CHAPTER – 1

INTRODUCTION AND RESEARCH DESIGN

PROLOGUE

The concept of Work Life Balance (henceforth WLB) is not a new thing in management literature. It is now felt as an important requirement to attain professional achievement and peace in personal life. The aspect of work-leisure was invented in the mid-1800s. Happiness can be presumed as a little separation as possible between the work and play. (V. K. Punithavathy, 2014).

To the context the expression "work life balance" was first expressed in 1970’s in UK and 1980’s in US (Burke peter 1995). In India the concept of work life balance has first expressed in 1978 (Ragavan 1978).

WORK LIFE BALANCE: CONCEPTUAL FRAMEWORK

The concept has been defined in many ways by different experts. According to Clark (2000), WLB is the satisfaction and good functioning of an employee at work and at home with minimum of role conflict. It is a satisfactory level of ‘fit’ between the multiple roles in a person’s life. “It is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities” (Kallith and Brough, 2008). In the early 1990’s, the WLB was popularly known as “work-family conflict” and was widely researched and reported in organizational behaviour literature (Frone et al., 1992 and Williams and Alliger, 1994). In recent times, work-life balance is understood as a healthy integration of work and family life activities and not the exact time spent on them.

The WLB does not mean an equal balance. It means, it is difficult to schedule an equal number of hours for each of our work and personal activities. It may vary over a period of time. Even, the right balance of work life balance at present time will probably different for future time. The person when asingle
will be different from when they get married and may vary a lot when they are having children. The balance between work and life is varying also when someone starts new career or job. There is no fixed work life balance which can fit to all. The best work life balance is different for each one because everyone has different priorities on work and different life styles. The priority of work has related to career development, achievement and the priority of life has related to health, pressure, family and spiritual development. Work life balance is simply means balance between achievement and enjoyment in life.

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

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

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

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

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

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

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

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

Elliot (2003) stated that “Work life balance has defined as the work and life satisfaction by managing both responsibilities adjacently.” According to Clarke, Koch & Hill (2004) “Work life balance is defined as a satisfactory level of involvement or fit between the multiple roles in a person’s life and it linked with the concept of equilibrium that maintaining an overall sense of harmony in life.

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

Definition of Swamy (2007) on work life balance is a practice that is concerned with providing scope for employees to balance their work with the responsibilities and interests they have outside work. It enables them to reconcile the competing claims of work and home by meeting their own needs as well as those of their employers. Finally the definition Delecta.P (2011) states that “Work life balance is defined as an individual ability to meet their work commitments as well as other non-work and family commitment”.

The WLB represents a new approach to human resource management policies intended to encourage the creation of a substantial balance between employees’ working and private life. ( Roberta Maeran et al.,2013).
So, it is clear that the WLB refers to the sum total of the scores attained by the working professional on three dimensions namely, work interference with personal life, personal life interference with work and work/ personal life enhancement as measured by work life balance scale. Work life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life. An issue is important both to the organizations and to employees.

EVOLUTION OF WORK LIFE BALANCE

The term work/life balance was coined in 1986, although its usage in everyday language was sporadic for a number of years. Interestingly, work life programmes existed as early as 1930’s before second world war the W.K. Kellogg Company created four six hour shifts to replace the traditional three daily eight hour shifts, and the new shifts resulted in increased employee morale and efficiency (Lockwood, 2003). Work life balance was initially conceived in terms of work family conflict (Kahn et al., 1964), work family enhancement or facilitation (Grzywacz and Marks, 2000) or work family balance. It has defined as the role conflict as the “simultaneous occurrence of two or more sets of pressures such that compliance with one would make more difficult compliance with the other”.

Greenhaus and Beutell (1985) based on the work of Kahn et al. (1964), defined work family conflict as: “A form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work - family role is made more difficult by virtue of participation in the family - work role.” Conflict between work and family has been found to be bi-directional and should be seen less as competing priorities than as complementary elements of full life. Finally the work life balance is include the concept of work family and life-course fit (Phyllis Moen 2008) which broadens the focus from traditional measures of the work-family interface to include as well employees’ sense of time and income adequacy and their assessments of work schedule fit. The concept of life-course fit is
applicable to employees of all ages and life stages whereas work-family concepts are often limited to employees who are married or raising children. The life-course fit concept includes the person environment fit at both work and home by gauging employees’ cognitive assessments of the fit or misfit between their needs and resources in both environments. The way to achieve the work life balance is to adopt an approach that is conceptualized as a two way process involving a consideration of the needs of employee as well those of employees.

