

## **Work-Life Balancing Practices Among Women Higher Education Educators**

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### **Abstract**

Today, teachers in higher educational institution have to render number of non-official, clerical and administrative job, where they find very had to balance between their personal life and professional life. This study aim to assess the nature of work-life balance maintained by women teachers working in higher educational institutions in Coimbatore city. The article found that modern day women (62.46 per cent) join teaching to meet both her socio-economic need (financial) and to realise a satisfaction by rendering teaching (imparting) knowledge to the youth. Being in the highly hectic occupation women teacher have failed to develop personal skills, capabilities and being socially helpful to others. It was observed that surveyed teachers are highly skillful in managing their teaching professions (managing class, rending various administrative duties and contributing in adult learners development),But, she as a teacher fail to manage time either for focusing on her research work or on strengthening her professional development.

**Key Words:** Women Teachers, Work-Life Balances, Teaching Career.

### **Introduction**

Every successful organisation aims to maintain right balance between the work environment, resources available and human being work in a coherent phase. Fast changing educational environment, rising demand of learners, parent, college management and job market has created a stressful environment for a college teachers, where finding balance between work and personal life has become next to impossible. Today, teachers in higher educational institution have to render number of non-official, clerical and administrative job, where they find very had to balance between both personal as well as Professional Life. Moreover, Indian women always have to juggle between their professional demand and family responsibilities cum duties (as mother, wife, daughter or daughter-in-law). The rising demands from work environment, society and family in term financial needs and psychological support strain women a lot. The end results are that she fails to balance between work and family or personal life.

### **Statement of the Problem**

Working women are respected by the family members and the society on the whole. Moreover, in modern day society, in many of the women's earning is considered as an important source of earning alike a man being head of the family. In certain cases women head a family and her income is considered very vital to run a family. This case a financial need and commitment is webbed around women. These two situations in workplace and in the family, has been considered as a primary factor that questions a women to prove her ability by exhibiting her skills and talents (career ambition) as teacher working in a higher educational institution and in claiming balance between her work and family life.

### **Review of Literature**

Numbers of Reviews were assessed to gain knowledge on the nature of work-life imbalances faced by worm teachers working in Higher Educational Institutions.

Lakshmi and Kumar (2011) stated that women teachers working in higher educational institutions strive to balance between their family role and occupational role. Staff shortage in higher educational institutions creates stress and work imbalance situation for the women educators. Abdul and Ranjan's (2012) empirical study provided evidences that job satisfaction is highly relied on the nature of work-life balances experienced by female teachers. Subha (2013) stated that work-life imbalances influences the performances of work life of women teachers to a greater extend compared to the male teachers. Women teachers generally lack support from their family and colleagues that create stress and imbalance conditions. Sangita (2014) made an open comment that personal motives, work priorities and demographic cum socio-economic status of teachers determined their stand on work-life balance or imbalance. Irfan and Azmi (2015) stated that women teachers generally experiences work-life imbalance when they are forced to render additional or extra-curricular duties. Thomas and Paul (2016) are of the opinion that teaching job does not only demand an individual to spare their time for their job. But, it also detach one from their family and social life too, as teachers need to spend more time to be productive and be supportive in students development.

Arunkumar .B and Saminathan .R (2017) commented that effective adoption of work life balance practices by women teachers support them in improving their quality of work life.

From the brief assessment of review it has been well understood that women teachers generally lack support from their family and colleagues that create stress and imbalance conditions. Staff shortage and rendering of additional responsibilities in higher educational institutions creates stress and work imbalance situation for the women educators. In general, work-life imbalances influences the performances of work life of women teachers to a greater extend compared to the male teachers.

### **Objective of the Article**

- To assess the primary reasons stated by women to choose teaching as their career.
- To identify the nature of priorities set by teachers to find balance between their work and personal life

### **Methodology**

The study has applied both explorative (quantitative) and descriptive (qualitative) research methods. The study has paid equal weightage to both library and field survey. Higher educational institutions functioning in Coimbatore city are considered as the samples. Out the 15 categories of higher educational institutions functioning in the City, only three categories were chosen as sample i.e., Arts & Science Colleges, Engineering Colleges and B-Schools were chosen as samples. Samples of 250 respondents were approached for collection of required data.

### **Results and Discussion**

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. This survey conducted among 250 women

higher educator. Revealed following issues and information related to their work-life balance.

**TABLE: 1**

**PRIMARY REASONS FOR CHOOSING TEACHING CAREER**

Sl. No	Reasons	Sum	Mean	Rank
1.	Physical Comfort	1799	7.20	7
2.	Economic Gain	1748	6.99	8
3.	Social Relation	1874	7.50	5
4.	Ability Utilization	1894	7.58	2
5.	Peace of Mind	1592	6.37	10
6.	Prestige	1568	6.27	11
7.	Status and Power	1516	6.06	12
8.	Achievement	1510	6.04	13
9.	Altruism	1610	6.44	9
10.	Advancement	1896	7.58	2
11.	Overall Values	1828	7.31	6
12.	Spiritual Orientation	1886	7.54	4
13.	Job & Life Satisfaction	2030	8.12	<b>1</b>

Source: Primary Data

It was observed that most of the modern day women (62.46 per cent) join teaching to meet their job and life need i.e., in term of monetary earning or benefits they earn from teaching. Followed by, a group of teachers have stated many reasons for choosing their teaching as their career option such as: career advancement (58.31per cent) and ability utilisation skills (58.31 per cent), for strengthening spiritual orientation (58 per cent) and social relation (57.69 per cent). A batch of teachers has stated that reasons like: overall values (56.23 per cent), physical comfort (55.38 per cent), economic gain (53.77 per cent) and altruism (49.54 per cent). Further, sample teachers stated that they need peace of mind (49per cent), prestige (48.23 per cent), status and power (46.62 per cent) and achievement (46.46 per cent).

