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A Study on Work-Life Balance of Married Female Teachers in Selected Private Schools with Reference to Hyderabad Region

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Abstract: ***Work-life balance has become a subject of concern for both research scholars and business leaders in view of contemporary demographic, strategies, factors associated with it. Having wok-life balance is the most challenging issue faced by employees now a days.***
The change in the pattern of work and the concept of the work place after the industrial revolution in the 2nd half of the 18th century gave a new dimension to the concept of WLB. With improved education and employment opportunities today, most homes are ones in which both parents work because of the necessity and the desire to augment incomes. Wok-life balance is about the interaction between paid work and other activities, including unpaid work in families, community, leisure and personal development.
This study analyzed the work-life balance of married female teachers in select private schools with reference to Hyderabad Region. Analysis of literature and available data suggest that focus on factors like child care, stress management, time management, health care which will show overall impact on women employees.
Keywords: Work life balance, Married female teachers, Schools, Hyderabad Region, stress management, time management

I. INTRODUCTION

Work-life balance refers to the level to which an employee experiences feeling fulfilled and having his or her needs met in both work and non-work aspects of life.

Through experiencing greater work-life balance, individuals details feeling better in general (e.g., greater job and life satisfaction) and tend to behave in favorable ways (e.g., lower turnover and absenteeism). Historically, the access of women in the workplace jump started research into how female employees could successfully care for families while working, but today work-life balance is discussed with respect to multiple affected groups (e.g., men, single parents).

In the modern era of technology and convenience, organizations have begun to provide their employees with helpful ways to balance their work and non-work roles through benefits like flexible work hours, telecommuting, and so on. However, offering these benefits are not enough; the organization and management must stand behind its promotion of healthy work-life balance for employees by creating a culture as such and designing policies that support this initiative. Otherwise, Women employees feel pressure to continuously work, which can affect their performance. Results indicate that in general many people report experiencing poor work-life balance but not for lack of wanting it; therefore, employers and employees alike should consider what is most important for achieving this healthy balance. Employees having work-life balance feel their lives are fulfilled with both inside and outside of work and they experience minimal conflict between work and non-work roles. Those who achieve work-life balance tend to have higher levels of satisfaction with their jobs and life in general, as well as lower levels of stress and depression. From an employer's viewpoint, encouraging work-life balance may attract new hires, help reduce turnover and absenteeism, and increase the chances of employees voluntarily engaging in "pro-social" behaviors that rise above and beyond their job requirements. Nevertheless, findings are mixed with respect to effects of employee work-life balance on the organization's bottom line.

A. Objectives

1) To assess the personal profile and its influence on various dimensions of work-life balance.
2) To understand the various factors affecting work-life balance of married female teachers in private schools.
3) To know the various strategies adopted to improve work-life balance.
4) To know the various stress busters chosen by women teachers at work and home for stress management.

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B. Limitations of The Study

1) The undertaken research is only related to work-life balance issues of married female teachers of private schools in Hyderabad region.
2) Only 20 private schools have been undertaken for the study.
3) The results of the data collected may have been limited due to responses bias.
4) Some women teachers are not willing to disclose their personal or family matters.

C. Research Methodology

The design proposed for research is descriptive type for the study. This type of research deals with quality of responses from the respondent's attitudes, interests, experiences, behavioral, emotions, personality, and self concept. The study was made on sample size of 100 respondents in selected private schools of Hyderabad region.

1) Primary data was collected by questionnaire survey method.
2) Secondary data was collected from journals and articles available on the internet.

II. REVIEW OF LITERATURE

A. Work-Life Balance

The literature on Work-life balance with different prospective are studied which is available, in recent years, there has been an increased interest in work family interface, especially regarding the sources and outcomes of conflict. A number of studies have focused on this issue from different perspectives.

1) Meenakshi and Ravichandran (2012) highlighted problems faced by women teachers in achieving work-life balance and suggested ways which would benefit both individual and the organization. Study also revealed that women teachers knew the importance of work-life balance and they tried to reach it by scheduling their activities by proper time management.
2) Shanthi and Sunder (2012) examined work-life balance of women teachers in some of the schools. Study measured the overall work-life balance of women teachers.
3) Devi and Pandyan (2011) have studied the problems faced by the women teachers to maintain work-life balance and founded that there was no separate policy for work-life balance in their school and most of them were doing school work at home.
4) Murthy M. and Shastri S. (2015) observed various issues in Work Life Balance of Parents in the paper titled "A Qualitative Study on Work Life Balance of Employees working in private sector", issues like showing work frustration on children, Need more time for children Need more time of spouse, not able to give time to spouse. Doubtful about how good they are in the roles that they play at home... eg. as a mother or as a daughter in law.
5) Goyal and Arora (2012) analyzed the impact of work pressure on family life and the expectations of family on the work commitments on 120 teachers of different educational institutions. The study revealed that factors like family commitments, health issues, negative attitude of family, long working hours, meetings, work load created an imbalance in their personal and professional lives.
6) Meharaj A. (2015) in the paper titled "Work-Life Balance of Faculty Members in Autonomous Colleges" represented Teaching is a very demanding job with a high level of responsibility. Working hard and achieving is an important factor in maximizing personal fulfillment. Excessive workload can lead to dangerous levels of stress, which in turn can adversely affect professional judgment and students care. Work- life balance is equilibrium between the needs of the college and the needs of faculty members. Autonomous colleges operate on flexibility and goodwill. Faculty members are regularly performing additional duties or work late for the benefit of the students and the college.
7) Singh S. (2013) have mentioned role stress theory in his paper titled "Work- Life Balance: A Literature Review" wherein the negative side of the work and family interaction has been put under the spotlight. Recently, the emphasis has shifted towards the investigation of the positive interaction between work and family roles and roles outside work and family.
8) Nayeem A., Tripathy M (2012) mentioned in the paper titled "Work-Life Balance among Teachers of Technical Institutions" that teaching is reported to have positive and negative experiences about work- life. This paper has examined the relationship of job satisfaction with Work- life Balance and burnout levels of teachers. One of the key findings of this paper is that Work- life Balance is a major contributor toward Job satisfaction.
9) K.Santhana Lakshmi et al, (March 2013) have examined that the Educational institutions should focus on the Work Life Balance related issues among their staff, specifically women staff and take a holistic approach to design and implement the policies to support the teaching staff to balance their work and family life.

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III. INDUSTRY PROFILE AND COMPANY PROFILE

In India education is provided by public schools (controlled and funded by three levels: central, state and local) and private schools. The ratio of public schools to private schools in India is 7:5[approx]. India's education system is often cited as one of the main contributors to its economic development. At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Although there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate and all other aspects of operation. Hence, the differentiation of private schools and government schools can be misleading. India had over 900 universities and 40,000 colleges (in January 2019). In India's education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Tribes, Scheduled Castes and Other Backward Classes.

