Self-Supporting Colleges and also for pooled data. The results are shown in Table 5.48.

Table 5.48
Impact of Implementation of Coping Strategies on Family-Work Conflict

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Coping Strategies on Family-Work Conflict</th>
<th>Regression coefficient among Teachers in</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Aided Colleges</td>
<td>Self-Supporting Colleges</td>
</tr>
<tr>
<td>1</td>
<td>Avoidance</td>
<td>-0.0964</td>
<td>-0.2141*</td>
</tr>
<tr>
<td>2</td>
<td>Positive approach</td>
<td>-0.1714*</td>
<td>-0.3904*</td>
</tr>
<tr>
<td>3</td>
<td>Direct action</td>
<td>-0.0807</td>
<td>-0.0992</td>
</tr>
<tr>
<td>4</td>
<td>Help seeking</td>
<td>-0.3141*</td>
<td>-0.4508</td>
</tr>
<tr>
<td></td>
<td>Constant</td>
<td>-0.3341</td>
<td>-0.8542</td>
</tr>
<tr>
<td></td>
<td>$R^2$</td>
<td>0.7404</td>
<td>0.7129</td>
</tr>
<tr>
<td></td>
<td>F-statistics</td>
<td>8.9143*</td>
<td>8.0840*</td>
</tr>
</tbody>
</table>

Source: Computed data
* Significant at five percent level

The significantly influencing coping strategies on family-work conflict among the teachers in Aided Colleges are ‘positive approach’ and ‘help seeking’ whereas in Self-Supporting Colleges, these are ‘avoidance’ and ‘positive approach’. The analysis of pooled data reveals that a unit increase in the implementation of ‘avoidance’, ‘positive approach’ and ‘help seeking’ will result in a decline in family-work conflict by 0.1345, 0.2428 and 0.4092 units respectively. The changes in the implementation of coping strategies explain the changes in family-work conflict to the extent of 79.59 percent.

CHAPTER VI

FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 INTRODUCTION

The present study covers three important aspects related to work-life balance among the women college teachers. At first, the profile of the teachers and their social support has been
discussed to provide the background of the women college teachers. Secondly, the study has examined the antecedents of work-life balance, the work-family conflict and the family-work conflict among the women college teachers. The third part of the study has examined the various consequence of work-life balance, impact of work-family conflict and family-work conflict on these consequences and also the level of implementation of coping strategies to maintain the work-life balance among the teachers.

The necessary data were collected with the help of well-structured questionnaire in order to fulfil the objectives of the study. A pilot study was conducted among twenty women college teachers in the Aided and Self-Supporting Colleges, for the enrichment of the questionnaire. Totally, 784 and 689 women college teachers are working in twelve Aided and twenty two Self-Supporting Colleges in this district. 315 women college teachers were selected as sample respondents by stratified random sampling. Out of 315 sample respondents 168 sample respondents are in Aided College and 147 sample respondents are in Self-Supporting College. The appropriate statistical tools have been used to analyse the collected data. The results are discussed in the previous chapters. This chapter includes the summary of findings, suggestions, conclusion and future research directions.

6.2 FINDINGS OF THE STUDY
6.2.1 Teacher’s Background

Age
The important age group among the teachers is 30 to 40 years which constitutes 36.83 percent of the total. The important age group among the teachers in Aided Colleges is 40 to 50 years constituting 42.26 percent of their total. Among the teachers in Self-Supporting Colleges, 30 to 40 years which constitutes 50.34 percent to their total? The analysis reveals that the age of the teachers in Self-Supporting Colleges is comparatively less than the teachers in the Aided Colleges.

Educational Qualification
The important level of education among the teachers is Ph.D since they constitute 66.67 percent of the total. The important educational qualifications among the teachers in Aided and Self-Supporting Colleges are Ph.D which constitute 85.12 and 45.58 percent to its total respectively The analysis reveals that majority of the teachers in Aided and Self-Supporting Colleges are having the educational qualification of Ph.D

Designation
The important designation among the teachers at the colleges is Assistant Professor which constitutes 64.44 percent to the total. The important designation of the teachers in Aided
and Self-Supporting Colleges are Assistant Professor which constitute 50.60 and 80.27 percent to its total respectively. The analysis reveals that important designation among the teachers in the present study is Assistant Professor.

**Monthly Income**

The important categories of personal monthly income among the teachers are less than Rs. 25,000 which constitutes 36.19 percent of their total. The most important categories of personal monthly income, among the teachers in Aided Colleges are above 1,00,000 which constitute 44.05 percent of their total. Among the teachers in Self-Supporting Colleges, the important income categories are less than Rs. 25,000 which constitute 77.55 percent of their respective total. The analysis reveals that the monthly personal income among the teachers in Aided Colleges is identified as greater compared to the monthly income of the teachers in Self-Supporting Colleges.

