CHAPTER -5
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

PROLOGUE

This chapter is intended for findings, suggestions and conclusion of the present study. The previous chapter has attempted with analysis and interpretations of the primary data collected from the selected 420 teacher-respondents. Based on the analysis, the present chapter emerges as a final outcome of the research.

FINDINGS OF THE STUDY

The following section is concerned with the findings of the study. On the basis of the interpretations often data in the chapter-4, the following findings have been derived.

The following points are noteworthy in respect to personal variables of the teachers:

- In the case of gender, male teachers are in large number (61.9 percent). Towards, the age group, 36.4 percent teachers form the majority and they belong to 25-40 years of old. Regarding the marital status, the unmarried teachers are of majority (69 percent). In the case of religion, Hindus are large in the number and they form 48.1 percent. Regarding the status of community, backward class takes majority and it has 41.9 percent.
- In respect of the job profile of the teachers the following points are noteworthy:
• In respect of the educational qualification, 36.2 percent teachers have Ph.D. as their maximum qualification. In respect of Designation, lectures are large in number and they form 81.2 percent in total number of samples. Regarding Department, 56 percent teachers are in the science subjects. In the case of Salary Income (per year), 38.8 percent teachers earn Upto Rs.50,000 as annual salary income. This is the least amount and the maximum salary (Rs. 1,50,001-2,00,000) belongs to 11.7 percent teachers. Towards the Nature of salary, 48.8 percent teachers are getting salary on the basis of hours taken. Regarding the Length of service, maximum number of teachers (42.3 percent) 2- 4 years. In respect of Workload (per day), 70.2 percent teachers work for 5 hours & above. In the case of Non-teaching duties, maximum number of teachers (44.8 percent teachers) undertake canvassing for admission of students. Regarding Suffering loss of pay, 80.2 percent teachers suffer from the loss of pay towards availing causal leave for more than 12 days or taking leave without prior intimation. In the case of Reason for Leave, maximum number of teachers (37.1 percent) avail leave for their or their family member’s health problems.

INFERENTIAL ANALYSIS OF HYPOTHESIS TESTING

Assessing the association between Gender and awareness of the teachers towards the concept of WLB

• It is observed that there is significant association between gender and awareness of the teachers towards the concept of WLB. Chi- square value (13.99) shows that the null hypothesis is rejected at 1% level. It is found from the analysis that there is a close association between awareness of the teachers towards the concept of WLB.
Assessing the association between Gender and hope to maintain the WLB

- It is found out that there is no significant association between gender and hope to maintain the WLB. The chi-square value (.014) shows that the null hypothesis is accepted at 5% level. In addition to that it is evident that teachers’ gender is does not take any role to influence the hope to maintain the WLB. And it is clear that the male teachers have more hope in this regard.

Assessing the association between gender and management’s support to the teachers to maintain the WLB

- There is no significant association between gender of the teachers and management’s support to the teachers to maintain the WLB. The chi-square value (.133) shows that the null hypothesis is accepted at 5% level. And it is evident that management’s support to the teachers to maintain the WLB is independent irrespective of the gender of the teachers.

Assessing the association between the gender of the teachers and effort of the teachers to maintain the WLM

- It is observed that there is no significant association between the gender of the teachers and effort of the teachers to maintain the WLM. The chi-square value (2.813) shows that the null hypothesis is accepted at 5% level. Moreover, it is evident that teachers’ effort of the teachers to maintain the WLM does not depend on the gender.

Assessing the association between gender of the teachers and willingness to resign the job in the case of high level imbalance of WLB.

- It is observed that there is significant association between gender of the teachers and willingness to resign the job due to high level imbalance. Chi-square value (7.022) shows that the null hypothesis is rejected at 1% level. It is found from the analysis that there is a close association between gender of the teachers and willingness to resign the job due to high level imbalance. And, it is evident that teachers who have refused willingness to resign the job due to high level imbalance are large in number.
Assessing the association between age of the teachers and awareness of the teachers towards the concept of WLB

- It is observed that there is no significant association between age and awareness of the teachers towards the concept of WLB. Chi-square value (2.287) shows that the null hypothesis is accepted at 5% level. From the table, it is evident that teachers’ age and awareness of the teachers towards the concept of WLB has no relationship. 25-40 is the age group that has more awareness than the other age groups.

