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ABSTRACT
India holds a very important place in the global education sector. The country has more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. India is having one of the largest higher education systems. However, there is still a lot of potential for growth in the education system. An RNCOS report titled, ‘Booming Distance Education Market Outlook 2018’ expects the distance education market in India to grow at a compound annual growth rate (CAGR) of around 34 per cent during 2013-14 to 2017-18. Moreover, the aim of the government to raise its current gross enrolment ratio to 30 per cent by 2020 will also boost the growth of the distance education in India.

System of Education in India is organised by public sector as well as the private sector, with control restrictions and funds coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14.

Work family conflict has been widely reported in recent times. This paper focuses on how the Work interferes with personal life as well as how Personal life interferes with work life of female school teachers.

Key words: work life balance, female school teachers, Personal life, work life.

Introduction:
Education system in India.
Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private. The total amount of foreign direct investments (FDI) inflow into the education sector in India stood at US$ 1,171.10 million from April 2000 to June 2015, according to data released by Department of Industrial Policy and Promotion (DIPP). On the intervention of the Ministry of Human Resource Development, the Quality Council of India (QCI) is all set to roll out a training module for teachers after they pass the B.Ed. examination and enter teaching service.

Some of the other major initiatives taken by the Government of India are:
Prime Minister Mr Narendra Modi launched the Skill India initiative – ‘Kaushal Bharat, Kushal Bharat’. Under this initiative, the government has set itself a target of training 400 million citizens by 2022 that would enable them to find jobs. The initiatives launched include various

PMKVY is the flagship program under the Skill India Initiative and it includes incentivising skill training by providing financial rewards on completion of training to the participants. Over the next year, 2.4 million Indians are believed to be benefitted from this scheme.

National Policy for Skill Development and Entrepreneurship 2015 is India’s first integrated program to develop skill and promote entrepreneurship simultaneously. The vision of this programme is to skill the Indian youth rapidly with high standards and at the same time promote entrepreneurship thus creating wealth and gainful employment for the citizens.

The National Skill Development Mission is developed to expedite the implementation of skilling activities in India by providing robust institutional framework at the centre and the state. The Government of India has launched a website, Vidya Lakshmi (www.vidyalakshmi.co.in), for students seeking educational loans. Nearly 13 banks have registered 22 educational loan schemes on the Portal and five Banks including SBI, IDBI Bank, Bank of India, Canara Bank & Union Bank of India have integrated their system with the Portal.

**Quality of Work Life:**

After Industrial Revolution, the importance of human factor reduced because of the vast mechanization. Various problems like job dissatisfaction, boredom, absenteeism, lack of commitment and other things came up. Most management theories give emphasis on production, manipulating the skills of employees.

Richard E. Walton explains quality of work life in terms of eight broad conditions of employment that constitute desirable quality of work life. He proposed the same criteria for measuring QWL.

Those criteria includes Adequate and Fair Compensation, Safe and Healthy Working Conditions, Opportunity to Use and Develop Human Capacities, Opportunity for Career Growth, Social Integration in the Work Force, Constitutionalism in the Work Organization, Work and Quality of Life and Social Relevance of Work.

According to J. Richard and J. Loy, "QWL is the degree to which members of a work organisation are able to satisfy important personal needs through their experiences in the organisation".

The concept of work life balance (henceforth, WLB) was first used in the late 1970s and 1980s. WLB was defined as ‘people having a measure of control over when and how they work, leading them to be able to enjoy an optimal quality of life’ (The Work Foundation, 2005; and Thangaratinami, 2006). It is achieved when an individual’s right to a fulfilled life inside and outside paid work is accepted and respected as the norm to the mutual benefit of the individual, business society (Pocock, 2005).

Work family conflict has been widely reported in contemporary organisational behaviour literature (e.g. Frone, Russell& Copper 1992, Williams &Alliger 1994). Although this research increased understanding of how the concepts of work and non work conflict were related, a change in the traditional roles of men and women has required reconceptualization of employees’ work and non-work lives. Recently, a broader term has emerged in the literature to refer to work/non work conflict: work life balance which offers a more inclusive approach to the study of work/non work conflict compared to work family conflict. Consequently, there has been
a great deal of interest as demonstrated by the wealth of previous studies (Hill et al. 1998, Saltzstein, Ting & Saltzstein 2001, Felstead, Jewson, Phizacklea & Walters 2002). Despite the worldwide quest for Work-Life Balance, very few have found an acceptable definition of the concept. Here’s a proven definition that will positively impact your everyday value and balance starting today.

