

## **CHAPTER – I**

### **INTRODUCTION AND DESIGN OF STUDY**

#### **1.1 INTRODUCTION TO WORK LIFE BALANCE**

The term Work Life Balance was first coined in 1986. It does not mean equal balance but is of trying to schedule an equal number of hours for each of your various work and personal activities. The right balance of you today will probably be different for you tomorrow. Thus the core of effective work life balance definition are of two key concept, they are daily achievement and enjoyment<sup>1</sup>.

Work life balance is, “The right balance of work and personal activities through proper schedule an equal number of hours for each of your activities by plan and priority”. Work life balance provides the bonds that hold an individual with their work and personal life. To be balanced with work and life, individual should know himself or herself. Here some of the researchers state their study report about work life balance. Work Life Balance as the extent to which an individual is equally engaged in and equally satisfied with his or her work role and family role. Thus, employees who experience high work life balance are those who exhibit similar investment of time and commitment, to work and work domains.

Work life balance is a broad concept including proper prioritizing between career and ambition on one hand and pleasure, leisure, family and spiritual development on the other. Work Life Balance is a state of equilibrium in which the demands of both a person’s job and personal life are equal. Work life balance is a concept that supports the efforts of employees to split their time and energy between work and other important aspects of their lives. Work life balance is an everyday effort to allot time for family, friends, community, participation, spirituality, personal growth, self care, and other personal activities, in addition to the demands of the

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<sup>1</sup> Bloom, N., Kretschmer, T., & Reenen, John V. (2007). Work-Life Balance, Management Practices and Productivity. AIM Research Working Paper Series: 056, Advanced Institute of Management Research. ISSN:: 1744—0009.

workplace. Work life balance consists of the implementation of working arrangements and policies, which assist workers in combining employment with other aspects of their lives. The secret to work life balance will differ depending on your field of work, family structure and finances. But some work life balance principles are universal viz saying no, prioritizing, and banishing guilt<sup>2</sup>.

Work Life Balance in its broad sense, is defined as a satisfactory level of involvement or fit between the multiple roles in a person's life. Work family balance is defined as "satisfaction and good function at work and at home, with a minimum of role conflict". Work Life Balance is further defined as "a satisfactory level of involvement or fit between the multiple roles in a person's life". Although definitions and explanations vary, work/life balance is generally associated with equilibrium, or maintaining an overall sense of harmony in life. The study work/life balance involves the examination of people's ability to manage simultaneously the multi-faceted demands of life.

In the present scenario of life, where the life style, competitions and other external and internal demands on an individual becomes important to fit into any social set up, a healthy and positive mind is very necessary. Psychology at work today is an important department, to keep employees motivated and satisfied to work and perform well. This is not only for the Institutional benefits but also for personal growth and development such as self-confidence, crisis management and problem solving etc. Employees spend half of their day at work and then return to their personal life in the evening. Balancing between their personal and professional commitments plays a vital role in their life in maintaining a good and positive physiological, psychological, social and emotional health<sup>3</sup>.

Besides, with this increasing industrialization and education, employment opportunities for women have also increased. Due to increasing economic conditions, it has become a necessity that both husband and wife need to work to have a normal life. In this fast growing and competitive world, as every possible opportunity for

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<sup>2</sup> Clutterbuck, D. (2003) *Managing work-life balance: a guide for HR in achieving individual and organisational change*. London: CIPD.

<sup>3</sup> Doherty, L. (2004). *Work-life balance initiatives: implications for women*. *Employees Relations*, Vol. 26 Iss: 4, pp.433-452. Emerald Group Publishing Limited.

employment is increased, the Institutions need to create a congenial atmosphere where employees can balance their professional and personal life<sup>4</sup>.

Only when an employer has a positive Work Life Balance (WLB) can be productive and give the best to the Institution. Hence educational institutions and many business entities are working out schemes which can attract as well as retain their employees. A successful work-life balance helps in the attainment of personal goals. It helps in striking a balance between workplace, family and friends, community, hobbies, sleep and sport/exercise. If an organization integrates work-life balance, it will be a good tool to retain the employees and increase their quality of life. Today, work is widely viewed as a source of personal satisfaction. A good balance in work and life can play a phenomenal role in the attainment of personal and professional goals. The objective is to understand the various issues that have come to the forefront due to the dynamic of work. A balanced life is one where we spread our energy and effort like emotional, intellectual, imaginative, spiritual and physical – between key areas of importance. Work-life 'imbalance' has over a period of time attracted concern because of increasing problems related to employee health, monotony at workplace, declining levels of productivity and efficiency at the employee level.

Work-Life-Balance is how one prioritizes career and lifestyle. In Psychology, Work-Life-Balance looks at both positive and negative aspects of balancing between professional and personal life. There have been many studies that throw light on work-life conflict. The current study throws a light on various aspects of Work-Life-Balance and the coping strategies utilized by the employees to maintain the balance.

