CHAPTER 1

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Education is the process of transfer of knowledge, skill, values and ethics of society to the people. Education is the most important need for all human beings. A peaceful social revolution can be brought only through education and therefore the teachers occupy the important role of bringing about a social change. The main goal of education is to enhance balanced overall development of a person and the society.

A teacher is one who has a dedication to acquire knowledge and skills. Excellence in education creates sensitization of teaching and learning to the needs and aspirations of the students. Real teachers are those who have a sense of mission and vision, who guide the students to a high outlook, a deep sympathy and a keen insight, choose to submit themselves with single minded devotion, practicing plain living and high thinking, nourish a passion for excellence, stimulate a reverence for personality and inspire students.

Teachers are deeply committed to the physical, intellectual, moral well being and overall development of the students. They are the real potters, who shape the personality of the students and the destiny of the nation in the classrooms. The quality of a nation depends upon a single factor 'teacher' who is the most important factor contributing to the national and wholesome development.

The livelihood needs of women teachers succeeding them to top level. Women teachers have more pressures to put up with, in the institution due to the workaholic attitude in them. This affects their family life also. These are not good symptoms of the economic development since there is a lack of human welfare. Hence, there is a need for coping up with the situation especially, among the women teachers.
Work family relationships are complex and multi-dimensional. It is an important ongoing academic and social policy area that requires multi-disciplinary, multi-dimensional and multi-level investigation. Women teacher's participation rate in employment is increasing, giving rise to the belief that equal opportunities. The adjustment of work and family balance is always a problem to women teachers since they have dual work to do.

In the modern era, women are shouldering the responsibilities with their male counterparts in all walks of life. Whether it is private sector or public sector, one can find mushrooming of female in all segments. It’s not only at the middle or the lower levels but also at the top level of management, women are making their presence felt.

In this context, the increasing number of women teachers in institutions shows that women teachers must be recognized as active participants in the process of nation’s development. A woman was almost confined to her household duties and care of the children. But now there is equal opportunity for men and women teachers. Whether it is private sector or public sector one can find a large number of women incumbent. They have a larger role to play in the social and cultural arena. They have also become active participants in the development process of the nation.

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

Fifty years back, majority of the teachers were men. But now the trend is totally reversed. Women form the majority among the teachers in higher educational institutions. They dominate not only in arts and science colleges but also in colleges of engineering and technology. They are deeply committed to the physical, intellectual and moral well-being of the students entrusted to their care.
In spite of this impressive growth and participation in all walks of life, a woman’s role in the family has not witnessed major changes. Home continues to be woman’s special domain. The traditional statement that men build houses but women build homes continues to be true even in the present scenario. But a lot of women are employed. The responsibilities of bringing up the children and taking care of the parents have been assigned to them. But career and competitive force make more demands on them. As a result, the disturbance of mental equilibrium as well as deterioration of personal health become unavoidable. Moreover, there is an ever increasing demand on their time from both the family and society. In such a situation, the adjustment of work and family has become a challenging problem to women teachers.

1.2 WORK-LIFE BALANCE

Work-life balance is an individual employees control over the responsibilities among the work place, family and self. Eileen Mulligan in her book “Life Coaching for Work” stresses the significance of achieving a work life balance and gives tips for balancing the demands of a career with the rest of a person’s life.

Work-life balance is generally associated with equilibrium or maintaining an overall sense of harmony in life. The study of work-life balance involves the examination of people’s ability to manage simultaneously in the multi-faceted demands of life. Traditionally, work-life balance has been assumed to involve devoting equal amount of time to paid work and non-work roles. Later, the concept has been recognized as more complex. It has been developed to incorporate additional components.

A recent study has explored and measures the following three aspects of work-life balance.

- Time balance: Time balance refers to the amount of time given to work and non-work roles.
- Involvement balance: Involvement balance refers to the level of psychological involvement or commitment to work and non-work roles.
Satisfaction balance: Satisfaction balance refers to the level of satisfaction one gets from work and non-work roles.

