educational institution because the feeling of absenteeism and turnover is one the root caused by work life imbalance. The teachers opt for better job which provides enhanced work life balance.

❖ **Morale of a teacher have been reduced**

Morale is an attitude of a teacher towards positive opinion about their job. There is a positive relationship between morale and work life balance. When a teacher is having better work life balance, it reflects in the morale which turn in reflects in the job satisfaction.

❖ **Negative attitude towards work, superior and management**

The teacher who suffer from poor work life balance have a negative attitude towards the work. Not only having the negative opinion about the work but also there is a negative opinion about the superior and the management.
❖ **Diminishing interest on work**

Diminishing interest on work is one of the outcomes of work life balance. The teacher who facing a poor work life balance have reduced job interest because she is suffering from displeased responsibilities of unpaid work due to heavy commitments on paid work.

❖ **Reduced productivity**

Reduced productivity is the direct impact of work life balance which has affected an organization sternly. The reduced productivity in educational institution refers lack of interest on teaching and poor performance on students results. Previous researchers found that there is a positive relationship between work life balance and productivity. Enhanced work life balance produces improved productivity and loyalty of a women teacher in an educational institution.

❖ **Employee involvement on work and organization is reduced**

The involvement of a teachers towards teaching is reduced due to poor work life balance and the involvement towards work place also reduced because of lack in work life balance practices followed by an institutions.

❖ **Difficult for an institution to retain talented**

The major impact of work life imbalance for educational institutions is to retain the talented and dedicated teachers. The talented and dedicated staffs have considered being a pillar of an institutional development. Work life conflict problems faced by the teachers force them to quit the job.
It affects the relationship among management, colleagues and students

The teachers affected by poor work life balance have difficult to maintain the relationship among management, superior, colleagues and students. It results in negative opinion about institution, management and students as a whole.

ii. Individual outcome of work life balance

The moderating effects of individual differences like gender, age, marital status, parental status and sources of support like colleagues, community, financial resources are the negative relationship between work-family conflict and career satisfaction. Career satisfaction of women and that of elder individuals of both genders was most adversely affected by work-family conflict. Lack of work life balance indirectly and negatively affect family dynamics. It results in conflict with colleagues, superior, spouse and family members. The following are the individual outcome of work life balance:

Affects the physical and mental health

Poor work life balance affects the physical and mental health of women teachers working in educational institutions. Work life conflict causes the physical problem like hypertension, diabetes, migraine, frequent headaches, obesity, and it also affects cardiovascular system. Correlations have also been established between work-family conflict and a high degree of anxiety, irritability and overall stress in one’s life; stress which translates into feelings of frustration and tension. Mood disorder, sleep quality disorder and exhaustion. The physical and mental issues of work life balance experienced by both men and women has one of the driven force
for smoking and usage of drugs and alcohol by men are some of the psychological problem of work life balance.

An occupational stress like subject allotment based on likes and dislikes, administrative and admission work creates stress for women teaching faculty. The occupational stress has increased due to work life conflict when a family responsibility has interfered with work responsibility and the stress is the basis for all physical and mental health problems.

- **Affects the relationship with family members**

  Work life imbalance affects the relationship with their family member. The exhibition of dissatisfaction of work toward the family member is common for both the gender, especially female teachers who are suffer from work life balance have shows their anger to their children, spouse and other family members. If it is a habitual it will spoil the family relationship.

- **Less involvement in family responsibility**

  The possible outcome of poor work life balance is low involvement in family responsibility. It affects the family life of an individual even a day today activities and enjoyment in the family. The people who are highly committed towards work are lacks in family responsibility and lose the faith of their family members. Less involvement in family responsibility affects the relationship with their family members.
Problem in childcare and eldercare

Childcare and eldercare are the imperative responsibility of married women in our society. The multiple roles played by women as mother, wife, caretaker and teacher oblige them to juggle the various demands and responsibilities of each of these roles. They have too much to do in little time. Due to lack of time they can’t able to spend more with their children, spouse and family members. The impact on presence of mother on children’s development is low for working women when compared to home maker. Studies have amply demonstrated that the working status of mothers does not affect the behaviour of children. It seems, rather, to be the working conditions of both parents that affect the behaviour of children.

Elder people at home are need to be cared especially if they have any health problem. As said in the child care the time is one of the factor which affects working women to take care of their aged parents and in-laws poor work life balance faced by women teacher will affect the thee childcare and eldercare and it is notable problem of work life balance for working women.

Intention to leave the job

Unbalanced work life conflict make a teacher have an intension to leave from the job and the habit of extending leave. This tendency will affects the students, educational institution and the teachers as well.

