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A STUDY ON WORK LIFE BALANCING AMONG WOMEN TEACHING STAFF MEMBERS IN SELF FINANCING COLLEGES IN WAYANAD DISTRICT

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Abstract

This study investigates the work-life balance among women teaching staff members in self-financing colleges within Wayanad district, Kerala. The research focuses on 100 women teachers employed in five selected colleges in and around Wayanad district. The primary objective is to assess the factors influencing work-life balance and its implications for women educators in the self-financing education sector. Data for this study were collected through structured surveys and interviews, capturing insights into the daily challenges faced by women teachers. The collected data were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS), enabling a comprehensive examination of the relationships between various variables. The findings contribute to a deeper understanding of the unique work-life challenges encountered by women in the academic profession within the specific context of self-financing colleges in Wayanad district. This research aims to inform educational institutions, policymakers, and stakeholders about the importance of promoting a supportive work environment for women educators to enhance their overall well-being and professional effectiveness.

Key Words : Women, teaching , work life balance, Colleges.

Introduction

In present-days educational settings, the role of women in university circles is pivotal, and understanding the dynamics of their work-life balance is crucial for fostering a conducive and equitable professional environment. This study investigates into the complicated facets of work-life balancing among women teaching staff members, with a specific focus on those employed in self-financing colleges situated in Wayanad district, Kerala. The academic sphere has witnessed a notable surge in the participation of women professionals, demanding an exploration of the challenges and opportunities that shape their work-life equilibrium. Moreover, in schools today, the role of women teachers is very important. It's crucial to understand how they balance work and life to make the work environment better. This study looks into how women teachers manage their work and personal lives, especially in self-financing colleges in Wayanad district, Kerala.

Wayanad district in Kerala, is where the study takes place. There are many self-financing colleges in the current study area and they bring different challenges to women teachers. The study wants to understand the different parts of work-life balance, finding out what affects women teachers in this specific area.

This research is important because it can uncover the details of how women teachers balance work and life. It can give useful information to schools, government officials, and others. By studying the specific challenges of women teachers in self-financing colleges, the goal is to make policies and changes that support them better at work. As the researcher start the current study, the aim is not just to see the challenges but also to find ways to make the work journey better for women teachers in Wayanad district's self-financing colleges.

Statement of the Problem

The current study focuses on the challenges faced by women teachers in self-financing colleges in Wayanad district. Currently, there isn't enough understanding of how these educators balance work and personal life. Self-financing colleges bring their own problems, like more work and potential differences in support. We also don't know much about how work-life balance affects job satisfaction and overall well-being for these teachers, so it's important to study this. We need to find out how well the current ways of dealing with stress and support systems are working for women teachers. Sociocultural factors, like what society expects and family responsibilities, also affect how these teachers balance work and life. Career aspirations and development opportunities for women teachers in self-financing colleges are not well-researched, and we need more insights into their long-term goals. The study also highlights the lack of specific policies to help these women teachers manage their work-life balance, and there is a need to look into this and suggest targeted solutions for a better and fairer working environment.

Objectives of the study

1. To Evaluate and understand the existing work-life balance among women teaching staff members in self-financing colleges within Wayanad district, identifying key areas of concern and satisfaction.
2. To Explore the correlation between work-life balance and job satisfaction among women teaching staff, aiming to uncover how a balanced work-life affects their overall job contentment.
3. To formulate practical and actionable recommendations for self-financing colleges, policymakers, and other stakeholders to enhance the work-life balance of women teaching staff in Wayanad district.

Review of Literatures

In the previous study, the researchers, Lakshmi S and Kumar S, 2011 reveals that, Women pursuing careers face challenges when working full-time in private educational institutions, often carrying additional responsibilities home at the end of each working day. A majority of these women work 40-45 hours per week, and 53% struggle to achieve a proper work-life balance.