All of us play Multiple Roles in our lives and trying to manage and fulfill responsibilities expected in each of these roles without letting down any of the roles might be difficult and might lead to some issues. Employees spend almost half their day at work and get back to their family lives in the evening. Managing and switching their priorities and roles from one domain (work) to another (life/family). Meeting all the demands of both the domains becomes really crucial and strenuous for them as their energy levels are not constant. Not being able to give equal time for all the

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<sup>4</sup> Emerald article. (2004). Human Resource Management International Digest, Vol.16 Iss: 6, (2004), pp. 21-23. Emerald Group Publishing Limited

domains might lead to some kind of dissatisfaction and guilt about the roles they play. If these conflict experiences continue it will play a negative impact on general life satisfaction, physical, psychological and social health and well-being. It can also affect performance at work. Conflicts and problems faced in one domain can affect one's involvement in the other domain.

The role of work has changed throughout the world due to economic conditions and social demands. Originally, work was a matter of necessity and survival. Throughout the years, the role of "work" has evolved and the composition of the workforce has changed. Today, work still is a necessity but it should be a source of personal satisfaction as well.

Work-Family Life Balance does not mean an equal number of hours for various work and personal activities. It is defined as an individual's ability to meet their work and family commitments, as well as other non-work responsibilities and activities. In addition to the relations between work and family functions it also involves other roles in other areas of life. It includes proper prioritizing between "work" (career and ambition) on one hand and "life" (health, pleasure, leisure, family and spiritual development) on the other. Work-life balance is defined as an individual's ability to meet their work and family commitments, as well as other non-work responsibilities and activities<sup>5</sup>.

Work-life balance, in addition to the relations between work and family functions, also involves other roles in other areas of life. Work-life balance is a broad concept including proper prioritizing between "work" (career and ambition) on one hand and "life" (health, pleasure, leisure, family and spiritual development) on the other. Work-life balance means different things to different people and different things at different stages of life. However, any definition for anyone must include the problems of lack of time and exhaustion. Professional life means the aim to grow and earn respect in the organization and society at large and Personal life means taking care of family, children, parents, health and spending the leisure time effectively. With the development in educational, economic and social standards, things have

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<sup>5</sup> Harvard Business Review (2000). Work and Life Balance. Boston: Harvard Business School Press.

improved to a great extent and the role of faculty in balancing their lifestyle is less taxing.

Work – life balance 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. 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<sup>6</sup>.

### **Work Life Balance among Women Teachers**

Importance of a Positive Work Life Balance is important in the case of working Women. They have to manage the home as well as the office. Work-Life Balance does not mean an equal balance. It means the capacity to schedule the hours of professional and personal life so as to lead a healthy and peaceful life. It is not a new concept. It emphasizes the values, attitudes and beliefs of women regarding their age to work in organizing and balancing their work and personal life. When a woman achieves a successful work-life balance, she has job satisfaction and becomes highly committed and productive and succeeds in her career. But, in certain cases the women is not able to succeed due to incapability in balancing her work and personal life. She is unable to set her priorities. As a result, she withdraws from her work due to simple reasons like taking care of her children, aged in laws/parents, and other family pressures. If the man is able to share some of her responsibilities, she would be successful women. Women have had successful WLB, because their husbands shared an equal partnership both in professional and personal life. With the advancement in technology, and education and revolution in the industrial sector, there has been a little change in Indian men too. Both the partners need to schedule their working hours and personal hours so that they lead a professionally and personally healthy life.

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<sup>6</sup> Roberts, K. (2007). Work-life balance – the sources of the contemporary problem and the probable outcomes: a review and interpretation of the evidence. *Employee Relations*, Vol. 29 Iss: 4, pp. 334-351. Emerald Group Publishing Limited.

The women should also educate her children to share responsibilities to make life better and fruitful.

## **1.2 OBJECTIVES OF THE STUDY**

The present research study primarily focuses on the work life balance of women teachers of Arts and Science Colleges in Chennai City. Keeping this in view, the researcher has spelt out a number of objectives as mentioned below:

6. To bring out work life balance as a critical aspect to enhance teachers effectiveness and satisfaction in the context of students learning.
7. To investigate the quality of work life balance that results into the wellness of the faculty and also improves student's behaviour.
8. To highlight the elements of work life balance that cause job satisfaction, Institutional commitment and family commitment of women teachers in Chennai City.
9. To examine causes for stress and steps to reduce the stress among teachers thereby achieving the goals of institution.
10. To analyse perception and attitude of teachers that provide congenial work life to teachers working in Chennai city.

## **1.3 STATEMENT OF THE PROBLEM**

There is an increasing trend for women teachers in educational Institution. Although women teachers in educational institution are bright and hardworking, they often face some common issues, difficulties and problems which lead to a high rate of absentees and disinclination to take on challenges and responsibilities in work life balance. Work family imbalance occurs when the demands of work are in disharmony with the demands of family. The present study discusses the common issues of women teachers at their work places such as work life balance is not properly maintained due to lack of satisfaction in their work. Women teachers mainly in educational institutions are overburdened due to shortage of staffs. They are assigned their duties by their superiors against their interest resulting in lack of satisfaction at

their work. Measures needed to increase the teacher's effectiveness are inadequate in some institutions. With the development in educational, economic and social standards, things have improved to a great extent and the role of faculty in balancing their lifestyle is less taxing. Work – life balance 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 various institutions related functional requirements.

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. From this point teachers should have fruitful work-life balance. A study on Work-life balance of women employees with reference to teaching faculties.