According to Robert Gordon (2003) in his book “Work-Life the right balance” said that Work-Life Balance does not mean an equal balance. It means trying to schedule an equal number of hours for each of your various work and personal activities is usually unrewarding and unrealistic. Life is and should be more fluid than that. Our best individual work-life balance will vary over time, often on a daily basis. The right balance for us is when we are single, after getting married and after having children the striking of right balance becomes a challenge. There is no perfect ratio to strike a balance. The best work-life balance is different for everyone because we all have different priorities and different lives.

However, at the core of an effective work-life balance definition are two key everyday concepts that are relevant to all. They are daily (i) Achievement and (ii) Enjoyment, ideas almost deceptive in their simplicity. Further emphasizing on the detail the meaning of these two concepts takes us most of the way to defining a positive Work-Life Balance. Achievement and Enjoyment because we want our kids to go to proper school. Have a social status and also enjoy our life by affording all the luxuries. We are aware on the meaning of Achievement. But as part of a relevant Work-Life Balance definition, enjoyment does not just mean happiness. It means Pride, Satisfaction, Happiness, Celebration, Love, A Sense of Well Being …all the Joys of Living. Achievement and Enjoyment are the front and back of the coin of value in life. We can't have one without the other.

Review of Literature:

Over the period of time research is conducted in this area. The glimpses of the same is presented in following lines.

Johnstone (1993) conducted a research on more than 500 teachers in Scotland regarding work load and its associated stress and he concluded in his report that the respondents reported at least one occasion of stress in a week. He also concluded in his research that the longer hours of work life the more stress occasions were recorded.

Olsen (1993) conducted a survey in Ohio, of 52 students of first year and 47 students of third year college students of university of Ohio. His findings indicated that decrease in job satisfaction leads to increase in job related stress.

Kossek, Dass and DeMarr (1994) explained that one of the reasons of the work life strain is a lack of integration between the employee’s life and organisation’s goals. He further asserted that negative culture, poor working environment and bad attitudes of supervisors create barriers to the implementation of work life balance.

Chen and Miller (1997) conducted a research on Teachers Stress and its impact on work life balance. They both concluded that organisational factors and individual factors are positively correlated. The organisational characteristics are work load, work stressors, job demands, class size, discipline of the students and their interaction with the teachers.

Attempts were made by Mentz (2001) to conduct a research on work life balance of teachers working in farm schools in South Africa. There were 60 respondents from 15 farm schools. The
research study indicated that teachers working in rural areas are highly satisfied with their situation they are in and their work life is balanced properly. He also emphasized that the teachers working in rural areas were highly satisfied with their minimal of facilities and he concluded in his research that even absence of proper infrastructure in school does not have any linkage with work life balance.

Wesley and Muthuswamy (2005) conducted a study of 230 teachers in an engineering college in Coimbatore, India; found out that work to family conflict was more prevalent than family to work conflict, thus indicating that permeability of work into family was more than permeability of family into work.

SitiAisyahBintiPanatik (2011) have conducted a study in Malaysia with the intention of revealing the level of work family conflicts among primary school teachers. She found the impact of work family conflict on the factors like life satisfaction, turnover intentions and mental health of the primary school teachers. This study revealed that the level of Work Interfering in Family (WIF) was higher when compared with Family Interfering Work (FIW). She further asserted that this lead to a negative relationship between works family conflict and mental health. She concluded in her research that Work Life Conflict has significant impact over the teacher’s intention to leave the organisation and satisfaction in their lives.

Meenakshi and Ravichandran (2012) have conducted a study to find the factors affecting work life balance and to analyze the effects of poor work life balance among Female teachers. Their study found that many of the respondents were able balance their work and personal life even though they face high stress at work place. They even found out that the negative attitude of peers and colleagues at work place was found to hinder the work life balance.

