

Work-Life Balance of Married Female Teachers in Government and Private Schools of Raipur, Chhattisgarh

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Abstract:

Purpose: School is the second home for the kids where they are educated, instructed and make to learn. As per United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics (2013) revealed that 45% of teachers in Primary education of India are female. As a result they are facing high work stress and juggling with work-life imbalance.

Methodology: The data has been collected from both private and government schools of Raipur. Study is limited to married female teachers and the research instrument is designed with the help of literature review and data is collected through survey method. Reliability and validity of the questionnaire is checked and analysis of data with ANOVA, mean score and descriptive analysis.

Findings: No statistical difference found with the work-life conflict among female married teachers in private and government school. They manage to balance their work-life by their own.

Managerial Implication: The study highlights the problems faced by female teachers and they are worried about the work load and its effect on their health. Organization need to understand the existence of work-life conflict and take necessary measures to overcome the issue. Hence it will enhance the efficiency of teachers.

Research Limitation: Because of time and reach out this research is done with a convenience small sample size taken only within the Raipur District as many travel to other districts daily are not studied.

Keywords: Family-friendly policies, Quality of life, Stress, Work load, Work-life balance

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I. INTRODUCTION

Men's are no more being the bread winner's, but females are contributing too in the household income. With the changing role of women's in the Indian society they are not working to be independent, but the economic demand has enforce them to come up in every sector. Teaching is a profession which requires lots of patience and empathy. Females are considered to be much more empathetic and caring. School is the place where females can easily enter into a job and feel friendly. This profession also requires them to remain updated as they have to enrich the new upcoming generation. Today the schools are growing drastically and the competition is getting very tougher. This is continuously pressuring the teachers to perform better and give excellent results. However with the multitude role at work and family responsibilities, women workforce are challenged to manage their work and family stress. The hats of taking care of children, elderly parents and household chores have to be looked by females. Doug, McAvoy, General Secretary of National Union of Teachers said, 'Excessive teacher workload has stolen teacher's time and sapped creativity'. Strong sentiments maybe, but a view no doubt shared by many of today's teaching professionals.

Now, there is a critical mass of women in the workforce (Shriver, 2009. Anna, B., 2010), whereas Organizations throughout history have been built by men and for men (Meyerson & Kolb, 2000), and as men's roles in the workplace have changed little since the Industrial Revolution, the challenges women initially confronted when entering these male-dominated workplaces garnered little attention. The women workforce has to face the challenges at work place and even at home too. The organizations and governments have been forced to recognize women's concerns about work/life balance.

Work-Life balance is the boundary line determine by an employee between its paid work and non-paid work. According to Marks and Mac Dermid (1996), Work-family balance reflects an individual's orientation across different life roles, an inter-role phenomenon. Organizations are implementing work-life balance as strategic human resource policies to motivate their employees.

Murphy and Doherty (2011) revealed that it is not possible to measure work-life balance in an absolute way as there are personal circumstances which influence the way that is perceived but establishing a harmony that reflects an individual's priorities whereas employees must draw a firm line between their home and work lives and be confident that the line is in the right place (Harvard Business Review, page184). The conflict is usually bidirectional: work can interfere with the family, and the family can interfere with work (Simon et al., 2004).

Various researchers study that demographic changes as seen in the increasing number of women in the workplace and dual career families have generated an increasingly diverse workforce and a greater need of employees to balance their work and non-work lives (Bharat, 2003; Komarraju, 1997; Rajadhyaksha & Bhatnagar, 2000; Ramu, 1989; Sekharan, 1992) and hence the working mothers are increasing (Grossman,1981). Women's are getting opportunity to explore their competencies, but on the other hand they are juggling to balance their family life with their work. When work does not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They draw tight boundaries between work and family and they do not like one crossing the other (Burke 2002). Mothers are now the primary or co-bread winners in many families of the world and the Economist commented on this trend claiming, "Women's economic empowerment is arguably the biggest social change of our times" (Anna, B., 2010).