Besides, there are other issues connected with well being of the women teachers at their work place. Timely revision of salary happens to be a bottleneck in most of the educational institutions that badly affect the well being of women teachers in educational institutions. They cannot hold their families good due to the failure of equal balance at work and family. In some institutions, there is no proper framework for work schedule of women teachers. They are forced to work apart from their work schedule of the day that ends in affecting work life and personal life.

Adding to these, there are demands that work and life throw at women teachers mount up to incredible levels. Arrangement of work at the work place badly eats into their personal time. Women teachers end up spending very little time with their family members. However demands of personal life add excessive pressure to work as time is required to accommodate family and friends. Unsupportive relationships at work and family create frustrations and unhappiness. In the same way, the women teachers work with stress that lead to health related problems such as tensions, sleeplessness, headaches, eye-strain, and backache and so on. Another problem that women teachers face in their work is detachment from the family. As

stated earlier, once they get married, additional responsibilities of running their family demands more time that forces them quit the institutions.

The shift in working patterns, the necessity to learn and relearn and be tech savvy, longer working hours, more erratic work schedules, need to develop and impart soft skills and life skills, the increasing prevalence of two career families, the demands of constant accessibility and global collaboration; has made long lasting impact on the work life balance of teachers. A healthy work environment is very essential for a teaching of arts and science courses to be productive and successful. Work life imbalance leads to poor performance, poor concentration, reduced efficacy levels and work family conflict; which could be detrimental to the health of the individual in the long run. Prior research points out that a women teacher struggles hard to strike the balance between being a caring homemaker and a responsible teacher. Teaching faculty undergoes severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. Women teacher struggles hard to strike the balance between being a caring homemaker and a responsible teacher.

Researcher has made an attempt to analyze, compare and contrast and study the issues and problems associated with work life balance of women faculties in of the teachers working in Arts and Science colleges in Chennai city. Moreover, the researcher wants to bring to light any inadequacy of the initiatives taken by the authorities and colleges to achieve a healthy work life balance for women teachers in the chosen discipline.

#### **1.4 SCOPE OF THE STUDY**

Work and Life are crucial parts in a routine life of employees as it gives greater significance not only in life but also at work. Work Life Balance of employees has begun gaining momentum in the present scenario. Women teachers need to balance work and life to lead tension and stress free life. Institutions as a whole extend uninterrupted support to women teachers for their career advancements. Work Life balance allows women employees work in order to make remarkable achievements. Even the people of today are more concerned about balancing work and life as they play multiple roles not only in family but also at work. Employees are

always in the anticipation of continued job satisfaction. This can be ensured by way of work life balance of women employees. Work Life Balance increases greater staff loyalty, commitment and improves productivity. When a women teacher knows to balance work and family, he/she can improve morale in their work place owing to work life balance. Work life balance in an Institution lays strong foundation to teachers who are motivated to accomplish their tasks in a quick span of time. Institutions those which ensure work life balance to their employees can succeed in the long run in spite of bottlenecks and obstructions.

Institutions of present day have explored too many milestones for their faculties to enjoy with good work life balance as it is mandated to touch the height of success. In fact greater dependence of an Institution relies largely on work life balance of teachers. The reason behind this is to make the teacher work in the congenial atmosphere so that the Institution in need of it will always emerge victorious. Women teachers are badly in need of good work life balance as it affects their work and personal life. Work life balance is on the order of priority to women teachers for the reasons best known to them.

Work Life Balance tends to give immense pleasure and joy. Employees can heave a sigh of relief owing to effective work life balance. Lack of balancing work and life will lead to troublesome life that culminates in disrupting peace of mind amongst the employees. Work and Life should neutrally be balanced so as to curb stress related issues amongst the teachers. Stress as the work represents itself as the dysfunctional aspects of human life. These dysfunctional aspects include low performance and productivity, high rate of absenteeism and turnover, loss due to poor attitudes of teachers, increased alienation of the teacher from the job, destructive and aggressive behaviours resulting in sabotages and strikes. The well being of women teacher is driven by the enforcement of work life balance in an Institution. The result of performance of teachers can be achieved through effective implementation of policy as to work life balance. Employees specifically women are least cared of as they hail from down in the dumps. They face scores of challenges in the present scenario at their work as well as family. Addressing of these challenges is of knotty task. The place where women teachers, work wants to redress their grievances through balancing work and life.

Work Life Balance gives satisfaction to the women teachers on whole. The satisfaction of teachers leads to achieving Institutional goals in due course of time. Teachers feel satisfied from getting work and life balanced. Even perception and attitudes of teachers are getting much better than ever before. As many reasons well known to us, perception and attitudes of women teachers are badly hit and affected by absence of work life balance. When there is a problem in the family, Work of the day comes to grinding halt besides making unproductive in the work. Employees as a whole get psychologically, mentally and physically affected due to imbalance of work and life. In order to restore peace upon the employees, perception and attitudes should be monitored while at the work and family. If there is any disharmony between work and life, Problems arising out this should be attended to. Work life balance does not allow this situation to happen as it maintains balance between work and life. Therefore, work life balance assumes importance in any given Institution. The Institution seems to be victorious concerning work life balance.