Similarly in another study Hudson 2005 says that Work-life balance, broadly defined, refers to a satisfactory alignment or 'fit' between the various roles in a person's life. Eby et.al, 2005 Research on the link between work-life balance practices and organizational effectiveness suggests that the outcomes of these practices do not necessarily measure work-life conflict. Instead, they may enhance organizational performance through other means, such as reducing overheads for employees working from home, increasing productivity during peak hours, or fostering social exchange processes based on perceptions of organizational support.

Deares et.al, 2008 Conclusively, perceptions of family-supportive organizations and reduced work-life conflict are two crucial mechanisms explaining the impact of work-life balance practices on employee and organizational outcomes. Warren, 2004 Combining paid work and motherhood remains a significant source of emotional challenges and difficulties for women, as revealed by Warren. Recent shifts in the workplace due to technological advances are noted. As Bowswell and Olson-Buchanan (2007) highlighted, increasingly sophisticated and

affordable technologies have made it more feasible for employees to stay connected with work. Various tools such as emails, computers, and cell phones allow employees to extend their work beyond the physical boundaries of their office.

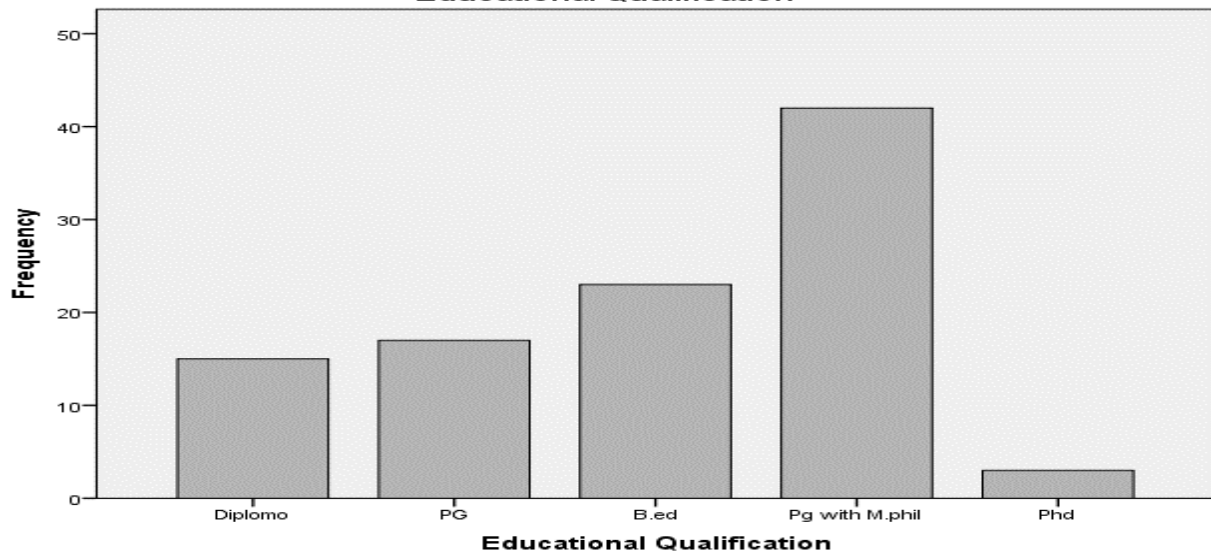
Materials and Methods

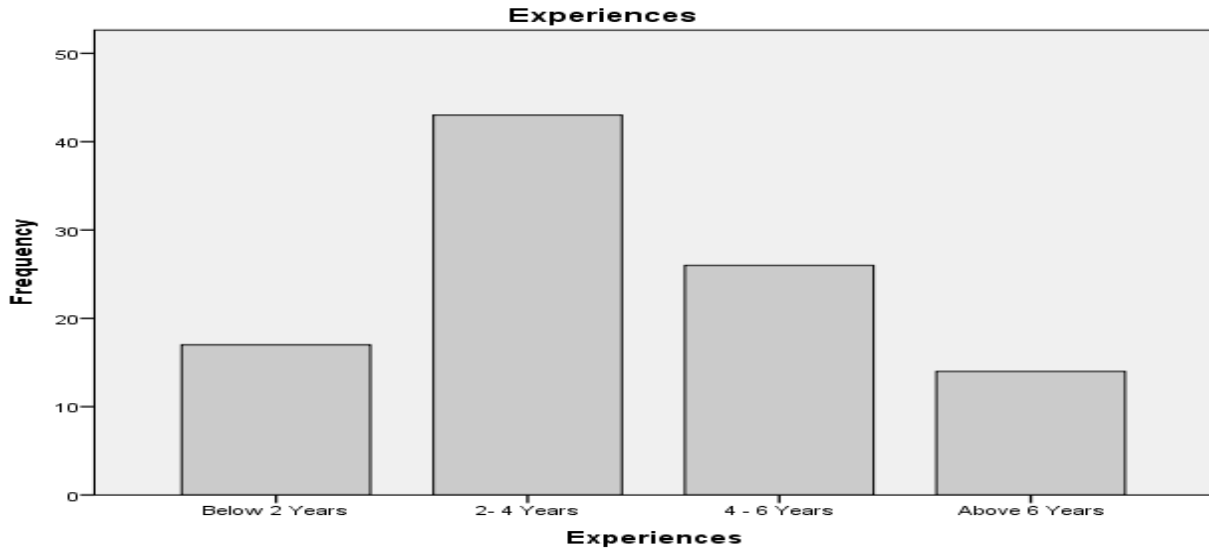
Age in years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 20	16	16.0	16.0	16.0
21- 30	26	26.0	26.0	42.0
31- 40	32	32.0	32.0	74.0
41- 50	15	15.0	15.0	89.0
Above 51 Years	11	11.0	11.0	100.0
Total	100	100.0	100.0	

This table provides information on the age distribution of women teachers. Below 20 years: 16% of the women teachers in the sample are below the age of 20. 21-30 years: 26% fall within the age range of 21 to 30. 31-40 years: 32% are in the age group of 31 to 40. 41-50 years: 15% are aged between 41 and 50. Above 51 years: 11% are above the age of 51. The cumulative percent shows that, for example, 74% of the women teachers are aged 40 or below. This information gives an overview of the age composition of the women teachers in the study, providing insights into the age diversity within the sample.

Educational Qualification





Working Hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 8 Hours	10	10.0	10.0	10.0