WORK LIFE BALANCE: THEORIES

Several theories have been propounded to explain the work family linkage. These include Segmentation, Compensation, Spillover and the Border theory. The earliest view of the relationship between work and home was that they are segmented and independent and do not affect each other. Blood and Wolfe (1960), who were pioneers of this perspective, applied this concept to blue collar workers. They explained that for workers in unsatisfying or un-involved jobs, segmentation of work and home is a natural process. The separate spheres pattern viewed the family as a domestic haven for women and work as a public arena for men (Zedeck, 1992). However, this view of segmentation was challenged by researchers who demonstrated that work and family are closely related domains of human life (Buke and Greenglass, 1987; Voydanoff, 1987).

The Compensation theory proposed that workers try to compensate for the lack of satisfaction in one domain (work or home) by trying to find more satisfaction in the other (Lambert, 1990). Piotrkowski (1979, p.98) also concluded that men “look to their homes as havens, look to their families as sources of satisfaction lacking in the occupational sphere”. Two forms of compensation have been distinguished in the literature (Edwards and Rothbard, 2000). First, a person may decrease involvement in the dissatisfying domain and increase involvement in a potentially satisfying domain (Lambert, 1990). Second, the person may respond to dissatisfaction in one domain by pursuing
rewards in the other domain (experiences that may fulfill the person’s desires, Champoux, 1978). The latter form of compensation can be either supplemental or reactive in nature (Zedeck, 1992). Supplemental compensation occurs when individuals shift their pursuits for rewarding experiences from the dissatisfying role to a potentially more satisfying one. For example, individuals with little autonomy at work seek more autonomy outside of their work role. On the other hand, reactive compensation represents individuals' efforts to redress negative experiences in one role by pursuing contrasting experiences in the other role such as engaging in leisure activities after fatiguing day at work.

The most popular view of relationship between work and family was put forth by Spillover theory. Several researchers suggested that workers carry the emotions, attitudes, skills and behaviors that they establish at work into their family life (Belsky et al., 1985; Kelly and Voydanoff, 1985; Piotrkowski, 1979; Piotrkowski and Cris-Christoph, 1981) and vice-versa (Belsky et al., 1985; Crouter, 1984). Spillover can be positive or negative. Positive spillover refers to fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain (Xu, 2009).

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

WORK LIFE BALANCE: CONCEPTUAL MODELS

A number of conceptual models of work life balance/work family conflict/work family enrichment have been proposed (Greenhaus and Beutell, 1985; Frone et al., 1992(b); Guest, 2002; Crooker et al., 2002; Kirrane and Buckley, 2004; Voydanoff, 2005; Greenhaus and Powell, 2006 and Kelley and Moen, 2007).

Greenhaus and Beutell (1985) gave a model of the sources of work family conflict. They suggested three major sources of work family conflict (a) time based conflict (b) strain based conflict and (c) behaviour based conflict.

“The model proposed that any role characteristic that affects person’s time involvement, strain or behaviour within a role, can produce conflict between that role and another role. Time based conflict occurs when time devoted to one role makes it difficult to participate in another role or when time pressures associated with one role make it physically impossible to comply with expectations arising from another role. Strain based conflict is experienced when strain symptoms from one role intrude into and interfere with participation in another role. Behaviour based conflict occurs when specific behaviour required in one role are incompatible with behavioural expectations within another role. According to the model, work domain pressures include the number of hours worked, inflexibility of the work schedule, role conflict, role ambiguity, expectations for secretiveness and objectivity and family domain pressures include the number of children, spouse employment, family conflict, low spouse support and expectations for warmth and openness.”
The model also proposed that these role pressures (and hence, work family conflict) are intensified when the work and family roles are salient or central to the person’s self-concept.

