

A COMPARATIVE STUDY OF WORK LIFE BALANCE AMONG WOMEN TEACHERS IN PRIVATE AND PUBLIC PROFESSIONAL COLLEGES IN VISAKHAPATNAM DISTRICT

*Bincy Sam Assistant Professor Alwar School of business & Computers, Visakhapatnam

** Prof B. Murli Krishna Director, Samata PG & Degree College, Visakhapatnam

*** Prof N. Sambasiva Rao , Professor DCMS, Andhra University, Visakhapatnam

ABSTARCT

In this epoch education level is one of the significant aspect of an individual's personality. Educational sector has changed with times. It is seen as one of the most booming sector. The teachers today have contemporary approach towards academics. The demands of the market and fast paced society has increased the pressure on teachers. There is continuous research and development to keep with quality of education. Especially women teachers are facing a lot of difficulty as to maintain this pressure they have work for long hours. This is affecting their family life. Thereby creating a work life imbalance. Work life balance is becoming important especially women working in professional colleges are more affected. Work life balance is significant to maintain one's physical, mental, social and personal balance. This research study focused on the women teachers working in selected public and private professional colleges in Visakhapatnam and its impact on job satisfaction. It is comparative study to find the significant difference in their approach, facilities, work and personal life. Between the private and public women teachers working in professional college, in Visakhapatnam district.

Keywords: women teachers, educational sector, professional colleges, teaching, work life balance.

INTRODUCTION

India is one of the countries which emphasis on education. People from all sections wants quality education for their kin's. The impact of global technological and market changes has impacted India also. To meet up with this change the education system is being altered and updated to meet the demand of the present times. Today India is blessed with multiple central, state, deemed, private universities. There are colleges also which are affiliated to these universities. There are statutory bodies like AICTE, MCI, UGC etc which controls the professional education system in India. These bodies tries to maintain the quality of education and checks for discrepancy in educational institutes.

Indian education system is divided into public sector and private sector colleges. Public sector colleges are governed by the public authority or members appointed by public authority. On the other hand private sector colleges and managed by private corporations, individuals, group of individuals who are not appointed by public authority. They are either affiliated to universities or autonomous. The nature of job changes in public and private sector. It also affects the work life balance of employees.

In an educational institute the role and impact of a teacher is very significant. The teacher is the medium through which education is imparted. The frequent changes and demand in educational system has put a pressure and increased the stress level on teachers. The teachers have to spent long hours in organization to meet up the demands. When it comes to women teachers the pressure and stress level is almost the double as they have to equally balance their personal life too. A UN survey(2010) reveals that women spend almost 35 hours a week for household work whereas men spends 19 hours per week. Its almost the double time. Women teachers have to cope up with modern and creative teaching methodology to satisfy the next generation students and also satisfy their spouse, children and other elders in the family. This creates a clash between the professional life and personal life. In other words work life imbalance. This also impacts the satisfaction level of women teachers at work and personal level.

Educational profession includes demands that are challenging and requires to take responsibilities. People belonging to this profession experience more difficulties than any other profession in sustaining their work life with personal life effectively. Educational Profession leads to stress and makes it hard for teachers to meet their social, family and work obligations efficiently. Stress experienced by women teachers to fulfil family and work role results in reducing efficiency of teaching, increases absenteeism which all affects the psychological balance of women.

STATEMENT OF THE PROBLEM

The association between work and personal life is termed as work life balance. It has become a vital topic of discussion for government, experts and academicians. Managing workplace and personal life needs is challenging for women. Teaching being a profession which involves imparting education to students. It is important for the teacher to be balanced and satisfied in their career and personal life. Today the women teachers are stressed , and dissatisfied with their job . There is imbalance between work and personal life especially among teachers teaching in professional public and private colleges where they are expected to work for long hours, come up with creative teaching methodology and also be a part of self-development and college development. The present study makes an effort to compare the Work-life Balance of women teachers working with Public and Private engineering in Visakhapatnam.

SCOPE OF THE STUDY

The present study is concerned with women teachers working in Visakhapatnam. The women teachers working in engineering colleges are considered for the purpose of the study. The study is carried out in in public sector and private engineering colleges in Visakhapatnam. The study recognizes the various factors involved in the work life of the women teachers.

OBJECTIVES OF THE STUDY

- To examine the working environment in education sector with regard to WLB.
- To evaluate the effects of work life balance on job satisfaction among women teachers.

REVIEW OF LITERATURE

Johnsrud and Rosser (2002) proposed and tested a multilevel structural equation model (SEM) to determine the impact of faculty morale and work life on their intent to leave and determine whether the impact is a function of institutional or individual perception. The outcomes showed that the perceptions of faculty members on their work life had a direct and powerful impact on their confidence, and subsequently on their intentions to leave at both the individual and group or institutional levels. Smyth (1991) concluded that extensive economic recession have shaped conditions where schools come under escalating pressures to provide measurable results by tight controls over teachers' work. Even liberal-sounding actions introduced in the name of modification, such as teacher reflection and collegiality, can be argued to drive mainly for control purpose.