Assessing the association between age of the teachers and hope to maintain the WLB

- It is observed that there is significant association between age of the teachers and hope to maintain the WLB. Chi-square value (12.661) shows that the null hypothesis is rejected at 1% level. It is found from the analysis that there is a close association between age of the teachers and hope to maintain the WLB. And, it is evident that teachers those teachers belonging to 25-40 age group has more hope to maintain the WLB.

Assessing the association between age of the teachers and Management’s support to the teachers to maintain the WLB

- It is ascertained that there is no significant association between age of the teachers and Management’s support to the teachers to maintain the WLB. Chi-square value (3.165) shows that the null hypothesis is accepted at 5% level. Also, it is evident that teachers’ age of the teachers will not influence the management’s support to the teachers.

Assessing the association between age of the teachers and effort of the teachers to maintain the WLM

- It is observed that there is no significant association age of the teachers and effort of the teachers to maintain the WLM. Chi-square value (5.034) shows that the null hypothesis is accepted at 5% level. It is evident that teachers ‘age does not influence the effort of the teachers to maintain the WLM.
Assessing the association between age group of the teachers and willingness to resign job if the WLB cannot be achieved

- It is observed that there is significant association between age group of the teachers and willingness to resign job. Chi-square value (12.866) shows that the null hypothesis is rejected at 1% level. It is found from the analysis that there is a close association between age group of the teachers and willingness to resign job.

ASSESSING THE FACTORS CONTRIBUTING TO WLB

Relationship between the factors of customer satisfaction about credit cards

- Significant correlation is observed between Support of family and Work environment (r = 0.692), which seems to be good and positive and this shows that improvement in Support of family leads to the improvement in Work environment. Positive significant correlation was observed between Support of family and Job commitment (r = 0.738), which is good relationship and it shows that Support of family enhances Job commitment. There is significant positive correlation observed between Support of family and adaptability (r = 0.484), which shows the good relationship. Correlation between Support of family and Health (r = 0.547) is positive and good which is also positive and significant. Relationship between Support of family and planning is significant, good and positive (r = 0.588).
- Work environment and Job commitment show significant and positive correlation (r = 0.611). Significant correlation is observed between Work environment and adaptability (r = 0.348). Also, Significant correlation is observed between Work environment and Health (r = 0.348). Significant relationship is observed between Work environment and planning (r = 0.374).
Job commitment and adaptability show moderate relationship \((r = 0.376)\), Job commitment and health show moderate relationship \((r = 193)\); Job commitment and planning have positive and significant relationship \((r = 0.253)\).

The adaptability and health show significant and positive correlation \((r = 0.193)\). Likewise, the adaptability and planning show a positive correlation \((r = 0.253)\). A significant correlation is observed between planning and Health \((r = 0.253)\).

From the analysis, Support of family has good relationship with other five factors such as Work environment, Job commitment, Adaptability, Health and Planning. This shows that Support of family is the prime and important factor for WLB of selected sample teachers and Support of family leads a way for other factors.

Testing the significant difference between the teachers’ gender with respect to the factors of WLB

- It is found out that there is no significant mean difference between the teachers’ gender with respect to Support of family. Hence, “there is no significant difference between the teachers’ gender with respect to Support of family” is accepted.

- It is found out that there is no significant mean difference between the teachers’ gender with respect to Work environment. Hence, the formulated hypothesis Ho 2 (b) stated that “there is no significant difference between the teachers’ gender with respect to work environment” is accepted.

- It is noted that that there is no significant mean difference between the teachers’ gender with respect to job commitment. Hence, the formulated hypothesis “there is no significant difference between the teachers’ gender with respect to Job commitment” is accepted.
• It indicates that there is no significant mean difference between the teachers’ gender with respect to Adaptability. Hence, the formulated hypothesis “there is no significant difference between the teachers’ gender with respect to Adaptability” is accepted.

• It is known that there is no significant mean difference between the teachers’ gender with respect to Health. Hence, the formulated hypothesis “there is no significant difference between the teachers’ gender with respect to Health” is accepted.

• It is found out that there is no significant mean difference between the teachers’ gender with respect to planning. Hence, the formulated hypothesis “there is no significant difference between the teachers’ gender with respect to planning” is accepted.

