Work Place Factors Impacting Work Life Balance of School Teachers

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ABSTRACT

Teachers illuminate lives, a teacher can awaken a student's belief in themselves and bring positive change into the world every day.The progress of our nation depends upon its students and the way they are getting an education as such it is imperative that teachers must be well motivated, stress-free, and willing to gain accomplishment in their teaching skills.A teacher who fails to strike a balance between work and domestic life are more physically and emotionally exhausted. The purpose of this research is to identify the various workplace factors impactingteachers WLB. A sample size of 100 high school teachers from Punjab, India are taken based on judgementsampling and secondary sources referred are journals, books, thesis, working papers, magazines,internet sites, newspapers etc. Towards the end, recommendations have been mentioned to give an insight to the institutions in order to focus on workplace factors to enhance WLB among teachers.

KEYWORDS-*Work Life Balance, Teachers, Workplace factors, Workload, Work Life Balance Policies, Punjab.*

INTRODUCTION

Work Life Balance is an optimum distribution of a person's energy, time and commitment across work and personal life domains and achieving satisfying experiences in all life domains

Our Heritage

(Kirschneyer, 2000). Teachers illuminate lives, and any teacher can awaken a student's belief in themselves. Only a teacher can bring positive change into the world every day. Efforts of a teacher are significant and makes a positive effect on a student's life. Teacher plays an important role in shaping the personality of a person by delivering the best quality of education. As a result, a good teacher but under stress, overloaded with work and dissatisfaction with job, imbalance in work and family life highly affects their ability to deliver best quality of education and produce good students (Burke, 2002). Workloadas defined by(Javed*et.al,*2014) is the amount of work or tasks that is to be done by employees in a certain period of time and (Vogel, 2012) emphasized that excessive work overload is detrimental to work life balance. Work domain pressures as work role stressors, role conflict are sources of work and life imbalance (Greenhaus*et al.,* 1989). (Punia and Khosla, 2009) stated that in the education sector people wish to remain conflict and stress free as it is directly linked with the teacher's performance.(Kofodimos, 1993) accentuated that an imbalance due to work related issues arouses high level of stress, detracts from quality of life and ultimately reduces individual's effectiveness at work. As strongly mentioned by (Philipp, Francis and Ramos, 2015) heavy workloads will result in an imbalance between work and personal life. A high level of workload would give a negative impact on work- life balance and would reduce the quality of life of employees and social contact with family and friends (Eby, Casper, Lockwood and Bordeaux, 2005).(Voydanoff, 2004) discussed that work hours and additional work without notice, work uncertainty are decidedly connected with work to family strife. According to (Major, Klein and Ehrhat, 2002) longer working hours (i.e. work life imbalance was significantly linked to depression and stress related problems. Firmly supported by (Kinman and Jones, 2003), that long working hours has an effect on employees' psychological (i.e. anxiety and depression) and physical wellbeing. As reported by (French, 2013) that an increase in working hours and heavy workload created a depressed working environment.Longer working hour (i.e. work-life imbalance) was significantly linked to

depression and stress related problems (Klein and Ehrhart, 2002). (Todd, 2004) found that unsupportive managers, heavy workloads, hours of work are all contributors to the prevalence of work-life irregularity.(Winslow and Jacobs, 2004) investigated the relationship between faculty workload and their dissatisfaction and found proof that many professors are discontented because of their workload.(Punia and Khosla,2009) contemplated that in the education sector people wish to remain conflict and stress free as it is directly linked with the teacher's performance in and outside the classroom.The absence of work life balance has been linked to negative consequences that are detrimental to an employee's performance (Hobson, Delunas and Kesic, 2001).(Meenakshi and Ravichandra, 2012) examined and stated that the negative state of mind of companions and associates at work was found to frustrate the work life.Work-Life balance is not something that just happens.It involves the efforts of the worker, the organization that the worker works for, the family with whom the worker lives and imperatively the society in which all are embedded. Hence, it can be said that to maintain a work-life balance mutual understanding and respect between players are essential (Uddin, et al., 2013).Balancing work and family issues is a universal phenomenon and are increasingly important to employees and employers (Jarrod, 2007). (Kundnani and Mehta, 2015) identified that a positive work environment leads to less overtime and achieving targets. Work-life balance is highly affected by factors such supervisory support, motivation, remuneration and promotion, working in supportive team, sound workplace policies and regulation, workload, holidays and work from facilitate makes a great impact in the career stages of an employee. In respect to this, it is essential for an organization to foster a sound culture which value work-life balance that must apply policies and practices across all career stages of employees (Darcy and Sao, 2012). As opined by(Sakthivel,*et.al*.2011) work-life balance is key driver of employee satisfaction and better life-balance.Institutions are nowadays conscious for their employee's health and wellness, therefore work life balance policies/practices are described as institutionalized structural and procedural arrangements that make it easier for