Changes in food style

It is interesting to consider the impact of work-family conflict on physical health in relation to the food choices and physical activities of families who daily race against the clock, rushing between work, daycare, grocery shopping and meal
preparation. Lack of time and unusual work schedules can also result in family members being less available to share mealtimes. Mealtimes are considered to be privileged occasions for allowing for interaction related to food choices and opportunities for transmitting nutritional culture. Shared mealtimes are also a way to ensure that children’s nutritional needs are being met family meals are not only occasions for eating, but are also periods of transition between professional and family obligations. It offer an important opportunities for parent-child contact. Indeed eating meals together as a family has a positive emotional effect on parent-child relations. The above mentioned activities possibly less for children where a mother is working. In struggling and juggling with work life balance there is a change in food style. The working women prefer ready to eat foods to balance work and personal life. It may save the time but it affects the health of person who takes the readymade foods.

1.7.12 Work Life Balance Legislation

a. Some of the welfare measures related to work life balance implemented in India

Government mandated welfare provisions as prescribed by labour legislations are:

- Working hours

The Factories Act, 1948 regulates the working hours of employees including leave, holidays, overtime, and employment of children, women and young persons. This is the first of its kind legislation in India that has regulated the working conditions in factories and has ensured basic minimum requirements for the safety,
health and welfare of factory workers. The working hours for an adult worker are prescribed not to exceed 48 hours in a week and 9 hours a day. This Act also restricts the working time of women employees and adolescents during evening that is 7 pm to 6 am. It provides for weekly holidays of one day so that the total workdays do not exceed 10 consecutive days. In case of requirement to work on a holiday a worker should be allowed a compensatory holiday (Secs. 52, 53 and 71).

- **Creches**

  The Factories Act, 1948 also requires having crèches in factories employing more than 30 women workers to take care of their children (Sec. 40) which can be considered as a kind of WLBP since it helps women workers to better integrate their work and family demands.

- **Leave Provisions**

  Various kinds of leave provisions and benefits are available under Factories Act, 1948, Industrial Employment (Standing Orders) Act, 1946 and Employee State Insurance Act, 1948. These include, 1) Earned Leave (the convenient leave sought by individual employee) 2) Casual Leave (leave for some family related purpose e.g. burials, weddings etc.) 3) Sick Leave (most times with doctors’ recommendations) 4) Compensatory leave (compensated with leave with wages for the absence from duty against the work performed by worker on any other day than normal working day). Under Employee State Insurance (ESI) Act, 1948 every insured employee is entitled to get cash benefits for the period of sickness occurring during the benefit period and certified by a duly appointed medical officer.
• Maternity Benefits

Another much acclaimed benefit considered to be family-friendly is, maternity benefit provided to working women for certain periods before and after childbirth. In western countries much talked statutory provision for maternity benefit comes from the Family & Medical Leave Act (FMLA), 1993 which mandates that all “eligible” employees of a covered employer can take up to twelve weeks of unpaid, job-protected leave during any 12-month period to care for a newborn child or newly adopted child; to take care of a child, parent, or spouse with a serious health problem; or to recover from one’s own serious health problem. Some of these benefits are also provided to working women in India under Maternity Benefit Act, 1961. The Act extends to the whole of India and is applicable to every factory, mines or plantation (including those belonging to Government) and to every shop or establishment wherein 10 or more persons are employed or were employed on any day of the preceding 12 months.

Every woman shall be entitled to, and her employer shall be liable for, the payment of maternity benefit, which is the amount payable to her at the rate of the average daily wage for the period of her actual absence. As per this Act, any woman shall be entitled to maternity leave of 12 weeks in all whether taken before or after childbirth. However, one cannot take more than six weeks before the expected delivery as per the amendment made in the act in 1989.

The ESI Act, 1948 ensures comprehensive health coverage for employees below a certain income level. A periodical cash benefit is payable to an insured woman employee, in case of confinement, miscarriage, medical termination of pregnancy, premature birth of a child, or sickness arising from pregnancy,
miscarriage, etc., occurring or expected to occur in a benefit period. Medical bonus or expense in lieu of medical expenditure or confinement expenses (up to a certain limit) is paid to an insured woman and an insured person in respect of his wife, if confinement occurs at a place where necessary medical facilities under ESI scheme are not available. Apart from these statutory provisions, many other provisions are provided by organisations voluntarily to their employees either as a result of union’s bargain or as pragmatic concerns of employers. These provisions include high standards of working condition, housing facility to more encompassing benefit packages that include health, dental and life insurance, vacation and leave policies, investment and retirement plans.