A. Levels of schooling

1) *Pre-Primary Education:* The pre-primary stage of education is the foundation of children's skills, knowledge and behavior. On completion of pre-primary education, the children are promoted to the primary stage.
2) *Play Group (Pre-Nursery):* At play schools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like eating food themselves, dressing up, and maintaining cleanliness. The age limit for admission into pre-nursery is 2-3 years.
3) *Nursery:* Nursery level includes activities which help children unfold their talents, thus enabling them to sharpen their mental and physical abilities. The age limit for admission into nursery is 3-4 years.
4) *LKG:* This level is also called the Junior Kindergarten (Jr. kg) stage. The age limit for admission into LKG is 4-5 years.
5) *UKG:* This level is also called the Senior Kindergarten (Sr. kg) stage. The age limit for admission into UKG is 5-6 years.

B. Primary Education

The primary education in India is divided into two parts, namely Lower Primary and Upper Primary. The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old.

C. Secondary Education

Secondary stage of education covers children aged 14 to 18, a group comprising 8.85 crore children according to the 2001 Census of India. The final two years of secondary education is called Higher Secondary (HS), Senior Secondary, or "+2" stage.

D. Types of Schools

1) *Government Schools:* Majority of the students study in the government schools where poor and vulnerable students study for free until the age of 14.
2) *Government Aided Private Schools:* These schools are usually run by charitable trust that receives partial funding from the government.

E. Private Schools (Unaided)

According to current estimate, 29% of Indian children are educated from private schools. More than 50% children are educated from private schools in urban areas. Most of the middle-class families send their children to private schools. At such schools, the medium of education is English, Hindi and/or the state's official language is also taught as a compulsory subject.

According to some research, private schools often provide superior results at a unit cost of government schools. The reason being high aims and better vision. However, some others have suggested that private schools fail to provide education to the poorest families. In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as general knowledge, sports, music, science fairs and drama. The pupil teacher ratios are better in private schools (1:31 to 1:37 for government schools) and more teachers in private schools are female.

F. International Schools

The International Schools Consultancy (ISC) listed India as having 410 international schools. ISC is defined an 'international school' in the following terms "ISC is an international school if the school delivers a curriculum to any combination of pre-school, primary or secondary schools students, wholly or partly in English or outside an English-speaking country.

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IV. DATA ANALYSYS AND INTERPRETATION

A. *Q 1. Age group of teachers (in years)*

Option	Age (in years)	No. of respondents
A	25 - 30	28
B	31 – 35	41
C	36 – 40	17
D	41 – 45	03
E	46 – 50	07
F	51 - 55	04

Table 1: Age group of teachers (in years)

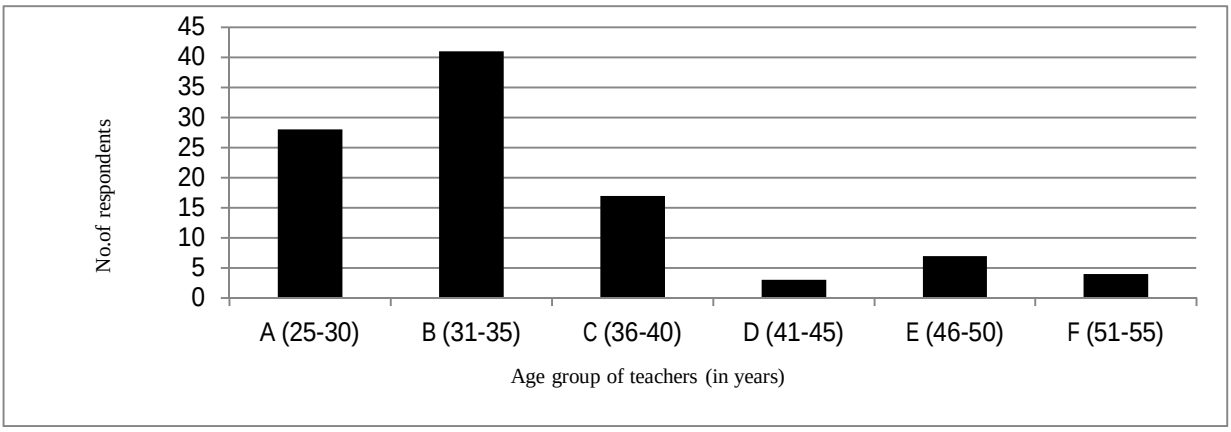

Figure 1: Graphical representation of age group of teachers

1) Interpretation: 41 respondents are in 31 – 35 whereas 28 respondents are in 25 – 30 and we can see that 7 respondents are in age group of 46 – 50, 4 respondents are in age group of and 51 – 55 and only 3 respondents are in age group of 41 – 45. We observe that most of the respondents are of age group 31 – 35 and 25 – 30 which signifies that many of the teachers join private schools at a young age. We can also see that least number of respondents are of age group 41 – 45, 46 – 50 and 51 – 55 which shows that number of respondents is decreasing as the age group is increasing. From the above analysis, we find that the private schools prefer to engage a younger age group as their work force.

B. *Q 2.Type of family*

Option	Type of family	No. of respondents
A	Nuclear	72
B	Joint	28

Table 2: Type of family

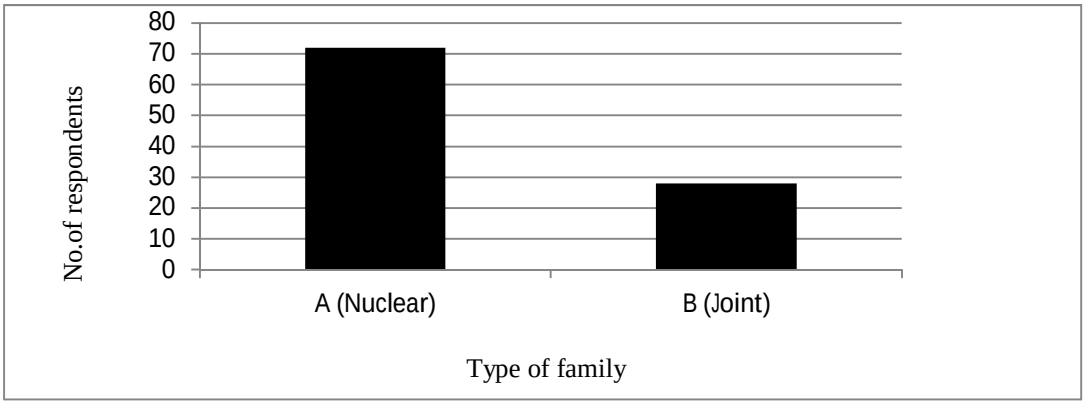

Figure 2: Graphical representation of type of family

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1) *Interpretation:* 72 respondents are from nuclear family and 28 respondents are from joint family. We observe that the majority of the respondents are from Nuclear family than those from joint family. From the above analysis we understand that the work-life balance is crucial to the respondents because female teachers struggling hard to balance their work-life as they are from nuclear families and they don't have any one to support them in their domestic activities.