Sufficient researches were steered on teachers Work life balance and it has been found that teaching is a stressful profession (Rosser, 2004). Another most important reason for studying women teachers on the aspect of Work life balance is that, this is the profession that has overpoweringly female than in any other profession (Acker 1996). Clark (1989) concluded that it is the teaching profession that has different parameters such as pattern of work, authority, identification and career etc, and most important thing is that all these parameters differ with different institutes and subjects that is why this field is most preferred for Work family conflict. Near (1989) studied the feasible ways in which work and life away from work are connected among university faculty members. This study identifies differences on the basis of rank and gender, and also suggests implication of family friendly policies for institutions of higher education. Winslow and Jacobs (2004) find out relationship between faculty workload and their dissatisfaction.

RESEARCH METHODOLOGY

The sample consisted of women teachers working in public and private sector engineering colleges in Visakhapatnam. The study was conducted on women teachers through interview and questionnaire. The study has been conducted mainly on primary data collected through questionnaire. A convenient sample of 120 women teachers from 17 private and public engineering colleges was collected for the current study. Open end and closed end questions were used for demographic profile and 5 point Likert scale was also used.

HYPOTHESIS

H₀₁: There is no significant difference in perceptions of women teachers at workplace on work life balance in both public and private sector.

H₀₂: There is no significant difference in satisfaction levels of women teachers with regard to their professional and personal life in both public and private sector.

TOOLS USED FOR INVESTIGATION

Primary data was used for investigation and interpretation. However, for suggestions and conclusion both primary and secondary data were used. The data collected from these sources were analysed by using various tools like percentage analysis, cross table analysis method, Chi-square tests and Z-test. Frequencies and cross tabulations have been calculated based on the respondents response. P values were calculated based on Chi-square value .

DATA INTERPRETATION

The questionnaire was based on 5 point Likert scale to understand the professional and personal life of the women teachers. The statements included the queries related to their career and personal life. Table 1 shows the percentage analysis of the respondents. Table 2 shows P values based on chi-square test. It also includes Z-test values.

TABLE I

S No:		Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied
1.	Degree of course you teach	24(19.9%)	92(76.5%)	1(1%)	3(2.5%)	0(0%)
2.	Subjects you handle	7(5.6%)	103(85.6%)	3(2.8%)	7(6.1%)	0(0%)
3.	Influence over the courses you teach	18(14.9%)	98(81.6%)	1(1%)	3(2.5%)	0(0%)
4.	Number of hours you work in an average week	5(4.5%)	90(75.3%)	5(4.3%)	19(15.9%)	0(0%)
5.	Time spend for research	4(3.5%)	31(26%)	25(20.7%)	60(49.7%)	0(0%)
6.	The quality of facilities ie. lab, library, classroom etc	2(1.5%)	91(75.8%)	10(8.6%)	16(13.1%)	1(1%)
7.	Quality of work life	3(2.5%)	83(69.2%)	6(5.3%)	26(22%)	1(1%)
8.	Workload shared in the department	5(4.5%)	77(64.4%)	9(7.3%)	28(23.7%)	0(0%)
9.	Career enhancement	6(4.8%)	90(75.3%)	5(3.8%)	19(16.2%)	0(0%)
10.	Relations with colleagues	12(10.4%)	99(82.1%)	6(4.8%)	3(2.8%)	0(0%)
11.	Support from spouse	18(14.9%)	5(3.8%)	55(45.7%)	14(11.6%)	29(24%)

12.	Support from other family members	4(3.5%)	52(43.2%)	16(13.6%)	48(39.6%)	0(0%)
13.	Household load	4(3.5%)	65(54.3%)	11(8.8%)	40(33.3%)	0(0%)