individuals to manage the often-conflicting worlds of work and family lives (Osterman, 1995).(Tremblay, Genin and Loreto, 2011) illustrated the importance of organisational support to work-life balance in a demanding work environment. According to (Vlems, 2005) where the employees are able to find the right balance between work and life there are multiple benefits as: - employee loyalty, commitment and increase in motivation, and reduction of stress among employees and employees would be happier and content when they are able to balance their work and life demands. Employee's self-esteem, health, concentration, and confidence improves. Every employee will give their very best during the working hours leading to improved relations with management. In highly competitive environment work pressures are increasing therefore organizations need to alter their policies which require employees to have high commitment towards their job and even with job beyond working hours (Hamind, 2005).A supportive workplace was found to be important for balancing family and work (Mittal et.al. 2017). An organization that values the contribution of their employees and cares for their employee's wellbeing has a positive effect on work life balance (Eisenberger, Huntingon, Hutchison and Sowa, 1986).The importance of work life balance policies is described and discussed by ample of researches, work life balance practices/policies benefits an institution in manifolds and employees too, through increased well-being, increased morale, productivity and employee loyalty, it also enhances employees attachment to the organization, decreased job stress and decreased burnout of its employees (Parkes and Langford, 2008; Barik and Pandey, 2016; Grover and Crooker, 1995).Work-life balance practices help to retain talented employees as they become more committed towards their organization and hence it reduces attrition rate and absenteeism (Dex and Scheibl, 1999) and enhances organisation's productivity (Sands and Harper, 2007). (Moore, 2007) emphasized that organisations that provide long-term work-life balance cultures, gain employee loyalty and positive employee attitudes towards work.

OBJECTIVIES OF STUDY

1. To examine the impact of workplace factors on work life balance of high school teachers in Punjab.

2. To suggest some measures in order to promote and achieve work life balance among teaching professionals.

REVIEW OF LITERATURE

Thomas and Ganster (1995) examinedthe direct and indirecteffects of organizational policies and practices that are supportive of family responsibilities on work-family conflict. Supportive practices, especially flexible scheduling and supportive supervisors had direct positive effects on employee perceptions of control over work and family matters. Control perceptions, were associated with lower levels of work-family conflict, job dissatisfaction and depression.

Niharika and Supriya (2010) identified that flexible working time, provision of opportunity to work part-time and liberty to work from home that permits women employees to take care of their children, these factors important and becomes easier to handle much in work life balance.

Kumar and Deo (2011) ascertained that junior female teachers experienced work life inequity because of low exposure and experience. They were also affected by role overload and inter role distance stress in comparison to their counterpart, as household chores add an extra stress on women.

Darcy, *et.al.* (2012) examined how WLB is affected and shaped by different antecedents and their impact across four career stages defined by age. A sample of 729 employees in 15 organizations in the Republic of Ireland was considered. The results stated that parenthood and gender had no significant correlation with WLB of the respondents as WLB is a relevant issue

for employees in all four career stages. Organizations who wish to foster a culture which values work life balance must apply policies and practices across all career stages employees.

Fatima and Rehman (2012) examined role ambiguity and role conflict effect on employee's job satisfaction as well as leaving intention and measured their level of satisfaction while performing their duties. Data was gathered from 120 teachers from Rawalpindi and Islamabad universities in Pakistan. Data analysis was done using SPSS and regression analysis. The results indicated that job role conflict and role ambiguity are negatively related to job satisfaction and positively related to job leaving intentions.

Holly and Mohnen (2012) examined the influence of working hours on employee's satisfaction, by using a large, representative set of panel data from German households (GSOEP). Diverse perceptions and influences of job conditions on employees were revealed so the connection between working hours and work-life balance is very important for companies and their human resource policies. The results showed that the overall number of hours by which employees want to reduce their working time is driven mainly by overtime compensation. Compensated overtime has a positive effect on job satisfaction; therefore, companies can satisfy their employees, even those with high workloads, if they compensate them for overtime, whether in full, partially, or with additional holidays. Compensation for overtime also decreases employee's wishes to reduce their working hours.

Tariq,*et.al.*(2012) elaborated the importance of work-life balance for organizations and the various emerging practices/initiatives associated with it. Based on extensive Meta-analysis of literature, the findings revealed that in current dynamic organizational scenarios work-life balance is both important for the organization and for its employees particularly as It would help the organization to improve productivity, efficiency, competitiveness, morale and gain a competitive edge. Hence the study accentuated that work-life balance initiatives are the win-win

situational tools for the employers and the employees as the organization's goals would be accomplished and fulfilled successfully along with the personal needs of the employees.