1.7.13 Organisational Support for Work Life Balance

Educational institution should seek to balance the needs of their staff with the requirements of delivering high quality services for their students. Flexible working is one of the effective means for institution to support staff achieve a work-life balance.

i. Flexible Working

An educational institution can adopt some or all of the following flexible work arrangements for the staffs for better work life balance

a. Job sharing

Job sharing is a thing where two or more people share the responsibilities of one or more full-time posts, dividing the hours and duties between them.
b. Career break policy

It means which details provision for staff who wish to have longer periods of time off without giving up employment.

c. Term-time working

Term-time working referred as where people work during the college term and or during college hours but not during college holidays.

d. Flexible working and self-roistering

It means where staff can choose their own start and finish time around fixed core hours, or use periods of work of differing lengths within an agreed overall period, or compress longer working hours into a shorter working week.

e. Annualized hours

Annualized hours where people work a specified number of hours each year, with the hours unevenly distributed throughout the year.

i. Special Leave Policies

Educational institution provide for staff entitlement to duty leave, extraordinary leave, sabbatical leave in addition to casual leave, medical leave earned leave and special leave etc,. employers must ensure that they have a policy in place in order to address a range of staff needs. The policy groups these responsibilities to encompass:

- Duty leave to attend seminar and conferences and delivering address on seminar and conferences.
• Extra ordinary leave for perusing higher studies

• Sabbatical or academic leave for undertaking studies and research work for their development and development of institution which he is belonging.

ii. Parental Policies

a. Maternity leave policy

Maternity leave policy which details provision for antenatal care and maternity leave.

b. Paternity leave

Paternity leave which details provision for father’s time off for antenatal appointments and paternity leave.

c. Parental leave policy

Parental leave policy which details provision for time off work to look after a child or make arrangements for a child’s welfare.

d. Adoption and fostering guidance

It details provision for staff who are adopting or fostering children.

e. Childcare Guidance

Childcare offers information on childcare provision or support.
Some of the above mentioned leave policies are formulated and sanctioned by University Grants Commission for the college teachers working in Universities and Government educational institution. These leave policies are not entirely followed by a higher educational institution in private sector. Hence it will affect the work life balance of women teachers working in this institution. To enable a better work life balance the private institution also should adopt the above mentioned flexible working policies because the more number of teachers especially women teachers working in private educational institution.

### 1.7.14 Implementation of Work-Life Balance Policies

Successful implementation of work-life balance policies relies on:

**a. Organisational culture**

Commitment to work-life balance policies must come explicitly from each educational institution or management need to recognise and accept their responsibility for developing an organisational culture in which these policies are implemented and meaningful for all staff. Where organisations feel that service demands challenge this, conscious efforts must be made, in partnership with staff and their representatives to find a balance through creative and effective solutions. This might include examining individual and departmental workloads, assessing the distribution of work across the institution and revising priorities where possible.

**b. Raising awareness**

Higher educational institution should ensure that existing and new policies are widely and effectively exposed and promoted. A strategy for routinely exposing
and promoting work-life balance policies, practice and facilities to all staff should be agreed in partnership.

c. Training

Delivery of policy must be supported through appropriate and comprehensive training and development of those who have responsibility for its implementation.

1.7.15 Benefits of Work Life Balance

Work life balance shall enable individual to fulfill their role effectively and efficiently as an employee, member of any organization, family, and the society. As an organizations need to attract and retain valued employees in a highly competitive labor market, work life balance is a strong motivating factor. Work life balance is an important concept which signifies both organization and individuals in the following ways.

i. Benefits to institutions

- Retention of talented teachers

Evidence indicates that staff is more likely to stay with an institution where flexible working arrangements are available. Institutions that recognise the needs of teachers will reduce wastage of skills, ability and experience as people will remain within the workforce. Work-life balance policies allow employers to reduce turnover rates, which may in turn result in savings on recruitment and enable the students with learn entire subject from one teacher. Different teachers handling same subject because of teachers turn over will affect the students learning and their results.
Flexible working opportunities are one of the main reasons women choose to return to work after maternity leave.

- **Quality and effectiveness**

  Increasing the ability to balance work and life responsibilities has been shown to increase quality of life. In turn, this can lead to increased motivation, greater job satisfaction, improved job performance, increased productivity levels and ultimately improved performance in teaching.

- **Increased organisational ability to meet service demands**

  Flexible working increases the ability, through effective workforce planning, to match with teacher’s availability with uninterrupted flow of teaching for entire year or semester.

