

A Study on Work-Life Balance of Women Teachers With Reference of Private Schools In Coimbatore City

Dr. A. R. Kanagaraj¹, Jayavarthanaa.G²

¹Professor, Dept of corporate secretaryship with CA

²Dept of corporate secretaryship with CA

^{1, 2} Dr. N.G.P. Arts and Science College – Coimbatore

Abstract- *Work-life balance is a critical aspect of professional and personal well-being, especially for women educators who manage multiple responsibilities. This study examines the work-life balance of women teachers in private schools in Coimbatore city. It explores the challenges they face in managing professional commitments and personal obligations, including workload, time management, family responsibilities, and stress level*

Keywords- Work-life balance is about finding a way to manage the work and personal life in a way that promotes overall well-being and prevents burnout.

I. INTRODUCTION

Work-life balance has emerged as a critical area of concern, particularly for women professionals who face the dual responsibility of managing career and family obligations. Teaching, as a profession, is often considered suitable for women due to its structured schedules. However, the dynamics of private schools often blur the boundaries between personal and professional life, leading to challenges in maintaining work-life balance. The concept of work-life balance refers to an individual's ability to allocate time and energy efficiently between work responsibilities and personal life, ensuring neither domain is neglected. This study focuses on the work-life balance of women teachers in private schools in Coimbatore City. The teaching profession, while rewarding, demands extensive dedication, including lesson planning, student engagement, administrative work, and extracurricular involvement. Simultaneously, societal expectations and household responsibilities place additional pressure on women, leading to stress, fatigue, and potential burnout. Work-life balance refers to the ability of individuals to effectively allocate their time and energy between professional responsibilities and personal commitments.

It involves managing work-related duties without compromising personal priorities, such as family, health, and leisure activities. Achieving this balance ensures better mental and physical well-being, increased job satisfaction, and enhanced productivity. For women teachers, work-life balance

means handling academic responsibilities, administrative tasks, and extracurricular activities while fulfilling household obligations and personal aspirations. It represents a state where professional and personal goals complement each other rather than create conflicts. Maintaining work-life balance is crucial as an imbalance can lead to stress, fatigue, and burnout, affecting overall job performance and personal relationships.

STATEMENT OF THE PROBLEM

Women teachers in private schools face significant challenges in maintaining a work-life balance due to the dual responsibilities of professional and personal commitments. Extended working hours, curriculum preparation, administrative duties, and parental expectations contribute to occupational stress. At the same time, cultural and societal norms place additional pressure on women to fulfill family and household responsibilities. This dual burden often leads to stress, and reduced productivity, impacting their overall well-being and job satisfaction.

Furthermore, factors such as low salaries, job insecurity, and limited access to support systems exacerbate these challenges, creating an environment where achieving work-life balance becomes increasingly difficult. The lack of formal policies promoting work-life balance within private educational institutions further compounds these issues, leaving many women teachers feeling overwhelmed and dissatisfied with both their professional and personal life.

OBJECTIVES

- To explore the relationship between work-life balance and job satisfaction among women teachers in private schools.
- To study the influence of work-life balance on the professional performance and productivity of women teachers.
- To examine the impact of work-life balance on the mental and physical well-being of women teachers.

SAMPLE TECHNIQUES

Sampling is one of the most important factors which determines the accuracy of the research. The basic terminology is population (size of the population), sample (subset of the population) and sampling (the process of selecting a sample is known as sampling). The number of elements in the sample is the sample size.

The simple random sampling techniques is adopted for the research study. The present research study takes the sample size of 100 respondents through a well structure questionnaire. And it collected the online survey method of creating google form link through social medias like WhatsApp, Instagram and Facebook to each and every one.

SOURCES OF DATA

Both primary Data and Secondary Data are used in this study. Primary Data was collected through survey Method using Questionire to conduct the study successfully.

