

## **WORK LIFE BALANCE AMONG THE COLLEGE TEACHERS OF ARTS AND SCIENCE COLLEGE IN TIRUNELVELI DISTRICT**

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### **1. INTRODUCTION**

Due to enlarged worldwide competition and the assortment of family structures and morals, work-life balance (WLB) is a decisive issue for working professionals in today's fast-paced society. People find it difficult to maintain a healthy balance among their individual and professional lives. Their proficiency and job satisfaction are being impacted by a number of mental and emotional troubles that are being caused by these inequalities. Organisations need a deeper understanding of how conflicts between work and family duties impact their operating environment. According to professionals life balance (WLB) is the scope to which a person is equally involved in their professional position and family responsibility. Perfect time management avoids conflicts between work and personal commitments.

The social and demographic environment changed, producing a more dissimilar labour force. Generally speaking, making a living through working for an organisation and relaxing at home are not enough to satisfy one's life. Every man typically engages in two distinct types of behaviour. They are both routine tasks related to the job. Work activity consists of both doing the actual work and developing one's career. Contrarily, life activity entails taking care of one's family, oneself, and engaging in social, spiritual, and religious activities. Exercise, yoga, meditation, and hobbies are all examples of self-care practises. As a result, many companies began employing work-life strategies in order to recruit and retain employees and so foster economic well-being.

### **2. STATEMENT OF THE PROBLEM**

The goal of the current study was to assess how working teaching professionals in arts and sciences colleges manage their individual and professional lives. The study's main goal was to identify the elements that have an impact on students' ability to combine their personal and

professional lives while attending a higher education institution. Performance must come first for a company that wishes to foster a work atmosphere that is family friendly. However, globalisation and privatisation have changed the workplace as we know it. As a result of the use of automation, cost-saving, and employee reduction methods, workplace demands and workload grew. Employees are frequently under a lot of job pressure as a result. Because they do not discuss their issues with their spouse or co-workers, a work-life imbalance develops. Both family and professional lives are impacted by it. Poor work-life balance affects both businesses and employees. A study on the work-life balance of the academic staff at the arts and sciences colleges in the Tirunelveli area is therefore necessary.

### 3. OBJECTIVE OF THE RESEARCH

- To recognize the perception on work life balance among college teachers in arts and science colleges.
- To analyse the various factors that impact work life balance of college teaching professionals.
- To explore the problems faced by teaching professionals in balancing work and life.
- To identify cope-up strategies that improves work life balance of college teaching professionals.
- To suggest measures to improve work life balance among college teaching professionals in Arts and Science colleges.

### 4. RESEARCH METHODS

#### 4.1. RESEARCH DESIGN

The major objective of this study is to determine the Work-Life Balance of the Teaching Professionals at the Arts and Science College in the Tirunelveli District. As an outcome, descriptive research is required to gain experience, which will aid in the formulation of relevant research questions for more specific investigation. Descriptive research is concerned with describing and categorizing data. It is a hypothesis-driven research approach that employs experimentation to test the hypotheses. This study is adopted as descriptive research because it tests the hypotheses framed for the study

## 4.2 Sampling Method

The researcher was selected using convenience sampling method.

## 4.3 Sample size

The sample size for the research is calculated with the margin of error of 5% and 95% confidence level. The minimum sample sizes for this study were 60 respondents.

## 4.4 DATA COLLECTION

This research study has adopted both primary data and secondary data.

## 4.5 STATISTICAL TOOLS USED IN ANALYSIS

The gathered data were analyzed using statistical tools using SPSS. The following are the statistical tools used in this study.

- Percentage Analysis, • Henry Garrett Ranking Technique, • Independent sample t test,

## 5. SCOPE OF THE STUDY

This study seeks to achieve a deeper understanding of the factors influencing the work-life balance of teaching professionals in arts and science colleges. It will clarify the elements that people think have an impact on work-life balance. It would also be favourable to understand the various challenges that the staff members face at job, at home, and as individuals. It recommends a thorough picture of the coping strategies used by teaching staff members at arts and science colleges in the Tirunelveli region to progress work-life balance. The results of which can be used for programme planning and the development of better approach based on the outcomes for the successful practise of work-life balance among teaching professionals working in colleges of arts and sciences. This will be helpful for educational institutions in developing policies, strategies for encouraging work-life balance, and implementation of stress-coping techniques to manage work and individual life, helping to improve the lives of teaching professionals working in the arts and science colleges in the Tirunelveli district and reach a healthy work-life balance.

## 6. LIMITATIONS OF THE STUDY

1. Only the Arts and Science colleges in the Tirunelveli district can use the study's findings.

There is no way to extrapolate it to other regions of Tamil Nadu

2. Due to panic, some respondents were hesitant to share information.
3. The major variables affecting work-life balance have been examined in this study. However, this study does not take into account a number of additional work-life balance-related aspects.