The present study highlights different coverage of work life balance in many aspects as have been highlighted earlier. It has to be designed in such a way that good work life balance reduces staff turnover rates in their Institutions. Educational institution has to give importance to their teachers to achieve work life balance and retain them by allowing them to work in a congenial atmosphere.

## **1.5 IMPORTANCE OF THE STUDY**

Balancing work and personal life is one of the challenges women teachers face and struggle with. To surprise and lucky, more and more Institutions have started implementing best practices when it comes to achieving work life balance for teachers. Importance of work life balance for women teachers cannot be limited by any force. Work Life Balance is getting greater significance now and in years to come. Any Institution cannot ignore work life balance for its teachers as it is of much importance to success of teacher and Institution as well. Some employees are allowed to work from home for a day keeping in view of important personal matters. Work and life to employees is made convenient as their schedule of work is flexible. Employees can devote their valuable time with their children at home besides working hours. Work Life Balance makes teachers to be more productive. They are able to maximize their performance and finish their tasks on time. There is flexibility in

timings of work among employees that allow employees to attend to personal matters at home without jeopardizing work. If an Institution is in the practice of adopting the work life balance for its employees, they can make a lot of difference in their work besides making decisions regarding their work and personal life. Employees become more confident and assertive as they are the key elements of boosting the morale of employees.

A workplace with life and work is important to ensure employees being more concentrated at work. By giving employees the chance to report and do their jobs during hours when their minds are working and their focus is at its peak, more work can be completed and they need not worry about meeting commitments on family and work. Equality at work and life of employees is not but to pave way for employee's engagement. Employee engagement is something where employees are allowed to pick their work schedule in order to ensure content and happy. Personal well-being is adopted to reduce stress. Employees are involved in the best practices of work instead of spending hours simply to get to and from work. Employees start work and finish early in the comforts and give them more time to rest or exercise so they are ready for another challenging work week.

Work Life Balance of employees let employees enjoy flexible work schedules, employers ensure that their employees work when are most productive. Work schedules are prepared depending on the well-being of teachers. Personal Life of employees will no way be affected as flexible work schedule is geared up to balance both work and life. Entire success of an Institution rests on the effective implementation of policy of work life balance. Work Life Balance of employees strengthens the organisation in particular and boosts the performance of employees in general. If an Educational Institution offers work life balance for their faculties, it will be able to retain top performers. This will not only ensure keeping efficient and competent key personnel but it will create a great image for the Institution and earn a reputation. Work life balance is essential to both employers and employees because of the number of benefits it offers. This is why more employers are making use of best practices to achieve this much needed balance to their employees. Therefore, this study has been taken up to highlight the significance of work life balance to women teachers in particular and institutions in general.

## **1.6 RATIONALISATION OF THE STUDY**

The reason behind choosing this topic is that the researcher is very much interested in Work Life Balance of Women teachers in Chennai City. This study is basically for assessing the work life balance of women teachers of various Arts and Science Colleges in Chennai City. The purpose is also to present and discuss specifically the problems women face in the process of balancing their work and family life. Previously, the female workforce in India was mainly employed in non-managerial, subordinate or low-profile positions. Now, they occupy almost all categories of positions in the workplace. These changes in work culture have added to women's duties and responsibilities to their family as well as to society. The research topic is much needed nowadays as Work Life Balance is gaining momentum at almost all the work places. Many more topics on Work Life Balance are being addressed to chalk out an effective plan as to work life balance.

## **1.7 SCALES USED FOR QUESTIONNAIRE**

The researcher primarily collected required information from a set of predetermined questions which are relevant to this study through personal interview. Each step of the question preparation is carefully designed to achieve the objectives of the study. The interview schedule acts as a tool for more accurate and effective data collection. The tool includes various scaling techniques such as L.L., Thurstone's ranking scale and Likert's rating scales to measure each and every aspect of the respondents to correlate the researcher's objectives. Out of these three, Likert's rating scales have been used by the researcher. Likert's Rating Scale is indicated as follows<sup>7</sup>:

- ❖ Strongly Disagree
- ❖ Disagree
- ❖ Undecided
- ❖ Agree
- ❖ Strongly Agree

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<sup>7</sup> Vagias Wade M. (2006). Likert-type scale response anchors.

## **1.8 STUDY AREA PROFILE**

Chennai is the capital of the Indian state of Tamil Nadu. It is located on the Coromandel Coast off the Bay of Bengal. It is one of the biggest cultural, economic and educational centers in South India. According to the 2011 Indian census (adjusted for the new limits of Chennai city), it is the fifth-largest city and fourth-most populous urban agglomeration in India. The city together with the adjoining regions constitutes the Chennai Metropolitan Area, which is the 36th-largest urban area by population in the world. Chennai is among the most visited Indian cities by foreign tourists. It was ranked 43rd most visited city in the world for year 2015.

## **1.9 RESEARCH METHODOLOGY**

Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for when the unknown confronts us we wonder and with our inquisitiveness we probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown can be, termed as research. Research methodology consists of research design, sources of data collection, sample size, sampling type and sampling unit<sup>8</sup>.

### **1.9.1 Research Design**

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact the research design is the conceptual framework within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. The research design of the present study is of “descriptive and Survey based”.