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

Work-life balance is about people having measure of control over when, where, how and what they work. There is a view that work-life balance is only what the company does for the individual and society. The core of work-life could also be summed as achievement with job. If a woman goes on working, her work place cannot always give happiness, joyful and satisfaction. Achievement can be viewed as motive of life while enjoyment is the fuel that drives the motive. While a women teacher strike a work-life balance, she is not merely balancing her profession and family but also balancing her mental status and able to manage and handle others. Achievement, happiness and enjoyment at work is a crucial part of work-life balance. Work cultures have often demanded transformation from flexibility to flexibility.

Women have become linked with the development, industrialization and restructuring of the Indian economy. Women are increasingly being forced to deal with job-related demands. This quite naturally reduces the time spent on family. It is not possible for a person to always balance everything equally all the time. Work-life balance policies are more relevant today than ever before and Indian institutions too recognizing this.

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

1.3 NEED FOR THE STUDY

Today’s married women college teachers are dual career couples. These teachers have a dual commitment to fulfil. They have to be committed to their work and at the same time they have their commitment to their homes, spouses, children, relatives and friends. Their involvement in their work infringes on their personal life and if they also find their personal life affects their work. Recent studies suggest those teachers want jobs that give them flexibility in their work schedules so that they can better manage work-life conflict.

Institutions that don’t help their women teachers achieve work-life balance will find it increasingly difficult to attract and retain the most capable and motivated teachers. Women teachers have more pressures to put up with, in the institution due to the commitment towards work and which affects their family life. These are not good indicators of the economic development and growth since there is a lack of human welfare. Hence, there is a need for coping up with the situation, especially, among the women teachers. The present study intends to identify the major causes and remedies of work-life conflict among women college teachers in the current scenario.

Since the work-life balance depends on many factors, the women teachers have to consider all these aspects. Otherwise, the money earned from their work will not give them a peaceful life. In reality, many women teachers do not know these aspects and also to manage work-life balance.

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

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

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

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

The education institution is the only place for learning. Teachers need to be able to deal with a wide range of learners of varied intellectual, cultural and social background in different contexts. Teachers are a state of poor working conditions fails to improve, while demands on them grow stronger from all sides and stress mounts. As there is a need to find out the development of balanced
personality and measure the level of occupational stress and family based stress of women teachers at various levels, the study on work-life balance of women college teachers in Kanyakumari district is conducted.

The variables like conflict, job satisfaction, job stress, absenteeism, family satisfaction and life satisfaction are selected for this study. The aim of this study is to eliminate the level of stress, develop positive attitude towards the teaching profession, helps to improve the performance on handling difficult situation in their work field, which ultimately will give the job satisfaction for them.

This research study will be beneficial for educational policy makers, planners and university administrators. Educational policy makers need to know about the weaknesses which exist in the present system. This aspect will certainly enable them to reframe their thinking and develop improved and enlightened policies. This study is helpful for university administrators and planners to understand why the objectives are not being achieved. It also gives a better idea about the loopholes of the current system that create hindrances in institutional effectiveness. This study presents useful suggestions towards more sustainable quality driven parameters that will result in better work performance and accomplishment of institutional goals.

1.4 STATEMENT OF THE PROBLEM

Today’s career women teachers are continuously challenged by the demands of full time work and when the day is done at the institution, they carry more of the responsibilities and commitments to home. Women teachers reported that their lives become a juggling act that included multiple responsibilities at work, heavy meeting schedule, education tour, industrial visit, managing the daily routine responsibilities of life and home. Successfully achieving work-life balance will ultimately create a more satisfied workforce that contributes to productivity and success in the work place. Considering the above facts it is highly essential to analyse work-life balance among women college teachers.

The gender ideologies are the ways people identify themselves regarding the work, marital and family roles that are traditionally linked to gender. Recent decades have witnessed a dramatic increase in dual - earners families. This
change has placed unprecedented demands on the work place to accommodate teachers with family obligation and on families to find ways of tending to their needs when time is limited.

Women teachers have a dual role to play, when they take up jobs. They have to take care of their homes along with their outside employment. This puts strain on them which affects their mental and physical well being. Breaking up of the joint family system in cities and towns has deprived the women teachers of reliable support in coping with household chores and care for children.

