ABSTRACT

Researchers and experts have focused on difficulty that working women face in balancing office work and household work to achieve some degree of "work-life balance" in today's organizations. This research focuses on the problem of work-life balance and how it affects women employed as teaching professionals. It is an attempt to identify whether it is as easy as it is assumed for women to balance between work and life in the so-called conventionally suitable profession called “teaching”. It also enumerates some solutions to arrive at a more equitable work-life balance.

Keywords: Stress; Teaching Professionals; Work-Life Balance

INTRODUCTION

The teaching faculty members are the facilitators for knowledge and skill through interactive learning methods in management education. Fast changing educational process in the present century has influenced the role of teaching professionals, their responsibilities and teaching activities at management institutes. As a result, they may face “stress in their day to day life through common work and non work stressors, ultimately lowering down their psychological well being. Along with teaching, a faculty member has to perform varied other duties such as doing administrative jobs, attending faculty meetings, advising students, guiding project work, internship, summer placement of students, conducting exams, doing assessment and undergoing faculty advancement schemes. In present times, young teaching professionals are increasingly confronted with a problem of conflict between work role and an equally demanding role at home.

Teaching Profession: A Cake-Walk or a Rope Walk?

Considering the traditionally accepted role of a “caretaker” or a “mother figure” and naturally gifted with talents of empathy and patience, women are considered to be suitable for teaching. Coupled with the convenient timings, minimal power and politics and respectable position, academics seems to be the perfect career option for women. But, is the picture really as rosy as it seems? Teaching is a profession that one could spend virtually hours upon hours working at every day, all day long – 365 days a year and still never be truly finished off. Teachers soon realize that there is always something that needs to be done: Students need enrichment, others need remedial assistance, answer sheets have to be checked, students have to be prepared for various competitions and so on and so forth….Add to this the ‘last minute changes in routine’, “difficult-to deal” with the youth of today, inadequate resources, and loads of non-academic “frill” responsibilities given to teaching faculties, and you have the recipe for a very tiring and demanding life. In the words of Doug, McAvoy, General Secretary of National Union of Teachers, '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.
STATEMENT OF PROBLEM

In order to understand the reciprocal relationship between the three variables namely Stress- effects, roles stressors and job satisfaction, this study was planned. The problem was stated as “A critical analysis of stress faced by teaching professionals at Arts and Science College in Coimbatore”

SIGNIFICANCE OF THE STUDY

Teaching faculty members may experience role stress because of multiple roles they play in society. The conflict between work and family demands may all put a strain on the teaching faculty members. The proposed study would be useful and socially relevant to the present problem of work and family role balance and the stresses arising therein.

REVIEW OF LITERATURE

Artemis Chang, Paula McDonald and Pauline Burton (2010), The way individuals balance their work and non-work lives is an area of academic enquiry that has received increasing scrutiny over the past two decades. Theoretical orientations and the operationalization of their related constructs in empirical research have evolved and developed in response to, or at least in parallel with, the progressively higher profile of work-life balance issues and concerns in the media, the rhetoric of political and business leaders, and organizational policy and human resource priorities.

R. Baral & S. Bhargava, (2011), Family-friendlyness of employers in India have been reflected in various welfare provisions which has been a matter of concern for employers since industrialization. With time, the scope and coverage of such initiatives have broadened and have become more individual growth and family well-being oriented. However, these policies and practices are more prominent in new economy organisations such as software and services organisations.

A big section of research focuses on the implications of work-life imbalance or measuring the detrimental impact of work life imbalance on various aspects such as job satisfaction, burnout (Y. P. S. Kanwar, A. K. Singh & A. D. Kodwani, 2009), Organizational commitment (T. G. Vijaya; R. Hemamalini, 2012), health issues (Smita R. Chavan & Balkrushna Potdar, 2011) etc. However, very few studies have focuses on the work life balance issues in the teaching profession.