Testing the significant difference between the teachers’ marital status with respect to the factors of WLB

• There is significant mean difference between teachers’ marital status with respect to Support of family. Further, the married teachers have scored higher mean value of 3.33 than the persons who are living single (mean value is 3.20). Therefore, the formulated hypothesis “there is no significant difference between the teachers’ marital status with respect to Support of family” is rejected.

• It is found out that there is no significant mean difference between the teachers’ marital status with respect to Work environment. Hence, the formulated hypothesis “there is no significant difference between the teachers’ marital status with respect to Work environment” is accepted.

• There is significant mean difference between teachers’ marital status with respect to Job commitment. Further, the married teachers have scored higher mean value of 3.14 than the persons living single (mean value is 2.92). Therefore, the formulated hypothesis “there is no
significant difference between the teachers’ marital status with respect to Job commitment” is rejected.

- It is found out that there is no significant mean difference between the teachers’ marital status with respect to Adaptability. Hence, the formulated hypothesis “there is no significant difference between the teachers’ marital status with respect to Adaptability” is accepted.

- It is found out that there is no significant mean difference between the teachers’ marital status with respect to Health. Hence, the formulated hypothesis “there is no significant difference between the teachers’ marital status with respect to bill payment service” is accepted.

- It is indicated that there is no significant mean difference between the teachers’ marital status with respect to planning. Hence, the formulated hypothesis $H_0$ 3(f) stated that “there is no significant difference between the teachers’ marital status with respect to planning” is accepted.

**Testing the significant difference between the teachers’ age groups with respect to the factors of WLB**

- It is found out that there is no significant mean difference between the teachers’ age groups with respect to Support of family. Hence, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to Support of family” is accepted.

- It is shown that there is no significant mean difference between the teachers’ age groups with respect to Work environment. Hence, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to Work environment” is accepted.

- It is found out that there is no significant mean difference between the teachers’ age groups with respect to Job commitment. Hence, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to Job commitment” is accepted.
- It is shown that there is no significant mean difference between the teachers’ age groups with respect to Adaptability. Hence, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to Adaptability” is accepted.

- There is significant mean difference between teachers’ age groups with respect to Health. Further, the teachers with age less than 25 years scored higher mean value of 3.88 and the lowest mean score was obtained by teachers with more than 50 years (3.52). Therefore, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to Health” is rejected.

- It is found that there is no significant mean difference between the teachers’ age groups with respect to planning. Hence, the formulated hypothesis “there is no significant difference between the teachers’ age groups with respect to planning” is accepted.

Testing the significant difference between the teachers' educational levels with respect to the factors of WLB

It is found out that there is no significant mean difference between the teachers’ educational levels with respect to Support of family. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ educational levels with respect to Support of family” is accepted.

- It is found out that there is no significant mean difference between the teachers’ educational levels with respect to Work environment. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ educational levels with respect to Work environment” is accepted.

- There is no significant mean difference between the teachers’ educational levels with respect to Job commitment. Hence, the formulated hypothesis viz., “there is no significant difference between
the teachers’ educational levels with respect to Job commitment” is accepted.

- It is found out that there is no significant mean difference between the teachers’ educational levels with respect to Adaptability. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ educational levels with respect to Adaptability” is accepted.

- It is found out that there is no significant mean difference between the teachers’ educational levels with respect to Health. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ educational levels with respect to Health” is accepted.

- There is significant mean difference between teachers’ educational levels with respect to planning. Further, the teachers who are graduates scored higher mean value of 3.59 and the lowest mean score was obtained by teachers with educational level as post graduates (3.27). Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ educational levels with respect to planning” is rejected.

Testing the significant difference between the teachers’ status of community with respect to the factors of WLB

- There is significant mean difference between teachers’ status of community with respect to Support of family. Further, the teachers who are FCs by the family scored higher mean value of 3.36 and the lowest mean score was obtained by the teachers belonging to BCs (3.14). Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Support of family” is rejected.
• It is found out that there is no significant mean difference between the teachers’ status of community with respect to Work environment. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Work environment” is accepted.

• There is no significant mean difference between the teachers’ status of community with respect to Job commitment. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Job commitment” is accepted.

• It is shown that there is no significant mean difference between the teachers’ status of community with respect to Adaptability. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Adaptability” is accepted.

• There is no significant mean difference between the teachers’ status of community with respect to Health. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Health” is accepted.