C. Q 3.No.of children

Option	**No. of children**	**No. of respondents**
A	1	28
B	2	55
C	3	17

Table 3: No. of children

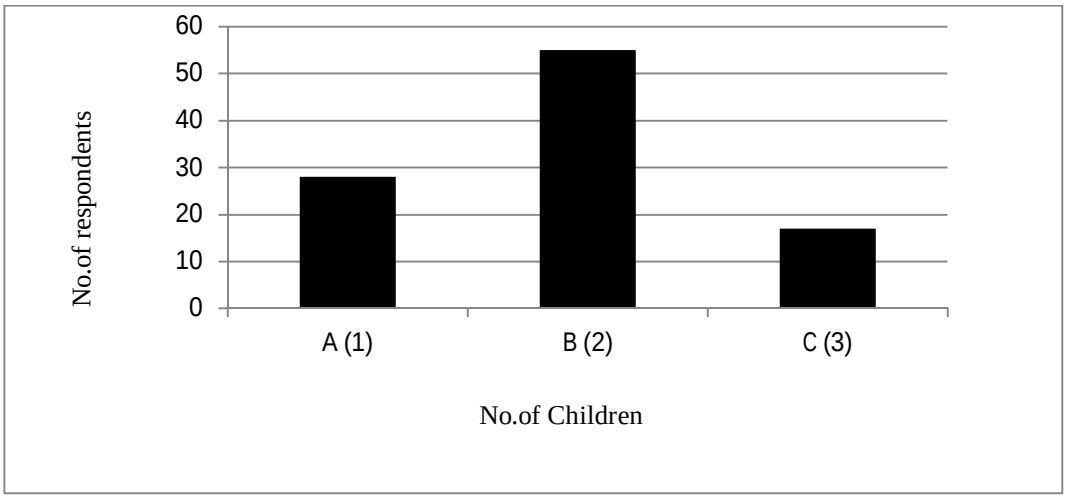

Figure 3: Graphical representation of no.of children.

1) *Interpretation:* 55 respondents are having 2 children whereas 28 respondents are having 1 child and only 17 respondents are having 3 children. We observe highest number of respondents are having 2 children and least number of respondents are having 3 children. From the above analysis we understand that majority of the respondents are having 1 or 2 children and as they are of small age (1 – 10 years) and live in nuclear family will have massive responsibilities at home and work place will have to strive harder to balance their work and life.

D. Q 4.Age of the children (in years)

Option	Age of the children (in years)	No. of respondents
A	< 5	21
B	6 - 10	25
C	11 - 15	21
D	> 15	22
AB	< 5 & 6 - 10	06
BC	6 – 10 & 11 - 15	02
BD	6 – 10 & > 15	01
CD	11 – 15 & > 15	02

Table 4: Age of the children (in years)

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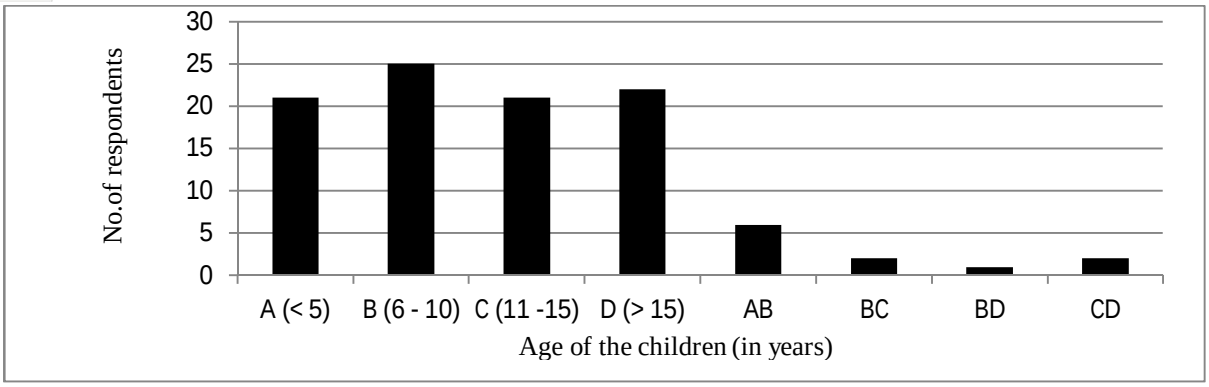

Figure 4: Graphical representation of age of the children (in years)

1) *Interpretation:* 25 respondents are having children of age group 6 – 10 and 22 respondents are having children of age group more than 15 whereas 21 respondents having children of age group less than 5 and 11 - 15 and only 1 or 2 respondents are having children of age group 6 – 10, 11 -15 and greater than 15. From the above analysis we find that most of the respondents having children of small age group < 5 and 6 – 10 have to strive hard to balance their work life than those respondents who are having children of age group 11 – 15 and > 15. Because they have to spend more time in taking care of small children than those of grown up children.

E. Q 5. Distance travelling to school (in Kms.)

Option	Distance (in Kms.)	No. of respondents
A	1 – 5	74
B	5 – 10	23
C	11 – 15	02
D	15 – 20	01
E	> 25	0

Table 5: Distance travelling to school (in Kms.)

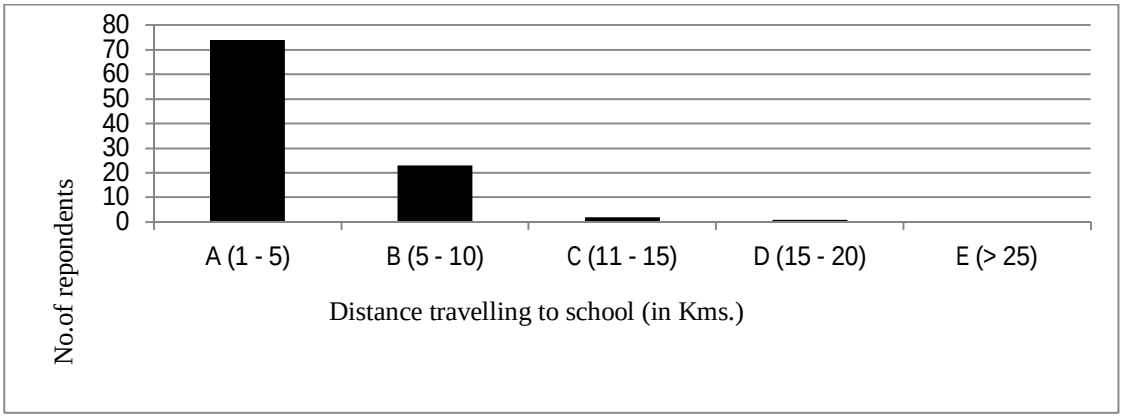

Figure 5: Graphical representation of distance travelling to school (in Kms.)

1) *Interpretation:* 74 respondents are travelling 1 – 5 Kms to school while 23 of them are travelling 5 – 10 Kms and only 1 or 2 respondents are travelling 15 – 20 Kms of distance to school. We observe more number of respondents are having less distance travelling to school. From the above analysis we find that working females are very much concern for the distance between home and school as they don't want to waste time in travelling and if they travel long distance they feel exhausted after coming from school and gets hard to look after their kids and other household activities.

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F. Q 6.Mode of transit.