OBJECTIVES

1. To identify the stress experienced by Women faculty members
2. To know the causes of stress among faculty members
3. To find the perception of female faculty members with respect to work Life balance
4. To understand ways to achieve work life balance.

HYPOTHESES

H1: The span of service duration will influence the extent of stress-effects experienced by women teachers

H2: The extent of stress-effects felt by women teachers differ by antecedent factors: personal factors, family factors and situational factor

Variables

Based on the framework and with elaborate justification two sets of variables were selected for this study namely independent and dependent variables. The independent variables were then again classified into two categories namely individual and job related variables. All the variables under study were as follows

I. Independent variables

A. Individual factors (Personal factors, Family factors)
B. Job related factors (Situational Factor, Service Duration, Role, Stressors, Job Satisfaction)

II. Dependent variables (Effects of Stress)

Delimitations of the study

Women teaching professionals working at various colleges in Coimbatore

Data Collection Procedure

A survey study method was adopted for the present study. Questionnaire was used as an instrument for gathering data. It was constructed keeping in mind the objectives of the study. A total of 250 questionnaires were various colleges in Coimbatore. In the total sample, 200 were women faculty members. The data collection period fell between April and August, 2013

RESEARCH METHODOLOGY

After considering the nature of the issue to be studied, a systematic approach was adopted. Keeping in mind the research objective, a statistical survey method of research was identified as a suitable method of sampling, data collection and interpretation. Primary data was collected with the help of a questionnaire which was distributed to lecturers, professors and visiting faculties in various colleges in Coimbatore. The questionnaire consisted of close ended questions to analyze various aspects of work-life balance of female teaching professionals. The sample consisted of 100 respondents, all women employed as faculty in various colleges in Coimbatore. The sampling technique used was purposive quota sampling. Also, secondary data was used as per the scope of the study.

MAJOR FINDINGS

Table 1. Table showing the extent of stress-effects felt by women teachers differ by antecedent factors: personal factors, family factors and situational factor

<table>
<thead>
<tr>
<th>INDIVIDUAL FACTORS</th>
<th>N</th>
<th>MEAN</th>
<th>STD.DEVIATION</th>
<th>F-RATIO</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL FACTORS</td>
<td>23</td>
<td>18.88</td>
<td>4.26</td>
<td>2.34</td>
<td>N.S</td>
</tr>
<tr>
<td>FAMILY FACTORS</td>
<td>15</td>
<td>17.69</td>
<td>2.42</td>
<td>2.34</td>
<td>N.S</td>
</tr>
<tr>
<td>DURATION</td>
<td>10</td>
<td>17.05</td>
<td>1.85</td>
<td>2.34</td>
<td>N.S</td>
</tr>
<tr>
<td>JOB SATISFACTION</td>
<td>12</td>
<td>18.56</td>
<td>2.26</td>
<td>2.34</td>
<td>N.S</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>18.52</td>
<td>2.91</td>
<td>2.34</td>
<td>N.S</td>
</tr>
</tbody>
</table>

Source: Primary Data

Respondents do not differ significantly on Individual factors the result reveals that the obtained F-ratio (2.34) is not significantly at 0.01 levels. Hence the stated hypothesis is accepted. So respondents do not differ significantly in their Work life balance on the basis of Individual factors.

Education Institution and Work life balance of women Teachers. Fast changing educational process in the present century has influenced the role of teaching professionals, their responsibilities and teaching activities at management institutes. As a result, they may face “stress in their day to day life through common work and non work stressors, ultimately lowering down their psychological well being. Along with teaching, a faculty member has to perform varied other duties such as doing administrative jobs, attending faculty meetings, advising students, guiding project work, internship, summer placement of students, conducting exams, doing assessment and undergoing faculty advancement schemes.