• It is found out that there is no significant mean difference between the teachers’ status of community with respect to planning. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to planning” is accepted.

**Testing the significant difference between the teachers’ income levels with respect to the factors of WLB**

• The F value indicates that there is significant mean difference between teachers’ income levels with respect to Support of family. Further, the mean indicates that the teachers with monthly income less than Rs.25,000 scored higher mean value of 3.36 and the lowest mean score was obtained by teachers with monthly income is more than Rs.1,00,000 (3.07). Therefore, the formulated hypothesis viz., “there is no significant
difference between the teachers’ income levels with respect to Support of family” is rejected.

- It is found out that there is no significant mean difference between the teachers’ income levels with respect to Work environment. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Work environment” is accepted.

- It is shown that there is no significant mean difference between the teachers’ income levels with respect to Job commitment. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Job commitment” is accepted.

- It is sound out that there is no significant mean difference between the teachers’ income levels with respect to Adaptability. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Adaptability” is accepted.

- It is shown that there is no significant mean difference between the teachers’ income levels with respect to Health. Hence, the formulated hypothesis $H_0$ 7 (e) stated that “there is no significant difference between the teachers’ income levels with respect to Health” is accepted.

- It is found out that there is no significant mean difference between the teachers’ income levels with respect to planning. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to planning” is accepted.
FACTOR ANALYSIS – PROBLEMS AND EXPECTATIONS OF TEACHERS

Testing the significant difference between the teachers’ gender with respect to the factors of problems faced by the teachers and their expectations

- It is found out that there is no significant mean difference between the teachers’ gender with respect to Problems at home. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ gender with respect to Problems at home” is accepted.
- There is no significant mean difference between the teachers’ gender with respect to Problems at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ gender with respect to Problems at work place” is accepted.
- There is no significant mean difference between the teachers’ gender with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ gender with respect to Expectations at homes” is accepted.
- It is found out that there is no significant mean difference between the teachers’ gender with respect to Expectations at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ gender with respect to ATM service” is accepted.

Testing the significant difference between the teachers’ marital statuses with respect to the problems faced by the teachers

- It is found out that there is no significant mean difference between the teachers’ marital statuses with respect to Problems at home. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ marital status with respect to Problems at home” is accepted.
- There is no significant mean difference between the teachers’ marital status with respect to Problems at work place. Hence, the formulated
hypothesis viz., “there is no significant difference between the teachers’ marital status with respect to Problems at work place” is accepted.

- It is found out that there is no significant mean difference between the teachers’ marital statuses with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ marital status with respect to Expectations at homes” is accepted.

- It is ascertained that there is no significant mean difference between the teachers’ marital statuses with respect to Expectations at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ marital status with respect to Expectations at work place” is accepted.

Testing the significant difference between the teachers’ age groups with respect to the factors of problems faced by the teachers

- It is shown that there is no significant mean difference between the teachers’ age groups with respect to Problems at home. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ age groups with respect to Problems at home” is accepted.

- There is significant mean difference between teachers’ age groups with respect to Problems at work place. Further, the mean indicates that the teachers’ with between 41-50 years scored higher mean value of 2.54 and the lowest mean score was obtained by teachers’ with age less than 25 years (2.36). Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ age groups with respect to Problems at work place” is rejected.

- It is shown that there is no significant mean difference between the teachers’ age groups with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ age groups with respect to Expectations at homes” is accepted.
• There is no significant mean difference between the teachers’ age groups with respect to Expectations at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ age groups with respect to Expectations at work place” is accepted.

**Testing the significant difference between the teachers’ educational levels with respect to the factors of problems faced by the teachers**

• It is found out that there is no significant mean difference between the teachers’ education levels with respect to credit services. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ education levels with respect to card service” is accepted.

• There is no significant mean difference between the teachers’ education levels with respect to Problems at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ education levels with respect to problems at work place” is accepted.

• There is no significant mean difference between the teachers’ education levels with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ education levels with respect to Expectations at homes” is accepted.

• The F value indicates that there is significant mean difference between teachers’ status of community with respect to Problems at home. Further, the mean indicates that the professionals scored higher mean value of 2.68 and the lowest mean score was obtained by FC (2.47).
This shows that the FC teachers are facing more problems in the Problems at home. Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Problems at home” is rejected.

