



Correlating Work Life Balance and Work Family Conflict among School Teachers of Gandravakottai Taluk, Pudukottai District, Tamil Nadu, India

Rajakala R. and Sampath Kumar S.

Department of Sociology, Bharathidasan University, Tiruchirappalli- 620 024, INDIA

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Abstract

A work life balance (WLB) notifies the efficient execution of various tasks at work, at family, and in every facets of life. It is a very vital concern that is more important to the employer and to employees. The teachers expected to manage the work and family smoothly to have better balance and keep them away from work family conflict (WFC). The paper explores the association among organizational behavior (OB) and work family conflict with work life balance among the school teachers in Gandravakottai Taluk of Pudukottai district, Tamil Nadu. A sample of 40 teachers (male and female) gathered via purposively which has basis for analysis. Data was collected through questionnaire and analysed through statistical package. The correlation result shows that there is no significant association between work life balance and work family conflict of the school teachers. Further the result indicates that there is positive association among work life balance and organizational behavior among the teachers.

Keywords: Work life balance, work family conflict, organizational behaviour.

Introduction

The work for a conventional employee work within the work timing but in the contemporary economy, the work expands further than the normal hours. This leaves individual very small time to balance between their work and family. This question of balance was considered as more important now than the past. In the past, people frequently were able to concentrate primarily to key role in their life (e.g., working, housework, etc.), rather than to several other roles like, career, being a mother, being joyful individual. etc.¹.

The work life balance (WLB) explaining that, an individual goes through many sections of life and performs different roles such as super ordinate, subordinate, wife, husband, father, mother, child, friend and a member of the community. These roles necessitate time, vigor and dedication to fulfill. Work life balance refers to an individual's insight into which he/she understands constructive relationships between the work and family. The relationships are showed as well-matched and stability with each other². The phrase work family balance is defined as a symbol where work and family relationships can be challenging and contradictory at odds.

Education plays important role for progress and development of any society. It is the responsibility of teachers to impart quality of education. It can be said that teacher have great responsibility to shape our nations. So it become necessary that successful teaching and over all advancement of education of the teachers attitudes towards teaching should be always high and positive. If the teachers enjoy their job with positive attitude, there will

have long lasting impact on the society. Teachers play ansignificantpart in society and growth of social capital.

In the modernmonetarycircumstances, organizations arepushed for higher efficiency and require workers to have enhanced work life balance, which leads significantly towards the organizational escalation and accomplishment³. This concern has arisen to the light due to multi-facets of changes in the work area and family sphere of the workers.

Work life balance was primarily visualize in terms of work family conflict⁴, work family enrichment⁵. The role conflict is delineate by Kahn et al., (1964) as the "simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other". Greenhaus and Beutell⁶ describe work family conflict as: "A form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role." Conflict among work and family has been identified as multi-dimensional^{6,7}.

Work-to-family conflict (WFC) happen once work life is broad, uneven, nonflexible working hours, work over burden, job pressure, struggle at work, shift in the occupation, obstructive administrator interfere with family life,. Family-to-work conflict (FWC) arises when family commitments like presence of children, elder care, and conflict within the family interfere with work life.

The balance between work and family was termed as “the extent to which individuals are equally engaged in and equally satisfied with work and family roles”⁸.

Work life balance is very important, when an employee takes kinds of decisions, first is to perform at any organization or workplace for achieved goals, second is to how managed work and family life and third organization behavior (OB) in working place faced to events.

Although the two methods of conflict namely work intrusion with family and family intervention with work are powerfully associated with each other. The reason for that is work demands are easier to enumerate; that is, the limitations and tasks of the family part is more flexible than the limitations and tasks of the work. In addition, research has established that work roles are more probably to hold up with family responsibilities than family roles are expected to obstruct with work roles.

This study analyzed the teachers, work family conflict and organizational behavior with work life balance in Gandarvakottaitaluk, Pudukottai District, Tamil Nadu.

Relevant Literature: A study by Soni Monika⁹ in the Union Territory of Dadra and Nagar Haveli among 72 teachers (public and private) selected using convenient random sampling, in the first stride, the relationship among Perceived Workload Increase (PWL), Time Management (TM) and School Teachers' Productivity (STP) was examined. Later, the factor of Work Life Balance (WLB) was supplemented to scrutinize its moderating effect to the model. The results of Pearson's Correlation and Linear and Multiple regression definite that the Perceived Workload Increase (PWL) is found to be perilous for School Teachers' Productivity (STP). Provisions of Work Life Balance (WLB) opportunities were found to be helpful in moderating the situation.

A study by Maiya Sahana¹⁰ in Bangalore, Karnataka among 110 samples (55 public sector and 55 private sector) were selected randomly. The results depicts that the image of complexity faced in harmonizing the work expectations and the life duties. There was high association between the complexity faced and the harmonizing act to be accomplished. The noteworthy outcomes revealed in the areas of career progression factors, organizational backing and emotional factors. The study explains definite specific Human Resource Management interference for better work-life balance.

The study was conducted by Ramesh¹¹ among 411 respondents in the MILMA units in Kerala. The overall mean score for the work conflict shows that the respondents agree with the statement relating the work conflict which means that they are facing conflict in the work place. The overall mean score for the family conflict also shows that the respondents are having family conflict. From the overall mean score for the family interfering work the study concludes that the family affairs

interfering work leads to work conflict in the work place. Likewise the overall mean score reveals that the work interfering their family affairs which leads to family conflict.

A study conducted in Pakistan among 794 university female teachers. The outcome explains that work and family conflict is elucidated by job satisfaction, which impact job turnover plan amongst the female teachers. In addition, between work and life conflict and job turnover plan put forth undesirable indirect effects on the persons job satisfaction. Moreover, the job shift motive is powerfully explained by job satisfaction¹².