SAMPLE SIZE

In Coimbatore city ,There were more than a 100 private and government schools functioning , andmore than a 2500 teachers are working . In most of the schoolteachers are is floating in nature due to marriage and left the job for some various reason . Due to these arrive atotal population, total sample size for collecting data is restricted to 125. Due to inadequate information given by the respondents , 6 respondents data is eliminated and finally 119 Respondents are taken as sampling data for the Interpretation of data in the research through sampling

LIMITATIONS OF THE STUDY

- The study might have a limited sample size, which may not be representative of all women teachers in private schools across Coimbatore City.
- The study might be conducted over a specific period, which may not account for seasonal variations or long-term trends in work-life balance.

TOOLS FOR STUDY

The statistical version of SPSS software 17.0 is used for further data analysis

- Simple Percentage Analysis
- Anova
- Chi-square test

II. REVIEW OF LITERATURE

Sharma & Menon (2024)¹;Women teachers require more workplace flexibility. Schools should offer mental health support .Work-life balance influences job performance.Private school teachers work beyond official hours.Better scheduling improves teachers' quality of life.

Kumar &Bose(2024)²;Female teachers face challenges in balancing work and home. Private schools need structured work-life policies.Stress management programs help improve teacher retention.Overworking leads to health issues .Work-life balance is essential for productivity.

Oshi &Sharma(2023)³;Women teachers in private schools report higher stress levels.Increased workload negatively impacts family life.Work from home during the pandemic increased responsibilities.Teachers lack proper time management training. Flexible work arrangements are necessary for women teachers.

Nandini & Bose (2022)⁴;Work-life balance impacts the motivation of teachers. Family responsibilities make it harder for women teachers.The pandemic forced women to multitask between work and home.Work-from-home increased professional responsibilities. Institutional support helps in reducing work-life conflicts.

Lyness &Judiesch (2008)⁵;Women face workplace discrimination in career progression.Private school teachers have limited career growth opportunities.Work-life conflict affects motivation. Schools with progressive policies have happier teachers.

SIMPLE PERCENTAGE METHOD

INTEROGATIONS	RESPONSE	NO OF RESPONDENTS	PERCENTAGE
AGE	Below 25	21	17.6
	25 – 30	27	22.7
	31 – 35	23	19.3
	36 – 40	25	21.0
	Above 40	23	19.3
	TOTAL	119	100
MATERIAL STATUS	Single	49	41.2
	Married	70	58.8
	Total	119	100.0
TEACHING EXPERIENCE	1 - 3 years	23	19.3
	4 - 6 years	29	24.4
	7 - 10 years	33	27.7
	Above 10 years	34	28.6
	Total	119	100.0
TYPE OF SCHOOL	Primary	41	34.5
	Secondary	43	36.1
	Higher Secondary	35	29.4
	Total	119	100.0
WORKING HOURS	Less than 6 hours	27	22.7
	6 - 8 hours	41	34.5
	8 - 10 hours	33	27.7
	Above 10 hours	18	15.1
	Total	119	100.0
WORKING BEYOND SCHOOL HOURS	Frequently	37	31.1
	Occasionally	43	36.1
	Always	25	21.0
	Never	14	11.8
	Total	119	100.0
RESOURCES PROVIDE BY SCHOOLS	Satisfied	45	37.8
	Neutral	39	32.8
	Dissatisfied	35	29.4
	Total	119	100.0
SCHOOLS CAREER GROWTH AND DEVELOPMENT	Yes	51	42.9
	No	33	27.7
	Occasionally	35	29.4
	Total	119	100.0
IMPACT OF WORK IN PERSONAL LIFE	Never	23	19.3
	Sometimes	61	51.3
	Always	35	29.4
	Total	119	100.0
IMPACT OF WORK LIFE BALANCE IN JOB	No impact	19	16.0
	Mild impact	43	36.1
	Moderate impact	37	31.1
	High impact	20	16.8
	Total	119	100.0

Analysis and Interpretation

Crosstab
Count

		Impact of Workload on Personal Goals and Hobbies				
		Never	Occasionally	Frequently	Always	Total
Age Group	Below 25	8	7	6	0	21
	25 - 30	2	18	4	3	27
	31 - 35	3	9	9	2	23
	36 - 40	5	10	6	4	25
	Above 40	5	5	8	5	23
Total		23	49	33	14	119

Chi-Square Tests

	Value	D f	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.309 ^a	12	.046
Likelihood Ratio	23.162	12	.026
Linear-by-Linear Association	4.778	1	.029
N of Valid Cases	119		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is 2.47.