Traditionally it was believed that women teachers are physically and mentally weak and hence they are not fit for risky task. The economic conditions or rather economic compulsions have led women teacher to take up work outside home. A woman at work is given multiple responsibilities and when the responsibility is added, she feels difficult to manage both work and life. A professional woman of today struggles due to family pressure and as a consequence suffers from the bitter effects of the balancing act which she is expected to perform for handling official and household chores. Stress arises due to various factors such as economic factors, institutional factors, individual factors and other factors.

The present study attempts to know the factors of stress at home, the factors of stress at work and in the society as a whole, self-esteem which is done among different categories of women college teachers in Kanyakumari district. The study will analyse the factors related to stress, conflict and work-life balance among women college teachers.

Women teachers’ perceptions are somewhat different. Balances and inequalities exist in most families. The segregation in the work place on the basis of gender is still the rule and not the exception. An education institution that would like to create a family-friendly work place, must consider all inter-related components. More importance is given to bench marking, work pressure and work load due to the introduction of new education policy. It is creating a lot of work pressure especially, among the women teachers. So, they are trying to sharing their problems with their colleagues and family members. The child-care,
elder-care, family care responsibilities also rest on the shoulders of the women teachers.

The work-family conflict can be time-based, stress-based or behaviour based. All these are affecting the potential source of life satisfaction and professional achievement. The intensity of work-family conflict on institutional outcome is greater than the family-work conflict. At the same time, the family-work conflict affect the productivity of the teachers. So, both these interferences are affecting the work and family lives, which is commonly seen in teaching field.

Full time domestic load and full time employment outside create a work load that cannot be managed easily. Lack of sympathy and support contribute to a psychological stress among the women teachers. Stressful home life more nurturing work place the teachers’ expectations influence their family lives. All teachers should seek and achieve the higher possible standards in all their professional work which will give job satisfaction. Hence an attempt is made to conduct “A Study on Work Life Balance among Women Teachers of Arts and Science Colleges in Kanyakumari District”.

Women teachers have to take care of their homes along with their responsibilities associated with their work in the colleges. In our society marital and family roles are traditionally linked to gender. Women teachers are expected to be household managers and they are ultimately responsible for planning and initiating household activities. The child-care, elder-care and family-care still continue to be the special domains of women teachers.

Women teachers have too many teaching hours, paper correction, special classes, preparing students for competitions, college days and other extra-curricular activities. These multiple responsibilities at work create stress.

At home, they have to prepare meals, wash, feed and prepare their children for schools. Evenings find them dead tired after the college work. Once again the household activities and responsibilities have to be shouldered by them. Except the few hours for sleep, a woman teachers is at work, either in the college or at home.
Pressure from the college and from home produces great stress on women college teachers. They find it almost impossible to play the dual role of home management and college work. Economic compulsion demands both the husband and the wife work and earn enough money to run the family and women college teachers find it difficult to balance work with life.

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

1.5 PROPOSED RESEARCH MODEL

Figure: 1.1
Proposed Research Model

1.6 OBJECTIVES OF THE STUDY

Based on the proposed research model, the objectives of the study are
(i) to depict the socio-economic profile and social support of the women college teachers.
(ii) to exhibit the important antecedents of work-life balance among the women college teachers.
(iii) to examine the work-family conflict and family-work conflict among the women college teachers.
(iv) to measure the association between the profile, social support among the women college teachers and their work-life balance.

v) to evaluate the impact of work-life balance on the various outcomes of work-life balance and

vi) to understand the level of implementation of coping strategies and its impact on the work-life balance among the women college teachers.

1.7 SCOPE OF THE STUDY

This study is related to the work-life balance of women teachers working in Arts and Science Colleges, both Aided and Self-supporting stream in Kanyakumari District. The study covers the work-life balance, the relationship between socio-economic factors, factors leading to work-life balance of women teachers, its impact and the outcomes of work life balance

1.8 RESEARCH METHODOLOGY

Methodology is an essential and indispensable aspect of any kind of research work. It is the science of methods or principles of procedure. Research Methodology enlightens the methods to be followed in research works beginning from investigation to presentation of research report. The research methodology focuses on the methods to be followed at various levels of the research process. It includes research design, area of the study, population of the study, sampling design, sources of data, collection of data and analysis of data. Methodology is a significant aspect of any kind of research work. Each research study has its own objectives. The procedure adopted for the research work for the achievement of the objectives is known as methodology.