**Years of Experience**

The important number of years of experience among the teachers is 10 to 20 years which constitutes 41.90 percent of their total. The most important years of experience among the teachers in Aided Colleges are 10 to 20 years which constitutes 41.07 percent of their total. The most important years of experience among the teachers in Self-Supporting Colleges are less than 10 years which constitute 48.98 percent of their total. The analysis reveals that the years of experience among the teachers in Self-Supporting Colleges is greater than the level of experience among the teachers in Aided Colleges.

**Marital Status**

The important marital status among the teachers is married which constitutes 93.65 percent of their total. The most important marital status among the teachers in Aided and Self-Supporting Colleges are married which constitute 98.81 and 87.76 percent to its total respectively. The important marital status among the teachers is married which can commonly seen among the teachers in Aided and Self-Supporting Colleges.

**Nativity**

The important nativity among the teachers is rural which constitutes 58.10 percent to the total. The most important nativity among the Aided College teachers are urban which constitutes 54.17 percent to its total. The most important nativity among the Self-Supporting College teachers is rural which constitutes 72.11 percent to its total. The analysis reveals that most of the Aided College teachers from urban areas whereas most of the Self-Supporting College teachers are belong to rural areas.

**Type of Family**

The important type of family among the teachers is nuclear family system. Maximum of 81.90 percent of the teachers are following nuclear family system. The most important type of family among the teachers in Aided and Self-Supporting Colleges are nuclear family system which constitutes 81.55 and 82.31 percent to its total respectively. The important type of family...
among the teachers is nuclear family system which is commonly seen among the teachers in Aided and Self-Supporting Colleges.

**Family Size**

The important family size of the teachers is 3 to 6 members which constitutes 64.13 percent of their total. The most important family size among the teachers in Aided and Self-Supporting Colleges are 3 to 6 members which constitute 70.24 and 57.14 percent to its total respectively. The analysis reveals that the most important family size among the teachers in Aided Colleges and Self-Supporting Colleges is 3 to 6 members.

**Occupational Background**

Maximum of 53.97 percent of the total teachers have employment background. The important occupational background among the Aided and Self-Supporting Colleges teachers is employment which constitutes 55.36 and 52.38 percent to its total respectively. The analysis reveals that the important occupational background among the teachers is employment.

**Earning Members**

Maximum of 52.06 percent of the teachers have two earning members in their family. The most important number of earning members among the teachers in Aided and Self-Supporting Colleges is two which constitute 51.19 and 53.06 percent of its total respectively. The analysis shows that the important number of earning members per family among the teachers is two.

**Spouse Education**

The important level of education of the spouse is professional course and others which alone constitutes 40.34 percent of the total married teachers. The most important levels of education of the spouse of the teachers in Aided and Self-Supporting Colleges are professional course and others which constitute 37.35 and 44.19 percent of their respective total. The analysis infers that the important levels of education of the spouse of the teachers are professional course and others.

**Spouse Employment**

Maximum of 74.92 percent of the teachers have employed spouse. Among the teachers in Aided Colleges, the number of teachers having employed spouse constitutes 76.50 percent of its total whereas among the teachers in Self-Supporting Colleges, it constitutes 72.87 percent of its total. The analysis reveals that most of teachers’ spouses are employed.

**Parental Status**

Maximum of 94.58 percent of the teachers have children. Among the teachers in Aided Colleges, the number of teachers with children alone constitutes 97.59 percent of the total. Among the teachers in Self-Supporting Colleges, it constitutes 90.70 percent of the total. The analysis infers that most of the married teachers have children.

**Family Monthly Income**
The important family income groups of the teachers are below Rs. 50,000 which constitutes 32.69 percent of their total. The important level of family income groups among the teachers in Aided Colleges are Rs.1,50,000 to 2,00,000 which constitutes 42.26 percent of their total. Among the teachers in Self-Supporting Colleges, the important income groups are below Rs. 50,000 which constitutes 70.07 percent of their total. The analysis reveals that the family income of the teachers in the Aided Colleges is greater than the income of the teachers in the Self-Supporting Colleges.

**Time Devoted to Family Work**

The important time devoted to family work per day among the teachers is above 4 hours which constitutes 33.65 percent of their total. The important time categories devoted to family per day among the teachers in Aided and Self-Supporting Colleges are above 4 hours which constitute 32.14 and 35.38 percent of their total respectively. The analysis reveals that the time devoted to family work is identified as higher among the teachers in Self-Supporting Colleges than that among the teachers in Aided Colleges.