**TABLE: 2**

**TEACHERS LEVEL OF IMPORTANCE PAY TO THE BELOW MENTIONED ELEMENTS IN LIFE**

Factors	Sum	Mean	Rank
“Level of Importance Work Life & Career Development	944	3.78	3
Students Development & Enhancement	923	3.69	4
Level of Importance to Family Knowledge Imparting	982	3.93	1
Family Life & Being Part of Society	894	3.58	5
Children Care & Fulfillment of their Needs	950	3.80	2
Level of Importance to Personal Life: Enhancing Self Skills and Meeting Personal Demands	836	3.34	6
Being Socially Helpful to Others	803	3.21	7

Source: Primary Data

Data analysis table inferred that 56.14 per cent of the teachers highly gave importance to imparting knowledge among family members and 54.29 per cent of the

teachers concentrate on children care and fulfillment of their needs. It was observed that 51.14 per cent of the teachers gave moderate level of importance to their family life and being part of society. On the contrary 47.71 per cent of the sample subjects gave least level of importance for their personal life i.e. enhance their self - skills and meeting personal demands and 45.86 per cent of the teachers socially helpful to others. In parallel to the above statement it was inferred that 54 per cent of the sample teachers plan to maintain work-life balance and on their career development. It has been inferred that 52.71 per cent of the teachers gave importance for the students’ development and enhancement.

**TABLE: 4.3**

**WOMEN TEACHERS OPINION TIME ADEQUACY FOR MANAGING VARIOUS WORK, FAMILY AND PERSON ACTIVITIES**

<b>Factors</b>	<b>Sum</b>	<b>Mean</b>	<b>Rank</b>
<b>Time Spend in Work Place</b>			
Teaching & Class Room Management	1004	4.02	<b>1</b>
Class Preparation During Working Hour	925	3.70	5
Clerical Duties	952	3.81	4
Administration Work	976	3.90	2
Discipline Maintenance	963	3.85	3
Research Work	880	3.52	7
Career Development Activities (Like Article Preparation, Preparing for Seminars etc.)	838	3.35	8
Teaching Aids Usage	919	3.68	6
<b>Time Spend in Work Place Family</b>			
Child Care	818	3.27	6
Cooking & Household Courses	849	3.40	3
Participation in Social Gathering	838	3.35	5
Time Spend with Spouse	847	3.39	4
Time Spend with Parents & In laws	866	3.46	2
Travel & Party /Socialising Time	939	3.76	<b>1</b>
<b>Time Spend For Personal Life</b>			
Sleep Time	821	3.28	6
Time for Exercise	846	3.38	5
Time for Hobbies	850	3.40	4
Time for Entertainment	931	3.72	<b>1</b>
Time to Spare with Friends	923	3.69	2
Leisure Time	904	3.62	3

Source: Primary data

**(i) Time Spend in Work Place**

Teachers are highly sufficiently skilled in managing their teaching and class room activities (50.25 per cent/ mean score 4.02), adequate administration work (48.75 per cent/ mean 3.90), discipline maintenance (48.13 per cent/ mean 3.85) and clerical duties (47.63 per cent/ mean 3.81). Further, a group of teachers had spent time with: class preparation during working hour (46.25 per cent/ mean 3.70), usage of teaching aids (46 per cent/ mean 3.68), research work (44 per cent/mean 3.52) and career development activities i.e. article preparation, preparing for seminars etc., (41.88 per cent/ mean 3.35).

### **(ii) Time Spend in Work Place and Family**

A batch of teachers have adequate time to be spent with their work place and with their family in many ways like: travel and party /socialising time (62.67 per cent/ mean 3.76), time spend with parents and in laws (57.67 per cent/ mean 3.46), cooking and household courses (56.67 per cent/ mean 3.40), time spend with spouse (56.50 per cent/ mean 3.39), participation in social gathering (55.83per cent/ mean 3.35) and child care (54.50 per cent/ mean 3.27).

### **(iii) Time Spend for Personal Life**

It has been observed that the teachers have adequate time for entertainment (62 per cent/ mean 3.72), to spare with friends (61.50 per cent/ mean 3.69), leisure time (60.33 per cent/ mean 3.62), time for exercise (56.67 per cent/ mean 3.40), time for hobbies (56.33 per cent/ mean 3.38)and also have sleep time(54.67 per cent/ mean 3.28).

### **Finding**

The article found that modern day women (62.46 per cent) join teaching to meet both her socio-economic need (financial) and to realise a satisfaction by rendering teaching (imparting) knowledge to the youth. Being in the highly hectic occupation women teacher have failed to develop personal skills, capabilities and being socially helpful to others. It was observed that surveyed teachers are highly skillful in managing their teaching professions (managing class, rending various administrative duties and contributing in adult learners development),But, she as a teacher fail to manage time either for focusing on her research work or on strengthening her professional development.

### **Conclusion**

In short, the study conclude by stating that the perfect balance in work-life can be achieved only if the teachers experiences good support and effective motivation from both family members and the members of colleagues, seniors and administrative authorities working in a higher educational institution. In a post Indian society, a woman is very well recognised and accepted as a teacher and her family also allowed her to work in either school or colleges, as she can enjoy all leaves alike a learners (student). But, today the changing educational environment demand high role and responsibility to be render by teachers, especially in higher educational environment. Teachers, today not only act as knowledge imparters, rather they have to shoulder number of responsibilities like: guiding the adult learners in shaping their career path, mentor them, monitor them and teacher them various skills and knowledge beyond their syllabus framework.

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