- **Reduced absenteeism**

  Previous researches suggests that flexible working arrangements are likely to lead to a reduction in absenteeism as teacher have the flexibility to adjust their working environment to meet their personal responsibilities. This results in effective teaching with lower absenteeism which serves to improve the quality of educational services to the students.

- **Increased productivity**

  There is a positive relationship between work life balance and increased productivity. Previous researches suggest that enhanced work life balance increases the productivity. In the field of teaching productivity implies best performance in teaching and students result.
• **Making teachers feel valued.**

Work life balance practices in an educational institutions has make the feelings of a teacher that they feel valued to their institution.

• **The reputation of being an employer of choice**

The institution having better work life balance policies creates a reputation of an institution and the talented teachers prefer to work in this institution which enables the students preference towards the particular institution. This is important for long run.

• **Health at work**

Work-life balance policies are a key contributor to the reduction of stress at work and the improved wellbeing of women teacher. More guidance on the management of stress at work is included in the work place on managing health at work.

• **Equality and inclusion**

Work life balance policies are available to all women teacher to meet their individual needs and responsibilities, as their circumstances change throughout their working life.

• **Satisfaction of teachers**

Work-life balance policies provide an opportunity to combine paid work with other activities, allowing for more effective management of work life responsibilities, leading to a more varied and balanced lifestyle.
ii. **Benefits to teachers working in higher educational institutions:**

- To understand more value and importance of life balance
- Improved performance in teaching and other related activities
- Work with enthusiasm to provide better results and students' developments
- Can able to spend time on career development, go for higher studies and research activities
- Good quality of life
- Better relationship with management, principal, colleagues and students
- It reduces stress which is the root for all physical and mental strain
- Better relationship with spouse, children and family members
- Personal development and community activities. Improved self esteem, concentration, confidence, loyalty and commitment
- Not bringing problems to home from teaching place and vice versa
- Greater control of their working lives
- Find time to do voluntary work
- Can spent time on hobbies and leisure activities
- Ability for women in paid work to take time off rather than resign from their jobs to stay at home, or to return to work too early after childbirth.
1.7.16 Components of Work Life Balance

❖ **Self-Management**

Sufficiently managing one’s self can be challenging, particularly in getting proper sleep, exercise, and nutrition. Self-management is the recognition that effectively using the spaces in one’s lives is vital and that available resources, time, and life are finite. It means becoming captain of persons own ship no one is coming to steer for them.

❖ **Time Management**

Effective time management involves making optimal use of day and the supporting resources that can be summoned. Time management is enhanced through appropriate goals and discerning what is both important and urgent, versus important or urgent. It entails knowing what you do best and when, and assembling the appropriate tools to accomplish specific tasks.

❖ **Stress Management**

By nature, societies tend to become more complex over time. In the face of increasing complexity and stress on the individual is inevitable. Most forms of multi-tasking ultimately increase the stress versus focusing on one thing at a time.

❖ **Change Management**

In our fast-paced world, change is virtually the only constant. Continually adopting new methods and re-adapting others is vital to a successful career and a happy home life. Effective change management involves making periodic and
concerted efforts to ensure that the volume and rate of change at work and at home does not overwhelm or defeat oneself.

Technology Management

Effectively managing technology means ensuring that technology serves anyone, rather than abuses them. Technology has always been used with the first walking stick, flint, spear, and wheel. Now, the rate of change is accelerating, brought on by vendors seeking expanding market share. Often there is no choice but to keep up with the technological Joneses, and a person must rule technology, not vice versa.

Leisure Management

The most overlooked of the work-life balance supporting disciplines, leisure management acknowledges the importance of rest and relaxation- that one can’t short-change leisure, and that “time off” is a vital component of the human experience. Curiously, too much of the same leisure activity, however enjoyable, can lead to monotony. Thus, effective leisure management requires varying one’s activities.

1.7.17 Strategies for Work Life Balance

Work life balance is a concept which enables the person to balance the work and personal life by the way of planning and scheduling the activities for maintaining the balanced approach for successful progression of life through work. The following strategies are considered to achieve the work life balance.
• Planning the time is an important strategy to achieve the work life balance.

• Scheduling activities as per the plan next step to planning the time.

• Setting up of priorities is one of the way to achieve the work life balance.

• Fix the boundaries between work life and personal life is an effective strategy to achieve the work life balance.

• Take care of health is important to maintain a balance between work life and personal life.

• One of the strategy to achieve the work life balance is , avoid the work or emotions carried from work as well as from home.

• Ready to ask help when it is necessary from superior as well as colleagues.

• Smart work rather than hard work is one of the strategies to achieve the work life balance.