**6.2.2 Caring Responsibilities**

The higher family responsibility among the teachers in Aided Colleges is child care and sick child care. Among the teachers in Self-Supporting Colleges, these two are also the same. Regarding the caring responsibilities, the significant differences among the teachers in Aided and Self-Supporting Colleges have been noticed in the case of child care and sick child care.

**6.2.3 Social Support**

**Support from Spouse**

The highly perceived variables of spouse support among the teachers in Aided Colleges are ‘always interacts and discusses with me’ and ‘always provides financial support’ whereas among the teachers in Self-Supporting Colleges, ‘always have a sense of humour’ and ‘always supports in my career development’. Regarding the perception on variables in spouse support, the significant differences among the two groups of teachers have been noticed in the case of supporting in child care activities, domestic task, financial support and interaction. The spouse support among the teachers in Aided Colleges is identified as higher than among the teachers in Self-Supporting Colleges.

**Support from Family Members**

The highly perceived variables in family members support among the teachers in Aided Colleges are ‘having care givers or enough supporters’ and ‘regular participation with my family members and friends’ whereas among the teachers in Self-Supporting Colleges, these are ‘necessary support is given by my relatives and friends’ and ‘have care givers or enough supporters’. Regarding the perception on variables in family members support, the significant
differences among the teachers in Aided and Self-Supporting Colleges have been noticed in four variables out of six variables.

**Support from Superiors**

The highly perceived variables in superiors’ support among the teachers in Aided and Self-Supporting Colleges are ‘my superior always gets my opinion and gives timely advice’ and ‘superior is highly generous or open-handed’. Regarding the perception on variables in superiors’ support, the significant difference among the two groups of teachers has been noticed in the case of all variables except ‘my superior understands my problem very well’. High level of superiors’ support is noticed among the teachers in Aided Colleges than among the teachers in Self-Supporting Colleges.

**Support from Colleagues**

Among the teachers in Aided Colleges, the highly perceived variables in colleagues support are ‘more informative’ and ‘responsibility share at difficult situation with colleagues’ whereas among the teachers in Self-Supporting Colleges, these are ‘more informative’ and ‘responsibility share at difficult situation with colleagues’. Regarding the perception on variables in colleagues’ support, the significant differences among the two groups of teachers have been identified in all seven variables related to colleagues’ support. Higher level of colleagues support is identified among the teachers in Aided Colleges than among the teachers in Self-Supporting Colleges.

The highly viewed variable of social supports among the teachers in Aided and Self-Supporting Colleges is ‘spouse support’. Regarding the social supports, the significant differences among the two groups of teachers has been identified in all four social supports (Support from spouse, family members, superiors and colleagues). The level of social supports is identified as higher among the teachers in Aided Colleges than those in Self-Supporting Colleges.

**6.2.4 Role Stressors**

The important antecedents of work-life balance, focused in the present study, are institutional role stress and work domain variables. The important factors in institutional role stress are lack of role autonomy, role ambiguity, role conflict and role overload.

**Lack of Role Autonomy**

The highly viewed variables in lack of role autonomy among the teachers in Aided Colleges are ‘no flexibility or high rigidity in my job’ and ‘no authority to allocate resources’ whereas among the teachers in Self-Supporting Colleges, these are ‘no flexibility or high rigidity in my job’ and ‘no freedom to design my work schedule’. Regarding the perception on the variables in lack of role autonomy, significant differences among the two groups of teachers, have been identified in the case of all six variables included. The level of lack of role autonomy is identified as higher among the teachers in Self-Supporting Colleges than those in Aided Colleges.

**Role Ambiguity**
The highly viewed variables in role ambiguity among the teachers in Aided Colleges are ‘less clarity of scope and responsibility in the job’ and ‘role in the work is vague’ whereas among the teachers in Self-Supporting Colleges, these variables are ‘not knowing the level of expectation of management’ and ‘less clarity of scope and responsibility in the job’. Regarding the perception on variables in role ambiguity, significant differences among the two groups of teachers have been noticed in the case of all six variables included. The level of role ambiguity among the teachers in Self-Supporting Colleges is higher than among the teachers in Aided Colleges.

Role Conflict

The highly viewed variables in role conflict among the teachers in Aided Colleges are ‘contradictory instructions from more people’ and ‘cannot work according to my expectations’. Among the teachers in Self-Supporting Colleges, these two are ‘contradictory instructions from more people’ and ‘do things acceptable by few’. Regarding the perception on variables in role conflict, significant differences among the two groups of teachers have been identified in the case of all six variables. The higher level of role conflict has been identified among the teachers in Self-Supporting Colleges than among the teachers in Aided Colleges.