8 -10 Hrs	76	76.0	76.0	86.0
10-12 hrs	14	14.0	14.0	100.0
Total	100	100.0	100.0	



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Personal illness	24	24.0	24.0	24.0
Child / Dependent sickness	31	31.0	31.0	55.0
Husband Sickness	18	18.0	18.0	73.0
stress related issues	21	21.0	21.0	94.0
Celebrations/ Festival	6	6.0	6.0	100.0
Total	100	100.0	100.0	

This table provides insights into the reasons for women teachers taking leave over the past six months. Each row represents a different reason for leave, and the columns offer various percentages for interpretation. Nearly 24 respondents mentioned personal illness as a reason for leave. This column represents the cumulative percentage of respondents up to each leave reason. It provides a running total, showing the proportion of the total sample accounted for by each successive reason for taking leave. For example, up to stress-related issues, 94% of the respondents had mentioned their reasons for leave. Interpreting the table, we can observe that personal illness and child/dependent sickness are the most frequently cited reasons for taking leave among women teachers, with cumulative percentages showing a gradual increase across the various leave reasons.

How often do you think or worry about work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	12.0	12.0	12.0
	Rarely	16	16.0	16.0	28.0
	Sometimes	20	20.0	20.0	48.0
	often	22	22.0	22.0	70.0
	Always	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

From the above table, 12% of respondents indicated that they never think or worry about work. This suggests a portion of the sample experiences minimal or no preoccupation with work-related concerns. 16% of respondents reported rare instances of thinking or worrying about work. This group seems to have occasional work-related thoughts but is not significantly preoccupied. A fifth of the respondents (20%) mentioned that they think or worry about work sometimes. This category indicates a moderate level of concern or contemplation about work-related matters. 22% of respondents reported frequent thoughts or worries about work. This suggests a substantial portion of the sample experiences a consistent level of preoccupation with work-related issues. The largest percentage, 30%, indicated that they always think or worry about work. This group represents individuals who feel a persistent and high level of concern regarding work matters.

