



A study on Work Life Balance of employees in the field of education with special reference to college teachers

S Harinisri¹, Dr M Sangeetha²

¹ Department of Commerce, VLB Janakiammal College of Arts and Science, Coimbatore, Tamil Nadu, India

² Assistant Professor, Department of Commerce, VLB Janakiammal College of Arts and Science, Coimbatore, Tamil Nadu, India

Abstract

The study on work-life balance of employees in the field of education with special reference to college teachers aims to understand how educational professionals manage their professional and personal lives effectively. It focuses on identifying the major factors that influence work-life balance, such as workload, stress, family responsibilities, and institutional support. The research highlights the importance of maintaining a healthy balance between work and personal life for achieving job satisfaction, mental well-being, and higher productivity. Data for the purpose of the study were collected from 50 employees, through structured questionnaires and analyzed to assess the current state of work-life balance among teachers and staff. The findings reveal that while most employees strive to work life balance.

Keywords: Work-Life Balance, work-life balance strategies

Introduction

Work-life balance has emerged as one of the most significant aspects of modern organizational life, support staff—often face multiple responsibilities both at work and at home. The demands of lesson planning, student management, assessment duties, and administrative tasks frequently extend beyond regular working hours, leading to stress and fatigue.

Maintaining a healthy balance between professional obligations and personal life is essential for enhancing employee

satisfaction, productivity, and overall wellbeing. In the education field, where employees play a crucial role in shaping young minds, achieving this balance becomes even more vital.

A lack of work-life balance can lead to burnout, reduced job performance, and lower motivation levels, which in turn affect the quality of education delivered.

Objectives

- To understand how employees, manage their professional and personal responsibilities.
- To identify the factors that influence work-life balance among educational employees.
- To analyze the impact of work-life balance on job satisfaction and performance.
- To suggest suitable measures to improve work-life balance among college teachers.

Scope of the Study

The study is confined to college teachers working in educational institutions. It covers aspects such as working hours, workload, family responsibilities, job satisfaction, stress level, and organizational support that affect their work-life balance

Limitation of the Study

- The study is limited to a small sample size only 50 and may not represent the entire population of teachers.

- Time and resource constraints limited the scope of the study.
- The responses are based on personal opinions, which may involve bias.

Statement of the Problem

In the field of education, employees such as teachers, administrators, and support staff often face multiple demands from both their professional and personal lives. The nature of their work—long hours, emotional involvement with students, administrative responsibilities, and continuous professional development—can make it difficult to maintain a healthy balance between work and personal life. Poor work-life balance can lead to stress, burnout, reduced job satisfaction, and decreased productivity, ultimately affecting the quality of education.

Despite the importance of maintaining balance, many educational institutions lack structured policies or support systems that promote employee well-being. There is a growing need to understand how employees in the education sector manage their professional and personal commitments, what factors influence their work-life balance, and how these factors affect their overall performance and satisfaction

Review of Literature

1. Greenhaus & Beutell (1985) ^[1] Defined work-life balance as the absence of conflict between work and family roles. Their research identified three types of conflicts: time-based, strain-based, and behavior-based, which are still relevant in modern workplace studies.
2. Frone (2003) ^[2] Found that work-life balance influences both job satisfaction and life satisfaction. The study highlighted that teachers who experience high workload and emotional stress are more likely to face imbalance.
3. Kaur & Saini (2020) ^[3] Stated that digital learning and online teaching have increased working hours for

educators, causing stress and burnout, especially after the introduction of remote teaching during the pandemic.

4. Singh & Dhillon (2022) [4] Emphasized that emotional well-being and mental health support systems in educational institutions play a vital role in maintaining teachers' work– life balance.

Research Methodology

The present study adopts a descriptive research design. This design is used to describe the characteristics of the respondents and to analyze the factors influencing the work-life balance of college teachers. It focuses on obtaining factual and accurate information about their professional and personal life balance

Data Collection Method

- **Primary Data:** collected directly from college teachers through a structured questionnaire and personal interactions.
- **Secondary Data:** Gathered from journals, research papers, reports, and online sources related to work-life balance and employee well-being in the education sector.

Sample Size

The total sample size of the study 50 college teachers, including both government and private college faculty members.

Area of Study

The study was conducted in special reference to college teachers.