Attempts were made by Senthilkumar (2012) to find out the relationship between the demographic factors (age and gender) of school teachers of Namakkal district, Tamilnadu and he found out that there was a very high level of stress in balancing work and personal life of school teachers. The analysis of the study also revealed that the respondents of old age category and female category had a maximum level of stress in balancing work and family life together. Most of the respondents of this survey were not satisfied with their work life balance due to heavy work load at their respective schools.

Surabhi (2013) has made a research to find the perception of the female teachers of Pune city on their Work Life Balance with a sample of 100 respondents. The study revealed that 90% of the respondents were balancing their work and personal life with great effort, 34% of them are did not find sufficient time to spend with their families.

The research conducted by Vijaya Lakshmi et al (2013) to find the issues and problems of women faculty working in educational institutions in Chennai. Her study indicated that women faculty members underwent severe stress in the process of attaining work life balance. Also she further evaluated that continuous work pressure resulted act as mediators of Work Life Balance and intention to leave the institution.

SujataGopinatha (2013) in her research journal “Work life balance of Women employees with reference to School Teachers in Tamil Nadu” surveyed 50 faculty members and she came with the conclusion average work life balance was around 73%, within a range of 92% and 58% This clearly points out that there is a wide range between the sample respondents. She further added that women who are able to achieve a high work life balance along with other women with children have a poor work life balance index. She had also addressed the Work life balance
related problems, like specific counseling for women with low Work life balance index so that they can learn to manage themselves better. She asserted that poor work life balance index will affect the women psychologically and physiologically, resulting in poor performance at the work place and also the Institution with more than 30% of women staff need to consider methods of easing this problem for women. She concluded in her research that educational institutions should address the Work Life Balance related issues among their staff, specifically women and 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.

Aadya& UV, (2013) conducted a survey on “work life balance” 53 students hailing from North–Eastern Territory of India, migrated in Bangalore revealed that security and safety factors like safe working environment, timely salary payment influencing the employee’s job performance and to assess the general wellbeing of the female employee in unorganized sector. Lastly it is noted that even though the vast majority of women seek to work, most of them get poorly paid jobs in informal sector without any job and social security. The findings and results will show that there is a significant difference between the different occupation and their quality of work life among the north east female migrants working in unorganized sector of Bangalore.

Efforts were made by WaysherLhamuBhutia and Hemaltha.K (2014) to conduct a research on “Work life balance of School teachers belonging to Christian minority schools “in Christ University, Bangalore. They concluded that job satisfaction has a positive correlation with higher salary and higher incentives at job. They also emphasized that lack of management support and lack of administrative staff also leads to reduce in work life balance.

According to the available reviewed literature for the present study more of work life balance papers, journals, and research journals, there have been work life balance studies on employees, even school teachers more in developed nations and only few in India so far as schools are concern and hardly any in schools especially in Gujarat as well as in Surat city. That forms the basis for the present study.

**Research Methodology:**

**Objective of the Study**

**Primary Objective**
To study the work life balance of Primary school teachers schools affiliated Gujarat Secondary Education Board in Surat city.

**Secondary Objective**
To study the individual factors impact on work interferes with your family life.
To study the organisational factors impact on work interferes with your family life.
To study the individual factors impact on personal life interferes with your work
To study the organisational factors impact on personal life interferes with your work

**Methodology of data collection:**
The primary data was collected through Questionnaires, interviews and observations and the secondary data is collected from various websites, international and national published research journals and papers.

**Sampling:**
A stratified sampling method was used for selecting respondents, focusing on strata like gender, marital status, years of service etc.
A school was selected taking into account the size of the school as well as convenience. For the purpose of study the anonymity of the school is maintain as that was a condition for permission for collection of data.

**Significance of the Study**
This study will highlight the domain of the schools affiliated to Gujarat Secondary Education Board in Surat city. This study will also help the respective institutions itself.

**Limitations of the study:**
1. There were language barriers among the respondents while conducting survey as many teachers belong to Gujarati language background. This created a bit of confusion among the respondents so I had to translate the questionnaire in Gujarati language also.
2. The census survey method of collection data was very tedious and time consuming.
3. Many respondents were apprehensive while giving their response, this lead to a detailed discussion with few respondents which was very time consuming.