TABLE II

	Sector	n	Mean	SD	z-Value	P-Value	Decision
Degree of course you teach	Private	86	4.1450	.57105	.540	.589	NS
	Public	34	4.1034	.30720			
Subjects you handle	Private	86	3.8728	.59055	-2.906	.004	S
	Public	34	4.1034	.30720			
Influence over the courses you teach	Private	86	4.1036	.54303	1.451	.148	NS
	Public	34	4.0000	.00000			
Number of hours you work in an average week	Private	86	3.7189	.78241	2.108	.036	S
	Public	34	3.4828	.82167			
Time spend for research	Private	86	2.7929	.90744	-2.087	.038	S
	Public	34	3.0690	1.05734			
The quality of facilities ie. lab, library, classroom etc	Private	86	3.7396	.66513	6.845	.000	S
	Public	34	3.0345	1.00813			
Quality of work life	Private	86	3.5592	.86700	3.070	.002	S
	Public	34	3.1724	.99363			
Workload shared in the department	Private	86	3.5444	.87808	2.508	.013	S
	Public	34	3.2241	1.00948			
Career enhancement	Private	86	3.7219	.78913	2.119	.035	S
	Public	34	3.4828	.82167			
Relations with colleagues	Private	86	4.0000	.55552	.000	1.000	NS
	Public	34	4.0000	.00000			
Support from spouse	Private	86	3.7041	1.30329	-1.340	.181	NS
	Public	34	3.9483	1.14589			
Support from other family members	Private	86	3.0680	.98571	-1.869	.062	NS
	Public	34	3.3276	.92505			
Household load	Private	86	3.2544	.98372	-1.282	.201	NS
	Public	34	3.4310	.88083			

Table II shows the comparison between women teachers working in private and public engineering colleges. Various test were conducted and mean was calculated based on their response. There were 86 respondents from private sector institutes which included private affiliated, private autonomous, private university and deemed university and 34 women teachers from public sector colleges. Since the respondents were women it was observed that in managing their professional and personal life work time for research was less. Women teachers working in public colleges were more contented in their personal life compared to women working in private college. The women teachers working in private colleges were found spending long hours at work with comparatively less support from family compare to teachers working in public colleges. It was also observed that since women teachers working in private colleges were overloaded with the additional work after stipulated timings and sometimes also on holidays they were more stressed.

RECOMMENDATIONS & CONCLUSION

One of the utmost significant factor that has been emphasized in this study is that women teachers working in both the sectors were stressed and found it difficult to maintain work life balance. This study has attempted to provide understanding into the problems faced by women teachers working in private as well as public sector and their quality of life in relation to their work.

Good work-life balance policies have the potential to improve women teachers confidence, job satisfaction, productivity level reducing absenteeism. There are factors at work and home that affect the balance level. Prioritizing the work, managing the time creating a balance organizational climate and professional personal support from colleagues and family members facilitate the organization to achieve work life balance. The education sector should implement work life balance practices in both public and private sector colleges. Both the Public and Private education sectors should give flexibility in work and friendly leave policy to help them manage roles thereby maintaining a proper Work-life Balance and achieve job satisfaction.

Reference

1. Johnsrud, L. K., and Rosser, V. J. (2002). Faculty members' morale and their intentions to leave: A multilevel explanation. *The Journal of Higher Education* 71(1): 34-59.
2. Kai-Wen. (2003). A study of stress among college teachers in Taiwan, *Journal of Academic and Business Ethics*.
3. Borg, M., and R. Riding. (1991), Stress in Teaching: A study of Occupational Stress and its determinants, Job Satisfaction and career commitment among primary school teachers, *Journal Of Educational Psychology* 11: 59-75.
4. Clark (1989). *The Academic Life: Small Worlds, Different Worlds*. *Educational Researcher*, Vol. 18, No. 5 (Jun. - Jul., 1989), pp. 4-8
5. Clark SC (2000) Work/family border theory: a new theory of work/family balance. *Human Relations* 53:747–770
6. Dahlin, M., Joneborg, N., & Runeson, B. (2005). Stress and depression among medical teachers: A cross-sectional study. *Medical Education*, 39, 594-604
7. Dex S and Bond S (2005): Measuring work-life balance and its covariates. *Work, Employment and Society* 19(3): 627–37.
8. Farber, B. (1991). *Crisis in Education*. San Francisco: Jossey-Bass.
9. Fleetwood, S. (2007) Why work–life balance now? *International Journal of Human Resource Management*, 18,3, 387–400.
10. Glass, J. & Camarigg, V. (1992). Gender, parenthood, and job-family compatibility. *American Journal of Sociology*, 98, 131–151.
11. Hakanen Jari J , Arnold B. Bakker b, Wilmar B. Schaufeli (2006), Burnout and work engagement among teachers, *Journal of School Psychology* 43 :495–513
12. Hakanen et al: (2006): Burnout and work engagement among teachers, *Journal of School Psychology*, 43 (2006) 495–513
13. Hayman, J. (2005). Psychometric Assessment of an Instrument Designed to Measure Work Life Balance, *Research and Practice in Human Resource Management*, 13(1), 85-91.
14. Ho C.L. & Au W.T. (2006). Teaching satisfaction scale: measuring job satisfaction of teachers. *Educational and psychological Measurement*, 66, 172-185.
15. . Jacobs A. Jerry ,(2004); *The Faculty Time Divide* ;*Sociological Forum*, Vol. 19, No. 1pp. 3-27