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

The present study was conducted on the basis of the primary data. A questionnaire was used for collecting information about work-life balance among women teachers. The data were collected through proportionate stratified random sampling method. Finally, the data were qualitatively analysed.
1.8.1 Research Design

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

Since the present study has made an attempt to explain the concept of work-life balance, the reasons for and the outcomes of the work-life balance, it is descriptive in nature. Apart from this, the present study has its own objectives and methodology to fulfill the objectives of the study, and hence it is ‘descriptive in nature’.

1.8.2 Area of the Study

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

1.8.3 Selection of the Study Area

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

i) There is no exclusive study made on the work life balance among women college teachers in Kanyakumari district.
ii) Majority of teachers working in colleges are women.
iii) The district has a highly educated population and the number of employed couples is higher in the district.
iv) The teachers on various colleges are familiar to the researcher in the district.

1.8.4 Population of the Study

There are twelve Aided colleges and fifteen Self-Supporting Colleges functioning in Kanyakumari District. Out of fifteen Self-Supporting Colleges
only ten colleges are taken for the study. i.e. colleges which have existed for more than four years. Five Self-Supporting Colleges are left out for this study (M.S.University Constituent College, Infant Jesus College of Arts and Science, Ruben College of Arts and Science, Bethalham College of Arts and Science and Alphonsa College of Arts and Science) due to less than four years of establishment. The women teachers in Aided and Self-Supporting Colleges are taken as samples.

As per the records of College Calendar 2015-2016 of the selected colleges, the total number of women teachers working in Aided and Self-Supporting Colleges are 784 and 689 respectively. These represented in Table 1.1 and Table 1.2.

Table 1.1
Women Teachers of Aided Colleges in Kanyakumari District

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Year of Establishment</th>
<th>Women Teachers (Aided)</th>
<th>Women Teachers (Self-Supporting)</th>
<th>Total Women Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scott Christian College (Autonomous)</td>
<td>1893</td>
<td>77</td>
<td>41</td>
<td>118</td>
</tr>
<tr>
<td>2</td>
<td>St.Hindu College</td>
<td>1952</td>
<td>74</td>
<td>21</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>Lekshmipuram Arts and Science College</td>
<td>1964</td>
<td>39</td>
<td>36</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>N.M.C.College</td>
<td>1964</td>
<td>76</td>
<td>32</td>
<td>108</td>
</tr>
<tr>
<td>5</td>
<td>Vivekanandha College</td>
<td>1965</td>
<td>61</td>
<td>17</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>Holy Cross College (Autonomous)</td>
<td>1965</td>
<td>99</td>
<td>29</td>
<td>128</td>
</tr>
<tr>
<td>7</td>
<td>Sree Devi Kumari Women’s College</td>
<td>1965</td>
<td>43</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Pioneer Kumarswamy College</td>
<td>1967</td>
<td>29</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Sree Ayyappa College for Women</td>
<td>1969</td>
<td>67</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>10</td>
<td>Arignar Anna College</td>
<td>1970</td>
<td>44</td>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Women’s Christian College</td>
<td>1973</td>
<td>126</td>
<td>36</td>
<td>162</td>
</tr>
<tr>
<td>12</td>
<td>St.Jude’s College</td>
<td>1980</td>
<td>49</td>
<td>12</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>784</strong></td>
<td><strong>288</strong></td>
<td><strong>1072</strong></td>
</tr>
</tbody>
</table>

Source: Secondary data (College Calendars 2015-2016).
The above Table 1.1 shows the number of women teachers who are working in various Aided Colleges in Kanyakumari district.

### Table 1.2

**Women Teachers of Self-Supporting Colleges in Kanyakumari District**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Year of Establishment</th>
<th>Women Teachers (Self-Supporting)</th>
<th>Total Women Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Muslim Arts College</td>
<td>1982</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>Sivanthi Adithanar College</td>
<td>1984</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Annai Velankkanni College</td>
<td>1987</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>Malakara Catholic College</td>
<td>1998</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>N.I.Arts and Science College</td>
<td>2001</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>6</td>
<td>V.T.M. College of Arts and Science</td>
<td>2004</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Udaya College of Arts and Science</td>
<td>2006</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>St.John’s College of Arts and Science</td>
<td>2009</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>Jeromes College of Arts and Science</td>
<td>2009</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>10</td>
<td>Nanjil College of Arts and Science</td>
<td>2012</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>401</strong></td>
<td><strong>401</strong></td>
</tr>
</tbody>
</table>

Source: Secondary data (College Calendars 2015-2016).