Frone *et al.*, (1992) examined the antecedents and outcomes of WFC (work family conflict) and assessed whether WFC plays an important integrative function in work and family stress research. A comprehensive model of work-family interface was developed and tested. The direct predictors proposed in the model were job stressors (work pressure, lack of autonomy, role ambiguity), family stressors (parental workload, extent of children misbehavior, lack of spouse support, degree of tension in relationship), job involvement and family involvement. The results indicated a positive reciprocal relationship between W-F conflict (work to family conflict) and F-W conflict(family to work conflict). Job stressors and job involvement were found to be positively related to the frequency of W-F conflict. Conversely, family stressors and family involvement were positively related to the frequency of F-W conflict. Both types of WFC were positively related to a specific measure of within-domain distress. F-W conflict was positively related to work distress, whereas W-F conflict was positively related to family distress, at least among blue-collar workers.

Guest (2002) gave a model outlining the causes, nature and consequences of a work-life balance citing recent research to illustrate the various dimensions. According to the model,

“........the determinants of work life balance are located in the work and home contexts. Contextual determinants include demands of work, culture of work, demands of home and culture of home. Individual determinants include work orientation (i.e. the extent to which work (or home) is a central life interest), personality, energy, personal control and coping, gender and age, life and career stage. The nature of work life balance was defined both objectively and subjectively. The objective
indicators include hours of work and hours of uncommitted or free time outside work. Subjective indicators refer to the states of balance and imbalance. According to Guest, balance may be reported when equal weight is given both to work and home or, when home or work dominates by choice. Spillover occurs when there is interference of one sphere of life with other. The model further indicates numerous outcomes of work life balance which include personal satisfaction and wellbeing at work, home and life as a whole, performance at work and home, impact on others at work, family and friends”.

Crooker et al., (2002) provided a theoretical framework to explain the contextual antecedents of work life balance by identifying the environmental and individual mechanisms and relationships that combine to create work life balance. They explained how life complexity and dynamism affect work life balance and the moderating effect of munificence (abundance or scarcity) and accessibility of resources. The model categorized complexity and dynamism in clusters of home and extended family (number of people in the house, number of children, elder care, care of sick relative), job and employer (scheduling and reaching work, overtime, shift work, travel commitments, job transfers), occupation or profession (continuing education for personal growth, membership and leadership of professional groups) and community and free time activities. Further, the employer, family, community and profession domains were stated to be the providers of resources like, leave and time off policies, employee wellness programmes, employee assistance programmes, family support emotional empathy, feedback and guidance, profession - training opportunities and conferences. The model argued that higher levels of life complexity and dynamism experienced by individuals results in lower levels of perceived work life balance.

However, this relationship varied with munificence and accessibility of resources in one’s environment as well as with individual differences of values.
and personality traits. Kirrane and Buckley (2004) put forwards a number of theoretical propositions regarding the process and experience of work family conflict. The paper reviewed existing theoretical perspectives and engaged with the new border theory of Clark (2000). The individual variables included were two personality measures, conscientiousness and positive effect, and the work related variables included were autonomy and supervisory support (tangibles) and work role identification (subjective). They proposed that individual variables and work based variables (both subjective and tangible) will have impact on experienced work family domain conflict, which will in turn lead to work based outcomes, namely, intention to leave and organizational citizenship behaviour.

Voydanoff (2005) formulated a conceptual model that linked work, family and boundary- spanning demands and resources to work and role performance and quality. The model proposed that

“……work, family and boundary spanning demands and resources combine to create two dimensions of work family fit. Work demands-family resources fit derives from work demands, family resources, and boundary spanning demands and resources, whereas family demands-work resources fit results from family demands, work resources, and boundary spanning demands and resources. The two dimensions of work family fit combine with boundary spanning strategies to influence work family balance. Work family balance then affects work and family role performance and quality”.

Greenhaus and Powell (2006) proposed a theoretical model of work family enrichment. Work family enrichment was defined as the extent to which experiences in one role improve the quality of life in the other role. They explained as follows:
“It was proposed that resources generated in Role A (work or family) can promote high performance and positive affect in Role B (family or work) and that the extent to which a resource heighten performance and positive affect is moderated by the salience of Role B, the perceived relevance of the resource to Role B and the consistency of the resource with the requirements and norms of Role B. The model specifies two mechanisms or paths by which a resource generated in Role A can promote high performance and positive affect in Role B. First mechanism is the instrumental path, by which a resource can be transferred directly from Role A to Role B, thereby enhancing performance in Role B. Second, is the affective path, in which a resource generated in Role A can promote positive affect within Role A, which in turn, produces high performance and positive affect in Role B”.