Option	Transport through	No. of respondents
A	School transport	13
B	Public transport	14
C	Private transport	11
D	By own vehicle	24
E	Drop by husband	35
BC	Public transport & Private transport	01
DE	By own vehicle & Drop by husband	02

Table 6: Mode of transit

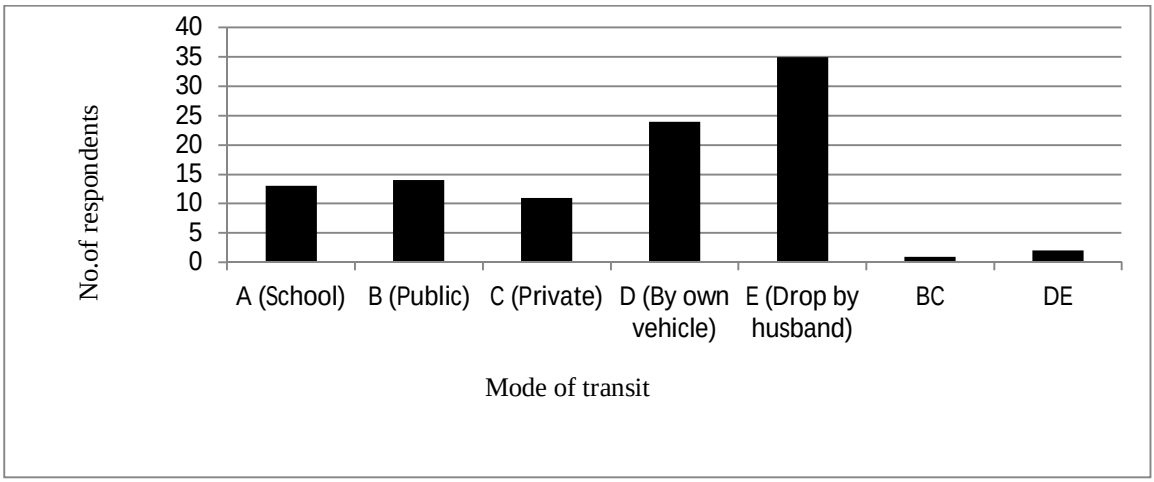

Figure 6: Graphical representation of mode of transit

1) Interpretation: 35 respondents are dropped by husband. 24 respondents travel to school by own vehicle and 13 or 14 respondents take through school or public transport and only 1 or 2 respondents are using public, private, by own vehicle and drop by husband. We observe that many respondents are taking their spouse support for mode of transport or by own vehicle and very few respondents use public or private transport. From the above analysis we find that private school teachers have the option to choose the school nearby their residence which makes their travel easy and saves their time.

G. Q 7.No.of subjects handled by the teachers.

Option	No. of subjects	No. of respondents
A	1	30
B	2	14
C	3	33
D	4	10
E	5	13

Table 7: No.of subjects handled by the teachers

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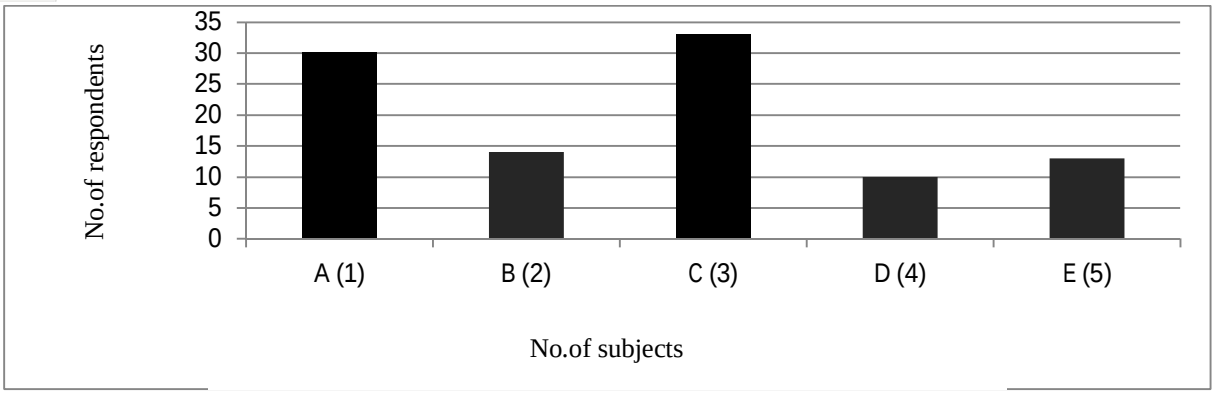

Figure 7: Graphical representation of the no.of subjects handled by the teachers

1) *Interpretation:* 33 respondents are handling 3 subjects. 30 respondents are handling 1 subject and only 10 respondents are handling 4 subjects. We observe most of the respondents generally handle 3 subjects and least number of respondents handle 4 subjects. From the above analysis many school teachers are handling only few subjects because they are not confined to just teaching the students. It involves a continuous process of making lesson plans, tests, correction of answer sheets, evaluations, exams and sometimes the schools organize study camps where teachers have to monitor the students continuously.

H. Q 8.Domestic activities performed by teachers at home.

Option	Domestic activities	No. of respondents
A	Take care of child	38
B	Cook for dinner	28
C	Completion of carried work from school	02
D	Care of spouse and relatives	10
E	Religious and social commitments	06
AB	A & B	09
ABE	A, B & E	02
ABD	A, B & D	02
ABC	A, B & C	01
BD	B & D	01
BE	B & E	01

Table 8: Domestic activities performed by teachers at home

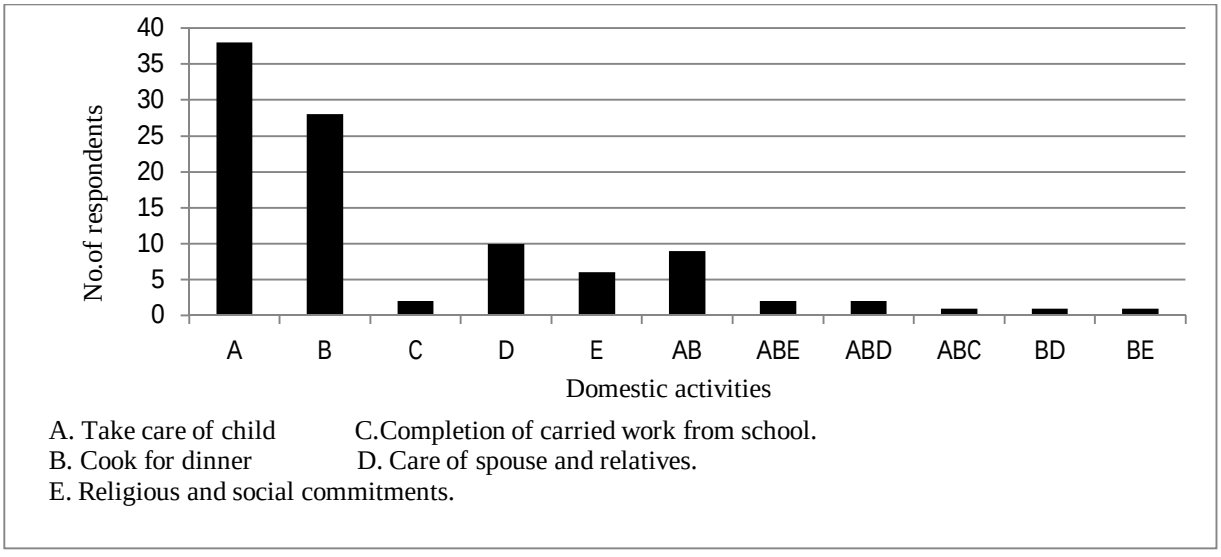

Figure 8: Grapical representation of domestic activities performed by teachers at home.

