

WORK–LIFE BALANCE AMONG MARRIED FEMALE TEACHERS IN PRIVATE SCHOOLS OF JABALPUR**ABHINICA SAHU****Guest Faculty, (Research Scholar)****University Institute of Management & Commerce,
RDVV, Jabalpur (M.P.)****WORK-LIFE BALANCE:**

“Work–life balance is about people having a measure of control over when, where and how they work. 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 and society”.

The expression Work-Life balance was first used in the late 1970s to describe the balance between an individual's work and personal life. Work-life balance is a broad concept including proper prioritizing between "work" (career and ambition) on one hand and "life" (pleasure, leisure, family and spiritual development) on the other.

The term 'work-life balance' describes a person’s ability to effectively manage his or her paid work commitments with their career goals, personal, community and cultural responsibilities, interests and obligations.

There are three major aspects of work/life balance:

- Time balance: - which concerns the amount of time given to work and non-work roles.
- Involvement balance: - meaning the level of psychological involvement in, or commitment to non-work roles
- Satisfaction balance: - or the level of satisfaction with work and non-work roles.

DEFINITION OF WORK-LIFE BALANCE:

There is a plethora of definitions to work-life balance. It means different things to different people at different times. The phrase work-life balance was called as an 'almost taken for granted metaphor' by Pitt-Catsoupes, et al. (2006).

Generally, work-life balance is defined as a state of equilibrium in which the demands of both a person's job and personal life are equal. It is nothing but investing equal amounts of time and energy between work and personal life.

Parkes and Langford (2008) defined work-life balance as 'an individual's ability to meet their work and family commitments, as well as other non-work responsibilities and activities.

Kirchmeyer (2000) simply defined work-life balance as 'achieving satisfying experiences in all life domains'.

Lewis (2000) differently conceptualized work life balance as a two way process involving a consideration of the needs of employees as well as those of employers.

Clark (2000), while defining work-life balance introduced satisfaction and role conflict. He defined it as satisfaction and good functioning at work and at home, with minimum of role conflict.

Greenblatt (2002), viewed work-life balance as "the absence of unacceptable levels of conflict between work and non-work demands.

NEED OF STUDY:

Teachers play an extremely important role in the building, developing and creating a sound foundation for the future society by imbibing knowledge and cultural values in the students. Female teachers in particular are exposing to excessive stress due to highly demanding work and family needs at the same time. As compare to their male counter parts women are subject to lot of work off both domestic and professional job responsibility. It is obvious that female teachers offend experience a struggling life affecting their work life balance quite adversely hence it is necessary that exploratory research should be carried for studying the different dimension of work and home life of female teachers in the private schools at Jabalpur. This research study is expected to bring forth the multifaceted aspects of female teachers work and home life, so that appropriate measures may be suggested to help them achieving the healthy work life balance.

CALL FOR POLICY ON WORK –LIFE BALANCE IN SCHOOL:

If an organization needs to be successful with committed and productive women, it needs to not only lay down schemes and strategies, but also needs to formulate policies and guide lines that can monitor these schemes. The following steps are mandatory to formulate the policy on WLB.

- Identification of the need for introducing WLB Policy.

- Creation of a Task-force that can lead this activity.
- Formulate the policy on WLB based on the school management's vision & mission's statement.
- Form a committee that comprises of representatives from management as well as workers category.
- Conduct workshops to enhance knowledge and necessity of this policy.
- Communicate the policy to all the employees.
- Implement the policy of maintain regular feedbacks & suggestions.
- Register and record each activity of the committees/Taskforce.
- Update any changes that have been made to all employees.
- Make the policy reachable and understandable by all.

REVIEW OF LITERATURE:

Both women and men prefer working in organizations that support work-life balance. Men appeared to benefit more than women (Burke 2002). Men feel more satisfied when they achieve more on the job even at the cost of ignoring the family. On the other hand, women stress that work and family are both equally important and both are the sources of their satisfaction. For them the former is more important. When work does not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They draw tight boundaries between work and family and they do not like one crossing the other (Burke 2002). Fisher and Layte (2003) consider three distinct sets of measures of work-life balance, viz. proportion of free time, the overlap of work and other dimensions of life, and the time spent with other people. Several reviews have highlighted other issues such as age, gender, life-cycle stage, ethnicity, citizenship, and childcare arrangements which also merit attention (Wallace and Cousins 2004; Jager 2001). Thornthwaite (2004) suggest that there is a strong, unmet demand among working parents for shortened working hours, part-time work and flexible working time. Management must communicate their organization's family friendliness in such a way that all employees feel that they have equal access to alternative working time provisions.

