



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 8, Issue, 10, pp. 21061-21065, October, 2017

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

A COMPARATIVE STUDY OF WORK LIFE BALANCE BETWEEN MARRIED AND UNMARRIED TEACHER EDUCATORS

Yogita*

Lala Lajpat Rai Memorial College of Education, Dhudike, Moga

DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0810.1007>

ARTICLE INFO

Article History:

Received 10th July, 2017
Received in revised form 14th
August, 2017
Accepted 08th September, 2017
Published online 28th October, 2017

ABSTRACT

The present study is a comparative study of work life balance between married and unmarried teacher educators. For this work life balance scale, self prepared by the investigator was used. Sample of 100 teachers were taken from the colleges of education within Moga district. The sample was further categorized into male and female. The result revealed that there is no significant difference in the mean scores of work life balance between male and female teacher educators and married and unmarried teacher educators.

Key Words:

Work life balance, Teacher educators.

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INTRODUCTION

Teaching is a most challenging profession resulting into excessively high level of fatigue and turnover rates. They are working for long hours and facing different types of job stress like crowded classroom, misbehavior by students, pressure by parents and overall issues in the expansion of role of teachers (Cinamon, Rich & Westman, 2007). Hence, teacher educators are working under high pressure and stress to meet the requirements of job and also experiencing conflicts between different roles of their work and non-work, here seems to be overlapping among those variables which are contributing to teachers work life conflict.

Over the course of a career, nearly every faculty member, regardless of family status, will encounter some difficulty in achieving equilibrium between academic and personal life. Lack of a clear boundary between “work” and “life” in academia has historically meant that work has been all-pervasive, often to the detriment of family, outside activities, and leisure time. However, the unique characteristics of academic life, particularly flexibility of schedules, provide tremendous potential for achieving a healthy work life balance. In higher educational institutions teachers are experiencing pressure to increase effectiveness at their work place to meet out the expectations of head of the institution, management as well as from state and central governments, which creates

stress among them. Teachers are conscious of their conduct and adherence to human values.

Originally, work was a matter of necessity and survival. It is defined as an individual’s ability to meet their work and family commitments as well as other non-work responsibilities and activities. Today work still is a necessity but it should be a source of personal satisfaction as well. Work-family life balance does not mean an equal number of hours for various work and personal activities. The role of the work has changed throughout the world due to economic conditions and social demands.

From the last few years Work-life balance (WLB) is accumulating great concern as the due to the increase of negative impact of imbalance between non-work and work roles the negative effects of imbalance is also increasing rapidly.

Work life balance

The concept of work-life balance is based on the notion that paid work and personal life should be seen less as competing priorities than as complementary elements of a full life. However commitment towards self-development, allegiance to family and social life in order to fulfill the demands and duties along with organizational obligations are imperative for any individual employee. The balancing act of an individual in this three dimensional aspects of life namely organizational

*Corresponding author: **Yogita**

Lala Lajpat Rai Memorial College of Education, Dhudike, Moga

societal, employees personal life as depicted in the diagram is termed as work life balance. Clark (2000) defines work family balance as satisfaction and good functioning at work and at home, with a minimum of role conflict.

Advantages of ensuring Work life balance given by researchers

There are several advantages of ensuring work life balance which are expressed in terms of the views given by some researchers:

According to Taylor (2001) a good balance between work and life balance definitely give benefits to the society in the whole. If any organization ensuring work life balance of their employees, then organization or institution might be discharging from corporate social responsibilities. As a matter of fact, when employee reaches their home back, he/she can spent time with their family members which will help in strengthen the family dynamics (McDowell, 2004).

According to Byrne (2005) suggested that people having good and right balance between work and life give enough priorities to their family members, friends, personal health and colleagues along with spirituality. All this help employees in maintaining good physical and mental health which will ensure that employees will have sufficient time to discharge from any religious commitments or duties.

Fagnani and Letablier (2004) also reported if employees having good work life balance, then it will help them in taking care of their families efficiently. In such a way all employers also become faithful and devoted with the organization/institution.. Employees can spend sufficient amount of time with their family members which will help them in discharging their family values and ties.

Bloom, Krelsches, and Van (2009) reported employees having positive balance between work and life, then they can better and effectively put their efforts on the work they are doing which will lead them to attain higher salaries.