Role Overload

The highly viewed variables in role overload among the teachers in Aided Colleges are ‘more supervisory hours are imposed on me’ and ‘over-burdened in my role’. Among the teachers in Self-Supporting Colleges, these are ‘over-burdened in my role’ and ‘no sufficient time to complete the portions’. Regarding the perception on variables in role overload, the significant difference among the two groups of teachers has been noticed in all six variables. The level of role overload is higher among the teachers in Self-Supporting Colleges than those in Aided Colleges.

The highly viewed role stressors among the teachers in Aided Colleges are ‘role overload’ and ‘role ambiguity’. Among the teachers in Self-Supporting Colleges, these two are ‘role overload’ and ‘lack of role autonomy’. Regarding the perception on role stressors, the significant difference among the two groups of teachers has been noticed in all four role stressors and their level is higher among the teachers in Self-Supporting Colleges than those in Aided Colleges.

Role Stressors and Profile Variable

The significantly associating profile variables with the level of perception on ‘lack of autonomy’ are age, educational qualification, personal income and years of experience whereas in the perception on ‘role ambiguity’, it is educational qualification. Regarding the perception on ‘role conflict’, the profile variables which are highly perceived are educational qualification, personal income and years of experience whereas in the perception on ‘role overload’, these profile variables are age and years of experience.

Role Stressors and Family Domain Variables
The significantly associating family domain variables with the perception on role stressors are ‘caring responsibilities’, and ‘family income of the teachers’. The important discriminant role stresses among the teachers in Aided and Self-Supporting Colleges are role overload and role conflict which are higher among the teachers in Self-Supporting Colleges than those in Aided Colleges.

6.2.5 Work Domain Variables

The highly viewed work domain variables for the work-life balance among the teachers in Aided Colleges are ‘no relation between my talents and salary’ and ‘less empowerment’ whereas among the teachers in Self-Supporting Colleges, these are ‘long working hours’ and ‘heavy work load’. Regarding the perception on work domain variables, the significant difference among the two groups of teachers has been identified in the case of twenty variables out of thirty variables included.

The important work domain factors identified by the factor analysis are uncooperative colleagues, work load, performance obstacles, no empowerment, work-payment imbalance, long working hours and poor working conditions. The highly perceived work domain factors for the work-life balance among the teachers in Aided Colleges are ‘work load’ and ‘no empowerment’ and in Self-Supporting Colleges, these are also the same but the degree of attachment to these factors is comparatively higher among the teachers in Self-Supporting Colleges. Regarding the perception on these work domain factors, the significant difference among the two groups of teachers has been noticed in six factors out of seven.

The significantly associating profile variables with the perception on work domain factors, among the teachers, are their age and personal income whereas the family domain variables are time devoted to family work per day, caring responsibilities, and family size. The important discriminant work domain variables among the two groups of teachers are work load and long working hours which are identified to the higher among the teachers in Self-Supporting Colleges than among the teachers in Aided Colleges.

6.2.6 Work-Family Conflict

The work-family conflict among the teachers has been measured with the help of eight variables. The highly viewed variables among the teachers in Aided Colleges are ‘work stress leads to irritation at home’ and ‘unable to meet the needs of my family members due to role overload’. Among the teachers in Self-Supporting Colleges, the important variables are ‘unable to give sufficient time to my family members due to work pressure’ and ‘unable to meet the needs of my family members due to role overload’. Regarding the perception on variables related to work-family conflict, the significant difference among the two groups of teachers has been noticed in all eight variables. All the eight variables in work-family conflict explain it to a reliable extent. The level of work-family conflict is identified as higher among the teachers in Self-Supporting Colleges than among the teachers in Aided Colleges.
The work domain and social support variables that significantly influence on work-family conflict among the teachers in Aided Colleges are uncooperative colleagues, work load, long working hours, support from superior and support from colleagues whereas among the teachers in Self-Supporting Colleges, these are uncooperative colleagues, work load, no empowerment, long working hours, superior’s and colleagues’ support. The superiors and colleagues support have a significant negative impact on work-family conflict among the teachers whereas the variables of uncooperative colleagues, work load, no empowerment and long working hours have a significant positive impact on work-family conflict.

The significantly influencing role stresses and social support variables on work-family conflict among the teachers in Aided Colleges are role ambiguity, role conflict, role overload, superior’s and colleagues’ support whereas among the teachers in Self-Supporting Colleges, these are lack of role autonomy, role conflict role overload, superior’s and colleagues’ support. The superior’s and colleagues’ support have a significant negative impact on work-family conflict among the teachers whereas the lack of role autonomy, role conflict and role overload have a significant positive impact on work-family conflict.

