Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

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Abstract
Satisfaction with profession is a combination of emotional and mental experience, which can enhance the productivity and effectiveness. Adjusting refers to the individuals’ behavioral process. A highly satisfied and well-adjusted teacher contributes maximum productivity and effectiveness to their profession and to the nation. Work satisfaction and adjustment largely contributes to the managing balance between different pressures at profession or workplace and responsibilities at family. Work-life balance can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. Method: In this survey study, the researcher has selected a sample of 480 secondary school teachers of Nalgonda,
Yadadri Bhongir and Suryapeta Districts of Telangana State during the academic year 2017-2018 by proportionate stratified random sampling technique. The work-life balance tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that teachers with 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better than others in adjustment.

**Keywords:** Work-Life Balance, Age, Teaching Experience, Secondary School Teachers

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In the fast running era of human life, people failing to maintain a perfect harmony between the professional pressures and the responsibilities at home; either they are men or women. In school settings, teachers find it more difficult to balance multiple roles and responsibilities at work and family life emphasis on work-life conflict. Maintain a perfect harmony and balance between work and individual life is increasingly becoming top priority by teachers and other professionals but might be inversely dependent on how much one earns. The responsibilities in school are different, organizing and involvement in extracurricular, finding novel techniques to improve students’ learning etc. Thus, teachers need to be energetic, enthusiastic and have patience in order to cope difficult situations. Moreover, the teacher must come out with a creative way of teaching in order can stimulate students to involve actively in teaching-learning, attentive and enjoy the subjects. All the above conditions manifest the stress among teachers and cause work-life conflict. Professional pressures like high expectations, myriad demands can also lead to conflict between work and life domains. Teachers need to provide learning experiences according to the needs of learner and there are societal demands in addition to work pressures leads to imbalance between work and life also affect their teaching efficiency. Human life has become more complex and stressful is due to many rapid changing economic conditions, advancements in every domain of his/her life and myriad social demands have changed enormously the nature of work all over the world. As part of society, teachers are also vulnerable to issues like maladjustment, work-life imbalance and stress. Several factors related to personal and profession that impact the behavior of teachers to make considerably influences their teaching.
So, work-related stress, dissatisfaction heavily influences various aspects of teachers’ career, family, and personal life. It is found that “the imbalance of work and life caused by working extra-long hours and overbearing of workloads” (Jones and Bright, 2001). According to Kofodimos (1993), “an imbalance between work and life has been reflected as a problem that harms individual lifestyle and well-being.” This imbalance causes improper planning of teaching, timing, and physical and mental health problems. These may lead to absenteeism and other psychological problems.

Most frequently used word in the context of work settings is work-life balance, but nowadays teaching profession also reporting overburden due to work-related strain and career issues (Hakanen et al, 2006). Many efforts have been directed to study the different combinations of dimensions of work-life balance by many experts. Kirchmeyer (2000) also defined a “balanced life as achieving satisfying experiences in all the domains of life. Spending and allocating time, utilize energy and commitment to the work are contributing factors and well distributed throughout all the dimensions that are helpful in achieving satisfying positive life.(p.81) Subsequently, Clark (2000) improvised the definition as “satisfaction and good functioning at work and in the family with a minimum level of role conflict.” (p.751)

For the present study work-life balance comprises four dimensions: They are i) Work satisfaction, ii) Family/Life satisfaction, iii) Institutional commitment and iv) Adjustment.

i. Work Satisfaction: A teacher, who satisfied with teaching, get interested and perform to the maximum extent. Hence satisfaction in work is a vital component to all working professionals, especially teachers need to be satisfied with their profession. This term is generally used with regard to the resources and provisions available at the school. Flexible and conducive working conditions, adequate salary, opportunities to utilize ones’ talents, motivation for the task accomplishment, and chances for professional development can make the individual satisfied. These positive conditions are very much helpful in improving a positive attitude towards teaching and help in adding to the good quality of work-life. Better and effective teaching-learning process requires the ability to maintain quality work-life, which now become a prime issue. Experiencing higher level of satisfaction with teaching results better quality teaching that helps students. (Collie et al., 2012; Griva et al., 2012; Demirtas, 2010). According to Ingersoll (2001) & Ostroff (1992) “teacher job satisfaction can affect the teacher absenteeism, workforce, income, and school effectiveness.”
ii. Satisfaction with family/life: ‘Satisfaction with family and self-life’, is a must to maintain a perfect and satisfying balance between work and life. An individual those who able to allocate and spend a good amount of time to both his family and profession can feel satisfaction on both. The resources for work and family may vary from person to person; individual well-being improves when he/she associates closely with family and living conditions improve with work involvement. Consequently, one can assume that one’s level of satisfaction with personal life and professional life may be critical to the level of satisfaction and happiness in general. Hill (2005) argues that “family satisfaction contributes a significant role in improving individual’s wellness and it can also influence employees' work performance. Higher the family satisfaction better would be work satisfaction and productivity at work.”