REVIEW OF RELATED LITERATURE

Senthilkumar, Chandrakumaramangalam and Manivannan (2012) Explored An Empirical Study on Teaching Professionals Work-Life Balance in Higher Learning Institutions with Special Reference to Namakkal District, Tamilnadu. It is divulged from this analysis that majorities (90%) of the respondents were not satisfied with their work life balance. Marfi (2013) found that people who had been working in the education sector were more concerned about their health as the work-life-balance was causing pressure on their health. It was also found that for employees it is not desired by employees that they have to work while taking time out of their normal routines and organization contact them after office hours. Likewise, it was reported by employees that their organization and managers are concerned about their family issues which arise from work life balance. Kaur (2013) found correlation results for the whole sample reveals that Work life balance is strongly related to Satisfaction with life and Extroversion dimension of personality whereas Openness dimension of personality shows positive relationship with Agreeableness and Conscientiousness. The results of stepwise

regression shows that Extroversion contributes 15% of total variance towards Work life balance and Work Life Balance contributes 16% of the total variance towards Satisfaction with Life. Petare (2013) explored work life balance of women working in teaching profession as Kohlapur and revealed that the main cause of imbalance of work life balance is Heavy work & extent working hours followed by Inabilities to priorities and manages time and Flexi - time, reduced working hours & other facilities at working place leads to achieve work life balance. Gulbahar, Ch, Kundi, Qureshi and Akhtar (2014) Studied relationship between work life balance and organizational commitment. found no association of work-life balance with marital status, and gender, hence Null hypothesis was rejected, however, result hypotheses 4 find significant relationship between organizational commitments of professionals with support staff. Mafini and Dlodlo (2014) Explored The linkage between work-related factors, employee satisfaction and organizational commitment: Insights from public health professionals. Major findings of the study were Job security and person-environment fit both positively correlated with and predicted employee satisfaction. The association between work-family balance and employee satisfaction was weak and showed no significant predictive validity. Employee satisfaction was strongly correlated to and predicted organizational commitment. Yadav and Dabhade (2014) have done A comparative study is conducted among the working women of some Govt. colleges and national institutes of Bhopal in education sector and nationalized banks, running their in Bhopal (M.P.) for banking sector. Study revealed that employees are more committed towards their job to get higher reward and appreciation. This attitude towards their jobs however increases family conflict but increases job satisfaction. It was again found that most of the women employees enjoy the job and feel comfortable at their work place. The research showed that women employees work in banks for financial support generally faces life challenges than the education sector. Working hours are satisfactory but sometimes late working and working in evening branches in banks interrupts work life balance. Mark Tausing and Rudy Fenwick (2001) revealed the solution that supposed control of work schedules increase work-life balance net of family and work characteristics whereas study by Schutz and Schutz (2005) reveals about the challenges for work life balance. Hunsley, T. (2006) depicts that the competing demand of work and family have given rise to various forms of non-standard work arrangements. However, Dargahi (2007) studied on improving of quality of work life. Guna in his study reveals that quality of work life is becoming and important human resource issue. All these scholars depict the importance of work life balance in one's life related with various fields.

Objectives

1. To investigate the significant difference in the mean scores of worklife balance between married and unmarried teacher educators.
2. To investigate the significant difference in the mean scores of worklife balance between male and female teacher educators.

- To investigate the significant difference in the mean scores of worklife balance between male married and male unmarried teacher educators.
- To investigate the significant difference in the mean scores of worklife balance between female married and female unmarried teacher educators.

There will be no significance of difference in the mean scores of work life balance between male and female teacher educators

Table 1 Showing the mean scores of work life balance between male and female teacher educators

Variables	N	Mean	S.D.	S.ED	t-ratio	Level of Significance
Work life Balance (Male)	50	189.44	25.11	3.55	.781	Not significant at 0.05 and 0.01 levels
Work life Balance (Female)	50	193.56	27.58	3.90		

The above table shows that mean scores of male and female teacher educators are 189.44 and 193.56, their S.D. are 25.11 and 27.58 respectively. When we calculated S.E_D it comes out to be 3.55 and 3.90 and the calculated t-ratio is .781 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than the tabulated value at both the levels. This shows that there exists no significant difference in the mean scores of male and female teacher educators. Hence Hypothesis Accepted

There will be no significance of difference in the mean scores of word life Balance between male married and male unmarried teacher educators

Table 2 Showing mean scores among male married and male unmarried teacher educators

Variables	N	Mean	S.D.	S.ED	t-ratio	Level of Significance
Work life Balance Male (Married)	25	197.00	22.99	4.60	2.21	Not significant at 0.01 level
Work life Balance Male (Unmarried)	25	181.88	25.31	5.06		