Table 2. Grouping of Respondents

<table>
<thead>
<tr>
<th>BASIS</th>
<th>GROUPS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>20-30 YEARS</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>30-40 YEARS</td>
<td>46</td>
</tr>
</tbody>
</table>
Table 2. Grouping of Respondents (Contd…)

<table>
<thead>
<tr>
<th>BASIS</th>
<th>GROUPS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCOME</td>
<td>UPTO RS. 10,000</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>RS. 10,000-20,000</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>RS. 20,000-30,000</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>RS. 30,000-40,000</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>ABOVE RS. 50,000</td>
<td>6</td>
</tr>
<tr>
<td>MARITAL STATUS</td>
<td>UNMARRIED</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MARRIED WITHOUT ANY CHILD</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>MARRIED WITH 1 CHILD</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>MARRIED WITH 2 OR MORE CHILDREN</td>
<td>28</td>
</tr>
</tbody>
</table>

Source: Primary Data

46% of the respondent belongs to the age group of 30-40 years, 32% of the respondent belongs to the age group of 23-30 years, 22% of the respondent belongs to the age group of 40-50 years.

Source: Primary Data

Chart 1. Age of the Respondent

Chart 2. Monthly Salary of the Respondent

Source: Primary Data
32% of the respondent falls in the income group of 10,000 – 20,000 and 30,000 – 40,000, 24% of the respondent belongs to income group of 20,000 – 30,000 and 6% of the respondent belongs to the income group of upto 10,000 and above 50,000.

Source: Primary Data

34% of the respondent are married without any child, 32% of the respondent are married and got a child, 28% of the respondent are married and got 2 or more children and 6% of the respondent are unmarried.

Source: Primary Data

62% respondents felt that it is very important and 28% respondents felt that it is important to achieve work-life balance and 10% respondents felt that it is not important to achieve work-life balance. There were no respondents who were undecided about balance between work and life. This clearly indicates that there is definitely high amount of importance attached to work-life balance by women from the teaching field.

Source: Primary Data

38% of the respondents said that they were able to achieve work life balance to a great extent, 52% of the respondents said that they were able to achieve work life balance to some degree, whereas 5%
respondents said that they were able to achieve work life balance to limited degree and 5% respondents were undecided. Thus, there were some respondents who were not sure whether they are able to achieve work life balance or not.

**Source:** Primary Data

44% respondents accounted heavy workload & extended working hours to be responsible for work life imbalance. 28% respondents said that inability to prioritize and manage time is the cause for work life imbalance, 12% respondents felt that uncooperative superiors and subordinates is the reason whereas only 16% said that according to them, no help from spouse or family members is the reason for not being able to balance between work and life.

**Chart 6. Causes of Work-Life Imbalance**

**Chart 7. Inability to Achieve Work Life Balance And The Frequency Of Stress Experienced**

**Source:** Primary Data

48% of the respondents said that they face stress sometimes due to their inability to balance between work and life, 32% said they are stressed occasionally and about 6% said they feel stressed lot of times. Thus about 86% of the respondents agreed that they feel stressed at not being able to achieve work life balance either lot of times, sometimes or at least occasionally. Only 12% respondents said that they are not stressed and 2% chose not to comment.

**Chart 8. How to Achieve Work-Life Balance**

**Source:** Primary Data
According to 60% of the respondents, efficient time management (at college/home) is the key to achieving work life balance. While 18% of the respondents said that flexi-time, reduced working hours & other facilities at the workplace can help to achieve work life balance, 18% of the respondents said that help & cooperation from spouse & family members is required and 4% of the respondent said that to achieve work life balance helpful supervisors and efficient subordinates is required.

