WORK LIFE BALANCE AMONG FEMALE TEACHERS: EXPLORING THE FACTORS AND CHALLENGES

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ABSTRACT

The influences of technology during Covid-19 become very imperative in almost every sector worldwide. Due to this emergency transformation, educational institutions have provoked immense challenges, which push the teachers to up skill themselves towards teaching methodology in order to bring innovations. For the educational programs to be efficient, it needs to reinvent their learning environment, so that digitalization complements the teachers to maintain the quality of education. Increased job responsibilities at workplace can adversely affect management of personal life responsibilities and thus create unpleasant issues in the family life of a woman employee. Due to this makeover, it is observed that female teachers who succeeds professionally has made quite many personal sacrifices in order to achieve the same. It all depends on how she can able to balance equally both her family commitments and her workplace challenges. Coping up these two extremes is not an easy task; hence this current study proposed to identify the factors and challenges towards balancing both. The size of the sample for the study purpose is 230 and the respondents are the female teachers employed in various private schools in Chennai. The structured questionnaire is outlined for the purpose of primary data collection from the selected respondents by using convenience-sampling method. The result of the study confirmed the reliability and validity of measurement instrument showing Cronbach alpha value of 0.878, which is a positive acceptance to proceed with the research work. Factor analysis has been used to reduce the data dimensions identified. The finding explores that the female teachers positively consider the study variables and have significant impact in determining their work life balance. In the process of achieving career goals and managing family responsibilities effectively, women face stressful situations in their lives especially when personal and profession paths cross. The study concluded with few strategies, which is extremely essential for the female teachers to manage both the situations.

Theeffects of technology have become universal in almost every aspect of current work life. The pandemic situation effects on businessmen, employees, doctors, government, educators, students, families, and communities have been diverse and wide-ranging. The dynamics of teaching is changing considerably among teachersdue to the impact of covid. At the same timedivulging knowledge is a continuous process for any institution. In India, the educational sector have faced immense challenges, due to this emergency technological transformation, especiallyteachers have to balance and support students' learning.Teachers across Indiawill endure toexpertise themselves to shapethe life of each and every students because theyplays a vital role in bringing development and innovations to the economic growth.

Statement of the Problem

Reinventing the learning environment through digitalization in education is very important to remain relevant. To provide quality education the role played by the teachers is very crucial.

Favero and Heath (2012) stated that women struggles to balance more complicated work and family issues than men and due to management of several roles, work life imbalance arises. That too women entering the work force as a teacher should have to balance between their professional life and personal life.The ability of an individual to meet their work and other non-work responsibilities and family commitments contributes towards work life balance. A person should be equally balanced with the professional and personal life as well. So the satisfaction depends on how a teacher is confronting the situation by categorizing things that are in existence.

Most of the teachers fail to recognize the need to have an excellent work life balance. Increased job responsibilities at workplace can adversely affect management of personal life responsibilities and thus create unpleasant issues in the family life of a female teachers. Managing career goals and to cope the family pressure is a big challenge for any workingwomen. Hence this present study concentrated on the factors that influence the work

life balance of teachers and dares faced by them to have proper stability between work and life.

Review of literature

Subrahmanyam C.V, &Ravichandran, (2013) analyzed that the work life balance is the comparison between amount of time spent on the job and that with the family or for personal life. Nowadays having a right balance between professional and personal life is the key challenge for employer and employee. It has a bigger impact on making a career successful about maintaining right balance as per changes in demands of job and home. Problem in work life balance leads to stress, depression, absence and poor performance. The personal and professional life of an employee must possess good equilibrium, wherein the job responsibilities should not overwhelm her/his personal life.

BrijmohanVyas, VijayshreeSajjan, & Sanjay V.Hanji (2015) examined the different views employees having about managing work and family life. It was observed that while some just worried about their job, some even missed prominent events of their life due to work. More than half of the respondents felt that their personal life was affected by pressure caused by work. There were others who felt that family life also intruded in work to a large extent. Financial insecurity also played a major role in causing imbalance in work-life factor.