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<sup>8</sup> Research Methodology, Methods and Techniques, New Age International (P) Limited, Publishers

### 1.9.2 Sampling Design

Random sampling has been used for this study. Of the 41 Arts & Science Colleges located in Chennai City, the researcher has selected 26 Arts & Science Colleges which consist of 591 women teachers who were interviewed for the research study. Total Women Teacher's Population in all these 41 Arts & Science Colleges comes to 3656. Of whom, 591 women teachers were selected for this study. Those women teachers selected for the research study has been working in Arts and Science Colleges situated in Chennai city.

Percentage of Women teachers selected for the research study:  $591/3656 \times 100$   
= 16.16%

### 1.9.3 Sampling Size

The sample size for the survey is determined by applying the following formula:

$$\text{Sample size } n = (ZS/E)^2$$

Where

Z = 1.96 (Standardized value corresponding to 95% confidence interval)

S = Sample standard deviation from pilot study = 0.62

E = Acceptable error = 0.05 (5%)

$$\begin{aligned}\text{Sample size } (n) &= (ZS/E)^2 \\ &= (1.96 * 0.62 / 0.05)^2 \\ &= 590.68 \\ &\sim 591\end{aligned}$$

Based on the above calculation, well-structured questionnaires were circulated to 591 Women Teachers working in Various Arts and Science Colleges across Chennai City. The colleges where investigation was held by the researcher include Government Colleges, Government Aided Institutions and Self Finance Colleges. 542 questionnaires were collected back from the respondents after filling them up. However 8 questionnaires were rejected due to incomplete data. Hence the sample size for the study is restricted to 534.

#### 1.9.4 Sample Unit

There are 41 Arts and Science Colleges in Chennai City, of which, there are seven Government Colleges, fourteen Government Aided Colleges and twenty Self-financing Colleges. The present study is restricted to 26 Arts & Science Colleges across Chennai city, which have been selected based on the availability of large number of women teachers.

Adding to this, these 26 Arts & Science Colleges selected for the study include four Government Colleges, seven Government Aided Colleges and fifteen Self-financing Colleges. The following table enunciates the selection of sample unit.

<b>Name of the Colleges visited in Chennai City</b>			
<b>S.No</b>	<b>Name of the Colleges</b>	<b>No of Questionnaire Circulated</b>	<b>No of Questionnaire Collected Back</b>
	<b>Government colleges</b>		
1	Government Arts College for Men, Nandhanam	19	16
2	Bharathi Women's College	18	18
3	Quaid-e-Milleth Government College for Women	18	18
4	Queen Mary's College	25	20
	<b>Government Aided Colleges</b>		
5	The Women's Christian College	22	21
6	Ethiraj College for Women	24	23
7	Meenakshi College for Women	20	20
8	Stella Maris College for Women	20	16
9	Justice Basheer Ahmed Sayeed College for Women	26	24
10	Chellammal Women's College	30	29
11	Sir Theagaraya College	20	20
	<b>Self Financing Colleges</b>		
12	M.O.P. Vaishnav College for Women	27	25
13	Annai Veilankanni College for women	31	30
14	Anna Adarsh College for Women	32	29

<b>S.No</b>	<b>Name of the Colleges</b>	<b>No of Questionnaire Circulated</b>	<b>No of Questionnaire Collected Back</b>
15	Chevalier T. Thomas Elizabeth College for Women	15	12
16	Dr. M.G.R. Janaki College of Arts & Science (Women)	22	20
17	Guru Shree Shantivijai Jain College for Women	20	18
18	Kumararani Meena Muthiah College of Arts and Science	12	12
19	Patrician College of Arts and Science	15	13
20	K.C.S. Kasi Nadar College of Arts & Science	22	21
21	Sri Kanyaka Parameswari Arts and Science College for Women	32	30
22	Sree Muthukumaraswamy College	23	21
23	St. Thomas College of Arts & Science	10	06
24	Valliammal College for Women	35	32
25	Shri Krishnaswamy College for Women, Anna Nagar.	21	19
26	Shri Shankarlal Sundarbai Shasun Jain College for Women	32	29
	<b>Grand total</b>	<b>591</b>	<b>542</b>

Questionnaires were circulated only to women faculty members. In all, 591 questionnaires were distributed to all women staff members for the purpose of research. 542 were collected back from those women teachers taken for survey.

### **1.9.5 Sources of Data Collection**

#### **➤ Primary Data**

Primary data are original in nature and directly related to the issue or problem and current data. Primary data are the data which the researcher collects through various methods like interviews, surveys, questionnaires etc. The primary data in this

study has been collected by way of well-structured questionnaire circulated to Women Teachers of Sample Arts and Science Colleges across Chennai City.

### ➤ **Secondary Data**

Secondary data are the data collected by a party not related to the research study but collected these data for some other purpose and at different time in the past. These may be available in written, typed or in electronic forms. A variety of secondary information sources is available to the researcher gathering data on an industry, potential product applications and the market place. Secondary data is also used to gain initial insight into the research problem. Secondary data is classified in terms of its source – either internal or external. Internal, or in-house data, is secondary information acquired within the organization where research is being carried out. External secondary data is obtained from outside sources. Secondary data were collected from magazines, publications, reports, books, dailies, periodicals, articles, research papers, official websites, manuals, handbooks and booklets.