Higgins et al.(1992), Hochschild (1989), Kelley and Voydanoff (1985), Hochschild (1989) Thompson & Walker (1989) revealed that working women face well-documented conflicts due to their continuing role as primary caretakers for their homes, children, and/or elderly parents being women's greater responsibility for children and other family members and they experience more interruptions than men resulting common household problems. The balance work life score provides an organization with a productive and innovative employee (Greenhaus, 2003), whereas disparity in the work life balance tends to develop depressed and dissatisfied staff (Kofodimos, 1993). In a research it was found that there is no difference in the quality of work life of male and female employees, but still the women professionals are less satisfied in their general life than the men (Barik,P.,2011). Although men and women both experience inter-role conflicts, it is often more difficult for women to balance their work and home roles (Walker, Wang and Redmond, 2008) Family- friendly policies are an indicator of concern for employee's welfare and as such could assist in engaging employee commitment (Evans 2001). Higher levels of organisational commitment are then correlated with lower turnover and better job performance (Eaton, 2001).

II. RATIONALE OF THE STUDY

Today women's are holding all the position from clerical to managerial in an organization. These changes in work culture have added to women's duties and responsibilities to their family as well as to society (Mathew & Panchanatham 2009a; 2009b). The paper is an attempt to assess the work-life role conflicts of married female workforce and the initiatives taken by them to manage their time between work and family. The reason for the discussion is to explore the need of work-life balance policies and to recommend various family-friendly policies to be implemented by private and government schools.

The objectives of research are as follows:

- (i) To identify the work-life conflict among married female teachers in private and government school.
- (ii) To study the existence of Work-life balance among married female teachers.
- (ii) To identify the work support scales used by them to managed work-life balance.

III. RESEARCH METHODOLOGY

3.1 Description of sample:

A study was conducted among sample of married female teachers of government and private schools of Raipur district. Raipur district was divided into four clusters East Zone, West Zone, North Zone and South Zone and from each zone two governments and two private schools was selected randomly. As it was difficult to get the population size so the sample was selected with convenience method. A sample of 168 married female teachers' from government (70 teachers) and private schools (98 teachers).

3.2. Description of the tools used:

Keeping in mind the objectives of the research a statistical approach was adopted. The questionnaire has total 17 items. Questionnaire was designed with the checklist manual developed by Daniels and McCarragher for the Industrial Society (2000) and the guidelines to check oneself with the manual on the balance between work and family was used for the survey. It consists of 10 items on work-family conflicts and answers were rated as A-agree-3, B-sometimes-2 and C- disagree-1.

3.3. Guidelines for interpreting the responses to the Checklist were:

If you ticked all or mostly A's you may already be under considerable stress from your lack of work-life balance. Over time, your productivity could suffer along with relationships, your health and long-term

employability. At work, try to promote better work life balance to the advantage of the whole workplace. If you ticked all or mostly B's you are not entirely happy with your work-life balance, but in a good position not to let the situation get out of control. By encouraging your organization to adopt a work-life strategy, you can help to create an enhanced working environment that will benefit you, the organization and colleagues at all levels. If you ticked all or mostly C's you have set your own priorities in work-life balance, making them work for you. As well as the benefits to you and your family, is your organization getting more from you? Show leadership by encouraging a culture that respects work-life balance for all and takes into account the fact that individuals have differing demands at various stages of the lifecycle. When people have a sense of control over their work-life balance, they can be more productive and committed to their work and better prepared to manage the demands of today's rapidly changing workplace. (Daniels and McCarragher Industrial Society (2000))

The collected data were coded and analyzed using Ms excel and SPSS version 20 for windows. The ANOVA was used to test the significant among the variance of groups. The data were also tabulated with frequency tables and percentages using MS-Excel and SPSS.

Further to this get more specific about the employees, respondents were ask about the age, no. of children, and work support measure scale. Questionnaire was designed keeping in mind the objectives of the study and 100 women respondents were selected conveniently from the government and private schools of Raipur district. Data was collected through survey method and 300 questionnaires were sent via mail, whatsapp and hardcopy. But only 168 respondents responded. The study is limited to private and government married female teachers of Raipur district only and the challenges faced in their work-life is explored.

IV. DATA INTERPRETATION

The data were subject to Alpha tests of reliability and they have accepted .780 Cronbach's Alpha value which indicates a good level of internal consistency for the scale with the specific sample used for the study. The data is normally distributed.