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1) *Interpretation:* 38 respondents are spending their life to take care of child once they reach home.28 respondents cook for dinner and only 1 to 10 respondents spend their time on other activities. From the above analysis we understand that highest number of respondents are spending their time to take care of child and cook for dinner and we observe that least number of respondents complete their carried work from school and least number of respondents are involved in other domestic activities. It is clear that as the respondents are from Nuclear families and having children of small age group i.e., less than 5 and 6 to 10 it is very important for every woman to take care of their children and cook for dinner.

I. *Q 9.Child care facilities at home.*

Option	Child care facilities	No. of respondents
A	Yes	39
B	No	61

Table 9: Child care facilities at home

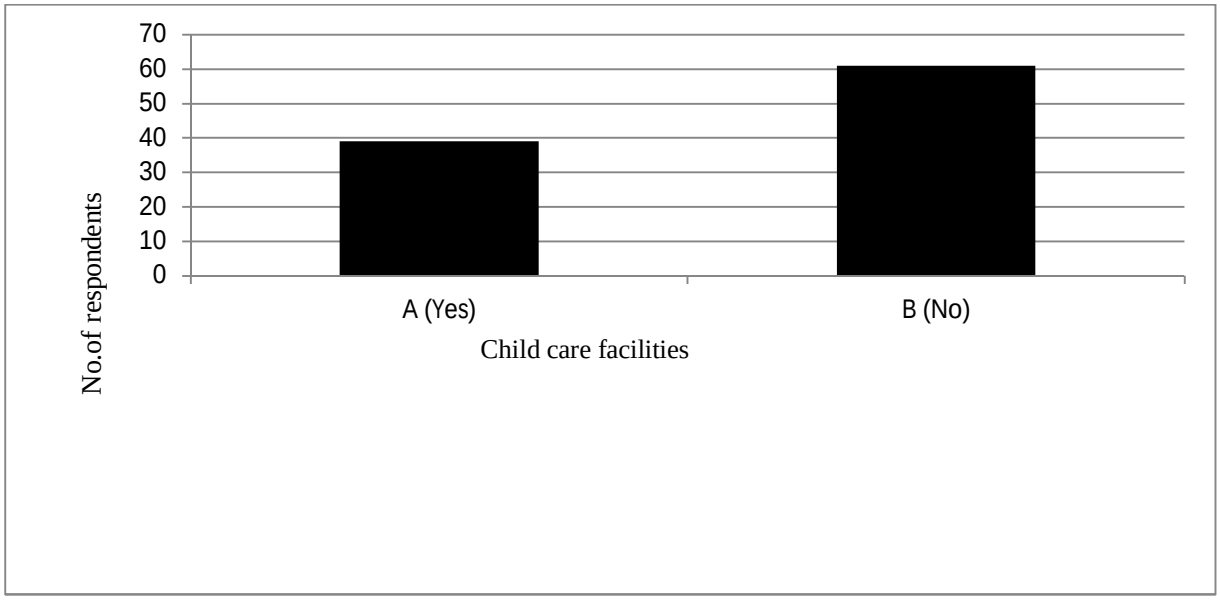

Figure 9: Graphical representation of child care facilities at home.

1) *Interpretation:* 61 respondents say that they are not having any one to take care of children at home. Only 39 respondents are having someone to take care of their children at home. We find that maximum respondents are of age 31 to 35 years, their kids are of small age group < 5 to 10 years are dependent. Teachers take help from day care centers or crèche. Sometimes they have to take support of their neighbors. From the above analysis we find that respondents are planning someone like their parents or guardians to take child care responsibility when they go to school.

J. *Q 10 .Support of spouse.*

Option	Support of spouse	No. of respondents
A	Always	14
B	Sometimes	66
C	Never	16
D	Not applicable	04

Table 10: Support of spouse

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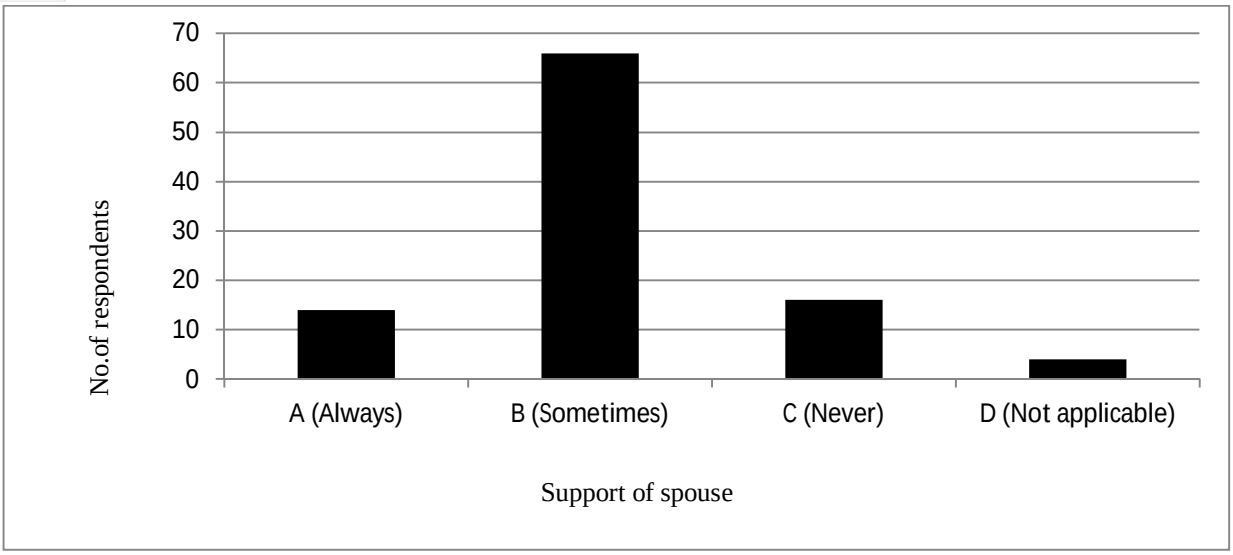

Figure 10: Graphical representation of support of spouse.

1) *Interpretation:* 66 respondents sometimes take their spouse support, 16 respondents never take their spouse support. 14 respondents always need their support and only 4 respondents say that it is not applicable to them. We observe most of the respondents sometimes take their spouse support in managing domestic activities at home. From the above analysis we can interpret that married female teachers need strong household work support. The study reveals that husband understands the dual responsibility, difficulties faced by their wives and teachers agree that their husband help in household work. This gives them motivation to work and mental peace.