Kelley and Moen (2007) proposed a conceptual model of how schedule control impacts work life conflicts and described specific ways to increase employee’s schedule control. The model suggested a direct effect of perceived schedule control on work family conflict. The model also suggested that enacting schedule control by changing one’s behaviour will reduce work family conflict and simultaneously increase perceived control over when and where one works. The model further proposed three moderators i.e. gender, life stage and occupation. The article posited that schedule control is an important remedy to both chronic and acute time pressures and work life conflicts, with potential health, well-being and productivity benefits.

On the basis of various theories of work life balance/work family conflict and various conceptual models discussed above, it can be concluded that multiple factors related to individual, work and family affect the work life balance of an individual. Some of the major individual related factors include work orientation, gender, age, life and career stage, personality. Work related
factors include role ambiguity, role conflict and number of hours worked, work schedule flexibility, task autonomy. Family related factors include number of children, spouse support, family involvement. Work life balance results in a number of benefits to the individual and organization which include personal satisfaction and wellbeing, job satisfaction, productivity and the lack of work life balance results in negative consequences in terms of work distress, job dissatisfaction, absenteeism and high turnover.

FACTORS CONSIDERED AND INFLUENCED ON WLB

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

i. Economic related factors

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

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

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

ii. Work related factors

The work related factors are the elements related to work which affect the work life balance.

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

- **Working hour:** The working hour is a major factor which determines the work life balance. In higher educational institutions working hour is classified into part time or full time or work at home. There are some difficulties to achieve the work life balance in full time when compared to part time work and work at home. Even in work at home sometimes a chance of work life imbalance because the work goes beyond the
normal working hour. In the field of teaching online teaching and special coaching for student’s improvement at home is example for work at home. Long working hours, changes in work schedule and teachers spent more time on work have a negative impact of work life balance. Some of the higher educational institutions have classified the working hour into day college and shift system, the teachers working in shift system have better work life balance than the teachers working in day college The increased working hour leads to decrease in family involvement which is the consequences of poor work life balance.

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

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

iii. Family related factors

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

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

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

- **Support from spouse and family members:** Spousal support and support from the family members are other important determinants of work life balance. Like superior and colleagues support at work place, support from the spouse and family members are necessary for smooth sailing of work life balance.
• **Eldercare:** Elders dependents at home is one of the factors which influence work life balance. Parents and in laws at home are need to be considered, when they depend on others help the women has to take care of them, hence the dependents dependency have affected the work life balance.

iv. Social factors

• **Participation of women in workforce:** The massive entry of women in workforce has been one of the driving factors behind recent changes occurring in industrialized societies. The transition of women from the private to the public sphere has called into that question the traditional model of the man as provider and the woman devoted to family matters, while at the same time allowing women to acquire a measure of financial independence and professional fulfillment. Thus, women’s income has become a more important source of household financial security.

• The impact of women empowerment and changes in global working style the participation of women employees are increased in work force. As women have a home maker and care taker the collision of these responsibilities will affect the work life balance.

• **Participation of dual earner couples:** The changes in conventional family system into conversion family system both men and women are working. In this conversion family system both men and women perceived the importance of work life balance. The perception of work life balance is low for dual earner couples when compared to single earner family. The women teacher faces the problem of work life balance when her spouse does not contribute toward family work and responsibility.
• **Changing family structure:** The changes in the family structure also a determinant of work life balance. Increased nuclear family and single parenting family will affect the work life balance because in nuclear family and single parent family has lot of commitments to face individually while compare to traditional joint family system.

• **Ageing:** Ageing of population has affected the work life balance. Because of physical and psychological factor, population aging plays imperative role in achieving work life balance.

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

v. **Other factors**

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

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

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

• **Sickness:** Individual sickness is a short time or temporary factor which affects the work life balance. They can achieve the work life balance when they become normal.