A study conducted by June Bernadette Dsouza¹³ in Bombay with a sample of 102 (45 Males and 57 Females) teachers. Results indicated that female teachers scored higher than males on certain components of burnout and also experienced more overall burnout than males. Females scored higher than males on certain dimensions of organizational behaviors than males and also engaged in more organizational behaviors than males.

Significance of the study: Teachers perform a significant part in the society and development of social capital. Their role varies among culture and countries and formal education can take place through home schooling as well.

The significance of work life balance emphasizes the present apprehension in side the society and work place concerning the influence of numerous parts on the health of teacher and its proposition concerning work and family enactment, and teacher's part in society. Structural standards assist work life balance, which have positive outcome of personal well-being.

The teacher's experience strain because of multiple roles, i.e., role conflict and domain overload. Work and life balance is to maintain equilibrium between accountabilities at work and home. Work and family have progressively become competing domains. The major focus of the study was to assess the correlation among quality of work life balance and organizational behavior with work family conflict and to see the affiliation linking.

Hypothesis: i. There will be no significant association between work life balance and work family conflict among teachers. ii. There will be a positive association among work life balance and organizational behavior among teachers.

Methodology

Design and Sampling: The study used descriptive design and questionnaire methods. The target population for the study was school teacher of four levels of schools (Primary, Middle, Secondary and Higher secondary) in Gandarvakottai taluk, Pudukottai District, Tamil Nadu. A sample of 40 teachers (male and female) was selected purposively.

Tools: The investigator adopted Work family conflict (WFC) scale which was developed by Gutek, Searle and Klepa (1991) and the Hayman's (2005) work life balance scale used by adding career advancement component (four items) as required for the study.

Results and Discussion

To know whether there is any independence between the scores and variables correlations analysis has been performed using MS Excel.

Table-1
Work Life Balance and Work Family Conflict

Variables	Pearson Correlation
Work Life Balance and Work Family Conflict	.255
Work Life Balance and Organizational Behaviour	.337*

The study result reveals that among school teachers there is a significant negative correlation between overall work life balance (.255) which indicates that there is an inverse relationship between work life balance and work life conflict. This supports our hypothesis that work life balance and work life conflict is negatively correlated. Work life balance is positively correlated with organizational behavior (.337*) and

shows the significance. Work life conflict brought down an individual's work life balance. Both the family work conflict and work family conflict have been found to be negatively associated to work life balance.

Work life balance was found to be negatively related to intentions to quit in teachers of both gender. However addressing work life issues can help organizations to enhance the faithfulness towards the work place and lesser the objective to quit. The achieved balance between work and life helps the teachers to have fulfilled life.

The work life balance of the teachers of both gender's affected by the level of conflict between the work and life interface. Higher the level of conflict lowers the balance between work and life. In particular both work family conflict (WFC) and family work conflict (FWC) are greater as compared to education. The work life balance is most affected by work family conflict than the family work conflict.

There is no identified positive link between gender, age, marital status etc. on the work life balance in teachers of both the gender. Similarly the association between Work life balance and work family conflict are negatively correlated in teachers of both sex. The significance shown in the relationship between work life balance and organizational behaviors.

Table-2
Socio – Economic conditions and Dependent variables

Variables	Gender	Age	Education	Income	WLB	WFC	O.B
Gender	1	.					
Age	.106	1					
Education	-.050	.135	1				
Income	-.011	.503**	.253	1			
WLB	.041	-.207	.126	-.201	1		
WFC	-.101	-.220	.041	-.192	.255	1	
OB	.190	-.318*	.356*	-.120	.337*	.135	1

** 0.01 Level, * 0.05 Level

Table-3
Professional Status and Dependent variables

Variables	Place of school	Nature of school	Types of school	Experience	Present position	Teaching Hours	WLB	WFC	O.B
Place of School	1								
Nature of school	.248	1						.	
Types of school	.297	-.004	1						
Experience	-.179	.078	-.484**	1					
Present Position	-.150	.699**	-.326*	.427**	1				
Teaching hours	.035	-.280	-.405**	.461**	.142	1			
WLB	.122	.449**	.367*	-.204	.104	-.075**	1		
WFC	.168	.285	.248	-.088	.083	-.098	.255	1	
O.B	.103	-.025	.275	.014	-.126	-.061	.337*	.135	1

** 0.01 Level, * 0.05 Level

There is no notable link between various professional status like places of schools, nature of schools, types of schools, transport facilities, year of experience, and present position variables on the work life balance of the teachers. However there is a significant relationship found between teaching hours and work life balance. Hence the teachers, who are claiming in the career ladder gets lesser teaching hours, consequently had better balance between occupation and life.

Conclusion

Work life balance and work family conflict is generally faced by men and women but not equal. Women perceived that responsibility and accountability, security factor are the criteria that has a major role in work life balance among private school teachers. Employers are not concern about their employees' welfare and also not conscious about their duties. Family interference is one of the reasons of work family conflict. Family support is indispensable to close the gap between work and family and to find suitable work environment is essential to resolve the conflict among work and family life

Recommendations: i. Highlight the need for institutions, unions and employees to work in partnership to identify issues, relevant discussion, and workable solutions and be widely communicated, so that employees are aware of what is available. ii. Determining correct level of teaching load, providing training opportunities during working time and encouraging sound organization practices. iii. Teachers should look into the work practices, which are causing a high degree of interference of work in the family life. On the other side providing positive way to achieve material status facilitate to a higher balance. iv. The work life balance of the employees is an area of great worry for organization, which ought to set off policies and motivate the workers to report work life balance issues.

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