- There is no significant mean difference between the teachers’ status of community with respect to Problems at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Problems at work place” is accepted.

- It is found out that there is no significant mean difference between the teachers’ of particular community with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Expectations at homes” is accepted.

- It is found out that there is no significant mean difference between the teachers’ status of community with respect to Expectations at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community with respect to Expectations at work place” is accepted.

Testing the significant difference between the teachers’ income levels with respect to the factors of problems faced by the teachers

- The ‘F’ value indicates that there is significant mean difference between teachers’ income levels with respect to Problems at home. Further, the mean indicates that the teachers’ income is between Rs.50,000 – Rs.1,00,000 scored higher mean value of 2.71 and the lowest mean score was obtained by teachers’ monthly income is less than Rs.25,000 (2.43). Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Problems at home” is rejected.
The F value indicates that there is significant mean difference between teachers’ income levels with respect to Problems at work place. Further, the mean indicates that the teachers’ income is between Rs.50,000 – Rs.1,00,000 scored higher mean value of 2.65 and the lowest mean score was obtained by teachers’ monthly income is less than Rs.25,000 (2.40). Therefore, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Problems at work place” is rejected.

It is confirmed that there is no significant mean difference between the teachers’ income levels with respect to Expectations at homes. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Expectations at homes” is accepted.

It is confirmed that there is no significant mean difference between the teachers’ income levels with respect to Expectations at work place. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels with respect to Expectations at work place” is accepted.

**EXPECTATIONS OF THE TEACHERS AT HOME AND WORK PLACE**

The ‘F’ value indicates that there is significant mean difference between teachers’ age groups and expectations in relation to the WLB. Further, the mean that the teachers with age less than 25 years scored higher mean value of 3.71 and the lowest mean score was obtained by teachers with age more than 50 years (3.48). Therefore, the formulated hypothesis viz., “there is a significant difference between the teachers’ age groups and expectations in relation to the WLB” is rejected.

There is no significant mean difference between the teachers’ educational levels and expectations in relation to the WLB. Hence, the formulated hypothesis viz., “there is no significant difference between
the teachers’ educational levels and expectations in relation to the WLB” is accepted.

- There is no significant mean difference between the teachers’ status of community and expectations in relation to the WLB. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ status of community and expectations in relation to the WLB” is accepted.

- It is found out that there is no significant mean difference between the teachers’ income levels and expectations in relation to the WLB. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ income levels and expectations in relation to the WLB” is accepted.

Testing the significant difference between the teachers’ gender and marital status with expectations in relation to the WLB

- The ‘t’ value indicates that there is no significant mean difference between the teachers’ gender and expectations in relation to the WLB. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ gender and expectations in relation to the WLB” is accepted.

- It is found out that there is no significant mean difference between the teachers’ marital status and expectations in relation to the WLB. Hence, the formulated hypothesis viz., “there is no significant difference between the teachers’ marital status and expectations in relation to the WLB” is accepted. The analysis reveals the existence of positive attitude among the teachers at above average level.
ANALYSIS FOR ATTITUDE OF TEACHERS

- In respect of the attitude towards the ‘Equal importance’, the mean value (4.96) shows that the majority teachers lie on the ‘slightly agree’. This confirms that the teachers mostly optimists but at the same time, they do think over the negative sides also. The standard deviation (1.292) expresses it.

- Towards the ‘Difficult process, anyone can understand’ from the mean value (5.19) that the teachers agree with it slightly. This depicts that hope of the teachers. But the standard deviation (1.184) shows the opposite the view of the teachers.

- In the matter of ‘Need for family’s compromise’, from the mean value (5.31), it is clear that the majority teachers agreed with it slightly. This shows their positive views towards this. However, it is not the case of all teachers. The value of standard deviation (1.263) shows the other side of the opinion of them.

- In the case of ‘Role conflict’, the mean value shows that the majority teachers agree with it slightly. (Mean value 5.36). So, the teachers have role conflict with their families due to their job commitment. The value of standard deviation (1.342) shows that opposite side of the teachers in this regard.

- In respect of the attitude towards the ‘Unhappiness for not spending time with family’, the majority teachers agree with it and they feel it in this regard. (mean value 5.26) The standard deviation i.e., 1.239 explains the negative side of this attitude of the teachers but they are small in number.