How Many hours a day spend for travelling to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than half hr	24	24.0	24.0	24.0
	1 hr	47	47.0	47.0	71.0
	2 hrs	22	22.0	22.0	93.0
	More than 2 hrs	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

From the above table, quarter of the respondents (24%) reported spending less than half an hour commuting to work daily. This suggests that a significant portion of the sample has a relatively short and efficient commute. Nearly half of the respondents (47%) indicated spending one hour on daily commuting. This represents the largest group and implies that a substantial majority of the sample has a moderate commute time of one hour. About one-fifth of the respondents (22%) reported spending two hours commuting to work each day. This group signifies a significant but smaller portion of the sample experiencing a more extended daily commute. The smallest percentage (7%) reported spending more than two hours commuting to work daily. This group represents individuals with the longest and potentially more challenging daily commute times.

In summary, the majority of respondents have a commute time of one hour, while others have shorter or longer daily commuting durations. The data provides insights into the distribution of commuting patterns within the surveyed population, highlighting the diversity in the amount of time individuals spend traveling to and from work.

How do you feel about the amount of time you spend at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid highly satisfied	13	13.0	13.0	13.0
satisfied	18	18.0	18.0	31.0
neutral	32	32.0	32.0	63.0
Dissatisfied	23	23.0	23.0	86.0
highly Dissatisfied	14	14.0	14.0	100.0
Total	100	100.0	100.0	

From the above table, Thirteen percent of respondents expressed being highly satisfied with the amount of time they spend at work. This suggests a relatively small but content portion of the sample regarding their work hours. Eighteen percent of respondents reported being satisfied with the amount of time they spend at work. This category represents a somewhat larger proportion of individuals who are content with their work hours. The largest percentage, 32%, indicated a neutral stance toward the amount of time spent at work. This group may have mixed feelings or may not strongly lean towards satisfaction or dissatisfaction. Twenty-three percent of respondents expressed dissatisfaction with the amount of time they spend at work. This suggests a notable portion of the sample is not content with their work hours. Fourteen percent of respondents reported being highly dissatisfied with the amount of time spent at work. This represents a smaller but significant group of individuals who are strongly discontent with their work hours. In summary, the data illustrates a range of sentiments regarding the amount of time spent at work, with a notable portion expressing satisfaction, a significant number being neutral, and a combined group reporting dissatisfaction to varying degrees. This information provides insights into the diverse attitudes within the surveyed population regarding their work hours.

How do you manage stress arising from your work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yoga	12	12.0	12.0	12.0
Meditation	14	14.0	14.0	26.0
Entertainment	38	38.0	38.0	64.0
Dance	6	6.0	6.0	70.0
Music	30	30.0	30.0	100.0
Total	100	100.0	100.0	

From the above table, Twelve percent of respondents reported using yoga as a method to manage stress arising from their work. This suggests a portion of the sample finds relief and relaxation through yoga practices. Fourteen percent of respondents indicated using meditation as a stress management technique. This group likely engages in mindfulness practices to alleviate work-related stress. The largest percentage, 38%, reported using entertainment as a means of managing work-related stress. This category may include activities such as watching movies, reading, or engaging in hobbies for relaxation. Six percent of respondents mentioned using dance as a stress management tool. This suggests a smaller but notable group finds stress relief through physical activity and expression. Thirty percent of respondents reported using music as a method to manage stress from their work. This indicates a significant portion of the sample relies on music for emotional and mental relaxation. In summary, the data reveals a diverse range of stress management strategies employed by respondents, with a significant number relying on entertainment and music. Additionally, a noteworthy portion of the sample utilizes practices like yoga, meditation, and dance to cope with stress arising from their work. This information provides insights into the various approaches' individuals take to address and alleviate work-related stress within the surveyed population.