6.2.7 Family-Work Conflict

The family-work conflict has been measured with the help of eight variables. The highly perceived family-work conflict variables among the teachers in Aided Colleges are ‘stress caused by children affects my work performance’ and ‘strained family relationship leads to stress’ whereas among the teachers in Self-Supporting Colleges, these two variables are ‘strained family relationship leads to stress’ and ‘time spent on my family causes poor concentration on my work’. Regarding the perception on the variables related to family-work conflict, the significant difference among the two groups of teachers has been noticed in the case of four variables out of the eight variables. The included eight variables in family-work conflict explain it to a reliable extent. Higher family-work conflict is noticed among the teachers in Self-Supporting Colleges than among the teachers in Aided Colleges.

The significantly influencing variables on the family-work conflict among the teachers in Aided Colleges are working spouse, parental status, nativity, hours spend on household work, family members support and spouse support whereas among the teachers in Self-Supporting Colleges, these variables are marital status, working spouse, caring responsibilities, hours spent on household work, family members support and spouse support. The family members and spouse support have a significant negative impact on family-work conflict among the teachers whereas the variables of marital status, working spouse, caring responsibilities and hours spent on household work have a significant positive impact on family-work conflict.

The profile variables significantly associating with the score on work-family conflict and score on family-work conflict, among the teachers are age, educational qualification, personal income and years of experience of the teachers. The family domain variables significantly associating with the perception on score on work-family conflict and score on family-work
conflict are ‘time devoted to family work per day’, caring responsibilities, family income, nativity and marital status of the teachers. The significantly correlating work domain variables with the work-family conflict among the teachers are uncooperative colleagues, work load, work-payment imbalance and long working hours whereas with the family-work conflict, it is only work pressure.

6.2.8 Effects of Work-Life Balance

The effects of work-life balance is measured by institutional commitment, job satisfaction, job stress, absenteeism, positive parenting, family integration, parental satisfaction, family adaptation, family satisfaction and life satisfaction.

Institutional Commitment

The highly perceived institutional commitment variables among the teachers in Aided Colleges are ‘feel proud to work in the college’ and ‘feel emotionally attached to the college’. Among the teachers in Self-Supporting Colleges, these two are ‘feeling proud to work in the college’ and ‘proud to tell others that I am part of this college’. Regarding the perception on the variables related to institutional commitment, the significant difference among the two groups of teachers has been noticed in all seven variables in institutional commitment. The included seven variables in institutional commitment explain it to a reliable extent. The higher institutional commitment is identified among the teachers in Aided Colleges than those in Self-Supporting Colleges.

Job Satisfaction

Job satisfaction among the teachers has been measured with the help of twelve variables related to job satisfaction. These twelve variables explain it to a reliable extent. The highly perceived variables in job satisfaction among the teachers in Aided Colleges are ‘fringe benefits’ and ‘job security’ whereas among the teachers in Self-Supporting Colleges, these are ‘fringe benefits’ and ‘implementation of institutional policies and practices’. Regarding the perception on the variables in job satisfaction, the significant difference among the two groups of teachers has been noticed in the case of nature of work, superior behaviour, relationship with colleagues, pay and amount of work, fringe benefits, work load, job security, implementation of institutional policies and practices, sufficient opportunity to make use of my abilities and able to meet career goals. The higher level of job satisfaction is noticed among the teachers in Aided Colleges than those in Self-Supporting Colleges.

Job Stress

Job stress among teachers has been measured with the help of eighteen variables. The highly viewed variables in job stress among the teachers in Aided Colleges are ‘complexity of duty’ and ‘more responsibility’ whereas among the teachers in Self-Supporting Colleges, these two are ‘no job security’ and ‘less freedom’. Regarding the perception on variables in job stress, the significant difference among the two groups of teachers has been noticed in the case of sixteen variables out of eighteen. The included eighteen variables explain job stress to a reliable extent.
Higher level of job stress is identified among the teachers in Self-Supporting Colleges than among teachers in Aided Colleges.

**Absenteeism**

Absenteeism among the teachers has been measured with the help of six variables. These six variables explain absenteeism to a reliable extent. The highly viewed variables in absenteeism among the teachers in Aided Colleges are ‘family problems’ and ‘physical fatigue’ whereas among the teachers in Self-Supporting Colleges, these two are ‘physical fatigue’ and ‘family problems’. Regarding the perception on these variables, the significant difference among the two groups of teachers has been identified in case of five variables out of the total six. Higher rate of absenteeism is seen among the teachers in Self-Supporting Colleges than among the teachers in Aided Colleges.