iii. Institutional commitment: Commitment with an institution tells about the extent to which an employee’s desire to association with the institution. Commitment acts as a motivational force that stimulates and inspires teachers to perform better to improve success among students. It also helps in reducing absenteeism. This encouragement stimulates teachers to seek ways to enhance the efficiency and establish an effective teaching-learning environment to allow students to achieve their goals. According to Cohen, (2003) commitment is “a strong binding force that holds any person to a course of action of relevance to one or more targets” (p. 11). According to Porter et al. (1974), “it is a sense of attachment to the institution, characterized by willingness to abiding in it; taking the institutional values and goals to his/her own; readiness to perform effort on behalf of the institution”(p.604). The Business Dictionary (2013), defines organizational commitment as “strength, sense of responsibility and duty mindedness that an employee possess towards the mission of an organization and its goals”.

iv. Adjustment: Teaching is goal oriented has become challenging task both physically and mentally. Teacher need to be enthusiastic and energetic to perform daily responsibilities in the school as well as with personal and family. The adjustment refers to the behavioral process of balancing between conflicting needs to be challenged by difficulties arise at working environment. Overcoming adjustment problems is crucial to achieve a high quality of life. Sound knowledge of teacher adjustment processes is very much needed under the current situations, not only in order to enable a teacher to perform better but also, in order to accommodate the way for a better adjustment and healthy progress of students. Teachers, who are adjusted, could be efficient and would bring improvement in education system. A highly adjusted teacher reported high efficiency in his/her teaching. (B.P.Singh, 2014) Measuring the status of work-life balance needs to study critically at many factors either they may be subjective or objective, and exploring different types of conflicts that are arise between activities that individual want or have to do in their everyday lives.
Literature Review

Karsli & Iskender (2009) concluded that higher job satisfaction was found among branch teachers. Benni (2011) revealed that age, education, length of service, income increases the level of role conflict decreases. Rajashree (2011) found that Primary and Secondary teachers have low adjustment than the higher secondary and graduate level teachers. Neetu Dahiya (2011) showed that experienced teachers were found to possess significantly higher adjustment. Devi et al. (2011) argued that, no significant relationship was found between experience and punishment for the working place, family type, and work-life balance. Majority of them were doing school work at their home. Rambabu Dharavath (2012) found no significant difference among teacher educators with reference to the age. Christopher Raj (2014) concluded that unaided management showed higher institutional commitment and Government school teachers were found to be having a higher level of job satisfaction. Vasireddy Laxmi Rajyam (2014) explored that teaching experience had an impact on job satisfaction.

Need and significance of the study

Perfect harmony between work and life dimension is prime issue for a teacher to be more efficient, productive, fruitful, effective, and successful. Most of the people, especially teachers struggle to maintain smooth, satisfying and healthy quality work-life balance. Stress and overburden not only affect teachers at work place but also extend to their home so as to get well prepared for the following day, apart from monitoring, maintain all the records and attending to all school related requirements.

Relative to working professionals in other sectors, teachers experience significantly more issues like stress, dissatisfaction and suffer more often from psychological problems. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the whole phenomenon of work-life balance. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Keeping in mind the significance of the manage work-life balance among teachers; an idea was conceptualized to study the status of work-life balance among teachers.

The study findings would be helpful to educational planners and policy makers in providing effective work-life strategies to teachers, which are useful in minimize work-life conflicts so that they may be in a position to manage and adjust daily activities to acquire a perfect harmony between profession and family. Thus there is a need to study the work-life balance among school teachers. Hence it is worthwhile to undertake a research problem entitled “Work-life balance among Secondary School Teachers”.

Objectives

1. To study the work-life balance among teachers with respect to age.
2. To study the work-life balance among teachers with respect to teaching experience.
Hypotheses
Considering the review of the related literature done, the hypotheses for the present study:
1. There is a difference in the work satisfaction of teachers with respect to their age.
2. There is a difference in the adjustment of teachers with respect to teaching experience.

Methodology
According to the objectives, descriptive survey method was adopted for the study.

Sample
Teachers teaching 8th, 9th and 10th classes were selected for the study. The random sampling technique was used for the selection of teachers. The total number of secondary school teachers in three districts was 12,710. (Educational Statistics, Telangana, 2014-15) Out of 5785 teachers, 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. The teacher sample was taken from 40 schools. From each school, 12 teachers were selected randomly by the lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study, independent variables were age and teaching experience and the dependent variable was work-life balance.