Lakshmi and Gopinath (2013) in their study ascertained that the educational institutions should deal with WLB related problems that prevail among their staff members, particularly women and must adopt a holistic approach to plan and execute the strategies to help the teaching staff in managing their work and personal life.

Madipelli, Sarma and Chinnappaiah(2013) investigated on factors influencing work life balance among female teachers at home and at work place and observed that organizations having ineffective work arrangements, poor working conditions, long working hours, lower income, pressurized work environment etc., are responsible for monotony, frustration and stress towards work and home among employees, which leads to work life imbalance.

Pandu, *et.al* **(2013)** a survey of 80 IT employees and 80 ITeS employees was carried out to study the relationship between work environment, workload and WLB. According to the sample result the most significant factor to influence work-life balance was feelings about work. Thus, increase in commitment, turnover intensions and satisfaction, the chances of achieving better work-life balance increases. It was recommended that the top managements of organizations should set some rational objectives for female employees. 5 days' work in a week is one such policy which can provide some flexibility to manage professional and personal life effectively along with flexi-time and work from home.

Saranya and Gokulakrishnan (2013) in their study noted that women have a positive perception on various dimensions of their institution such as employers' administration practices, flexibility in time and work and necessary assistance from superior, which help women to

achieve work life balance. The women academicians perceive that the work-life balance has positive influence on the institutions development.

Skinner and Chapman (2013) reviewed the work-life policies and practices that are likely to have the greatest impact on work-life outcomes, specifically reducing the negative impact of work on other life domains (work-life interference), and enhancing the positive effect (work-life facilitation). It considered the work-life literature related to two specific industries – the Australian public sector, health and social services – to identify work – life issues and practices specific to each industry. It addressed policy areas common in work-life studies of the general workforce: employee-centered flexible work practices; working hours (e.g. access to part-time work); paid and unpaid leave (e.g. parental leave); and access to childcare. It also acknowledged that other factors such as life stage where can have a significant impact on work – life interaction and deliberately focused on workers with dependent children who are most likely to experience work-life pressure and tensions. It concluded that for work-life policies to be truly effective they must be accepted and integrated into the mainstream for all worker's inclusive employment regulation, better quality part-time work and a greater policy focus on men's uptake of flexible work are likely to alleviate some of the burdens and causes of work-life conflict across industries – alongside cultural shifts in workplace gender norms.

Kundnani and Mehta(2015) identified the factors influencing work-life balance of employees in banking sector. On the basis of convenient sampling 300 respondents from banks in Jaipur, Rajasthan were considered. Factor Analysis had been used for data analysis. The study identified the factors as, role clarity is necessary for growth and planning which motivates an individual to perform better and ensuring which motivates workplace which affects performance. Independent working and facilities received in organizations ensure easy balance between work and life.

Furthermore, it stated that, in order to design work life balance policies and programs for employees identifying factors are beneficial.

Wong, *et.al* **(2017)** examined the relationship between workplace factors and work-life balance among employees in services sector. The independent variables comprised of supervisor support, co-worker support and flexible working arrangement; whereas the dependent variable was work-life balance. Based on cross-sectional survey research design, the data was collected in quantitative by a closed-ended questionnaire, in Kuching, Malaysia.Simple random sampling method was used with a sample size of 98 respondents. The results revealed that there is a positive relationship between supervisor support, co-worker support and flexible working arrangement to work-life balance.

Suhani, *et.al.* **(2018)** ascertained the link between workload with work life balance and determined the effect between role conflicts towards work life balance. Data was collected through a questionnaire that 131 respondent answered. Descriptive and correlation analysis was used for analysis. From the analysis it showed that the more workload more would be an imbalance between work and life. As identified from the outcome, a negative relationship between workload and role conflict is a factor for imbalance between work and personal life. Furthermore, suggested that management is required to identify the capacity of employees in completing their task and organizations must offer more flexible working hours to employees with extensive workload.

RESEARCH METHODOLOGY

A research design is the basic plan, which guides the data collection and analyses the phases of the research. The descriptive research design is used in the study. Through a Close-Ended Questionnaire based on Five-point Likert scale primary data is collected and the secondary

sources like online articles, blogs, research papers, journal etc. are reviewed. Based on Judgement sampling 100 high school teachers from CBSE affiliated private schools in Punjab were taken as sample.

FINDINGS

FACTOR ANALYSIS

<u>WORKPLACE FACTORS</u>

The table below estimates the Kaiser-Meyer-Olkin value, which is the proportion of examining sufficiency, which ranges somewhere between 0 and 1. In this table, KMO = 0.606 which indicates that the sample is sufficient and we can proceed with the factor analysis. Bartlett's test of sphericity is performed by taking $\alpha = 0.05$. Here p-value is .000 less than 0.05, and hence, factor analysis is valid.