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

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

**NEED FOR THE STUDY**

Over the coming decade it will be one of the most important issues that executives and human resources professionals will be expected to manage. (B. Poongodi, 2011). As the day-to-day life is full of stress and pains, every individual has to adjust with his/her professional life carefully. In most of the cases, teaching faculties have to manage themselves their work life with their family life. But, it is not an easy task. The teachers, belonging to knowledge community face many challenges to adjust these two extremes.

Uma Warrier (2013) has pointed out as

“An individual plays multiple roles in his life: employee, boss, subordinate, spouse, parent, child, sibling, friend, and community member. All these roles can be clubbed under four quadrants work, family, self, and friends and society. Demands and resources relating to all the four quadrants of life can have a “spillover effect”, affecting one other in an unproductive way. Work-life balance is all about integrating demands and resources of all the quadrants without a dysfunctional conflict. Employers will majorly benefit if they try and get an insight into the type of work life balance their employees would need. Organisations need to understand the facts that interface between employees working life and personal life can be complex, varied and many a
times very specific and acknowledging the same will go a long way in improved organisational performance.

This necessitates the present research and it is imperative to study the WLB and its consequences.

**IMPORTANT OF THE STUDY**

Findings of the present study will help to identify the individual, family, and work related variables related to the WLB. Thus, the study would help the practitioners to:

(a) Understand the WLB and its various dimensions;

(b) Understand the relationship between individual related variables; family related variables; and

(c) Redesign work related variables such as task variety, task autonomy and work schedule flexibility so as to improve work life balance of working professionals. In addition, the study will help in taking stock of the existing programmes for enhancing work life balance and evolving strategies for strengthening those existing programmes. The industry would be able to formulate policies for recruitment, development and deployment of professionals, thus leading to better talent management and reduction in costs.

Thus, the present study gains more importance.

**STATEMENT OF THE PROBLEM**

The WLB for teaching professional has become one of the greatest challenges in today’s world. Teachers work load not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. As being a developing economy, Indian workforce is facing fierce competition. Due to the liberalization,
privatization and globalization, the workforce of India are always under pressure. (K.G. Senthilkumar, Dr.S. Chandrakumaramangalam and Dr.L. Manivannan, 2012).

There are certain reasons for the inevitability of work-life balance to the teaching professionals. First amongst them is the tremendous advancement in technology particularly the development of Information and Communication Technology (ICT) which has transformed the nature of delivery systems in higher education. The ICT has transformed the teaching learning process from conventional, which is teacher centric, to constructivist learning, which is learner centric. In the new learning environment the teacher has to cope with many more uncertainties which lead to stress and leading imbalance in their family life. Hence, work-life balance is indispensable for teaching professionals.

Another important reason has been the role played by the teaching professionals. In this contemporary world, the teaching professionals play assortment of roles; such as pedagogical, managerial, technical and subject-designing role (Bennet & Lockyer, 2004). These multiple roles of teaching professionals constantly keep them under pressure and lead to imbalance in their work and personal life. Hence, this study is focused on teaching professionals with the objectives of finding the relationship between the demographical variables (such as marital status and partner employment status) and the level of stress in balancing work and life.

Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but need to also focus on soft skills and life skills so that they not only produce good professionals but also develop good citizens. (V.Madhusudhan Goud and K. Nagaraju, 2013). As the teaching field is full of challenges and need upgrading latest knowledge, the teachers suffer for their task. Their adjustable capacity, updating knowledge, time spent for family and
personal welfare, adaptability in relation to changing educational environment and fulfilling the requirements of family, work place and above all personal achievement are the real problems to them. In this context, the present research takes these problems for study.

**OBJECTIVES OF THE STUDY**

Following are the objectives of the present study:

1. To study the work place environment of the teachers in their B.Ed., Colleges in Thanajvur district

2. To identify the factors, that contribute the work life balance of the teachers

3. To examine the problems in maintaining the work life balance

4. To find out the expectations of the teachers in respect of the work life balance

5. To study the attitude of the teachers towards the work life balance

6. To render suitable suggestions for the development of the work life balance of the self-financing educational colleges.