Statistical Tools

- Simple percentage
- Chi-Square

Simple percentage

This method was applied to analyse demographic factors such as gender, age, marital status, types of institution, working hours, frequency of stress, and other work life balance-related factors.

Chi-square

The chi-square test is a non-parametric statistical tool used to determine whether tis a significant relationship between two categorical variables.

Simple Percentage

Table1: Types of Institution

Types of institutions	Response	Percentage
Private	37	74%
Government	13	26%
Total	50	100%

Interpretation

Observed value (o)	Expected value (E)	(O-E)	(O-E) ²	(O-E) ² /E
10	8.88	1.12	1.25	0.14
18	17.02	0.98	0.96	0.06
6	8.14	-2.14	4.58	0.56
3	2.96	0.04	0.00	0.00
2	3.12	-1.12	1.25	0.40
5	5.98	-0.98	0.96	0.16
5	2.86	2.14	4.58	1.60
1	1.04	-0.04	0.00	0.00

From the above table, it is observed that (74%)of the respondents are working in private college, while only (26%) are employed in government college.

Table2: Frequency of Stress

Frequency of stress	Response	Percentage
Always	12	24%
Sometime	23	46%
Never	11	22%
Rarely	4	8%
Total	50	100%

From the above table it is observed that (24%) of the respondents are saying that they get stress Always, from the above table it is observed that (46%) of the respondents are saying that they get stress Sometimes, from the above table it is observed that (22%) of the respondents are saying that they stress Never, from the above table shows that it is observed that (8%) of the respondents are saying that they get stress Rarely.

Chi square test observed frequency table (o)

Types of institutions	Always	Someti mes	Never
Private	10	18	6
Government	2	5	5
Total	12	23	11

Types of Institution	Always	Some times	Never	Rarely	Total
Private	8.88	17.02	8.14	2.96	37
Government	3.12	5.98	2.86	1.04	13
Total	12	23	11	4	50

Expected Frequency Table (E)

TABLE OF CHI-SQUARE FORMULA $\chi^2 = \sum(O_i - E_i)^2 / E_i$
 $\chi^2 = 0.14 + 0.06 + 0.56 + 0.00 + 0.40 + 0.16 + 1.60 + 0.00 = 2.92$

Degree Of Freedom

$Df = (r-1) \times (c-1)$
 $Df = (r-1) \times (c-1) = (2-1)(4-1) = 3$

Level Of Significance

$\text{Alpha} = 0.05 \text{ \textit{\{ (5% level of significance)}}$

Hypothesis

Null Hypothesis: There is No Significant Association between the type of institution, where the employee is working and frequency of stress.

Alternative Hypothesis: There is Significant Association between the type of institution, where the employee is working and frequency of stress

Chi-Square Analysis

Result

The calculated value (2.92) is less than the table value (7.815), the result is not significant. Therefore, the null hypothesis (H_0).

Findings

1. The majority of respondents are female (72%)
2. Most respondents (52%) belong to the 25–35 years age group
3. The majority of respondents (82%) are married
4. The majority (74%) are employed in private institutions
5. Most of the respondents (40%) have 11–15 years of teaching experience
6. The majority 32% of the respondents always feel that they maintain a good balance between work and personal life,
6. The majority (42%) of respondents work less than 30 hours per week
8. Time Spent with Family and Friends More than half (54%) of the respondents are satisfied with the time spent with family and friends,
7. The majority of respondents (44%) reported that work sometimes interferes with family or personal responsibilities
10. The majority of respondents (46%) of employees sometimes experience stress
11. The majority of respondents (40%) of believe their institution supports maintaining work life balance.
8. The majority of respondents (36%) of employees work from home several times a week.
9. The majority of respondents (48%) Opined that they employees have time for personal hobbies or self-care.
10. A majority (58%) of respondents reported that they are getting high job satisfaction

Suggestions

- Utmost care is needed while taking decisions in adopting and implementing the policies as it impacts both the employees.
- The organizations should improvise and innovate the ways to cater to the diverse needs of its employees.
- The organizations, The employees should be made aware of the organizations policies with regard to work-life balance.

Conclusion

Work-life balance is a very important issue in the Human Resource Management field and it has a vital impact on the productivity and growth of both the organization and the employee. Many factors act as supporting elements for employees to achieve balance between work and personal life. While certain elements like employees participation in framing the policies and taking key decisions, effective communication of organizations policies can be strengthened to make work and personal life of employees highly balanced.

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