K. *Q 11.Events at work and home affect personal life.*

Option	Events affect personal life	No. of respondents
A	On a daily basis	06
B	On a weekly basis	27
C	On a monthly basis	39
D	On a yearly basis	17
E	Never	11

Table 11: Events at work and home affect personal life

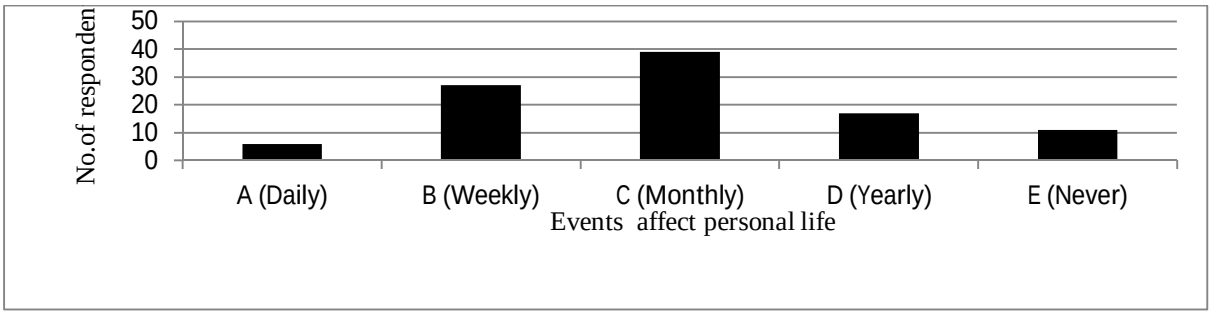

Figure 11: Graphical representation of events at work and home affect personal life.

1) *Interpretation:* 39 respondents feel that events at work and home affect their personal life on a monthly basis. 27 respondents feel that events affect on weekly basis and only 6 respondents feel that these events affect on a daily basis. We observe that highest number of respondents feel that events at work and home affect their personal life on monthly basis rather than daily basis. From the above analysis we find that maximum respondents are able to attend their family gathering as well as office gathering at least in a month. Some of the respondents are not interested in attending events at work or home.

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L. Q 12. Stress busters at work place.

Option	Stress busters	No. of respondents
A	Yoga	11
B	Reading books	30
C	Entertainment	56
AC	A & C	1
BC	B & C	2

Table 12: Stress busters at work place

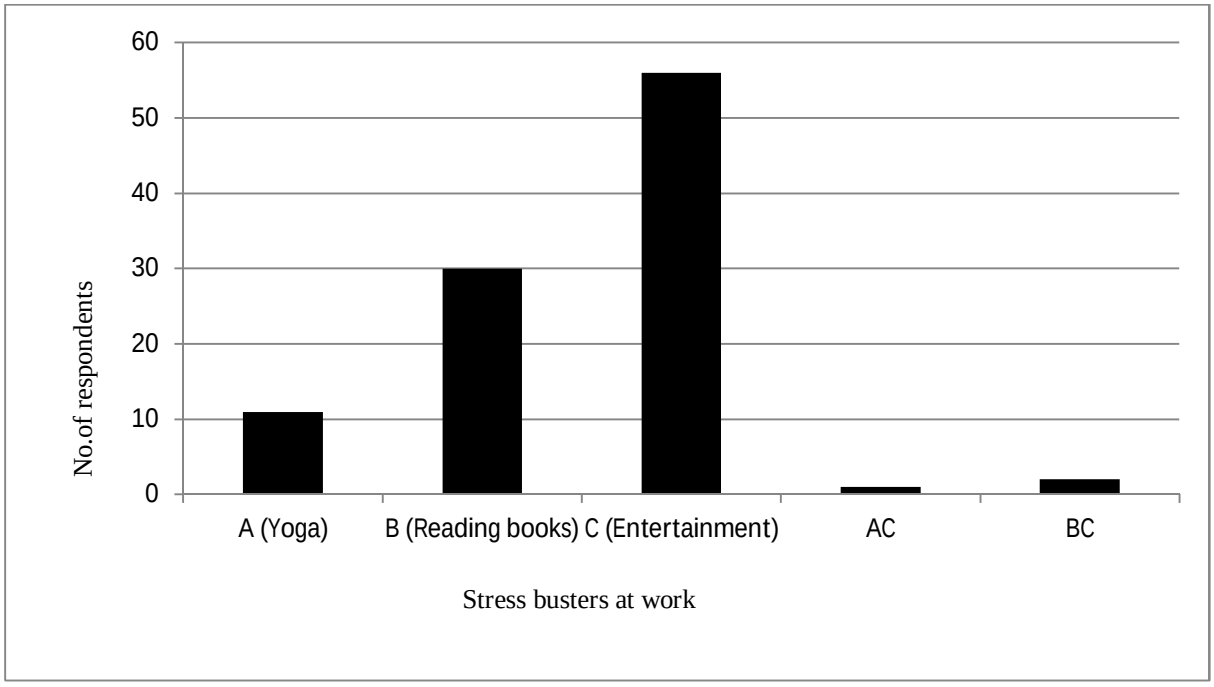

Figure 12: Graphical representation of stress busters at work place.

1) Interpretation: 30 respondents manage their stress by reading books 1 or 2 respondents manage by yoga and entertainment. We observe that so many respondents manage their stress by entertainment than those by yoga and reading books. From the above analysis we understand that as the respondents are working hard from morning to evening, they feel that they need some entertainments to manage their stress arising from work. Reading some interesting books may shift concentration from stressful work environment.

M. Q 13.Stress busters at home.

Option	Stress busters	No. of respondents
A	Planning time efficiently	32
B	Taking your parents support	19
C	Appointing servant for household work	13
D	Spend quality time with family	30
AB	A & B	3
AD	A & D	3

Table 13: Stress busters at home

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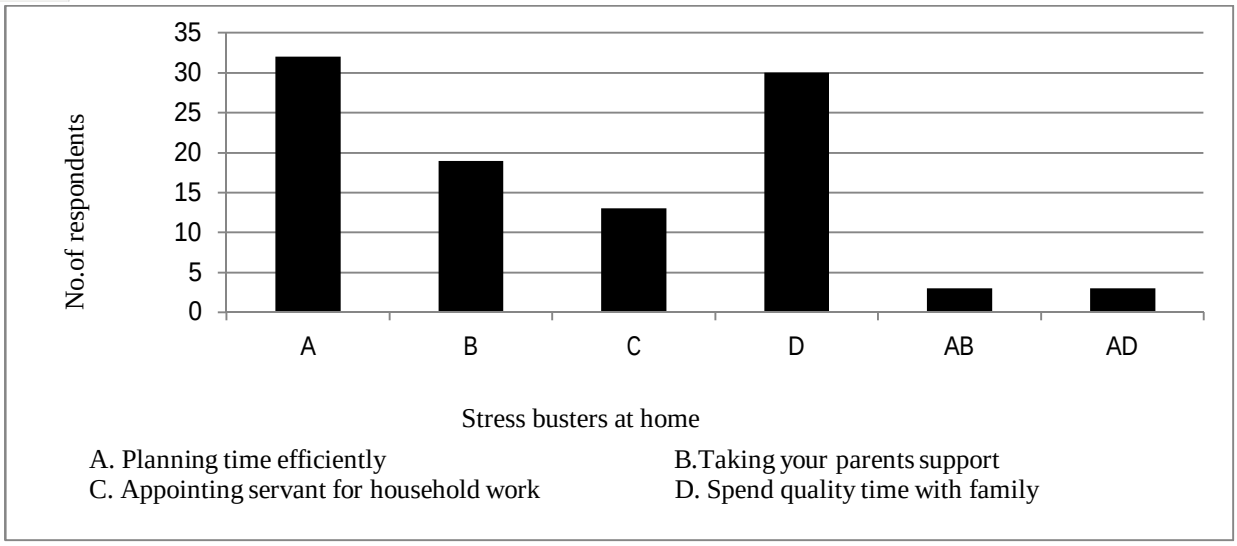

Figure 13: Graphical representation of stress busters at home.