4.1. Demographic profile of respondent:

Table.1 shows that data has been collected from private (58.3%) and government (41.7%) schools and 168 respondents' turn up. Among 168 respondents maximum (97 or 57.7%) are of 30-40 years of age. 57.1% and 36.9% of teachers have 2 and 1 children respectively and 51.5% of them are living in joint family, whereas rest 48.5% are neutral family.

Table.1. Demographic Profile of Respondents

Demographic profile of respondents	Frequency	Percent
Government school teachers	70	41.7
Private school teachers	98	58.3
Total	168	
Age		
20-30 yrs	21	12.5
30-40 yrs	97	57.7
40-50 yrs	46	27.4
50-60yrs	4	2.4
Income (Rs)		
Less than 8000	42	25
8000-16000	53	31.5
16000-24000	33	19.6
24000-32000	24	14.3
32000 and above	16	9.5
Children Status		
None	6	3.6
1 child	62	36.9
2 Child	96	57.1
3 Child	4	2.4

4.2. Distance of School:

The Table.2 shows that working females are very much concern for the distance between home and school as they don't want to waste their time in travelling. The study revealed that 67+16 and 25+38 of the respondents travel distance is 0-10 km and 11-20 km respectively both in private and government schools. Many government female teachers have to travel long distance of more than 31 km, says that "its very tiresome and exhausted after coming from school and get's hard to look after their kids studies and other household chores".

Whereas private school teachers have the option to choose the school nearby their residence which saves their time and they try to spend with family and friends.

Table.2. Distance to travel

Schools	0-10 km	11-20km	21-30km	31-40km	above 41km
Private	67	25	0	0	1
Government	16	38	3	5	8
Total	63	63	3	5	9

4.3. One Way-ANOVA Test

The test compares the work-life conflict among married female teacher in government and private schools. The hypotheses tested are:

- 1) H1: There is no statistical difference in the working hours of government and private school teachers

Table.3

At the moment, because the job demands it, I usually work long hours

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.314	1	.314	.596	.441
Within Groups	87.537	166	.527		
Total	87.851	167			

As the p-value is $.441 > 0.05$ so accept the null. There is no difference in the working hours of private and government schools and if the job demands they have to work for long hours.

- 2) H2: There is no statistical difference in the time spent to get socialize and relax among government and private school teachers.

Table. 4

There isn't much time to socialise/relax with my partner/see family in the week

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.675	1	.675	.992	.321
Within Groups	112.986	166	.681		
Total	113.661	167			

The $p > 0.05$, so fails to reject the null hypothesis. Hence the work pressure reduces the female married teachers to spend time with their friends and for other activities.

- 3) H3: There is no statistical difference in the late working hours of government and private school teachers.

Table.5

I have to take work home most evenings

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.786	1	.786	1.364	.244
Within Groups	95.690	166	.576		
Total	96.476	167			

The p-value $.244 > 0.05$ so we accept null hypothesis. The work load existence of female teacher is equivalently at government as well as private school.

- 4) H4: There is no statistical difference in the late working hours on weekends among government and private school teachers.

Table.6

I often work late or at weekends to deal with paperwork without interruptions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.514	1	.514	.962	.328
Within Groups	88.765	166	.535		
Total	89.280	167			

There is no statistical difference in the late working weekends of female at government and private school as null hypothesis falls in acceptance region(P -Value .328>0.05).

5) H5: There is no statistical difference in the work stress level among government and private school teachers.

Table.7
Relaxing and forgetting about work issues is hard to do

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.035	1	1.035	1.807	.181
Within Groups	95.037	166	.573		
Total	96.071	167			

As $p > 0.05$ so we accept the null. It's hard for both private and government school female teacher to avoid the work related strain.

6) H6: There is no statistical difference in the effect of work stress on the health among government and private school teachers.

Table.8
I worry about the effect of work stress on my health

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.033	1	.033	.077	.782
Within Groups	71.943	166	.433		
Total	71.976	167			

P -value .782>0.05, hence accept the null and female married teachers are worried about the effect of work stress on their health. As they don't get time to look after themselves.

7) H7: There is no statistical difference in the effect of Work-life conflict on their relationship with husband among government and private school teachers.