### **1.9.6 Statistical Tools Used**

- **Percentage Analysis:** Percentage is the simplest mathematical tool used to analyze the data source. It gives very simple and clear impression of information. Here, the researcher used percentage analysis for interpretation of demographic details of Women Teachers of Arts and Science Colleges across Chennai City.
- **One-sample t-test:** The one-sample t-test is used to determine whether a sample comes from the Women Teachers in Various Arts and Science Colleges across Chennai City with a specific mean. This population mean is not always known, but is sometimes hypothesized.
- **One way ANOVA:** The **one-way** analysis of variance (**ANOVA**) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups of Work Life Balance of Women Teachers of Arts and Science Colleges in Chennai City.

- **Exploratory Factor analysis:** In multivariate statistics, exploratory factor analysis (EFA) is a statistical method used to uncover the underlying structure of a relatively large set of variables. EFA is a technique within factor analysis whose overarching goal is to identify the underlying relationships between measured variables of Work Life Balance of Women Teachers in Various Arts and Science Colleges across Chennai City.
- **Bi- variate correlation:** A bivariate correlation is a statistical test that measures the association or relationship between two continuous/interval/ordinal level variables. This test will use probability and tell the researcher the nature of the relationship between the two variables, but not the direction of the relationship in the sense of describing causality.
- **Simple regression analysis:** Simple Linear Regression Analysis. A linear regression model attempts to explain the relationship between two or more variables using a straight line. In regression models, the independent variables are also referred to as repressors or predictor variables. The dependent variable is also referred to as the response. In this study, response of women teachers are referred to as dependent variables and Independent variables are work life balance as enhancement of effectiveness and satisfaction in teaching, quality of work life, job satisfaction, institutional commitment, family commitment, stress and attitude of teachers.
- **Structural equation modeling:** It is a technique for testing and estimating causal relations using a combination of statistical data and qualitative causal assumptions. Structural Equation Models (SEM) allows both confirmatory and exploratory modeling, meaning they are suited to both theory testing and theory development. Confirmatory modeling usually starts out with a hypothesis that gets represented in a causal model. The concepts used in the model must then be operationalised to allow testing of the relationships between the concepts in the model. The model is tested against the obtained measurement data to determine how well the model fits the data.

With an initial theory SEM can be used inductively by specifying a corresponding model and using data to estimate the values of free parameters. Often the initial hypothesis requires adjustment in light of model evidence. When SEM is used purely for exploration, this is usually in the context of exploratory factor analysis as in psychometric design.

### **1.9.7 Pilot Study**

A pilot study was conducted to validate the questionnaire and to confirm the feasibility of the study. The filled up questionnaire were collected from 50 women teachers of arts and science colleges across Chennai city. The Cronbach Alpha test was applied and value determined was 0.89 proving the reliability of the instrument. The quality of the questionnaire was ascertained and the test showed high reliability. The variables considered for the analysis satisfied the normal probability distribution. Based on the pilot study, the questionnaire was modified suitably to elicit response from the sample group.

### **1.9.8 Software Statistical Package Used**

The validity, reliability and analysis of the data in this study were analysed using Statistical package for social sciences (SPSS v 21.1). Analysis of Moment Structure (SPSS AMOS v. 21.1) was used to perform structural equation modelling.

### **Reliability of the study**

Reliability of an instrument refers to the degree of consistency between multiple measurements of variables. It is extent to which an experiment tests or any measuring procedures yield, the same result on repeated attempts. Reliability was estimated through internal consistency method which is applied to measure the consistency among the variables in a summated scale. In the present study, the Cronbach's Alpha co-efficient of reliability was found based on primary data of the present study and the details are as follows:

**Table 1**

**Reliability measures for the study**

<b>S.No.</b>	<b>Variables</b>	<b>Number of items</b>	<b>Alpha</b>
1	Work life balance as enhancement of effectiveness and satisfaction in teaching	12	0.82
2	Quality of work life balance	12	0.81
3	Job satisfaction	6	0.82
4	Institutional commitment	4	0.79
5	Family commitment	5	0.84
6	Stress	12	0.78
7	Attitude of teachers	10	0.81
	<b>Overall reliability of the study</b>	<b>61</b>	<b>0.84</b>

**Validity of the study**

Cronbach Alpha test was applied to test the validity of the study. Face, Content and Construct validities were established in the study. The face validity was done by the investigator and the content validity was established by the experts in the field of investigation. Face validity, it appears to measure whatever the author had in mind, namely, what he thought he was measuring. The rationale behind content validity is that to examine the extent to which a measuring instrument provides adequate coverage of the topic under study. Since the average factor scores for Work life balance as enhancement of effectiveness and satisfaction in teaching -0.703, Quality of work life balance -0.716, Job satisfaction – 0.733, Institutional commitment -0.712, family commitment -0.715, Stress -0.704, Attitude of teachers - 0.739 are above 0.7, Construct validity is also established.