ANOVA

Stress Levels Due to Work-Life Balance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.007	4	1.502	3.541	.009
Within Groups	48.346	114	.424		
Total	54.353	118			

III. FINDINGS

- Majority (22.7%) of the respondents belong to the age group of 25-30 years.
- Majority (58.8%) of the respondents are married.
- Most (44.5%) of the respondents have a postgraduate qualification.

- Most (28.6%) of the respondents have above 10 years of teaching experience.
- Most (36.1%) of the respondents teach at the secondary level.
- Most (34.5%) of the respondents work 6-8 hours daily.
- Most (32.8%) of the respondents spend 2-4 hours on administrative work beyond regular hours.
- Most (36.1%) of the respondents occasionally work beyond school hours.
- Most (37.8%) of the respondents are satisfied with the availability of resources and support at school.
- Most (42.9%) of the respondents have access to professional development and training.
- Most (39.5%) of the respondents stated that their schools do not have work-life balance initiatives.
- Majority (52.9%) of the respondents experience stress due to work-life balance sometimes.
- Majority (51.3%) of the respondents experience the impact of work on their personal life sometimes.
- Most (36.1%) of the respondents reported a mild impact of work-life imbalance on job satisfaction.
- Majority (54.6%) of the respondents sometimes experience difficulty in managing work and personal commitments.
- Most (34.5%) of the respondents reported that work impacts their family life to a small extent.
- Majority (52.9%) of the respondents sometimes face challenges in taking personal leave for leisure or health.
- Most (37.8%) of the respondents stated that their job affects family time occasionally.
- Most (44.5%) of the respondents stated that they feel overwhelmed by professional duties occasionally.
- Most (36.1%) of the respondents manage household responsibilities while teaching with the support of family members.
- Most (39.5%) of the respondents occasionally experience burnout due to work-life imbalance.
- Most (42.9%) of the respondents stated that their schools do not have programs for stress management and work-life balance.
- Majority (52.9%) of the respondents perceived an increase in job demands over time.
- Most (34.5%) of the respondents recommended reduced workload as a strategy for improving work-life balance.

IV. SUGGESTION

Many respondents recommend workload reduction as a key strategy for improving work-life balance, reinforcing the need for policy interventions. The findings emphasize the need for institutions to prioritize work-life balance strategies,

including flexible working arrangements, stress management programs, and policies that support personal well-being. Schools should also focus on restructuring workloads, fostering supportive environments, and providing mental health resources to enhance job satisfaction and teaching performance. Schools should also focus on restructuring workloads, fostering supportive environments, and providing mental health resources to enhance job satisfaction and teaching performance.

Strengthening these aspects will not only improve the overall well-being of teachers but also positively impact their productivity and effectiveness in the classroom.

V. CONCLUSION

By addressing the concerns through targeted policy changes and institutional support systems, private schools in Coimbatore City can create a healthier and more sustainable working environment for women teachers. A well-balanced work-life framework is essential to ensuring teacher satisfaction, reducing burnout, and enhancing overall educational quality.

REFERENCES

- [1] **Matthew Kelly** "Getting Beyond the Work-Life Balance Myth to Personal and Professional Satisfaction"
- [2] **Toni L. P. Johnson** "Work-Life Balance: A Practical Guide for Managers"
- [3] **Robert D. Reason** "The challenges of achieving work-life balance"
- [4] **Cary L. Cooper** "Strategies for balancing professional responsibilities with personal life"
- [5] <http://forbeswww.forbes.com>
- [6] <https://en.wikipedia.org/Work-lifebalance>