**1.8.5 Sampling Framework of the Study**

It consists of determination of sample size and distribution of sample size among the population.

**Determination of Sample Size**

The sample size of the present study is determined by the given Taro Yamane formula

\[ n = \frac{N}{1 + N \times (e)^2} \]

Whereas

- \( n \) = the sample size
- \( N \) = the population size
e = the acceptable sampling error
95 % confidence level and p = 0.5 are assumed

Hence,

\[
n = \frac{1473}{1 + 1473 \times (0.05)^2}
\]

\[
= \frac{1473}{1 + 1473 \times 0.0025}
\]

\[
= \frac{1473}{1 + 3.6825}
\]

\[
= \frac{1473}{14.6825}
\]

\[
= 314.5756
\]

\[
= 315
\]

**Distribution of sample among the population**

Proportionate stratified random sampling technique has been followed to identify the sample respondents of the present study. Sample of 315 teachers were selected at the rate of 21.38 percent of the total women college teachers working in Kanyakumari district. Since sample respondent teachers were well educated, the entire questionnaire was completed thoroughly and there was no rejection rate. The distribution of sample of this study is presented in the following Table 1.3.
Table 1.3
Number of Sample Respondent Women Teachers in Kanyakumari District

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Population (Aided)</th>
<th>Population (Self-Supporting)</th>
<th>Total Population</th>
<th>Sample (Aided)</th>
<th>Sample (Self-Supporting)</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scott Christian College (Autonomous)</td>
<td>77</td>
<td>41</td>
<td>118</td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>St. Hindu College</td>
<td>74</td>
<td>21</td>
<td>95</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Lekshmpuram Arts and Science College</td>
<td>39</td>
<td>36</td>
<td>75</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>N.M.C College</td>
<td>76</td>
<td>32</td>
<td>108</td>
<td>16</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Vivekanandha College</td>
<td>61</td>
<td>17</td>
<td>78</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>Holy Cross College (Autonomous)</td>
<td>99</td>
<td>29</td>
<td>128</td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>Sree Devi Kumari Women’s College</td>
<td>43</td>
<td>16</td>
<td>59</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Pioneer Kumaraswamy College</td>
<td>29</td>
<td>11</td>
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<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Sree Ayyappa College for Women</td>
<td>67</td>
<td>21</td>
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<td><strong>Total</strong></td>
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<td><strong>168</strong></td>
<td><strong>147</strong></td>
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Source: Secondary data
The above Table 1.3 shows the sample distribution of the respondent teachers forming two groups. 21.38% of the samples were selected from the population. Totally, 315 women college teachers were selected as sample respondents. Out of the 315 sample respondents’ 168 sample respondents are women teachers in Aided College and 147 sample respondents are women teachers in Self-Supporting College.

1.8.6 Collection of Data

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

1.8.7 Framework of Analysis

Appropriate statistical tools have been administered to analyse the data. The tools are selected on the basis of the nature of data and the objectives to be fulfilled. The applied statistical tools and the relevance of their application are given below:

\( t \) - test

The ‘\( t \)’ test has been used to find out the significant difference among the teachers in Aided Colleges and Self-Supporting Colleges regarding their antecedents and outcomes of work-life balance.

One-way Analysis of Variance

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

**Factor Analysis**

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

**Confirmatory Factor Analysis**

The Confirmatory Factor Analysis is one of the multivariate statistical tools which is applied to confirm the extracted variables in the factor by the Exploratory Factor Analysis. It have been used to analyze the reliability and validity of the variables included in each factor. It explains the factor in a reliable manner. The reliability and validity of variables in each construct developed in the present study are mentioned therein. The content validity, convergent validity and discriminant validity have been tested through confirmatory factor analysis. The confirmatory factor analysis has been administered to analyse the reliability and validity of the various constructs related to antecedents and outcomes of work-life balance.