Do your organisation provide you additional work provision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Councelling service for employees	20	20.0	20.0	20.0
Health Program	16	16.0	16.0	36.0
Parenting or family support	17	17.0	17.0	53.0
Excercise facilities	11	11.0	11.0	64.0
Transportation	36	36.0	36.0	100.0
Total	100	100.0	100.0	

From the above table, Twenty percent of respondents indicated that their organizations provide counseling services for employees. This suggests a portion of the sample has access to mental health support and counseling resources within their workplace. Sixteen percent of respondents reported that their organizations offer health programs. This category may include initiatives such as wellness programs, health screenings, or other health-related benefits provided by the employer. Seventeen percent of respondents mentioned that their organizations provide parenting or family support. This indicates that a portion of the sample has access to resources or programs that support employees in managing their family responsibilities. Eleven percent of respondents reported that their organizations offer exercise facilities. This suggests that a smaller but notable portion of the sample has access to on-site or employer-sponsored fitness facilities. The largest percentage, 36%, stated that their organizations provide transportation services. This may include shuttle services, company-provided commuting options, or other transportation-related benefits.

Do any of the following hinder you in balancing your work & family commitments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Long working hours	24	24.0	24.0	24.0
	Compulsory Overtime	19	19.0	19.0	43.0
	Meetings after working hours	31	31.0	31.0	74.0
	Training after class	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

In summary, the data highlights various factors that respondents perceive as hindrances in achieving a balance between work and family commitments. The most commonly cited challenges include long working hours, meetings after working hours, compulsory overtime, and training sessions scheduled outside regular working hours. This information provides insights into the specific aspects of work that respondents find problematic in maintaining a healthy work-life balance.

Do any of the following helps you in balancing your work & family commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Technology using mobile / laptops	27	27.0	27.0	27.0
	Students Support	11	11.0	11.0	38.0
	Colleagues support in work	21	21.0	21.0	59.0
	family Support	24	24.0	24.0	83.0
	Motivation and encouragement	17	17.0	17.0	100.0
	Total	100	100.0	100.0	

Twenty-seven percent of respondents reported that using technology, such as mobile phones or laptops, is helpful in balancing their work and family commitments. This suggests that a significant portion of the sample relies on technological tools to manage their professional and personal responsibilities. Eleven percent of respondents mentioned that support from students helps them in balancing work and family commitments. This may indicate that a smaller but notable group finds assistance or collaboration with students beneficial in managing their responsibilities. Twenty-one percent of respondents highlighted that support from colleagues in their work is helpful for achieving a balance between work and family commitments. This suggests that a considerable portion of the sample values assistance and cooperation from their coworkers. Twenty-four percent of respondents stated that support from their family is instrumental in balancing work and family commitments. This implies that a substantial number of individuals rely on the support and understanding of their family members to manage their professional and personal lives. Seventeen percent of respondents mentioned that motivation and encouragement

play a role in balancing their work and family commitments. This suggests that a noteworthy portion of the sample finds personal motivation and positive reinforcement beneficial in navigating the challenges of work-life balance.

Conclusion

The data provided offers a comprehensive overview of various aspects related to women teachers, including their age distribution, working hours, reasons for taking leave, thoughts and worries about work, commuting patterns, satisfaction with work hours, stress management strategies, additional work provisions offered by organizations, and factors that hinder or help in balancing work and family commitments. Respondents employ various stress management strategies, with entertainment and music being the most commonly reported methods. The data indicates a diverse range of approaches to cope with work-related stress. Long working hours, meetings after working hours, compulsory overtime, and training sessions are reported as hindrances in achieving a work-life balance. On the positive side, technology usage, colleagues' support, family support, and motivation are identified as helpful factors. Personal illness and child/dependent sickness are the most frequently cited reasons for taking leave among women teachers. The cumulative percentages reveal a gradual increase across various leave reasons, providing insights into the prevalence of specific factors leading to leave. In summary, the comprehensive analysis of the data provides a nuanced understanding of the experiences and challenges faced by women teachers, offering valuable insights for addressing work-related concerns and enhancing overall well-being.

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