**Positive Parenting**

Positive parenting among the teachers is measured with the help of five variables which reveals the reliability also. The highly perceived variable among the teachers in Aided Colleges is ‘laugh together with my children very often’, whereas among the teachers in Self-Supporting Colleges, this is ‘listen to my children’s opinion always’. Regarding the perception on positive parenting, the significant difference among the teachers in Aided and Self-Supporting Colleges has been identified in the case of four variables out of the total five. Higher level of positive parenting is seen among the teachers in Aided Colleges than among teachers in Self-Supporting Colleges.

**Family Integration**

Family integration among the teachers is measured with the help of five variables. The included five variables in family integration explain it to a reliable extent. The highly perceived variable among the teachers in Aided Colleges is ‘participation of all the family functions’ whereas among the teachers in Self-Supporting Colleges, it is ‘feeling of security with my family members’. Regarding the perception on variables in family integration, the significant difference among the two groups of teachers has been identified in three variables out of the total five. Higher level of family integration is identified among the teachers in Aided Colleges than among teachers in Self-Supporting Colleges.

**Parental Satisfaction**

The parental satisfaction among the teachers is measured with the help of six variables which shows the reliability also. The higher parental satisfaction is identified in the case of ‘association with children’ and ‘able to control the children’ among the teachers in Aided Colleges whereas in Self-Supporting Colleges, these are ‘behaviour of children’ and ‘able to control the children’. Regarding the perception on variable in parental satisfaction, the significant difference among the two groups of teachers has been identified in the case of four variables out of the total six. Higher level of parental satisfaction is seen among the teachers in Aided Colleges than among the teachers in Self-Supporting Colleges.
Family Adaptation

Family adaptation among the teachers has been measured with the help of six variables. All six variables in family adaptation explain it to a reliable extent. The highly viewed variables in family adaptation among the teachers in Aided Colleges are ‘adaptation with family members’ and ‘adaptation with life partners’ whereas among the teachers in Self-Supporting Colleges, these two are ‘adaptation with the children’ and ‘adaptation with family responsibilities’. Regarding the perception on variables in family adaptation, the significant difference among the teachers in Aided and Self-Supporting Colleges has been noticed in five variables out of the total six. Higher level of family adaptation is seen among the teachers in Aided Colleges than among the teachers in Self-Supporting Colleges.

Family Satisfaction

Family satisfaction among the teachers is measured with the help of ten variables. The highly viewed variables among the teachers in Aided Colleges are ‘family members share their positive experiences’ and ‘my family members are very close with each other’ whereas among the teachers in Self-Supporting Colleges, these two are ‘family members share their positive experiences’ and ‘my family members interact and discuss with each other’. Regarding the perception on variables in family satisfaction, the significant difference among the two groups of teachers has been identified in nine variables out of the total ten variables in family satisfaction. Higher level of family satisfaction is identified among the teachers in Aided Colleges than among those in Self-Supporting Colleges.

Life Satisfaction

Life satisfaction among the teachers is measured with the help of five variables. These five variables explain it to a reliable extent. The highly perceived variables among the teachers in Aided Colleges are ‘life is settled according to my expectations’ and ‘got the expected things I want in my life so far’. Among the teachers in Self-Supporting Colleges, this is ‘life is settled according to my expectations’. Regarding the perception on variables in life satisfaction, the significant difference among the two groups of teachers is seen in four variables out of the total five variables. Higher level of life satisfaction is identified among the teachers in Aided Colleges than among the teachers in Self-Supporting Colleges.

Work-Life Balance Factors on Institutional Commitment

The significantly and negatively influencing work-life balance factors on institutional commitment, among the teachers in Self-Supporting Colleges are work-family conflict and family-work conflict whereas in the case of Aided Colleges, it is only work-family conflict. The changes in work-life balance factors explain the changes in institutional commitment to a higher extent in Aided Colleges than in Self-Supporting Colleges. In both Aided and Self-Supporting Colleges, they significantly and negatively influence the job satisfaction among the teachers.

Work-Life Balance Factors on Job Stress
Higher degree of positive significant influence of work-family conflict and family-work conflict on the job stress among teachers has been noticed among the teachers in Self-Supporting Colleges than in Aided Colleges. In the case of Aided Colleges, the work-family conflict has a significant positive impact on the job stress among the teachers. The analysis of pooled data reveals the relative importance of work-family conflict and family-work conflict on the job stress among the teachers. The work-family conflict and family-work conflict have a significant positive impact on absenteeism among the teachers in Self-Supporting Colleges whereas these two factors have no significant impact on absenteeism among the teachers in Aided Colleges.