## 7. REVIEW OF LITERATURE

- Mahalakshmi & Vinoth (2022) emphasised the significance of implementing work-life balance concerns inside the organization's HR strategy in their essay. Managers and educators can help new ventures get off the ground by working together. It's important to plan out your workday. Teachers can better prepare for lessons and advance in their professions if they have enough downtime in between working hours. It will help with time management and promote productivity and standard-setting. When teachers are given this chance, they are also expected to finish their assignment before the deadline. Reduced workplace and family conflict requires supportive management. The importance of work-life balance and how it detracts from job satisfaction must be acknowledged by top management. Management should place the highest focus on policies that assist instructors in finding a balance between their personal and professional lives.
- In their article, Oluyinka, Bernabe, Cusipag, Bognot, and San Andres (2022) found that working remotely has a good effect while being under stress at work had a negative effect on teachers' evaluations of their jobs' satisfaction. They also found that work-life balance is positively correlated with opinions of job satisfaction, that working from home is undoubtedly associated with work-related stress but not with work-life balance, that work stress is related to students' online behaviour, and that teachers are content to instruct their students remotely from their homes despite the demands of their jobs and the disruptive behaviour of their pupils. Workload reduction, parent communication, and promoting active participation in class are some of the recommendations offered by the study.
- In their essay, Nayak, Dubey, and Lenka (2022) note that teachers' lives are in a growth phase between the ages of 25 and 35, and that, with adequate financial support, they can make a qualitative and unconditional contribution to the long-term viability of India's educational system. The pay for teachers has not grown significantly in relation to the

rise in the national price index. Without a doubt, the Covid-19 Pandemic caused a huge change in teachers' work environments that impacted how they balanced their personal and professional lives. Before the epidemic, these professions had been thoroughly researched, and the research had revealed a major work overload that resulted in job burnout. The moral responsibility for both their teaching employees and non-teaching workers rests with the institutions.

## 8.ANALYSIS AND INTERPRETATION

**Table 1: Demographic details of the Respondents**

Particulars	Response	Frequency	Percentage
Gender	Male	36	61%
	Female	24	39%
<b>Total</b>		<b>60</b>	<b>100%</b>
Marital Status	Married	35	58%
	Unmarried	25	42%
<b>Total</b>		<b>60</b>	<b>100%</b>
Age	Below 25 years	14	23%
	26 years – 30 years	18	30%
	31 years – 35 years	14	24%
	36 years – 40 years	8	13%
	Above 41 years	6	10%
<b>Total</b>		<b>60</b>	<b>100%</b>
No.of Experience Years	Below 1 year	14	24%
	1 year – 3 years	20	34%
	4 years – 6 years	16	26%
	Above 7 years	10	16%
<b>Total</b>		<b>60</b>	<b>100</b>
Educational Qualification	Ph.D	22	36%
	M.Phil	16	27%
	Post-Graduation	15	25%
	SET /NET	7	12%
<b>Total</b>		<b>60</b>	<b>100%</b>

Source: primary Data

Table 1 reveals, majority of the respondents were male (61%) and 39% were female. It is clear from the above table that 58% of respondents were married and 42% were unmarried. It was observed that 30% of respondents were under the age group of 26-30, 24% of respondents were under the age group 31-35, 23% of respondents were under the age group of below 25, 13% of respondents were under the age group of 36-40 and 10% of respondents were under the age group of above 40 years. It can also be seen that majority of the respondents were having 1-3 years of experience(34%), 26% of respondents were having 4-6

years of experience, 24% of respondents were having below 1 year experience and 16% of respondents were having above 6 years of experience. It was exhibits that 36% of the respondents have PhD, 27% of the respondents have M.Phil, 25% of the respondents have Post-Graduation degree and rest (7%) of have SET and NET.

**Table 2 HENRY GARRETT RANKING TECHNIQUE**

**DISTRIBUTION OF RESPONDENTS BASED ON PREFERENCE  
GIVEN TO THE FACTORS AFFECTING WORK LIFE BALANCE**

S.No.	FACTORS	1	2	3	4	5	6	7	8	N
1.	Reporting time of the College	7	12	6	5	3	8	9	10	60
2.	Working hours	9	3	6	12	3	5	12	11	60
3.	Distance Travelling to college	6	7	5	1	11	18	7	5	60
4.	Transportation	5	6	6	7	13	8	6	9	60
5.	Hours per Week for Teaching	2	2	8	18	6	5	13	6	60
6.	Work Load	2	5	18	6	12	7	4	6	60
7.	Non Academic Work	5	20	9	5	6	6	6	3	60
8.	Handling more subjects	25	5	2	5	6	4	5	8	60

Source: Primary data

**Table2.1**

**RANK DISTRIBUTION BASED ON THE PREFERENCE GIVEN TO THE  
FACTORS AFFECTING WORK LIFE BALANCE**

Factors	Total score	Mean score	Rank
Reporting time of the College	275	4.58	V
Working hours	298	4.96	II
Distance Travelling to college	291	4.85	III

Transportation	290	4.83	IV
<b>Hours per Week for Teaching</b>	<b>301</b>	<b>5.01</b>	<b>I</b>
Work Load	268	4.46	VI
Non Academic Work	224	3.73	VII
Handling more subjects	218	3.63	VIII

### Interpretation

The allocation of respondents according to their preferred work-life balance parameters is shown in Table 2. According to Table 2.1, 'Hours per Week for Teaching' scored first among the eight criteria that affect teaching professionals' work-life balance with a mean score of (5.01). The second-placed category, 'Working hours' had a mean score of (4.96). 'Distance Travelling to college' is rated third with a mean score of (4.85), while the last rank for the lowest score for ' Handling more subjects' is placed eighth with the lowest mean score of (3.63). Thus, it can be resulted that of the eight elements determining work-life balance, teaching experts believe that 'Hours per Week for Teaching' has the furthestmost impact on this part in terms of rank preference.