**RESEARCH METHODOLOGY**

This work is descriptive in nature because this takes up primary data, collected from the selected teachers of the B.Ed colleges and the subject matter is described with the help of statistical tools for making meaningful inferences. This is a survey in limited scale, by taking a small geographic area i.e., Thanjavur district and the contacting the teaching faculties for the present study.

**POPULATION AND SAMPLES**

Population of the present study consists of the teachers working in the private self-financing colleges of education, Thanjavur district, Tamil Nadu. In
the district, 14 B.Ed colleges are functioning under private sector in self-financing stream. Totally 840 teachers are working in the colleges. Sample teachers are selected from these colleges at random. Out of the 840 teachers, 50 percent of teachers i.e., 420 have been selected as per the random sampling method.

DATA USED AND SOURCES OF DATA

Primary data and secondary data have been used in this research. The secondary data were collected from various secondary sources viz., books, journals, records, registers and records of the company. The primary data were collected by the researcher from the teachers working in the B.Ed colleges in Thanjavur district.

DESIGN OF THE QUESTIONNAIRE

A questionnaire has been used to collect the primary data from the teachers of the colleges. It consists of questions related to research personal and research variables.

VARIABLES OF THE STUDY

The present study uses two types of variables such as demographic variables and research variables. The demographic variables are the personal characteristics of the teachers i.e., gender, age, educational, income and so on. The research variables are the aspects that are related to the subject matter of the study viz., WLB. The variables are based on the objectives of the study. So, the following are the major variables of the study:

- Work Place Environment
- Adjustability
- Factors Contributing WLB
- Problems In Maintaining WLB
- Attitude
- Expectation at Home
• Expectation at Work Place

The variables are split into sub variables and they are included in the questionnaire to collect the primary data.

HYPOTHESES OF THE STUDY

On the basis of the objectives and the variables of the study, the following hypotheses are framed in the study:

• There is significant association between gender and awareness of the teachers towards the concept of WLB.
• There is significant association between gender and hope to maintain the WLB.
• There is significant association between gender of the teachers and management’s support to the teachers to maintain the WLB.
• There is significant association between the gender of the teachers and effort of the teachers to maintain the WLB.
• There is significant association between gender of the teachers and willingness to resign the job.
• There is significant association between age and awareness of the teachers towards the concept of WLB.
• There is significant association between age of the teachers and hope to maintain the WLB.
• There is significant association between age of the teachers and Management’s support to the teachers to maintain the WLB.
• There is significant association between age of the teachers and effort of the teachers to maintain the WLM.
• There is significant association between age group of the teachers and willingness to resign job if the WLB cannot be achieved.
• There is significant difference between the teachers’ gender with respect to Support of family.
• There is significant difference between the teachers’ gender with respect to Work environment.
• There is significant difference between the teachers’ gender with respect to Job commitment.
• There is significant difference between the teachers’ gender with respect to Adaptability.
• There is significant difference between the teachers’ gender with respect to Health.
• There is significant difference between the teachers’ gender with respect to Planning.
• There is significant difference between the teachers’ marital status with respect to Support of family.
• There is significant difference between the teachers’ marital status with respect to Work environment.
• There is significant difference between the teachers’ marital status with respect to Job commitment.
• There is significant difference between the teachers’ marital status with respect to Adaptability.
• There is significant difference between the teachers’ marital status with respect to Health.
• There is significant difference between the teachers’ marital status with respect to Planning.
• There is significant difference between the teachers’ age groups with respect to Support of family.
• There is significant difference between the teachers’ age groups with respect to Work environment.
• There is significant difference between the teachers’ age groups with respect to Job commitment.
• There is significant difference between the teachers’ age groups with respect to Adaptability.
• There is significant difference between the teachers’ age groups with respect to Health.
• There is significant difference between the teachers’ age groups with respect to Planning.
• There is significant difference between the teachers’ educational levels with respect to Support of family.
• There is significant difference between the teachers’ educational levels with respect to Work environment.
• There is significant difference between the teachers’ educational levels with respect to Job commitment.
• There is significant difference between the teachers’ educational levels with respect to Adaptability.
• There is significant difference between the teachers’ educational levels with respect to Health.
• There is significant difference between the teachers’ educational levels with respect to Planning.
• There is significant difference between the teachers’ status of community with respect to Support of family.
• There is significant difference between the teachers’ status of community with respect to Work environment.
• There is significant difference between the teachers’ status of community with respect to Job commitment.
• There is significant difference between the teachers’ status of community with respect to Adaptability.
• There is significant difference between the teachers’ status of community with respect to Health.
• There is significant difference between the teachers’ status of community with respect to Planning.
• There is significant difference between the teachers’ income levels with respect to Support of family.
• There is significant difference between the teachers’ income levels with respect to Work environment.
• There is significant difference between the teachers’ income levels with respect to Job commitment.
• There is significant difference between the teachers’ income levels with respect to Adaptability.
• There is significant difference between the teachers’ income levels with respect to Health.
• There is significant difference between the teachers’ income levels with respect to Planning.
• There is significant difference between the teachers’ gender with respect to the problems faced by the teachers at home.
• There is significant difference between the teachers’ gender with respect to the problems faced by the teachers in problems at work place.
• There is significant difference between the teachers’ gender with respect to the problems faced by the teachers in Expectations at home.
• There is significant difference between the teachers’ gender with respect to Expectations at work place.
• There is significant difference between the teachers’ marital statuses with respect to the problems faced by the teachers in Problems at home.
• There is significant difference between the teachers’ marital statuses with respect to the problems faced by the teachers in problems at work place.
• There is significant difference between the teachers’ marital statuses with respect to the problems faced by the teachers in Expectations at homes.
• There is significant difference between the teachers’ marital statuses with respect to the problems faced by the teachers in Expectations at work place.
• There is significant difference between the teachers’ age groups with respect to the problems faced by the teachers in Problems at work place.
• There is significant difference between the teachers’ age groups with respect to the problems faced by the teachers in Expectations at homes.
• There is significant difference between the teachers’ age groups with respect to the problems faced by the teachers in Expectations at work place.
• There is significant difference between the teachers’ educational levels with respect to the problems faced by the teachers in Problems at home.
• There is significant difference between the teachers’ educational levels with respect to the problems faced by the teachers in Problems at work place.
• There is significant difference between the teachers’ educational levels with respect to the problems faced by the teachers in Expectations at homes with the bank.
• There is significant difference between the teachers’ educational levels with respect to problems faced by the teachers in Expectations at work place.
• There is significant difference between the teachers’ occupations with respect to the problems faced by the teachers in Problems at home.
• There is significant difference between the teachers’ occupations with respect to the problems faced by the teachers in Problems at work place.
• There is significant difference between the teachers’ occupations with respect to the problems faced by the teachers in Expectations at homes with the bank.
• There is significant difference between the teachers’ occupations with respect to the problems faced by the teachers in Expectations at work place.
• There is significant difference between the teachers’ income levels with respect to the problems faced by the teachers in Problems at home.
• There is significant difference between the teachers’ income levels with respect to the problems faced by the teachers in Problems at work place.
• There is significant difference between the teachers’ income levels with respect to the problems faced by the teachers in Expectations at homes.
• There is significant difference between the teachers’ income levels with respect to the problems faced by the teachers in Expectations at work place.
• There is significant difference between the teachers’ age groups and their expectations in relation to WLB.
• There is significant difference between the teachers’ educational levels and expectations in relation to the WLB.
• There is significant difference between the teachers’ status of community and expectations in relation to the WLB.
• There is significant difference between the teachers’ income levels and expectations in relation to the WLB.
• There is significant difference between the teachers’ gender and expectations in relation to the WLB.
• There is significant difference between the teachers’ marital status and expectations in relation to the WLB.
• There is significant relationship between the mean score of age of the teachers and their attitude.
• There is significant relationship between the mean score of marital status of the teachers and attitudes.
• There is significant relationship between the mean score of religion of the teachers and attitude.
• There is significant relationship between the mean score of status of community of the teachers and attitude.
• There is significant relationship between the mean score of educational status of the teachers and attitude.
• There is significant relationship between the mean score of experience of the teachers and attitudes.
• There is significant difference between mean ranks towards the level of attitude.