Table 1 - KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.606
Bartlett's Test of Sphericity	Approx. Chi-Square	143.802
	df	10
	Sig.	.000

Table 2 - Rotated Component Matrix

STATEMENTS	COMPONENT			
1. WORKPLACE ENVIRONMENT	1	2	3	4
1. Free from politics and gossips .661				
2. Easily acceptance of new teachers .002				
3. Grievances addressed .036				
4. Superior support for handling emergencies.424				
5. Well- being of employees.399				

6. Financial guidance	.183
7. Feeling of job security	.806
8. Motivated in job	.833
9. Stability in job	.813
10. Job satisfaction	.747
11. Feedback about work performance	.154

2. WORKPLACE FACILITIES

1. Disciplined work environment	.316
2. Encouraging diversity	.326
3. Transport facilities provided	.244
4. Multiple responsibilities	.623
5. Worrying about work apart from working hour	.688
6. Working on holidays/Overtime	.553
7. Holidays/paid time off	.126

3. WORKLOAD

1. Time constraints	.375
2. Stress related diseases	.411
3. Active adjustment techniques	.564
4. Promotion and rewards	.349
5. Flexible work timings	.565
6. Counselling service	.358

4. WORKPLACE SUPPORT

1. Good communication with superior	.448
2. Co –teacher support	.219
3. Flexibility of timings certain situations	.453
4. Good understanding amongteam members	.219

5. Approachable management	.514

(F1) WORKPLACE ENVIRONMENT: It is clear from Table 2 that twenty-nine variables are further divided in four main factors. In the first factor 11 variables are included i.e related to workplace environment and the Eigen value of first factor is 4.745 and the total variance is 15.817% and the cumulative value is 15.817 %. This factor shows ranges from .833 to .002.

(F2) WORKPLACE FACILITIES: Table 2 depicted that second factorhas been labeled as workplace facilities whichincludes five variables. The Eigen value of this factor is 2.650and the value of total variation is 8.835% and cumulative value is 24.652%. The factor loading values vary from .688 to .126.

(F3) WORKLOAD: Table 2 illustrated that the third factor has been tagged as Workload which includes six variables. The Eigen value of this factor is2.586 and the value of total variation is8.621% and cumulative value is 33.273 %. The factor loading values range from .565 to .349.

(F4) WORKPLACE SUPPORT: The fourth factor has been named as Workplace Support which include five variables. The Eigen value of this variable is2.338. Thethevalue of total variance is 7.792 % and cumulative value is 41.065 % in the factor analysis. The factor loading value range from .514 to.219.

CONCLUSION

As revealed from data analysis, workplace support plays an important role in achieving the work life balance because if teachers get a Coordinative environment, Support of co-teachers, Comfortable communication, Understanding nature of the Head of institution who helps to handle critical and dilemmicsituations and grievances timely addressed, an

environment free from gossips and politics in this case teachers will be able to peacefully and attentively work, expand their career scope and achieve an optimum balance between work and life. Additionally, motivation, remuneration and promotion also influence the WLB because motivation in the term of monetary and non-monetary affects the teachers to make effective improvement in their field. As a result, it was found that majority of the teachers were in the favor of remuneration and promotion system by getting effective support team so that they are able to take care of their family financially, emotionally and physically. Additionally, sound workplace policies and regulation also include flexible time, adjustment techniques, holidays and transport facilities provided to teachers impact their work life balance.As revealed from this study that stress related diseases are a cause of work life imbalance as it impacts health physically and emotionally, therefore sound workplace policies are imperative to be applied by organizations. It can be concluded from data analysis that the above mentioned factors imperatively impact work life balance of teachers and organizations must focus to address workload issues and issues related to work environment as they influence organizational commitment, productivity and WLB tremendously.As such school heads must focus on implementing work life balance policies.

RECOMMENDATIONS

The study recommends the measure that would help to maintain WLB among teaching professional: -

• To improve the work-life balance among the teachers, the work hours, flexi- timings, policies related to work distribution, introduction of various active adjustment techniques of setting their lectures in time-table be introduced for teachers during early stage of childcare or some medical reasons. So they can take care of their child and their health too.

• Institutions must focus on providing transportation/conveyance facilities for staff member's as it would be a time saver and reduce stress levels proving to be a contributing factor to achieve WLB.

•A sound working environment must be promoted, free from gossips and politics this would make new teachers feel supported and accepted in the institution as it reduces the work-related stress on teachers.

• School leaders have an influential role in creating the conditions required for schools development, which is possible by focusing on WLB practices in order to improve quality of life and retain talented, skillful and trained teachers because job is imperative for the employee but role conflicting situations put employees in dilemma. By extending support the head of institution would gain employees gratitude, loyalty and commitment to the organization.

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