Saraswat&Choudhary, (2017) have done a study to know the work life balance of professionals in education sector. The authors have concluded that effective policies and strategies to promote work life balance help organizations to achieve the desired goals. Organizations, which make their employees feel valued through their policies to encourage work life balance, will see that these employees work efficiently contributing to the success.

B.Arunkumar1,Dr.R.Saminathan, (2017) enlisted that work life balance practices improve the quality of work life of working women that leads to job satisfaction. Sankar R, (2019) examined the

maintenance of optimum stability amid the work and the personal life of the working individuals. Through the unstructured interviews the study identified the constructs such as work life conflict, children's education, dependents care, business income, respondents' well -being, hazards due to the business, working hours, business pressure, family support and work life satisfaction. Among these factors, work life conflict is highest inducing construct of work life balance and he suggested that the supportive family and subsidies from the government to eradicate the work life conflict and in turn to improve their work life balance.

Research Methodology

The researcher has used convenient sampling techniques to select the respondents and sample has been selected from the female respondents working in private schools in Chennai. The sample size of the study is 230, which has been selected out of the 15 private schools in Chennai region of Tamilnadu. The primary data has been collected by distributing the structured questionnaire to the respondents and the secondary data was gathered from various books, journals, magazines and websites. The statistical tool used for the study is factor analysis, which helps to identifying the factor affecting work life balance and factor rotation to find out the most prominent factors among them.The analysis is limited with reference to work life balance among female teachers in the area of Chennai alone. The variable identified for the study is only limited with work life balance and tools used for analysis has its own impact on the findings.

Objectives of the study:

- To examine the different work life balance factors that impact the performanceof female teachers working in private schools
- To study the dimensionof the variables that composes towards work life balance among female teachers

Analysis and Interpretation

Table No: 1
Reliability Statistics

Cronbach'sAlpha	Cronbach'sAlpha Based on Standardized Items	N of Items
.878	.878	26

A principal component analysis was conducted on the 26 items with using SPSS Software. The study confirmed the reliability and validity of measurement with the Cronbach alpha value and which is a positive acceptance to proceed with the research

work. The test results for Kaiser Meyer Olkin Measures of Sampling Adequacy and Bartlett's Test of Sphericity of the variable of Work life balance are shown below:

Table No: 2
KMO and Bartlett's Test

Kaiser-Meyer-OlkinMeasure of Sampling Adequacy.		.766
Bartlett's Test ofSphericity	Approx. Chi-Square	3052.465
	df	325
	Sig.	.000

The value for Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.766, which is more that 0.6 and the Bartlett's Test of Sphericity has 5% level of significance at less than 0.05. The research helps to identify the exact variables contributing more towards the determination of satisfaction of the respondents pertaining to quality of work life balance.

Determining the linear components within the data set is the initial process in factor analysis. The strong patterns in the data set are determined by the principal component analysis. In this study the extraction values are more than 0.5, which specifies the proportion of each variables variance.The initial value is 1 by definition and extraction values are more than .5 is usually accepted. The extraction of factors performed through Principal Component Analysis based on the order of influence, these factors are grouped further and presented in the following table.

Table No: 3
Communalities

	Initial	Extraction
Difficult to teach due to technical updating	1.000	.630
Depressed due to work	1.000	.677
Manage stress arising out of work	1.000	.540
Feasible working environment	1.000	.571
Convenient working hours	1.000	.659
More workload	1.000	.560
Flexible working hours	1.000	.601
Deadlines/schedules/assignments	1.000	.574
Unable to balance my work and family	1.000	.726
Too much travelling time	1.000	.681
Lack of financial benefits	1.000	.645
Lack of family/spouse support	1.000	.638
Convenience technical support for teaching	1.000	.705
Comfortable with work from home	1.000	.655
No work on holidays	1.000	.723
Liberation at work	1.000	.638
Safe and healthy work environment	1.000	.544
More accountability in family	1.000	.569
Unable to satisfy family members	1.000	.502
Managing the time is great problem	1.000	.629
Suitable performance appraisal system	1.000	.637

Opportunity for continued growth	1.000	.596
No conflicts at workplace	1.000	.667
More complications in online teaching methodology	1.000	.524
Negative attitude of supervisors/colleagues	1.000	.704
Lack of management support	1.000	.526

Extraction Method: Principal Component Analysis.