**Correlation Analysis**

Correlation analysis is a statistical tool used to compare two or more variable. The correlation analysis has been executed to analyse the relationship between profile variables and the work-life balance.

**Multiple Regression Analysis**

The multiple regression analysis has been administered to find out the impact of work-life balance (Work-family conflict and Family-work conflict) on the various outcomes of work-life balance. Also it has been applied to analyse the impact of level of implementation of coping strategy on the work-life balance.

The reliability of the variables, included in each construct, had been computed with the help of Cronbach Alpha. The maximum threshold of
Cronbach Alpha is 0.60. In the present study, the Cronbach Alpha has been computed to test the overall reliability of variables in each construct related to work-life balance.

1.9 HYPOTHESIS OF THE STUDY
i) There is no association among the two groups of respondent teachers regarding their level of lack of role autonomy, role ambiguity, role conflict and role overload.

ii) There is no association between demographic variable and family domain variable and the perception of role stress among the respondent teachers.

iii) There is no association between demographic variable and perception of work-family conflict and family-work conflict among the respondent teachers.

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

v) There is no association among the two groups of respondent teachers regarding their level of job stress, absenteeism, job satisfaction, family satisfaction and life satisfaction.

1.10 OPERATIONAL DEFINITIONS

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

1.10.2 Job stress
The physical or psychological response by an individual caused by an external action, situation or event in the work place.
1.10.3 Teacher
Teacher is a person who teaches students about certain subjects in educational institution. It consist of Head of the Department, Associate Professor and Assistant Professor.

1.10.4 Occupation
Occupation refers to any activity in which a person is engaged for monetary benefits.

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

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

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

1.10.8 Job Satisfaction
Job satisfaction is a positive or pleasurable emotional state resulting from the appraisal of person’s job or job experience. The work, pay, promotion, supervision, working condition and colleagues are determining factors of job satisfaction. Job satisfaction improves the teachers’ productivity and reduces their absenteeism and turnover rates.

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

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

1.10.11 Institutional Commitment

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

1.10.12 Irritation

Irritation is the condition of mental feeling, annoyed, impatient or slightly angry.

1.10.13 Quality of Work Life

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

1.11 LIMITATIONS OF THE STUDY

The present study has the following limitations:

1) The present study confined its scope with women teachers in Aided and Self-Supporting Colleges alone. This study does not cover women teachers of Engineering Colleges, Medical Colleges and Teacher’s Education Colleges

2) The variables related to the various aspects in work-life balance are generated with the help of previous studies and also the views of the experts.

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

4) The variables related to many aspects of work-life balance have been measured at five point scale for the uniformity and also the application of relevant statistical tools.
1.12 SCHEME OF THE REPORT

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

The first chapter includes the introduction, need for the study, statement of the problem, proposed research model, objectives of the study, methodology, operational definitions, limitations and scheme of the report.

Second chapter presents the literature review and conceptual framework on work-life balance. It explains the family domain and work domain variables, social support, work-family and family-work conflicts, institutional commitment, job satisfaction, job stress, absenteeism, positive parenting, parental satisfaction, family adaptation, family satisfaction, life satisfaction and strategy implemented by the teachers.

The third chapter explains the socio-economic profile and social support of the respondent teachers. It includes family domain variables, institutional variables and social support among the women teachers in Aided and Self-Supporting Colleges.

The fourth chapter covers the antecedents of work-life balance and perception of respondents towards role stress, institutional role stressors and work domain variables and association between the profile of teachers and their perception on various antecedents of work life balance, the work-family conflict and family-work conflict among the teachers and the impact of antecedents on work life balance.

The fifth chapter explains the various consequences of the work-life balance namely institutional commitment, job satisfaction, job stress, absenteeism, positive parenting, family integration, parental satisfaction, family adaptation, family satisfaction and life satisfaction among the teachers. It also consist of the impact of work-life balance on various outcomes, impact of social support on implementation of coping strategies and impact of implementation of coping strategies on work-life balance.

The sixth chapter reveals the summary of findings, suggestions, conclusion and also the scope of further research.