PERIOD OF STUDY:

- The period of the study was from December 2014 to February 2015.
- The primary data was collected by distributing a questionnaire among the teaching faculties, those who are from private schools of Jabalpur, Madhya Pradesh, India.

OBJECTIVES OF THE STUDY:

- To examine the effect of work life balance on female teachers performance and work attitude particularly in Private schools in Jabalpur.
- To determine the factors affecting work-life balance of female school teachers.
- To provide appropriate suggestions for married female teaches in private schools of Jabalpur for achieving better work life balance.

SAMPLE:

- Primary data was collected from the faculty members of private schools.
- Sample size is 30.
- Questionnaire was distributed to the teaching faculties belonging to various subject disciplines.

RESEARCH METHODOLOY:

- Research design proposed for the study is 'Descriptive' type of research service. This type of research deals with quality of responses from the respondents, attitudes, interests, technical skills, experience, behavioral, beliefs and values, emotions, personality, self-concept etc.,
- Primary data was collected by questionnaire survey method based on a pilot study.
- Secondary data was reviewed from journals and Research articles to support the research.

SUGGESTIONS:

- **If you're fit and healthy you'll perform better in class**

Things like having a hobby or making sure you get a good eight hours' sleep a night can make the world of difference. What makes teaching unique is that teachers personally invest in their students and the success of their school, which can make it harder to switch off. But it is strongly believe that healthier teachers can lead to higher marks. Absenteeism is costly but presenteeism is also a growing problem. So don't feel guilty about taking time for yourself. If you are fit and healthy – physically and mentally – you will be able to perform better in the classroom and do the best for your pupils.

- **Think about when you work best**

Think about the quality of time as well as the quantity available. About 20% of a working day is prime time and, used well, should produce 80% of your best work. The rest of your time will be nowhere near as productive, so it's worth recognizing which part of the day is best for you and maximizing it to get something demanding done rather than flogging yourself when you're tired.

- **Change your mindset**

Stepping out of the "victim" mindset and being more assertive about what you can and can't do, and will and won't do, is one way of achieving a better work-life balance.

The only thing is, there is always something more you can do. You can always put a little bit more effort into supporting a child with special educational needs, trying to close the gap between boys and girls, or pupils on free school meals and others. There is no limit to what you can do and it's probably that that prevents teachers from switching off after work.

- **Don't take your work home with you**

Work professional hours (I get to school at 7am and leave around 4.30pm) and if it's not done within those hours it cannot be that important. Have a prioritised to-do list and stick with it. Planning for progress and providing feedback to the children should always be at the top of this list. This will lead to improved outcomes for pupils and if your results stack up then the powers-that-be will have nothing to throw at you.

- **Make time to socialize**

When we feel stressed, anxious or depressed we may shy away from social events. However, connecting with the people around you (your family, friends, colleagues, neighbours) and actively building these relationships/creating a support network are extremely important for your mental health.

- **Support others and be supported**

Work with the strengths of the people around you and actively seek support from them, if you need it. Actively give support too: someone needs to start a change of direction and you could be the one to do it.

- **Look at things mathematically**

I often look at teacher workloads mathematically. In the US, we see a lot of folks complaining about paperwork because lots of our time is occupied by things that seem unrelated to what's actually happening in our day-to-day. For example, why have all these meetings to talk about pedagogy when we could easily grade a set of papers so we don't have to take them home?

Remarks about "spurious data entry and analysis" are critical too; we really have to start looking at what data matters and what information we glean from it. Unfortunately, that gets lost in trying to become data managers.

- **If you're struggling speak out**

What's most important is that all teachers feel confident to speak out if they feel overwhelmed. Don't shy away from showing what you fear might be considered weakness and share your concerns with supportive leaders. We need to be at our best to make a difference.

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