1) *Interpretation:* 30 respondents manage stress by spending their quality time with family and only 6 respondents manage stress by planning time efficiently and taking parents support. We observe that highest number of respondents manage stress arising at home by planning time efficiently and only least respondents take their parents support and spend quality time with family. From the above analysis we identify that to avoid stress at home, time management plays an important role. It was found that to reduce the stress some of the respondents take their parents support and are dependent on servants to get household work done.

N. Q 14. Stress related diseases.

Option	Stress related diseases	No. of respondents
A	Hypertension	5
B	Obesity	3
C	Diabetes	6
D	Frequent headaches	50
E	Others	26
AB	A & B	2
AC	A & C	1
BD	B & D	1
DE	D & E	6

Table 14: Stress related diseases

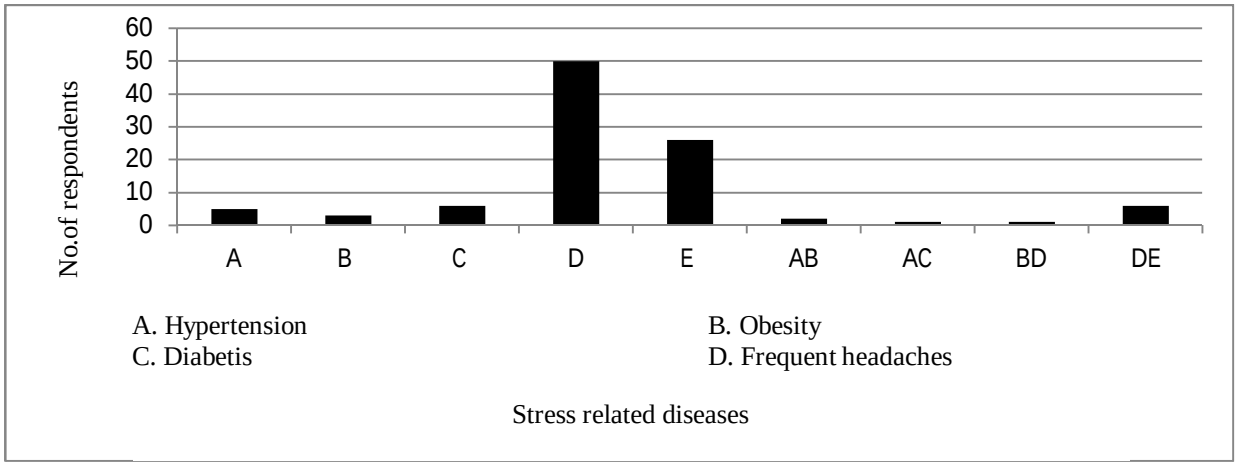

Figure 14: Graphical representation of stress related diseases4

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1) *Interpretation:* 50 respondents are suffering from frequent headaches and 26 respondents are suffering from other diseases and only 1 – 6 respondents are suffering from hypertension, diabetes, obesity and frequent headaches. We observe many of the respondents suffer from frequent headaches because of stress and only few respondents suffering from other stress related diseases. From the above analysis it is evidently clear that majority of the respondents are stressed and take leaves mostly due to stress related diseases and therefore we can relate stress to be one of the main causes of imbalance of work and life activities of the respondents.

O. Q 15. Work-life is balanced.

Option	Work life is balanced	No. of respondents
A	Yes	94
B	No	6

Table 15: Work-life is balanced

Figure 15: Graphical representation of work-life is balanced

1) *Interpretation:* 94 respondents feel that they are able to balance their work life and only 6 respondents feel that they are unable to balance their work-life. We observe that high number of respondents are balancing their work life and only few of them are unable to balance their work-life. From the above analysis we identify that more number of respondents feel that they are satisfied with their professional and personal life. Because female teachers have learn to manage their time efficiently. Further the research reveal that married female teachers decides their priorities and accordingly they manage their time at home and school.

P. Q 16. Factors affecting WLB will show impact on well being of employees.

Option	Factors affect well being	No. of respondents
A	Strongly agree	21
B	Agree	44
C	Disagree	24
D	Strongly disagree	11

Table 16: Factors affecting WLB will show impact on well being of employees.

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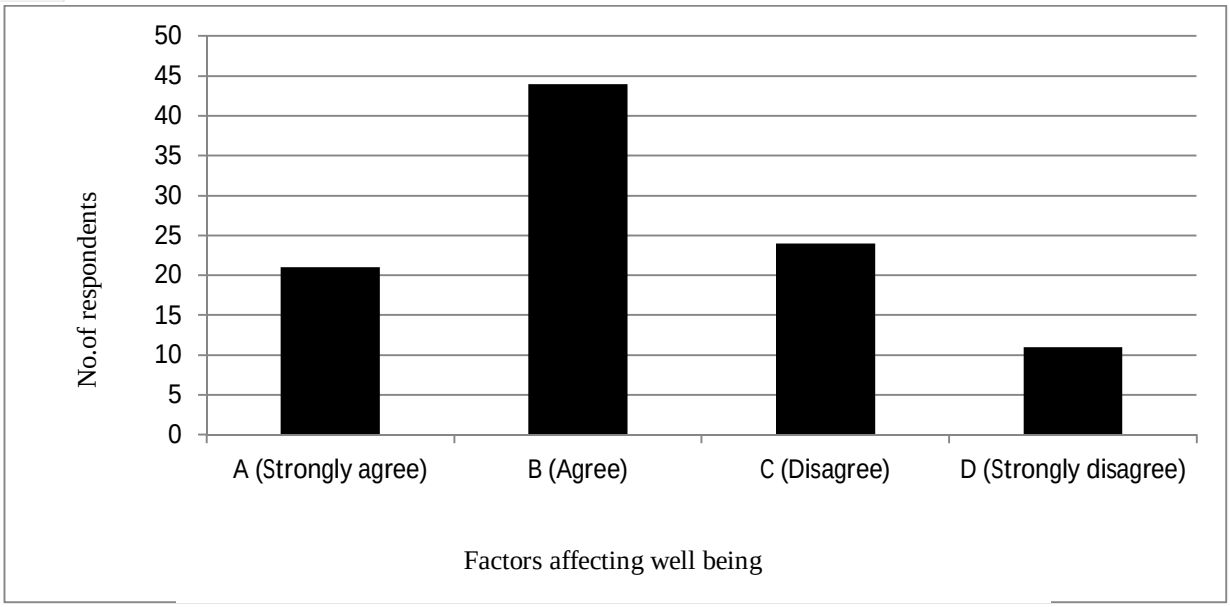

Figure 16:Graphical representation of factors affecting WLB will show impact on well being of employees.