Table No: 4

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.765	22.174	22.174	5.765	22.174	22.174	2.708	10.415	10.415
2	2.426	9.332	31.507	2.426	9.332	31.507	2.480	9.539	19.954
3	2.173	8.356	39.863	2.173	8.356	39.863	2.399	9.228	29.182
4	1.701	6.543	46.406	1.701	6.543	46.406	2.390	9.193	38.374
5	1.583	6.090	52.496	1.583	6.090	52.496	2.369	9.110	47.485
6	1.293	4.975	57.470	1.293	4.975	57.470	2.178	8.379	55.863
7	1.165	4.481	61.951	1.165	4.481	61.951	1.583	6.088	61.951
8	.996	3.832	65.784						
9	.889	3.419	69.203						
10	.787	3.027	72.230						
11	.760	2.925	75.154						
12	.687	2.641	77.795						
13	.657	2.525	80.320						
14	.616	2.369	82.689						
15	.572	2.199	84.888						
16	.530	2.037	86.925						
17	.490	1.883	88.808						
18	.434	1.669	90.477						
19	.415	1.595	92.073						
20	.367	1.412	93.485						
21	.357	1.371	94.856						
22	.318	1.221	96.078						
23	.292	1.124	97.202						
24	.273	1.050	98.252						
25	.250	.961	99.213						
26	.205	.787	100.000						

Extraction Method: Principal Component Analysis.

The factors analysis results that totally 61.951 per cent of the cumulative variance of all the twenty-six variables and further these variables are reduced into five variables. The influence of each of these seven variables is 10.415, 9.954, 29.182, 38.374, 47.485, 55.863 and 61.951 respectively. The extraction method adopted is Principal component analysis and after performing the Varimax with Kaizer Normalization method, the twenty-nine variables admitted in to the study are grouped into five

variables after Varimax rotation converges at seven iterations. The results of the table expresses the respective grouping of the variables that belongs to each component. These variables are grouped and presented in the following table.

Table No: 5
Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
Convenience technical support for teaching	.734	.361	-.118	.127	.027	.058	-.045
Comfortable with work from home	.723	-.095	.180	.212	.104	.123	.140
No conflicts at workplace	.711	.315	.133	.094	-.069	.095	-.149
No work on holidays	.678	-.228	.288	.164	.211	-.069	.228
Too much travelling time	-.045	.732	.203	.082	.301	-.063	-.025
Lack of financial benefits	.137	.707	.161	.220	.053	.163	.149
Lack of family/spouse support	.181	.586	.175	.322	-.015	.211	.288
More accountability in family	.120	.441	.404	.265	.196	-.255	.153
Unable to satisfy family members	.242	.386	.022	.323	.164	-.350	.172
Negative attitude of supervisors/colleagues	.181	.040	.802	.023	.117	-.107	.019
Lack of management support	-.144	.117	.662	.202	-.103	.049	.017
More complications in online teaching methodology	.235	.306	.582	-.105	.081	-.016	-.136
Safe and healthy work environment	.310	.175	.533	.046	.283	-.094	.204
Suitable performance appraisal system	.038	.119	.000	.786	.005	.038	-.049
Managing the time is great problem	.119	.321	.095	.703	.007	.071	-.053
Liberation at work	.324	-.096	.250	.605	.194	-.056	.232
Opportunity for continued growth	.413	.218	-.036	.584	.013	.112	-.150
Deadlines/schedules/assignments	.087	.038	.026	.128	.739	-.001	-.039
Unable to balance my work and family	.135	.312	-.177	-.010	.712	-.123	.238
Flexible working hours	.016	.033	.297	-.127	.688	.148	-.002
More workload	-.027	.089	.087	.122	.628	.365	.028
Convenient working hours	.006	-.035	.055	.150	.103	.787	.039
Feasible working environment	.153	.098	-.230	-.051	-.034	.690	.073
Manage stress arising out of work	.061	.043	-.015	.025	.177	.675	.213
Difficult to teach due to technical updating	.063	.168	-.087	-.107	.162	.048	.742
Depressed due to work	-.032	.057	.150	.049	-.095	.337	.724

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 11 iterations.