1.8 SPECIFIC WLB ISSUES FACED BY THE WOMEN FACULTIES IN ENGINEERING ARTS AND SCIENCE AND POLYTECHNIC COLLEGES

In our country the educational level of women has improved when compared to previous three decades though they have shined in many sectors they preferred teaching profession because the special feature of famine gender has tolerant with the environment and they are suitable for educational sector. Even though it’s suitability they are facing many work life balance issues with regard to teaching and
other activities. The specific work life balance problem of women teachers are as follows.

i. **Work related issues**

- Non clarity of work allotment and over work load
- In regard with teaching, extra classes have conducted for students academic improvement like,
  - Evening coaching classes
  - Weekend special classes for slow learners
  - Tests in the morning and evening
  - Special classes after working hour for students those who failed in semester exams
- Pressure on students results
- Difficult to find time for career development and research programme
- Faculty development programmes conducted after the working hour and on holidays.
- Carry over the work like paper correction to home
- The administrative work allotted to them in working hours and after the working hours.
- Exam duty deputed in outstation in case of engineering and polytechnic colleges
- Act as an external examiner for practical and viva –voce examination in other institution which is far from their residing place
Engaging the work like Co-ordinator of NCC, NSS, YRC.

Act as placement cell officer

Convener of cultural and sports events

Act as an advisor or student counselor

Member of ragging committee and disciplinary committee.

Admission and administrative works are carried by some women faculties in some of the institutions.

They have to attend the meeting whenever it is required.

ii. Personal life or family related issues

- Longer travelling hour and mode of transport to reach the work place
- Younger children at home
- Dependent parents and in-laws at home
- Festivals and functions at home

The unmatched holidays with their spouse and children holidays (except Government holidays)

The above mentioned issues are some of the work related and personal issues which affect the work life balance of women teachers in Engineering, Arts and Science and Polytechnic colleges.

1.9 RESEARCH PROBLEM IDENTIFIED

Women has become a integral part of our social development and economic development of India. Women are equally performing to men in some sector, they
are superfcies in leadership quality than men community. India is first among
countries to give equal franchise and has a high credible records with regards to the
enactment of loss to protect and promote the interest of women.

The basic infrastructure of society has hardly improved through the role of
women. Times are changed from the time the husband earned and the wife stayed at
home. To the time now when the husband earns the wife earns too, but the wife still
cooks and washes and runs the home management this instigates a question how
does the women balance her work with life at home. Greater part of working women
find difficult in balancing a rather hostile domestic environment and professional
life. Work life balance is important in the area of HRM which is the part of quality
of work life that has received increasing attention on management people and an
academic researcher. With referral to this related problem this research aim to
explore the extrinsic and intrinsic factor of work life balance exclusively for women.
In India particularly, Tamil Nadu statistically it is observed that higher education
industry have grown up to a considerable strength, through this employment
opportunity have been increased for men as well as for the women equally. Related
data’s from the previous studies reveals that women are more committed to their
jobs in higher education industries by managing the domestic, social and work
environment. Today career women are continually challenged by the multiple
responsibilities both in domestic as well as in the work environment. According to
UGC norms in all the three category of colleges (Engineering, Arts and Science and
polytechnic colleges) the designation for the teaching faculty is known as, Entry
level: Assistant professor, Second Level: Associate professor. There is no cadre of
professor in all these three category colleges. Where as in Universities there is a
third level category as professor. In this study targeted respondents are women
assistant and associate professors, these both categories were covered for study hence the term teacher is used instead of assistant professor and associate professor. This research proposed to “A study on work life balance of women teachers in Engineering, Arts and Science and Polytechnic colleges with special reference to Tiruvannamalai Vellore & Villupuram Districts”.

1.10 SCOPE OF THE STUDY

The nature of job, role and responsibilities of women teachers would be useful to understand the challenges and work pressure of women teachers. The sources of stress for women teachers due to work and family are helpful to identify the various sources for stress due to work and family environments and also their magnitudes. There is a need to study the work place environment to understand whether the work environment is conducive or stressful which would lead to several problems for women teachers.

The factors affecting individual and family happiness of women teachers are used to identify the key factors for individual and family happiness and their relationship with level of work life balance. Meanwhile, the factors affecting balance of personal and work life of women teachers would also be useful to identify the key policy variables which are useful to formulate the better HRM practices. The work life conflict and organizational support for work life balance for women teachers is helpful to understand the conflict at various levels in both work and family circumstances and support from organization would be helpful to solve the work life conflicts. The purpose of this study is to understand the causes of work life balance of women teachers and to formulate strategies to manage work life balance effectively.