Tool: Two measures were used in this study.
1. Personal data sheet: The personal data sheet was constructed to obtain the personal data of the teachers. It consisted of the following items: Teacher Name, Age, Gender, Category, Location of the school, Type of the school (management), Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, and Monthly Income.
2. Work-Life Balance Tool: Teachers' work-life balance tool was developed by the investigator after referring to some of the available standardized tools on work-life balance. For the present study ‘work-life balance’ comprises four dimensions: They are: i) work satisfaction ii) Family/life satisfaction iii) Institutional commitment and iv) Adjustment. The motivation for developing a new tool is the experts’ suggestions and the investigator’s belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under the present study. The following tools were referred before designing a work-life balance tool for teachers: Work-life questionnaire by Bohen, Viveras & Long (1981), Work-life balance scale by Sirgy et al (2004), Measure of work-life balance and its covariates by Dex and Bond (2005), Work-life balance questionnaire by Zeigler (2007), Work-life questionnaire developed by A. Rashida Banu & K.Duraipandian (2014)

Reliability: Work-life balance was developed by the investigator. A pilot study was conducted to finalize the tool and establish validity & reliability. The pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected.
The work-life balance tool was distributed to 30 teachers in two schools. The tool was explained to the teachers and collected the data from the teachers. In the pilot study, the split-half method was adopted. To find out the internal consistency of the teacher work-life balance tool split-half reliability was done. It was estimated by dividing a test into two equivalent halves and correlating the scores on the two halves. Internal consistency of reliability of the work-life balance tool was estimated by Cronbach’s alpha. For the total items of teachers’ work-life balance tool an alpha of 0.851 was obtained. Hence the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The work-life balance tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them until the completion of the questionnaire. The obtained scores were analyzed with the Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, one way ANOVA was test was applied. The obtained results were discussed in the following tables.

Results

Hypothesis-1: “There is a difference in the work satisfaction of teachers with respect to their age.”

To test the above hypothesis, one way ANOVA (Analysis of Variance) has been employed. Results of the statistical computations were presented in Table 1

a. Predictor: Age

b. Dependent Variable: Work satisfaction

One way analysis of variance has been employed to find out the difference between teachers age i.e., 25 to 30 yrs, 31 to 35 yrs, 36 to 40 yrs and above 41 yrs of age with respect to work satisfaction. Results of the statistical computations are presented in Table-1. The obtained F value is 1.734 with a df 3,476 was found to be statistically not significant. However the difference in the mean scores indicates that teachers ‘work satisfaction’ was observed to be comparatively becoming better with advancement in age. This was statistically not significant. (p > .05).


Hence the hypothesis-1: “There is a difference in the work satisfaction of teachers with respect to their age.” was rejected.

**Hypothesis-2:** “There is a difference in adjustment of the teachers with respect to teaching experience.”

To test the above hypothesis, one way ANOVA was employed. Results of the statistical computations were presented in the following Table 2

<table>
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<tr>
<th>Dimension</th>
<th>Age</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F-Value</th>
<th>Sig.</th>
<th>df</th>
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**DISCUSSION**

The research aimed to study work-life balance among secondary school teacher with respect to age and teaching experience. The teachers’ age was from 25 yrs to above 41 yrs. The findings of the study indicated that teachers between 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better adjusted than others.

**H 1.** There is a difference in work satisfaction of teachers with respect to their age. Teachers between 31-40 yrs of age appear to be comparatively better others. The teachers should be satisfied with their work in order to function efficiently and also effectively. Teachers, who receive great satisfaction from their profession, largely contribute towards effective teaching and finally helping the country to achieve the educational aims.

**H 2.** There is a difference in adjustment of teachers with respect to teaching experience. Senior most teachers seems to be marginally better adjusted than others but statistically not significant. Committed, well-adjusted teachers who are satisfied with profession, family, and life can succeed in their lives, and enlighten their students.
CONCLUSION

The study showed that work satisfaction scores of the teachers did not differ significantly with regard to age. Teachers between 31-40 yrs of age appear to be slightly better than others in work satisfaction. It is also found that senior most teachers seem to be marginally slightly better adjusted than others. A balance should be established between family/life and workload distribution, time and extra-curricular activities so as to inculcate efficiency among teachers. Findings of the current study revealed that work satisfaction and adjustment will largely contribute in work-life balance.

ACKNOWLEDGEMENTS

The author acknowledges all the concerned people who take part, helped and cooperated for being accommodative during the study

EDUCATIONAL IMPLICATIONS

Teacher training institutes, policy makers and Government need to develop and organize the programs to all the teachers about how to manage family/life & work-life and how to attain satisfaction with their teaching.

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