As per the factor loading, the rotated component matrix indicates how each factor correlates with other factors. Seven components out of twenty six factors has been extracted by factor loading and the same has been labeled as follows:

First Component – explains " Job independence"
Second Component – explains " Family support"
Third Component – explains " Management support"
Forth Component – explains " Job environment"
Fifth Component – explains " Work pressure"
Sixth Component – explains "Work life satisfaction"
Seventh Component – explains " Technological influence"

The component job independence has a cluster of four factors, of which the convenience technical support for teaching has the highest loading of 0.734 and the factor no work on holidays has the lowest loading at 0.678. The component family support has a cluster of five factors and in that unable to satisfy family members has the lowest loading at 0.386. The component management support has four factors with negative attitude of colleagues has the highest loading at 0.802. The component job environment and work pressure has a cluster of four factors each with suitable performance has a highest factor loading at 0.786. The sixth component work life satisfaction has three factors of which convenient working hours has highest loading at 0.787 when compare to feasible working environment, which has 0.690 loading. The last component technological influence has two factors, of which depressed due to work has less factor loading at 0.724.

Suggestions and recommendations

Organizational culture plays a vital role in this regard. Work-life policy need to be developed by the organization in such a way that it should concentrate on both the individual respect and needs. Overworked employees have less time for family, friends and pursuing any personal interests. Overworking can result in burnouts, depression and even suicide. The irreconcilable pressure from the work and family circle leads to work family conflict, which might be the important source of stress among female teachers. A healthy work-life balance ensures a work atmosphere where people would willingly desire to work.They can facilitate work-life balance for their teachers through work-life programs and training. Flexible work selections and prioritizing the work helps the teacher to enhance proper balance between work and life. The employee's productivity, and the performanceare improved because of maintaining healthy work life balance, which is essential not only for health but also for relationships. This can be attained with the help of proper family support. Not only the members of the family to support but even the women make them to understand their condition clearly. The importantstrategy towards addressing any issue would be to do a self-assessment. As a teacher they should identify and must assess the various factors that cause stress and also their reactions to such situation. This will enable the teacher to understand her own self and they must be prepared to take up every challenge with a strong intellect, by understanding their full potential.Job independence plays a strong role in this concept. They must be aware of their strengths and weaknesses, making an effort to capitalize on their strengths and work on defecating their weaknesses. In order to achieve this, it is highly important to be mentally strong. For a woman to be mentally strong, she must keep herself updated and upgraded about the affairs of the world.Technological up gradation is necessity for a healthy mind that resides in a healthy body which will definitely be much more productive. Feeling good about oneself helps in resolving the various conflicts of life internally. Internal strength will reflect positively in the other areas of their lives.Physical activities like exercise, yoga, meditation, aerobics, etc., are important for a woman to keep healthy. The inability to detach work from home will tremendously increase the chances of burnout, so it is essential to encourage leaving work at work. Balancing the work life imbalances will not only beneficial to employees but also to their family members, friends and even employer.

CONCLUSION

To uphold work-life balance is ademanding task but still it is within one's scope. Together the organization and the individual have to work towards the well being of both. It is very important for institutions to understand the importance of the female teachers life balance with that of their work environment, which in turn will prospects both. It is very important to offerpleasant work atmosphere for the female teachers by providing all sorts of requirementsaccessible for the theirwellbeing.It is very difficult task for all the institutions to incorporate pleasant and pleasing work environment. Once such atmosphere is created that will definitely helps to perfectly balance their work with their life activity. Therefore, in order to achieve a work-life balance the identified components should be considered. When individuals struggle to maintain and satisfy the demands placed on them by both the work and family domains, an imbalance may occur. Management Support for work/life balance is crucial for an educational institution to succeed. Having just the policies is not enough. Regular employee surveys

can help to understand workers needs and design appropriate policies.

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