FRAMEWORK OF ANALYSIS

In the analysis section, responses for every question are analyzed with the help of percentages. The percentages are the common tools used for analyzing the data and the percentage is the appropriate tool to determine the majority and minority classification in respect of the responses. By means of the percentage analysis, inferences were made at a logical base. So, the percentage analysis was undertaken at first. Then, the statistical analysis section consists of testing of hypotheses so that the Chi square Test, Analysis of Variances (ANOVA), t test, Factor analysis were used as analytical tools. The Software Package for Social Sciences (SPSS), 16 versions has been utilized for processing the data.

SCALING TECHNIQUE

Scaling is a technique to measure the satisfaction, attitude and any other abstract things. Likert’s Five point scale has been used (Strongly Agree, Agree, Moderate, Disagree and strongly Disagree).

CHI SQUARE TEST

Chi square test is a valuable analytical tool to verify the validity (or invalidity) of the hypothesis. It is a statistical measure used in the context of sampling analysis for comparing a variance to a theoretical variance. As a non-parametric test, it can be used to determine if categorical data shows dependence or the two classifications and the actual data when categories are used.
ANALYSIS OF VARIANCE

F test (popularly known as Analysis of Variance - ANOVA) is used when multiple sample case are involved. As the significance of the difference between the means of two samples can be judged through any test, the difficulty arises when one has to examine the significance of the difference amongst more than two sample means at the same time. Therefore, the F test has been selected as the appropriate tool for analysis.

t- TEST

If the original population is normally distributed and the standard deviation of the population is unknown (and therefore has to be estimated from a sample), the sampling distribution of the mean derived from the large samples will also be normally distributed. But, if the sample size is small (say 30 or less) then the sampling distribution of mean will follow a ‘t’- distribution.

FRIEDMAN TEST

The Friedman test is considered as important non-parametric in nature. It is treated as the substitute to the ANOVA. It can also be used for continuous data that has violated the assumptions necessary to run the one-way ANOVA with repeated measures (e.g., data that has marked deviations from normality).

FACTOR ANALYSIS

Factor analysis, extensively used in advanced statistical analysis, is very useful to spot a smaller number of dimensions, fundamentally larger number of particular related variables. It tries to mark underlying variables, or factors, that can describe the nature of correlations within a group of the particular and concerned variables. This technique is frequently taken into calculation in data reduction to justify a small number of factors. It can be utilized to form hypotheses, related to natural mechanisms or to monitor variables for further analysis.
At the same time, the Kaiser-Meyer-Olkin (KMO) measure is a pointer of to what extent the sample data are for the factor analysis. It is the ratio of the total of the squared correlations for all dimensions in the analysis to the squared correlations of all variables plus the sum of the squared partial correlations for all variables. The denominator of this ratio adds with change that is peculiar to pairs of variables (partial correlations), creating the value of KMO lesser than one. Small values of KMO point out that the factor analysis may not be suitable for the data. Kaiser (1974) suggests that values of .9 or higher are great and values below .5 are unacceptable.

LIMITATIONS OF THE STUDY

The study is running with the following limitations:

1. This study has been carried out from the teachers’ point of view but not from the other angles.

2. As the perception of the teachers is mainly based on the personal experience of them, the perception may vary in future.

3. The study takes the private sector self-financing B.Ed Colleges only.

CHAPTER SCHEME

Chapter – 1 is Introduction and Research Design. It describes the conceptual framework of the WLB and its implications. And, it deals with the research methodology adopted in the present study.

Chapter – 2 is Review of Literature. It presents the research findings of the previous studies. Finally it indicates the research gap that is to be filled up in the study.

Chapter – 3 is WLB Related to Educational Institutions. This chapter is the presentation of WLB issues related to self-financing college teachers and it provides the details of self-financing educational colleges of Thanjavur district.
Chapter -4 is Analysis of Work Life Balance of Teachers. It shows the analysis of primary data and interpretations.

Chapter -5 Summary of Findings, Suggestions and Conclusion. This lists out the findings of the study and offers suitable suggestions for the development of the WLB.

WRAPPING UP

The chapter has introduced and finalized the conceptual framework of WLB with relevant background. It explained need for the study and importance. Then it described research problem, stated objectives of the study. Appropriate research methodology has been narrated clearly. The chapter ends with limitations of the study and the chapter arrangement.