The above table shows that mean scores of male teacher educators (Married) and (unmarried) are 197.00 and 181.88, their S.D. are 22.99 and 25.31 respectively. When we calculated S.E_D it comes out to be 4.60 and 5.06 and the calculated t-ratio is 2.21 which is not significant because calculated t-ratio is lesser than the tabulated value at 0.01 level and greater at 0.05 level. This shows that there exists no significance of difference in the mean scores of male married and unmarried teacher educators. Hence Hypothesis Accepted

There will be no significance of difference in the mean scores of word life Balance between female married and female unmarried teacher educators

Table 3 Showing mean scores among female married and female unmarried teacher educators

Variables	N	Mean	S.D.	S.ED	t-ratio	Level of Significance
Work life Balance Female (Married)	25	188.12	28.85	5.77	1.41	Not significant at 0.05 and 0.01 levels
Work life Balance Female (Unmarried)	25	199.00	25.67	5.13		

The above table shows that mean scores of female teacher educators (Married) and (unmarried) are 188.12 and 199.00, their S.D. are 28.85 and 25.67 respectively. When we calculated S.E_D it comes out to be 5.77 and 5.13 and the calculated t-ratio is 1.41 which is not significant at both the

Hypothesis

- There will be no significance of difference in the mean scores of work life balance between married and unmarried teacher educators
- There will be no significance of difference in the mean scores of work life balance between male and female teacher educators
- There will be no significance of difference in the mean scores of work life balance between male married and male unmarried teacher educators.
- There will be no significance of difference in the mean scores of work life balance between female married and female unmarried teacher educators.

Statistical Techniques

Mean, S.D., S.E_D, t-ratio

Sample

The present study was conducted on a representative sample of 100 teacher educators From Colleges of education of Moga district. Purposive sample was done.

Tools Used

Work life balance scale: self prepared by the investigator.

Delimitation

- The study is delimited to Teacher educators from colleges of education affiliated to Panjab University.
- The study is confined to 100 teacher educators only.

RESULTS AND DISCUSSION

There will be no significance of difference in the mean scores of work life balance between married and unmarried teacher educators.

Table 1 Showing the mean scores of work life balance between married and unmarried teacher educators

Variables	N	Mean	S.D.	S.ED	t-ratio	Level of Significance
Work life Balance (Married)	50	192.56	26.20	3.71	.401	Not significant at 0.05 and 0.01 levels
Work life Balance (Unmarried)	50	190.44	26.67	3.77		

The above table shows that mean scores of teacher educators (Married) and teacher educators (unmarried) are 192.56 and 190.44, their S.D. are 26.20 and 26.67 respectively. When we calculated S.E_D it comes out to be 3.71 and 3.77 and the calculated t-ratio is .401 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than the tabulated value at both the levels. This shows that there exists no significance difference in the mean scores of teacher educators (Married) and teacher educators (unmarried). Hence Hypothesis Accepted

levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than the tabulated value at both the levels. This shows that there exists no significance of difference in the mean scores of female married and unmarried teacher educators. Hence Hypothesis Accepted.

Major Findings of the Study

1. There exists no significance of significant difference in the mean scores of teacher educators (Married) and teacher educators (unmarried).
2. There exists no significant difference in the mean scores of teacher educators male and female teacher educators.
3. There exists no significant difference in the mean scores of male married and unmarried teacher educators.
4. There exists no significant of difference in the mean scores of female married and unmarried teacher educators.

CONCLUSION

Male and female both constitute an important section of the workforce. From the above discussion, it is quite concluded that educational institutions, should address the Work Life Balance related issues among their staff, specifically women & take a holistic approach to design and implement policies to support the teaching staff to manage their work/life balance which would add to the performance of these staff members. Achieving a good balance between work and family commitments is a growing concern for contemporary employees and organizations. The study can also direct employers of management institutes to evolve flexible work strategies and provide better working conditions which will help in overcoming stress in faculty members to some extent.

Educational Implications

The present revealed that male married and female unmarried teacher educators have better work life balance. Output of the result is that teacher educators need to manage their work and life both. They are less satisfied and needs to maintain balance between work and life. In order to maintain balance between the two institution should have to follow effective strategies and work life balance policies to deal with the problems faced by teacher educators. Education system, strategies should be improved and work load should be evenly distributed among the staff. Thus, it can be a significant step to improve the quality of education.

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How to cite this article:

Yogita.2017, A Comparative Study of Work Life Balance Between Married And Unmarried Teacher Educators. *Int J Recent Sci Res.* 8(10), pp. 21061-21065. DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0810.1007>