### 1.9.9 Hypotheses Tested

A hypothesis is a tentative statement made to provide a focal point for the research. It is validated / rejected based on the results of appropriate tests chosen. Based on the objectives, the researcher formulated the following hypotheses;

1. H<sub>0</sub>1: Perception level of women teachers on Work life balance as enhancement of effectiveness and satisfaction in teaching does not differ with the average score.
2. H<sub>0</sub> 2: There is no significant influence of personal variables such as age, marital status and education on enhancement of effectiveness and satisfaction in teaching. Therefore, this can be spelt out as sub-hypotheses as follows:
  - ❖ H<sub>0</sub> 2(a): There is no significant influence of age on enhancement of effectiveness and satisfaction in teaching.
  - ❖ H<sub>0</sub> 2(b): There is no significant influence of marital status on enhancement of effectiveness and satisfaction in teaching.
  - ❖ H<sub>0</sub> 2(c): There is no significant influence of education on enhancement of effectiveness and satisfaction in teaching.
3. H<sub>0</sub> 3: There is no significant influence of work variables such as experience, monthly income and designation of women teachers on enhancement of effectiveness and satisfaction in teaching. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
  - ❖ H<sub>0</sub> 3(a): There is no significant influence of experience on enhancement of effectiveness and satisfaction in teaching.
  - ❖ H<sub>0</sub> 3(b): There is no significant influence of monthly income on enhancement of effectiveness and satisfaction in teaching.
  - ❖ H<sub>0</sub> 3(c): There is no significant influence of designation on enhancement of effectiveness and satisfaction in teaching.
4. H<sub>0</sub>4: Perception level of women teachers on quality of work life does not differ with the average score.

5.  $H_0$  5: There is no significant influence of personal variables such as age, marital status and education on quality of work life balance among women teachers. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
  - ❖  $H_0$  5(a): There is no significant influence of age on quality of work life balance among women teachers.
  - ❖  $H_0$  5(b): There is no significant influence of marital status on quality of work life balance among women teachers.
  - ❖  $H_0$  5(c): There is no significant influence of education on quality of work life balance among women teachers.
6.  $H_0$  6: There is no significant influence of work variables such as experience, monthly income and designation on quality of work life balance among women teachers. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
  - ❖  $H_0$  6(a): There is no significant influence of experience on quality of work life balance among women teachers.
  - ❖  $H_0$  6(b): There is no significant influence of monthly income on quality of work life balance among women teachers.
  - ❖  $H_0$  6(c): There is no significant influence of designation on quality of work life balance among women teachers.
7.  $H_0$  7: There is no significant relationship between work life balance enhances effectiveness and satisfaction in teaching and Quality of work life balance.
8.  $H_0$  8: Perception level of women teachers on Job satisfaction does not differ with the average score.
9.  $H_0$  9: There is no significant influence of personal variables of women teachers such as age, marital status and education on job satisfaction. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.

- ❖ H<sub>0</sub> 9(a): There is no significant influence of age on job satisfaction among women teachers.
  - ❖ H<sub>0</sub> 9(b): There is no significant influence of marital status on job satisfaction among women teachers.
  - ❖ H<sub>0</sub> 9(c): There is no significant influence of education on job satisfaction among women teachers.
10. H<sub>0</sub> 10: There is no significant influence of work variables of women teachers such as age, marital status and education on job satisfaction. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
- ❖ H<sub>0</sub> 10(a): There is no significant influence of experience on job satisfaction among women teachers.
  - ❖ H<sub>0</sub> 10(b): There is no significant influence of monthly income on job satisfaction among women teachers.
  - ❖ H<sub>0</sub> 10(c): There is no significant influence of designation on job satisfaction among women teachers.
11. H<sub>0</sub> 11: There is no significant relationship between Quality of work life balance and Job Satisfaction.
12. H<sub>0</sub> 12: Quality of work life balance is not having significant impact on Job satisfaction.
13. H<sub>0</sub> 13: Perception level of women teachers on Institutional commitment does not differ with the average score.
14. H<sub>0</sub> 14: There is no significant influence of personal variables of women teachers such as age, marital status and education on institutional commitment. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
- ❖ H<sub>0</sub> 14(a): There is no significant influence of age on institutional commitment among women teachers.
  - ❖ H<sub>0</sub> 14(b): There is no significant influence of marital status on institutional commitment among women teachers.

- ❖ H<sub>0</sub> 14(c): There is no significant influence of education on institutional commitment among women teachers.
15. H<sub>0</sub>15: There is no significant influence of work variables of women teachers such as experience, monthly income and designation on institutional commitment. Therefore, this can be spelt out as sub-hypotheses to facilitate testing:
- ❖ H<sub>0</sub> 15(a): There is no significant influence of experience on institutional commitment among women teachers.
  - ❖ H<sub>0</sub> 15(b): There is no significant influence of monthly income on institutional commitment among women teachers.
  - ❖ H<sub>0</sub> 15(c): There is no significant influence of designation on institutional commitment among women teachers.
16. H<sub>0</sub>16: There is no significant relationship between Quality of work life balance and Institutional commitment.
17. H<sub>0</sub>17: Quality of work life balance is not having significant impact on Institutional commitment.
18. H<sub>0</sub> 18: Perception level of women teachers on family commitment does not differ with the average score.
19. H<sub>0</sub>19: There is no significant influence of personal variables of women teachers such as age, marital status and education on family commitment. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
- ❖ H<sub>0</sub> 19(a): There is no significant influence of age on family commitment among women teachers.
  - ❖ H<sub>0</sub> 19(b): There is no significant influence of marital status on family commitment among women teachers.
  - ❖ H<sub>0</sub> 19(c): There is no significant influence of education on family commitment among women teachers.
20. H<sub>0</sub>20: There is no significant influence of work variables of women teachers such as experience, monthly income and designation on family

commitment. Therefore, this can be spelt out as sub-hypotheses to facilitate testing:

- ❖  $H_0$  20(a): There is no significant influence of experience on family commitment among women teachers.
- ❖  $H_0$  20(b): There is no significant influence of monthly income on family commitment among women teachers.
- ❖  $H_0$  20(c): There is no significant influence of designation on family commitment among women teachers.