**Major findings:**

**Impact of Individual factors on work interferes with personal life {WIPL}**
- 34.7 percent of the teachers significantly disagree that after work they don’t get too tired to follow their hobbies.
- 50 percent of the teachers disagreed that their workload does not reduce their personal interests.
- 30.6 percent of the teachers disagreed that they do not experience any mood swings if they had a bad day at work.
- 25 percent of the teachers significantly agreed that their job takes up so much energy that they don’t feel up to doing things that need attention at home.
- 37.5 percent of the teachers do not agree that their job has changed their communicational skill (being interrogative) which in turn affects their personality.

**Impact of Organisational Factors on work interferes with personal life {WIPL}**
- 34.7 percent of the teachers agree that inadequate salary does not affect their behaviour at home.
- Only 19.4 percent of the teachers significantly agree that disrespect of students towards you at work affects your behaviour at home.
- 55.6 percent of the teachers agree that Overload of work affects their time with their family/friends.
- 31.9 percent of the teachers agree that it becomes difficult to cope up with the work at home due to work at school.
- 48.6 percent of the teachers do not agree that their pre-class preparation interferes with their work at home.
- 29.2 percent of the teachers agree that their school activities like practice of (annual function, sports, and other extra activities) take too much time from their family/ friends and work at home.
- 36.1 percent of the teachers agree that they have to do school work at home to meet their school work.
37.5 percent of the teachers agree that sometimes activities like practice of (annual function, sports, other extra activities) take too much of their family time than anticipated.

**Impact of Societal Factors on work interferes with personal life (WIPL)**
- 48.6 percent of the teachers agree that their workload reduces their involvement in their community gatherings.
- 29.2 percent of the teachers agree that their workload prevents them from attending their child’s PTA meetings.
- 34.7 percent of the teachers agree that their workload leads to absence in family functions and social gatherings.
- 38.9 percent of the teachers agree that their overload of work leads to less time interacting with their friends.
- 41.7 percent of the teachers do not agree that their work duties interfere with their friends and family’s interaction on social media (Facebook, whatsapp, twitter, etc.)

**Personal life interferes with work life (PLIW)**

**Impact of Individual factors on personal life interferes with work life (PLIW)**
- 45.8 percent of the teachers do not agree that their personal issues distract them from their work.
- 30.6 percent of the teachers agree that their personal issues like bad health, spouse conflict makes it difficult in situations of working overtime (especially during cultural programs).
- 18.1 percent of the teachers agree that their personal issues like health, child’s health keeps them more occupied that they can’t concentrate on other career related activities.
- 29.2 percent of the teachers agree that their Concentration at work is an issue when their child is sick at home.

**Impact of organisational factors on personal life interferes with work life (PLIW)**
- 15.3 percent of the teachers significantly agree that their personal life makes it difficult in situations of working overtime. (Especially during cultural programs).
- 54.2 percent of the teachers do not agree that their personal life keeps them more occupied that they can’t concentrate on other career related activities.
- 50 percent of the teachers do not feel that family obligations reduce the time they need for special assignments at work.

**Conclusion:**
Based on the research we may primarily conclude that the primary school teachers strive hard to maintain a balance between their work life and personal life. Many teachers are working more than a decade in their respective institutions. The Management of the Institutes also supports their teachers for their personal development by conducting activities like yoga and meditation programmes. The Management also supports the work life of the teachers as they have hired “helpers” for the teachers who have more than 60-70 students in strength. This in turn helps the teachers in their work load and day to day matters of the school. The Management also provides a proper campus infrastructure to facilitate their academic growth of their teachers working in their respective schools. The teachers of the study believe that their work life does not interfere at all with their personal life. The majority of the teachers
have their work life and personal life enhanced so it makes the balance of work life and personal life easy to maintain. The Management also helps the teachers to strike a balance between their personal life and work life as in turn it helps in increasing the job satisfaction of the teachers as well as it also leads to increase in the motivation level of the teachers so ultimately it’s a win-win situation for both.

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