REGRESSION ANALYSIS

Table 3. Estimated Regression equation results (Dependent variable: Work Life Balance)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Respondents</th>
<th>Constant</th>
<th>JS</th>
<th>DP</th>
<th>OC</th>
<th>WS</th>
<th>WP</th>
<th>R</th>
<th>R2</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WOMEN PROFESSIONALS</td>
<td>4.4</td>
<td>.089</td>
<td>-.12</td>
<td>.165</td>
<td>-.058</td>
<td>.307</td>
<td>.101</td>
<td>.492</td>
<td>10.984</td>
</tr>
</tbody>
</table>

Source: Primary Data

The results for women professionals indicate that 49.2% of variations in Work-Life Balance are explained by set of six independent variables (Table1). The impact of work pressure emerged to be statistically significant at 5% level. Further, it has a negative impact on Work-Life Balance. Thus if an individual believes that she is overburdened in her job and is not able to manage her other roles there is bound to be discomfort and will lead to a sense of disquiet and lead to a reduced Work-life balance.

Other Important Observations

1. 50% of the respondents feel that women in the both academic field and corporate are equally stressed, reasons may be different.
2. 80% of the respondents feel that they are able to achieve work-life balance to a great extent.
3. 24% of the respondents that they always or often felt that they do not get enough time to spend with their family
4. 78% of the respondents felt that they do not get enough time for relaxation & hobbies often or always.
5. 80% of visiting/part-time faculties admitted that they opted for a part-time/visiting job so that they could balance between their work & life.
6. 10% of the respondents falling into the age group 20-30 yrs said they were able to achieve work life balance to a great extent whereas 27% and 29% of the respondents falling into the age groups 31-40 years and 41-50 years respectively responded that they were able to achieve work life balance to a great extent.
7. 10% of women teachers were extent of job satisfaction among faculty members was influenced by both family role stressor and work roles stressors. Role ambiguity was the most influential stressor with reference to job satisfaction in faculty members.
8. 20% of the respondent indicated as the job satisfaction in teaching faculty members increased, the extent of stress effects experienced by them decreased.
9. 10% of the teachers were indicated that the span of service duration did not have much influence on the extent of stress-effects experienced by faculty members.
10. 20% of the respondent indicates that the family factors namely family type and family size had no influence on stress-effects in faculty members.

SUGGESTIONS

1. The college can introduce certain family-friendly measures such as extended maternity leave, child care facilities, special leave, rationalization of work load and working hours, pick and drop facilities for women employees etc.
2. The spouse, children and family members will have expectations from the woman employee. They should help in routine household tasks. For this, awareness and training programs can be arranged to create awareness among the family members, spouse, children.

3. She should be realistic about her strengths and weaknesses and adopt a balanced outlook towards work and life by managing her time and prioritizing wherever required.

4. An understanding of stress in management teaching professionals may not only form the basis of stress analysis but may also be useful in rationalizing stress behaviour and formulating coping strategies for the entire teaching population.

5. Modules for stress management can be designed on the basis of lifestyles, beliefs and attitudes of management faculty members for different profile groups. It may also help in developing sound overall workplace strategies for management faculty members.

CONCLUSION

There can be no debate on the fact that work life balance is essential and important for a stress free and fulfilling life, especially for a woman. Juggling between the burden, obligations and responsibilities of work and multiple family roles, balancing becomes an uphill and an ongoing task for teaching professionals, as much as, if not more than any other working woman. The findings of the study can justify its utility since knowing the faculty members precisely and reaching out to them in the effective way, is the key to minimize stress. The research can be summed up with a quote by Christina Winsey: “Life's demands may not slow up any time soon, and learning life balance is an ongoing art. If you think one day you will get it all done, and then you can relax, you are bound to be disappointed.” The study can also direct employers of institution to evolve flexible work strategies and provide better working conditions which will help in overcoming stress in faculty members to some extent.

SCOPE FOR FURTHER RESEARCH

The recommendations made by the researcher at the professional level can be given a due thought by the institutional heads. Then, as per the suitability of the needs and availability of resources, each institution can prioritize and implement these recommendations for minimizing stress in their faculty members these leads such a work life balance among women teachers in any education institutions.

REFERENCES


2. Bhattacharya Soumya & Mehra Puja, (October 2010), Corporate Apartheid, Business Today.


