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Work-life balance of female school teachers in Purba Bardhaman District: A study

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Abstract

The concept of work-life balance refers to how employees manage their time between paid work and personal life. Maintaining a healthy work-life balance is crucial for effective participation in both the professional and family spheres. Achieving this balance can be particularly challenging for teachers, especially female educators. The current study was designed to assess the present scenario of work-life balance among female teachers at the secondary level in Purba Bardhaman district, West Bengal. Employing a descriptive survey method, the study involved a sample of 140 female teachers selected through random sampling from various secondary level schools in Purba Bardhaman district. Data were collected using a 7-point Likert-type Work-Life Balance Scale developed by Jeremy Hayman (2005), which encompassed three dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work Personal Life Enhancement (WPLE). The results revealed that there was no significant difference in the work-life balance of female teachers based on the location of their school.

Keywords: Work-life balance, Female School Teachers, Purba Bardhaman District

1. Introduction

Achieving a work-life balance entails effectively managing work obligations and family responsibilities. It involves skillfully navigating the juggling act between paid work and other activities. Nowadays, maintaining a work-life balance is a challenging task, especially for female employees who find it highly arduous. Striking a balance significantly enhances employee self-confidence and reduces absenteeism (Lockwood, N. R, 2003) ^[5].

1.1 Work-life Balance

Achieving work-life balance involves effectively managing resources to meet both family and work demands, allowing individuals to actively participate in both aspects of life (Voydanoff, 2005) ^[11]. This equilibrium contributes to organizational performance, improved social exchange processes, cost savings, heightened productivity, and reduced turnover (Beauregard, T. A., & Henry, L. C., 2009) ^[11].

Work-life imbalance typically stems from inadequate time and support to address both work commitments and personal or family responsibilities (Sanghamitra, 2009) ^[8]. Maintaining work-life balance facilitates the resolution of life problems (Delecta, 2011) ^[12].

Maintaining family relationships proves crucial in upholding the work-life balance, particularly for female employees (Rawal, 2023) ^[7]. The emotional and instrumental support of coworkers also plays a vital role in achieving work-life balance (Uddin, Khan, & Ahmad, 2023) ^[9].

1.2. Objectives of the Study: The objective of this study was to examine the current work-life balance of female school teachers and to compare their levels of work-life balance based on the location of their school.

1.3 Research Question

The following research question was formulated for this study:

RQ.1. What is the present scenario of female school teachers' level of Work-life balance?

1.4 Hypotheses of the Study

The following hypothesis was formulated by the researcher for this study:

H0¹. There is no significant difference in the work-life balance levels of female school teachers based on the school's location.

2. Methodology

The objective of this study was to examine the current work-life balance of female school teachers and to compare their levels of work-life balance based on the location of their school. With this aim the present study was carried out through descriptive survey method.

2.1. Variables

2.1.1 Dependent variable

Work-life Balance is the dependent variable of the present study.

2.1.2 Independent Variable

Locality of schools is the independent variable.

2.2 Sample

In the current study, the researcher employed a simple random sampling technique to gather data from various secondary schools in the Purba Bardhaman district. A total of 140 female school teachers at the secondary level were selected, comprising 70 from rural areas and 70 from urban areas.

2.3 Research Tool

Following research tool was used to measure teachers' work-life balance in the present study.

2.3.1 Work-Life Balance Scale (Hayaman, 2005)

In 2005, Hayaman devised a psychometric instrument designed to assess Work-Life Balance within organizations. This instrument comprises a 15-item scale, with each item connected to a seven-point Likert-type scale. The scale evaluates three constructs of Work-Life Balance: Work

Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work Personal Life Enhancement (WPLE).

2.4 Procedure of Data Collection

With the approval of the head of the school, the Work-Life Balance Scale (WLBS) developed by Hayaman in 2005 was physically distributed to female secondary-level school teachers by the researcher for data collection. Adhering to the instructions outlined in the manual, the tool was administered to 140 teachers from both rural and urban areas included in the study.

2.5 Statistical Analysis

The aim of this study was to assess the current status of work-life balance among female school teachers and to compare their work-life balance levels based on the location of their schools. A seven-point Likert-type scale was employed, offering seven alternative responses for each item, ranging from "all the time" to "Not at all."