- Towards the ‘Easy work life balance’, the mean value (5.14) shows that the teachers have depicted their maximum hope in this regard. Majority
of the teachers accept it slightly. The standard deviation (1.213) negates this view.

- In the matter of ‘Easy WLB for men only’, the teachers agree with it slightly so that the mean value (5.02) confirms it. This shows that the teachers recognize this fact. The standard deviation (1.100) is the symbol of the opposite view.

- In the matter of ‘Affecting career advancement’, the mean value (5.02) shows that the teachers agreed with it slightly. (1.303)

- In respect of the attitude towards the ‘Affecting family life’, the mean value (5.05) shows that the majority teachers accept it slightly. The standard deviation (1.200) proves the existence of negative view in respect of this.

- Towards the ‘Isolation of job and family’ of the teachers, majority teachers agree with it slightly (mean value 5.12). But, the standard deviation (1.222) shows the other side of the view in this regard.

- In respect of the attitude towards the ‘Need for policy for WLB’, the mean value (5.21) indicates that the majority teachers are agreeing with the necessity for making a suitable WLB policy. At the same time, the standard deviation (1.134) negates this view.

- In the matter of ‘need for counseling’, the mean value confirms that the teachers agree with it and it shows the adaptability in the daily life. From the mean value (5.17), it is confirmed; but, the value of standard deviation (1.190) does not accept it.
ANOVA TEST FOR ATTITUDE OF THE TEACHERS

- The significant values of all the variables related to the teachers and attitudes of teachers are greater than 0.05. So, the null hypothesis is accepted in all these cases (Except ‘Role conflict’). Therefore, there is no significant relationship between the mean score of age of the teachers and attitudes. (Except ‘Role conflict’). The main reason for this acceptance of the null hypothesis is that the teachers have distinct contact with the family and work place. The age does not take an important role in this regard. As the age increase, their mental maturity also enhances. Therefore, the result has come in this regard. But at the same time, in the case of ‘Role conflict’, the age of the teachers takes a role.

- The significant values of all the variables related to the teachers and attitude greater than 0.05. So the null hypothesis is accepted in all these cases. Therefore, there is no significant relationship between the mean score of marital status of the teachers and attitudes. The marital status brings more family commitment to the teachers so that their performance, outlook and WLB are directly related to it.

- The significant values of all the variables related to the teachers and attitude greater than 0.05. So the null hypothesis is accepted in all these cases. Therefore, there is no significant relationship between the mean score of religion of the teachers and attitude. The main reason for this is that the teachers maintain their academic status for their own standing and livelihood. Whatever may be the religion, it is immaterial to them; their condition induces them to undertake academic venture.

- The significant values of all the variables related to the teachers and attitudes are greater than 0.05. So the null hypothesis is accepted in all these cases (Except ‘Role conflict’). Therefore, there is no significant relationship between the mean score of status of community of the
teachers and attitude. (Except ‘Role conflict’). This is because of the reason that the teachers come from different communities. They do their academic duties at their lines irrespective of their status of their community. But in the case of ‘Role conflict, teachers from the specific communities may be influenced.

- The significant values of all the variables related to the teachers and attitudes greater than 0.05. So the null hypothesis is accepted in all these cases (Except ‘Role conflict’). Therefore, there is no significant relationship between the mean score of educational status of the teachers and attitudes (Except ‘Role conflict). Major reason for this is that the teachers with low educational qualification or higher qualification desire their academic activities. The educational status does not play any role in determination in the case of attitude but, at the same time, the teachers with specific educational qualifications are being affected due to role conflict.

- The significant values of all the variables related to the teachers and attitudes are greater than 0.05. So the null hypothesis is accepted in all these cases. Therefore, there is no significant relationship between the mean score of experience of the teachers and attitude. Because, the teachers with lesser of more experience do their academic duties in their own way. Their experience does not influence their attitude.

**FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE BETWEEN MEAN RANKS TOWARDS THE ATTITUDES OF TEACHERS**

- It is found out that all the variables related to the attitude of teachers had significant values lesser than 0.05 at 1 percent level of significance; thus the null hypothesis is rejected. Therefore, it is concluded that there is significant difference between mean ranks of attitude of the teachers. Out of the twelve attitudes of teachers’ variables, the ‘role conflict’ has
the highest rank (7.30). So, the attitude of teacher are influenced by role conflict’. The role conflict is a very difficult issue to be attended and it disturbs the WLB of the teachers very seriously.