21.  $H_0$ 21: There is no significant relationship between Quality of work life balance and family commitment.

22.  $H_0$  22: Quality of work life balance is not having significant impact on family commitment.

23.  $H_0$  23: Perception level of women teachers on Stress does not differ with the average score.

24.  $H_0$ 24: There is no significant influence of personal variables of women teachers such as age, marital status and education on stress. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.

- ❖  $H_0$  24(a): There is no significant influence of age on stress among women teachers.
- ❖  $H_0$  24(b): There is no significant influence of marital status on stress among women teachers.
- ❖  $H_0$  24(c): There is no significant influence of education on stress among women teachers.

25.  $H_0$ 25: There is no significant influence of work variables of women teachers such as experience, monthly income and designation on stress. Therefore, this can be spelt out as sub-hypotheses to facilitate testing:

- ❖  $H_0$  25(a): There is no significant influence of experience on stress among women teachers.

- ❖  $H_0$  25(b): There is no significant influence of monthly income on stress among women teachers.
  - ❖  $H_0$  25(c): There is no significant influence of designation on stress among women teachers.
26.  $H_0$  26: There is no significant relationship between Stress and Quality of work life balance.
27.  $H_0$  27: Stress is not having significant impact on Quality of work life balance.
28.  $H_0$  28: Perception level of women teachers on Attitude of teachers does not differ with the average score.
29.  $H_0$ 29: There is no significant influence of personal variables of women teachers such as age, marital status and education on attitude of teachers. Therefore, this can be spelt out as sub-hypotheses to facilitate testing.
- ❖  $H_0$  29(a): There is no significant influence of age on attitude of women teachers.
  - ❖  $H_0$  29(b): There is no significant influence of marital status on attitude of women teachers.
  - ❖  $H_0$  29(c): There is no significant influence of education on attitude of women teachers.
30.  $H_0$ 30: There is no significant influence of work variables of women teachers such as experience, monthly income and designation on attitude of teachers. Therefore, this can be spelt out as sub-hypotheses to facilitate testing:
- ❖  $H_0$  30(a): There is no significant influence of experience on attitude of teachers.
  - ❖  $H_0$  30(b): There is no significant influence of monthly income on attitude of teachers.
  - ❖  $H_0$  30(c): There is no significant influence of designation on attitude of teachers.

## 1.10 LIMITATIONS OF THE STUDY

The following limitations have been identified for the present study:

- a) The study was conducted among women teachers of various Arts and Science Colleges across Chennai City.
- b) Some of the responses are biased.
- c) The period of study is short.

## 1.11 ORGANISATION OF THESIS

The study is presented in six chapters, as follows:

**Chapter 1** is **introduction** that comprises statement of the problem, Scope and importance of the study, rationalization of the study, area profile, objectives of the study, hypotheses, research methodology (research design, sources of data collection, sampling design, sampling size, reliability and validity, scaling techniques, and questionnaire design) statistical tools used, software packages and limitation of the study.

**Chapter 2** is **Review of Literature** that helps a researcher to get acquainted with his/her selected research problem and also may provide some guidelines in selecting a proper research methodology. It is also helpful in finding out the research gaps in the existing literature. This will help the researcher in fine-tuning his/her research problem and methodology. Another advantage of reviewing in the existing literature is that in cases where the research problems are similar, the conclusions and findings may be easily compared. This will help the researcher in determining whether his/her findings are possible or not. Review of Literature in the current study is split into four categories such as Literature review on Work Life Balance/Work Family Conflict, Conceptual based review of literature on work life balance, and Objectives based review of literature on Work Life Balance and Research.

**Chapter 3** is **Theoretical and Conceptual Framework of Work Life Balance** that indicates explains various matters related to Work Life Balance. These matters are highlighted under various headings such as concepts of work life balance, theories of work life balance, Objective based concepts of work life balance, factors

influencing work life balance, most essentials retention and attraction strategies in work life balance, pre-requisitions for successful work life balance and problems in work life balance.

**Chapter 4 is Analysis and Interpretation** that describes several tests used by the researcher to test the validity of the study and as such arrived at a meaningful conclusion. The tests used by the researcher consist of Percentage Analysis, One Sample Test, One Way ANOVA, Exploratory Factory Analysis, Bi-variateCorrelation, Simple Regression Analysis and Structural Equation Modelling.

**Chapter 5 is Summary of Findings, Suggestions, and Conclusion.** Findings of the study were made through application of statistical tools, Suggestions were made on the basis of findings those which have some sort of drawbacks and finally conclusion is to put forward the things to be done to strengthen the study.