Table.9
My relationship with my partner is suffering because of the pressure or long hours of my work

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.804	1	1.804	3.689	.056
Within Groups	81.190	166	.489		
Total	82.994	167			

The $p > 0.05$, hence accept the null hypothesis. At both the organizations female workforce have good relationship with their partner..

8) H8: There is no statistical difference in the effect of Work-life conflict on their family among government and private school teachers.

Table.10
My family are missing out on my input, either because I don't see enough of them/am too tired

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.973	1	4.973	9.103	.003
Within Groups	90.688	166	.546		
Total	95.661	167			

Table.11

My family are missing out on my input, either because I don't see enough of them/am too tired

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Government	70	2.1143	.71308	.08523	1.9443	2.2843	1.00	3.00
Private	98	1.7653	.75711	.07648	1.6135	1.9171	1.00	3.00
Total	168	1.9107	.75685	.05839	1.7954	2.0260	1.00	3.00

P<0.05 so we reject the null hypothesis. Further it reveals significant difference in the variance and means score difference shows that government school teachers are missing out their valuable time with their family members. As location choice facility is very less and they have to restrict with the given place.

9) H9: There is no statistical difference in the effect of Work-life conflict on their social life among government and private school teachers.

Table.12

Finding time for hobbies, leisure activities, or to maintain friendships and extended family relationships is difficult

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.095	1	2.095	4.162	.043
Within Groups	83.565	166	.503		
Total	85.661	167			

Table.13

Finding time for hobbies, leisure activities, or to maintain friendships and extended family relationships is difficult

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Government	70	2.0429	.78824	.09421	1.8549	2.2308	1.00	3.00
Private	98	1.8163	.64771	.06543	1.6865	1.9462	1.00	3.00
Total	168	1.9107	.71620	.05526	1.8016	2.0198	1.00	3.00

P<0.05 so we reject the null. Further looking to the mean score government teachers find it difficult to manage their work and personal life. As they regret to say that "their much of the time is spent in travelling".

10) H10: There is no statistical difference in the stress management levels among government and private school teachers

Table.14

I would like to reduce my working hours and stress levels, but feel I have no control over the current situation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.735	1	1.735	2.492	.116
Within Groups	115.545	166	.696		
Total	117.280	167			

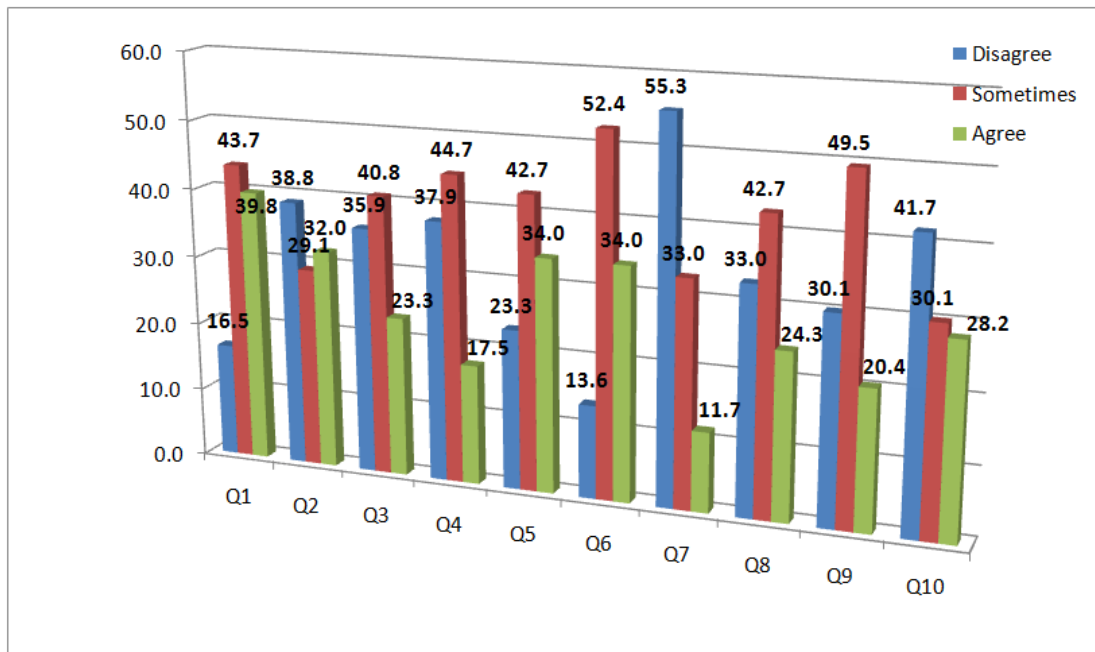
The P>0.05 so we accept the null and stress level is equivalent for both female teachers.