## NON PARAMETRIC FRIEDMAN TEST

### OPINION TOWARDS THE LEVEL OF WORK EXPECTATIONS AMONG TEACHING PROFESSIONALS

Table 3

**OPINION TOWARDS THE LEVEL OF WORK EXPECTATIONS AMONG  
TEACHING PROFESSIONALS**

S.No.	Statements	N	MEAN	S.D	MEAN RANK	RELIABILITY
1.	I should work for maximum of 3 hours per day.	60	3.57	1.12	5.32	<b>0.772</b>
2.	I need at least One hour for lunch to have healthy food and gossip to my colleagues.	60	3.64	1.20	5.60	
3.	I want to keep apart both my professional and personal life without any conflicts.	60	3.56	1.20	5.40	
4.	I am ready to take more opportunities that are tricky at work.	<b>60</b>	<b>3.73</b>	<b>1.24</b>	<b>6.06</b>	



5.	I want to get reasonable action and respect among the staffs in the college.	60	3.61	1.42	5.85	
6.	I want to get little bit flexible and not too stiff targets.	60	3.59	1.32	5.66	
7.	I should be informed about the guiding principle and procedures of the college.	60	3.77	1.27	5.96	
8.	I want to get criticism or appropriate comment concerning my work performance from my superior.	60	3.58	1.28	5.71	
9.	I wish to get respect and work well with colleagues, and superior from diverse backgrounds.	60	3.72	1.26	5.89	
10.	I want to have good rapport with others in the place of work.	<b>60</b>	<b>4.15</b>	<b>1.02</b>	<b>6.95</b>	
11.	I want me to get recognized when I take initiative in my job.	<b>60</b>	<b>4.34</b>	<b>1.05</b>	<b>7.60</b>	

Source: Primary data

### Interpretation

Table 3 displays the opinions of teaching professionals regarding the level of work expectations. The statement "I want to get recognised when I take initiative in my job" came in apex and had the highest mean score of "7.60." " I want to have good rapport with others in the place of work you said was ranked second, receiving a mean score of "6.95," and third, receiving a mean score of "6.06," was " I am ready to take more opportunities that are tricky at work". All of the assertions about work expectations have a dependability value of "0.772".

## 9. Findings and Suggestions

- It is found that majority (61%) of the respondents were male.
- It was observed that 30% of respondents were under the age group of 26-30.
- It can also be seen that majority of the respondents were having 1-3 years of experience (34%).
- It was exhibits that 36% of the respondents have PhD.
- According to Table 2.1, 'Hours per Week for Teaching' scored first among the eight criteria that affect teaching professionals' work-life balance with a mean score of (5.01).

### Suggestions to the Teaching professionals

- Employees who have the option of flexible work schedules can manage the challenge of cope with work and life.
- Thanks to the flexible work schedule, there will be plenty of time for kid and elder care. There will be less conflict and a better work-life balance.
- Employees will benefit from family friendly rules since they'll feel less burdened at work.
- A supportive work environment for teachers must be provided by their managers and employers. Work-life balance regulations must be taken into consideration by educational institutions' management.

- To promote work-life balance, teachers must establish family-friendly regulations and a supportive environment.
- It finds displays the opinions of teaching professionals regarding the level of work expectations. The statement "I want to get recognised when I take initiative in my job" came in apex and had the highest mean score of "7.60."

### **Suggestions for the Institutions**

- Institutions can host workplace-related training courses that will help the staff develop a positive, open environment at work that improves job satisfaction and unquestionably improves work-life balance.
- The learning process must be actively engaged in by employees if they are to get the knowledge required for career advancement. Individuals could guarantee their mental health by continuing to learn.
- Money can be used to boost the motivation of teaching staff. Financial incentives help to reduce conflicts between work and personal life and a lack of a good work-life balance.
- The staff must be informed of the many work-life balance policies the institution has in place.

## **10. CONCLUSION**

It is currently challenging to maintain a healthy work-life balance because personal time is being consumed by work. It can be done, even though maintaining a work-life balance is challenging. In order to accomplish their mutual wellbeing, the organisation and the person must work together. Institutions must acknowledge the importance of a healthy work-life balance for teachers since doing so will benefit both parties. To give the teaching staff members a comfortable place to work, it is imperative to provide all available resources for their wellbeing. Establishing a nice and welcoming workplace is a task that all institutions must overcome. Undoubtedly, once such a culture is in place, it will help people strike the ideal balance between their personal and professional lives.

## 11. REFERENCE

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