REGRESSION ANALYSIS FOR ASSESSING TEACHERS’ ATTITUDE ABOUT WLB

It is observed that the regression model’s F value is 9.485 and it is significant at 5% level. The regression model’s coefficient of determination ($R^2$) is 0.352, which is a healthy coefficient. An increase in the attitude with the equal importance leads to an increase of 1.245 times in teachers’ attitude about the WLB. This shows that equal importance seems to be one of the main reasons for the teacher attitude. An increase in Need for Family’s’ compromise leads to an increase of 1.858 times in teachers’ attitude about the WLB. Unhappiness for not spending time with family serves as a predictor variable by increasing the teachers’ attitude about the WLB by 1.745 times. Easy Work Life Balance to men only increases the teachers’ attitude by 0.825 times. Affecting career advancement serves as a predictor variable and increases the teachers’ attitude about WLB by 1.321 times. Hence it is concluded that the above said independent variables attitude with the equal importance, Need for Family’s’ compromise, Unhappiness for not spending time with family, Easy Work Life Balance to men only and Affecting career advancement as predictor variables and explains the variability of teachers’ attitude about WLB.
SUGGESTIONS

Following are the suggestions to improve WLB of the teachers of B.Ed colleges in particular and all other educational institutions in general.

1. The working environment of the colleges should be improved with all welfare facilities. The teachers should be provided with all knowledge-oriented teaching aids.

2. Work load of the teachers may be restricted as per the UGC norms. As the B.Ed college teaching faculties have to lead the future teachers (students), they have multi dimensional role in the working campus. It leads them to fell more stress. Therefore, the management of the colleges have to relax their work load considerably.

3. The incentive provided by the colleges and promotion policy should be revised in proper way.

4. The monetary benefits provided by the colleges should be restructured.

5. Cardinal relationship among management, teachers and students should be maintained in the colleges. A counseling meeting may be held periodically to share the ideas and opinions of these parties.
CONCLUSION

The present study has found out that the problems of the teachers in maintaining the WLB are very common and their perception about the WLB is very difficult in nature. Many times, they feel imbalance when certain sensitive matters connected to their work / or family are involved. Hence, there is a need to open up more channels of communication for expressing their problems in the work place. Providing a congenial atmosphere at work where the teachers can interact informally, like creating a casual space for chatting and unwinding with colleagues would help in building the transparency within the work place.

The findings of the study show that the teachers are not able to devote enough time to take care of their personal health. The colleges should consider spreading health consciousness in the form of awareness campaign on health issues, healthy diet and importance of regular exercise. Regular health check-ups can be done at the colleges. Since female employees scored lower in personal need, childcare facility through a tie with the daycare centre or preschool near the office premises can be done for improving the WLB of them. Overall, the study conclusively shows that WLB is skewed towards work and less in personal aspects of the teachers. The teachers thus are compromising on their personal time for completion of academic related tasks, which disturbs the work-life balance.

The survey concludes that the existence of positive attitude among the teachers at above average level. Therefore, the management of the colleges should adopt right WLB strategy to assess teacher's needs and promoting teacher attitude. The ability to perceive the desirable level of WLB depends upon the prevailing work environment of the colleges. Hence, the outcome of the results is found that the teachers are interested in maintaining the WLB.
SCOPE FOR FURTHER STUDY

The present study has highlighted on unexplored areas of the WLB. The variables taken for the study are the new dimensions that need more attention from the academic side. Hence, the future researches may be conducted on these lines. Comparative studies between private and government B.Ed colleges, cross sectional studies between various regions and longitudinal surveys are further required to enrich the existing academic literature and add values to practical field.

WRAPPING UP

The chapter has presented findings, based on the analysis of primary data in various sub-headings. The findings reveal that the teachers of self-financing colleges of education in Thanjavur district are indeed in need of maintaining parity in their WLB. Really, this is not only to this area but also to the teachers of all areas. The chapter concluded that the teachers’ struggle to keep the sustainable WLB is a difficult task. For this, the study has listed out suitable suggestions. Lastly, the chapter ends with the scope for future researches on this subject matter and it touches with the potential areas of research.