4.4. Quality of Life of female married teachers:

The Table.15 shows good quality of life as there is a strong predominance of 'B' i.e. sometimes. It implies that maximum respondents are generally not happy with their work-life balance, but are in a position to control it well. As in a study it's found that 61.71 % of respondent's choices to work at nearby school, hence to avoid their travelling time. 57% of the respondents are living in joint family where they get the support of each other and manage their work-life balance with work-life balance off policies. In Q2, Q7 and Q10 maximum percentage have selected option 'C'. They 'disagree' the statements, "There isn't much time to socialise/relax with my partner/see family in the week", "My relationship with my partner is suffering because of the pressure

or long hours of my work” and “I would like to reduce my working hours and stress levels, but feel I have no control over the current situation”. Thus it shows that they have set their own priorities between work-life and manage to work with time efficiently. The statements, “At the moment, because the job demands it, I usually work long hours”, “I have to take work home most evenings”, “I often work late or at weekends to deal with paperwork without interruptions”, and “Relaxing and forgetting about work issues is hard to do”, respondents have selected option ‘B’ which implies that there is existence of work-life conflict, but they managed to overcome it. The female workforce agrees that sometimes their personal life conflict with work, as they say sometimes “ My family are missing out on my input, either because I don’t see enough of them/am too tired” and “Finding time for hobbies, leisure activities, or to maintain friendships and extended family relationships is difficult”. It impetus that with work-life off practices married female workforce manage to balance their work and personal life well.

Table.15. Work-life balance of Females teachers



4.5. Work support scale:

The below table.16 shows that married female employees need strong household work support. The study revealed that husband understands the dual responsibility difficulties faced by their wives and 48.2% of females agree that almost always their husbands are on toes for household work. This gives them mental peace and motivation to work. Help from day care centres/crèche is very less i.e. 83.3% agrees that they never take help from them and even in Chhattisgarh trend of day care lack. It was found that respondents living with their parents/in-laws get support of their parents take care of their kids and in other household activities. Sometimes working mothers have to take the support of their neighbours, but they take their services whenever needed (16.1%). The maximum respondents are of age of 30-40yrs their kids are small and dependent, hence they only 53 % get any help from their kids. Whereas, respondents above 40 yrs agrees that almost always they get work support from their kids. Apart from this it was found that all working mothers are dependent on servants to get the household work done.

Table.16. Work Support Scale

Work Support Scale	Never	Rarerly	Whenever needed	Almost Always
	Percentage			
My Spouse	15.5	18.5	17.9	48.2
My Kids	43.5	1.2	40.0	53.0
In Laws/Parents	28.0	8.9	17.9	45.2
Servants	1.2	1.2	14.3	83.3
Neighbour	63.1	4.8	16.1	16.1
Creches/Daycare	87.5	2.4	2.4	7.7

V. CONCLUSIONS AND RECOMMENDATIONS:

The study has explored that both in government and private schools female married teachers are unhappy with work-life balance. But still they are struggling hard to somehow manage between work-life. In this adverse situation they have learn to manage their time efficiently. Further the research revealed that female workforce decides their priorities and accordingly they manage their time at home and school. They try to get household support from servants, parents/in-laws, children and even from their husband. Apart from this they choice to work at their nearby school to save their travelling time.

Female workforce are good time managers, but still a biggest responsibility in front of a married women is to take care of her rearing kid and household chores. So an institution should take an initiative to execute work-life balance policies and practices like flexi-hours, childcare centers, rest rooms to take a nap, if possible can provide accommodation to them as it will save their travelling time etc. As 89% of the respondents agrees /strongly agrees to the statement "If I get good work-life balance I will be more committed to my organization and it will enhance my performance". If an institution understand this and provide some flexibility to them, it will improve their work performance by help to reduce their work stress. 'A happy worker is a hard worker'. Further there is a wide scope for the researcher in this area.

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