**Work-Life Balance Factors on Positive Parenting**

Among the teachers in Aided Colleges, the significantly and negatively influencing factor on positive parenting is family-work conflict whereas among the teachers in Self-Supporting Colleges, these factors are both work-family conflict and family-work conflict conflicts. The degree of influence of the work-family conflict and family-work conflict on positive parenting among the teachers in Self-Supporting Colleges is identified to be higher than that among the teachers in Aided Colleges. The analysis of pooled data reveals the relative importance of work-family conflict and family-work conflict on positive parenting among the teachers.

**Work-Life Balance Factors on Family Integration**

The work-family conflict has a significant negative impact on the family integration among the teachers in both Aided and Self-Supporting Colleges. But the degree of influence of work-family conflict on family integration is higher among the teachers in Self-Supporting Colleges than in Aided Colleges. Regarding parental satisfaction, the significantly and negatively influencing work-life balance factors among the teachers in Aided Colleges is work-family conflict whereas among the teachers in Self-Supporting Colleges, they are both work-family conflict and family-work conflict. The analysis of pooled data reveals the relative importance of work-family conflict and family-work conflict on the parental satisfaction among the teachers.

**Work-Life Balance Factors on Family Adaptation**

Regarding family adaptation, the significantly and negatively influencing work-life balance factors are both work-family conflict and family-work conflict among the teachers in Self-Supporting Colleges whereas among the teachers in Aided Colleges, these two factors namely work-family conflict and family-work conflict, have no significant impact on family adaptation. The analysis of pooled data reveals that there is a significant negative impact of work-family conflict and family-work conflict on family adaptation among the teachers.

**Work-Life Balance Factors on Family Satisfaction**

Among the teachers in Aided Colleges, the work-family conflict has a significant negative impact on family satisfaction whereas among the teachers in Self-Supporting Colleges, both work-family conflict and family-work conflict have a significant negative impact on family satisfaction. The degree of negative impact of work-family conflict and family-work conflict on
family satisfaction is identified as higher among the teachers in Self-Supporting Colleges than among teachers in Aided Colleges. The analysis of pooled data also reveals the relative importance of both work-family conflict and family-work conflict on family satisfaction among the teachers.

**Work-Life Balance Factors on Life Satisfaction**

Regarding life satisfaction, the significantly influencing work-life balance factors are both work-family conflict and family-work conflict. The degree of negative impact of work-family conflict and family-work conflict on life satisfaction is higher among the teachers in Self-Supporting Colleges than among teachers in Aided Colleges. The analysis of pooled data reveals that both work-family conflict and family-work conflict have a significant negative impact on life satisfaction among the teachers.

### 6.2.9 Coping Variables

The highly implemented coping variables among the teachers in Aided Colleges are ‘get advice from others to solve my problems’ and ‘handle the problems myself’. Among the teachers in Self-Supporting Colleges, these variables are also the same. Regarding the rate of implementation of coping variables, the significant difference among the two groups of teachers has been noticed in eight variables out of the total eleven variables.

The important coping strategies identified by the factor analysis are avoidance, positive approach, direct action and help seeking. The variables in each important coping strategy explain it to a reliable extent. The highly implemented coping strategies among the teachers in Aided Colleges are ‘avoidance’ and ‘direct action’ whereas among the teachers in Self-Supporting Colleges, these two are ‘help seeking’ and ‘direct action’. Regarding the level of implementation of coping strategies, the significant difference among the two groups of teachers has been noticed in three out of four coping strategies. The level of implementation of coping strategies among the teachers in Aided Colleges is higher than among the teachers in Self-Supporting Colleges.

The significantly and positively influencing social supports on the level of implementation of coping strategies among the teachers in Aided Colleges are support from spouse and superiors. Among the teachers in Self-Supporting Colleges, these are support from spouse, family members and superiors. The degree of influence of social support on the level of implementation of coping strategies is identified as higher among the teachers in Self-Supporting Colleges than among teachers in Aided Colleges. The analysis of pooled data reveals the relative importance of support from spouse and superiors in the level of implementation of coping strategies.

The significantly and negatively influencing coping strategies on the work-family conflict among the teachers in Aided Colleges are ‘positive approach’ and ‘help seeking’ whereas among the teachers in Self-Supporting Colleges, these are ‘avoidance’, ‘positive approach’ and ‘help seeking’. The analysis of pooled data also reveals that ‘avoidance’, ‘positive approach’ and ‘help seeking’ are reducing the work-family conflict to a significant level.
In the Aided Colleges, the significantly and negatively influencing coping strategies on the family-work conflict among the teachers are ‘positive approach’ and ‘help seeking’ whereas among the teachers in Self-Supporting Colleges, these coping strategies are ‘avoidance’ and ‘positive approach’. The analysis of pooled data also reveals the relative importance of ‘avoidance’, ‘positive approach’ and ‘help seeking’ in reduction of family-work conflict among the teachers.