Scoring for positive items follows a pattern of 7, 6, 5, 4, 3, 2, 1, while reverse scoring is applied to negative items. In dimensions WIPL and PLIW, a higher score signifies less interference, indicating greater balance, whereas a lower score suggests higher interference and, consequently, lower balance.

For dimension WPLE, a higher score indicates increased enhancement, reflecting higher balance, while a lower score indicates reduced enhancement, indicating lower balance (Hayman, 2005) [4]. The raw scores collected through the WLBS provide insights into the work-life balance levels of female school teachers. The details are outlined below.

Table 1: Descriptive statistics of the score on the Female Teachers' Level of Work-Life Balance

| Work-life Balance | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|-------|---------|---------|------|----------------|
| Work Interference with Personal Life (WIPL) | 140 | 5.28 | 1.57 | 6.86 | 4 | 1.78 |
| Personal Life interference with Work (PLIW) | 140 | 5.50 | 1.50 | 7 | 3.77 | 1.72 |
| Work Personal Life Enhancement (WPLE) | 140 | 4.5 | 2.75 | 7 | 4.86 | 1.37 |
| WLBS | 140 | 5.06 | 1.87 | 6.93 | 4.17 | 1.65 |

Table 2: Locality wise differences on Female Teachers' level of Work-Life Balance.

| Work-Life Balance | N | | Mean | | SD | | t | DF | p | Significance |
|-------------------|----------|----------|-------|-------|-------|-------|--------|-----|--------|--------------|
| | Rural-70 | Urban-70 | Rural | Urban | Rural | Urban | | | | |
| | | | | | | | | | | |
| | | | | | | | 1.5785 | 278 | 0.1156 | NS |

4. Results and Discussion

RQ.1. What is the present scenario of female school teachers' level of Work-life balance?

Table 1 displays the descriptive scores for various facets and the overall score on the Work-Life Balance Scale (WLBS) for female school teachers. For the facet concerning work interference with personal life (WIPL) in the realm of work-life balance, the scores ranged from a minimum of 1.57 to a maximum of 6.86, resulting in a range of 5.28. The mean and standard deviation for this distribution were 4 and 1.78, respectively. Moving on to the facet of personal life interference with work (PLIW), the scores varied from a minimum of 1.50 to a maximum of 7, with a range of 5.50. The mean and standard deviation for this distribution were 3.77 and 1.72, respectively.

In the facet related to work personal life enhancement (WPLE), the scores ranged from a minimum of 2.75 to a maximum of 6.93, yielding a range of 4.50. The mean and standard deviation for this distribution were 4.86 and 1.37,

respectively.

Lastly, considering the WLBS scores in total, the minimum score was 1.87, the maximum was 6.93, and the range was 5.06. The mean and standard deviation for the overall distribution were 4.17 and 1.68, respectively.

H0¹. There is no significant difference in the work-life balance levels of female school teachers based on the school's location.

The descriptive statistics results for female teachers' work-life balance in rural and urban areas are presented in Table No. 2. The analysis indicates that there is no significant difference in the work-life balance of female teachers between rural and urban areas at a significance level of 0.05. Consequently, we retain the null hypothesis H0¹, suggesting that there is no significant disparity in the work-life balance of female school teachers based on the school's location. In essence, the work-life balance of female teachers across different school areas remains equally distributed between work and personal life.

5. Conclusion

The present study aimed to address the following questions: What is the current scenario regarding the work-life balance of female teachers, and are there any differences in the work-life balance of secondary level female school teachers based on the locality of the school?

Based on the aforementioned findings, the following conclusions can be drawn:

- a) Regarding work interference with personal life, the mean value for female teachers was 4. Therefore, female teachers experience less interference with their personal lives, and their work-life balance is highly balanced (mean scores were higher than the mid-value, i.e., 3.5).
- b) Regarding personal life interference with work, the mean value for female teachers was 3.77. Therefore, there is less interference of personal life with work for female teachers, and their work-life balance is on average balanced (mean scores were higher than the mid-value, i.e., 3.5).
- c) In terms of work-personal life enhancement, the mean value for female teachers was 4.17. Therefore, the work-personal life balance of female teachers is high, and it is highly balanced (mean scores were higher than the mid-value, i.e., 3.5).

Findings also show that there is no difference in work-life balance concerning the area of the school (urban and rural) across different dimensions such as work interference with personal life, personal life interference with work, and work-personal life enhancement.

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