1) *Interpretation:* 44 respondents agree to the statement while 24 disagree and 21 strongly agree to the statement while only 11 respondents strongly disagree to the statement. We observe that more number of respondents agree to the given statement and only less number of respondents strongly disagree to the statement. From the above analysis we interpret that factors like child care, events at work and home, stress management, time management, health care will show overall impact on well being of employees.

V. FINDINGS

A. Most of the respondents are middle aged women from nuclear families having 1 or 2 children of small age group 1 - 6 years.
B. Respondents don't want to waste time in travelling and if they travel long distance they feel exhausted after coming school so most of them have chosen schools nearer to their residence.
C. Women teachers adopting various strategies like planning child care facilities, taking spouse support, attending events at work and home on their interest.
D. Time management and Stress management are the strategies adopted by women teachers that play an important role in work-life balance.
E. Most of the respondents manage their stress at work by reading books and through other entertainment modes.
F. Most of them manage stress at home by planning time efficiently, taking parents support and spending quality time with family.
G. Many of the respondents feel that they are balancing work life but some of them agree that factors affecting work life balance will show impact on well being of employees.

VI. SUGGESTIONS

A. The female teachers have to plan, prioritize and schedule their work and life obligations in order to improve their WLB.
B. They may be involved in recreation activities by focusing on their hobbies, learning skills etc that will help them to relieve the stress.
C. Women teachers should be realistic about their strengths and weaknesses and adopt a balanced outlook towards work and life by managing their time and prioritizing wherever required.
D. If the personal and professional lives of female teachers are balanced they can devote more time to their child care and can focus on their upbringing.
E. Balance should be established between work load distribution, extracurricular activities and leisure time so as to achieve academic excellence.
F. Schools should consider child supervision to be better regulated than teaching staff members do.
G. The teachers should make time for work as well as life in equal proportions to find the optimum level of work-life balance.
H. Awareness and training programs can be arranged to create awareness among the family members, spouse and children.

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VII. RECOMMENDATIONS FOR FURTHER RESEARCH

The sample population consists of 100 respondents of private schools with reference to Hyderabad region only. Further research on a larger sample population is recommended.

The research was conducted amongst married female teachers in private school only. Future research is recommended in Government schools and other educational institutions. It is recommended to conduct further research on male married teachers to compare and relate differences in work-life balance.

VIII. CONCLUSION

To achieve work life balance every woman should set the goal and excel both in career and family some of the strategies and skills at work such as planning and setting limits can be used at home and work place for accomplishing a satisfying and fulfilling well balanced life both professionally, personally and financially to satisfy the family needs. Married female teachers are good time managers but still have a big responsibility to care of their children and manage domestic and professional activities at work place. Finally, we can conclude that planning time efficiently helps in balancing work life and to avoid stress to improve well being of employees.

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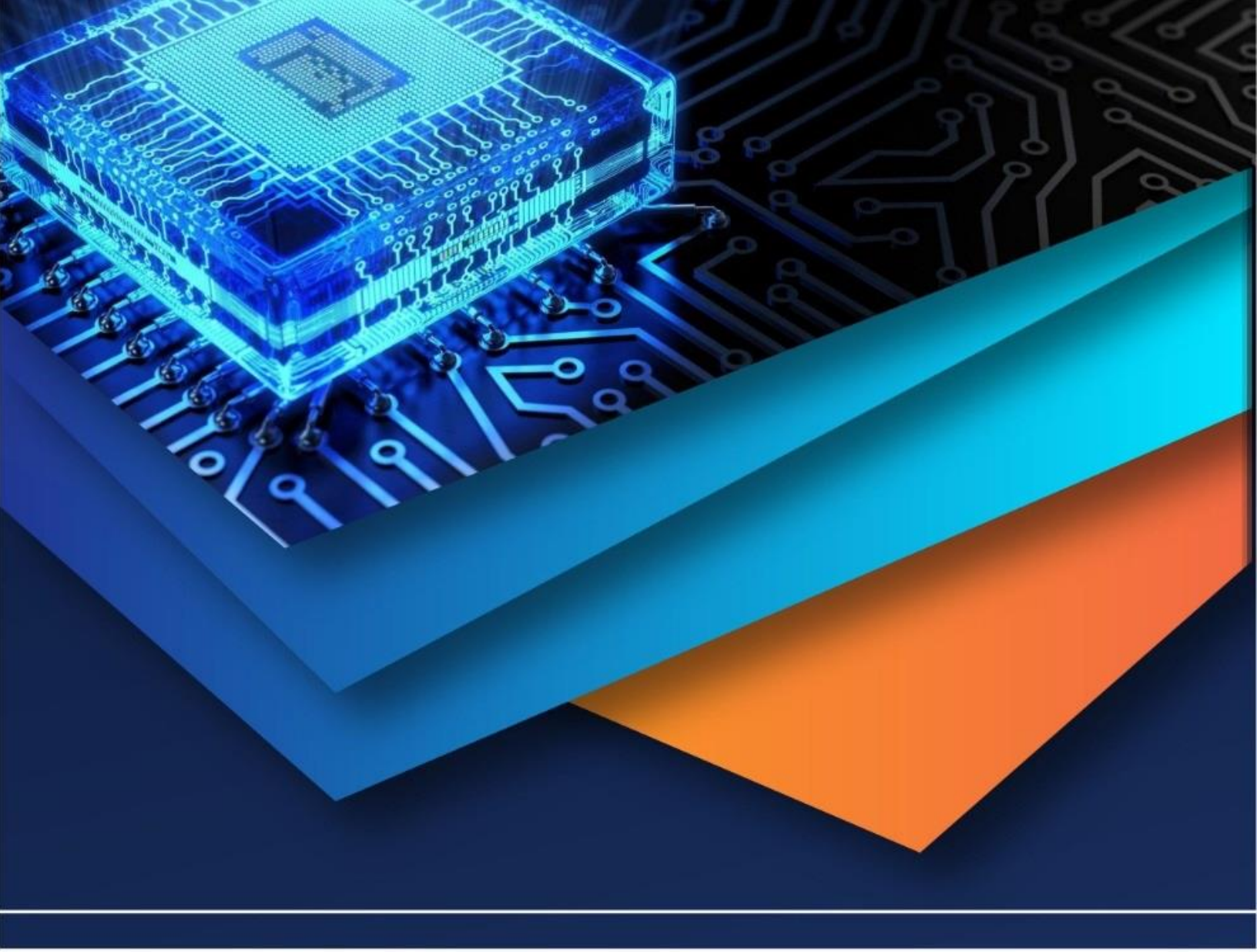

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