6.3 SUGGESTIONS

Each and every college should have a good understanding of the significance of work-life balance among the teachers. Based on the findings of the study, the following suggestions are drawn:

- Women college teachers should be encouraged to acquire relevant work-life balance skills.
- Women college teachers should develop their social network inside and outside the college as well as home.
- The management and education department should communicate and publish the work-life balance benefits, procedure and policies to the women college teachers as well as on the website.
- Many people in India take pride that they have worked continuously without a break. But in western country, the vacation is taken seriously by the people. Five working days in a week could be followed with two days off with pay should be provided for community related works.
- Work-life balance plan and policies should be implemented and the effectiveness of work-life balance initiatives should be evaluated.
- The management may permit flexi-time arrangements for the women college teachers to meet their family work requirements. The choice of additional working hours either before or after the regular working hours in order to compensate the loss of working hours may be permitted.
- Work-life balance policies should be implemented in such a way that the benefits could be enjoyed both by the management and teachers.
- The problems associated with work-family conflict and family-work conflict could be resolved through training programmes for teachers organized by the management.
- The adoption of work-family programmes is inevitable to maintain work-life balance. These programmes should cover flexibility, leave arrangements, child care and elder care facilities, counselling and training, relevant to balance work and family.
- Men should be encouraged to take up family responsibilities like cooking and child care, with appropriate training and counseling. This type of training should be given at their students’ age. In addition, hospitals can offer courses on baby care for both mother and father.
- The women college teachers are advised to spend more time with their spouse, in order to enhance their relationship. In addition, the women college teachers should show appreciation
of their spouse support in their profession, as spouse emotional support is an important asset for women college teachers.

- Management should be committed to establish and maintain the family-support work environments. The family-friendly programs, include flexible work schedules, on-site child care, and family leave. Properly trained management can create the culture that helps women teachers to balance their work requirements and also make the work itself less stressful.

- A special attention should be given to the women teachers working in Self-Supporting Colleges and self-supporting department in Aided Colleges regarding their level of job satisfaction and work-life balance. Since the number of women college teachers belong to this category is increasing day by day and they should be given more importance in this aspect.

- A better pay package may be introduced among the women college teachers in Self-Supporting Colleges since they are also doing the same work equivalent to the women teachers in Aided Colleges. The management should understand the problem and establish a minimum package to their women college teachers. This will improve their work-life balance and more productivity at work place.

- The management should be advised to introduce many stress reducing techniques to reduce the job stress among the women college teachers. A flexi-working hours, family get-together, counselling and tours may be arranged per semester in order to reduce the job stress among them.

- The strategy to enrich the job satisfaction among the women teachers in Aided Colleges may be different from the strategy required at women teachers in Self-Supporting Colleges. The women teachers in Aided Colleges are expecting recognition, career development and empowerment whereas women teachers in Self-Supporting Colleges are expecting more on pay, compensation and fringe benefits. Hence the college management is advised to implement the appropriate strategy in order to satisfy all groups of women college teachers.

- Majority of the women college teachers have employed spouse. So they have difficulty in balancing their work and personal life. Hence the women college teachers should follow better time management practices.

- Women college teachers working in Self-Supporting Colleges often face higher work load and responsibility. So the responsibility and work load could be reduced or evenly distributed.

- Majority of the women college teachers working in Self-Supporting Colleges have high level of job stress. So the management of these colleges can provide good working condition, opportunity for growth, job security, uniform pay structure, adjustment in work schedule and reduced work load.
6.4 CONCLUSION

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

The authorities should realize the situation and take appropriate Human Resource Management policies to enrich work-life balance among their teachers especially more among women college teachers in Self-Supporting Colleges in order to improve their productivity.

6.5 FUTURE RESEARCH DIRECTIONS

The present study opens the scope for future research. The scope of the present study is confined to women college teachers working in Arts and Science Colleges of Kanyakumari District. It may be extended to different kinds of educational institution in various districts and states in India. The present study provides base for so many future research. There will be lot of scope on future research works.

The future research may focus on the linkage between work-life balance and emotional exhaustion among the teachers. It can be extended to find out the impact of work-life balance and emotional exhaustion on institutional commitment, job performance, job satisfaction, job stress, work-family conflict and family-work conflict. The role of work-life balance on institutional culture and leadership among the teachers may be analysed in near future. The scope of the study may be extended to employees in IT sector or other sector in future. The gender variation on work-life balance might be examined in future studies.

The linkage between social support and work-life balance may be focused for some future policy implications. Future research efforts should seek to expand this study and identity effective coping strategies for managing work-family conflict. The use of qualitative efforts would greatly help further in the understanding of how teachers can effectively cope with work-family conflict.

BIBLIOGRAPHY