

WORK LIFE BALANCE OF COLLEGE TEACHERS IN MALAPPURAM CITY, KERALA STATE - A DESCRIPTIVE STUDY

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ABSTRACT

Striking that perfect balance between career and family has always been a challenge for college level teachers. Our schedules are getting busier than ever before, which often causes our work or personal lives to suffer. Work-life balance involves juggling workplace stress with the daily pressures of family, friends, and self. Modern teachers demand greater control over their lives and a bigger say in the structure of their jobs. A high quality of Work life balance (WLB) is essential for all educational institution to continue, attract and retain teachers for a long tenure which will ensure the growth of any educational institution. When teachers feel a greater sense of control and ownership over their own lives, they tend to have better relationships with students, management and are able to leave work issues at work and home issues at home.

Balanced teachers tend to feel more motivated and less stressed out at work, which thereby increases productivity and reduces the number of conflicts among coworkers and management. This study aimed to discuss the quality of work life balance among college teachers in Malappuram City, Kerala State. The sample of the study consists of 50 teachers working in college level at Malappuram city. The study reveals that most of the teachers are satisfied with their salary package and status. Chi-square test shows that the stress factors are homogeneous to male and female teachers. The correlation analysis exhibits that the arrangement of work and stress of teachers shows positively correlated. The Quality of work Life balance is a dynamic and multi dimensional concept that includes Job security, adequate salary, allowances, status etc.

Key words: Quality of work life balance, job security, job satisfaction, stress factors, social status of work.

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INTRODUCTION

Human resources are most important in every organization, because all other resources are handled by the human resources. The success or failure of an organization is vested in the hands of its employees. So the whole aspects of employees should be favourable to them. Quality of Work Life balance refers to the favourable or unfavourable of a job environment for people. It is the enjoyment by the personnel towards all the dimensions of an organization. WLB is different to each people according to their attitudes and perceptions.

WLB is defined as all the activities which is undertaken with a purpose to achieve overall development and to fulfill the organizational objectives, that is to achieve both objectives of getting organizational goals and

individual goals. It is the most important process of HRM department of every type of organizations to make their employees satisfied towards their WLB. Quality of Work Life of a person is determined by various factors which are affecting his/her work. These factors include pay, social relevance of the work, career growth and development, recognition and supervision by the superiors, others, benefits and facilities provided by the organizations, etc.

Teachers are the developers of future society. The success of future society is created by the teachers. So the teachers must be treated with all the considerations. They should give all types of qualities, benefits in their work life. When they satisfy and enjoy their work, then they ready to make a skilled society or world.

The term WLB is expanded day by day. The developing world gives wide variety of meaning to WLB. Now it is most important for all types of organizations. So it is a main area towards which the HRM department centralized its focus, because employees are precious and valuable satisfaction of their needs in the proper time is called WLB

STATEMENT OF THE PROBLEM

Work life balance is a comprehensive construct that includes an individual's job related well being and the extent to which work experiences are rewarding , fulfilling and devoid of stress and other negative consequences. A high WLB is essential to increase and retain the efficiency and effectiveness of the organization in order to achieve the twin goals of the organization. In every type of organization Human Resource Management department have a great role to improve and retain the WLB of its employees, which is effected by various factors. The educational institutions are the place where the next society is created and developed. Their WLB is depended upon various factors which are related with their professional and family life. Therefore these influencing factors are to be considered carefully to improve them according to their growing needs and aspirations. In all educational institutions a high WLB is to be retain so that it leads to enjoy their work which is essential to form a good and better society. Hence it is necessary to ensure quality work life for all round peace and prosperity. Better quality of work life balance leads to increased employee morale. The above said context has proved researchers to inculcate a study on quality of work life balance among college level teachers in mallapuram city, kerala state

OBJECTIVES OF THE STUDY

- To identify the socio economic profile and factors influencing WLB of college teachers
- To understand the level of satisfaction in college teachers regarding the WLB in the institution
- To suggest the suitable measures to improve the WLB of college teachers based on findings

SIGNIFICANCE OF THE STUDY

Considering the importance of human resources in every type of organization, the study of the WLB of college teachers is significant. Most of the educational institutions are not giving importance to their teachers and have no care about their WLB it may lead to institutional failure. The lack of detailed study on this subject and lack of WLB in the educational institutions inspired researchers to conduct the study which becomes more relevant in the modern scenario.

HYPOTHESES

1. H_0 : There is no significant difference in the students related matters among different designated teachers
2. H_1 : Stress factors of male and female teachers are homogeneous

RESEARCH METHODOLOGY

The research methodology adopted for carrying out this study is mainly designed with a descriptive work based on primary data obtained through well structured questionnaire method.

SOURCES OF DATA

The data analysis for the study is collected from the respondents through well constructed questionnaire on the basis of first hand information (primary data), secondary data was utilized whenever necessary viz., reviewing the magazine, journals websites etc.

RESEARCH DESIGN

The study is considered as a descriptive one. It includes 50 samples which have been selected from the college teachers in Malappuram City. The samples belongs to different age class, income groups etc.

SAMPLE DESIGN & DATA COLLECTION PERIOD

Since it is difficult to contact entire teachers, therefore the convenience random sampling method has been used in the study which consists of 50 college teachers in Malappuram City, Kerala State who are all types of teachers. The data was collected from June 2016 to Sep 2016.

TOOLS FOR DATA ANALYSIS

- 1) Percentage analysis,
- 2) Weighted average,
- 3) Correlation,
- 4) One-way ANOVA and
- 5) Chi-square test

LIMITATIONS OF THE STUDY

- 1) The study was restricted to mallapuram city, hence the result obtained cannot be generalized as whole.
- 2) The result depends on the information given by the respondents.
- 3) The attitude of respondents may change, so the study is valid for specific period only.

REVIEW OF LITERATURE

CHANDRAN SHUSINHA (2012), studied on factors affecting QWLB with an empirical evidence from Indian organisations. Career growth and development, organisational culture, emotional supervisory support, flexible working arrangement, employee motivation, organisational commitment, job satisfaction, rewards and benefits and compensation used as dimensions of WLB. He stated that profit of successful organisation is not achieved at the expense incurred to the employees by organisation.

TARANJIT RAO ET AL (2013), through his study on WLB of teachers working at University of Jammu, an attempt was made to find out the relationship between certain demographic factors and the levels of overall WLB. According to their results University teachers have shown no significant difference in the level of WLB on the basis of teaching subjects namely science, professional, and social sciences also there is no significant difference in the level of QWLB of University teachers on the basis of gender.

T S NANJUNDSWARASWAMY ET AL (2013), conducted a research on the topic WLB of Employees in Private Technical Institutions. In this study they focused on exploring the perception of employees towards WLB. It reveals that the enhancement in the dimensions of QWL can lead to enhancement in the overall WLB of faculties.

SHALU KATYAL (2014), studied to analyse the quality of core workforce in colleges of Son pat. According to her WLB in colleges is declining and the first and foremost thing that required in educational institutes is the need of participation in management.

GEORGE GOWRIE (2014), aims to know difference in teachers, perceptions of their WLB based on different factors in the study on the factors that influence teachers, WLB in primary schools in Trinidad and Tobago. This study conducted with six independent factors, social integration in the work place, extrinsic characteristics, working environment, student related issues, collegial relationships and intrinsic individual characteristics and founded that teachers are placed the intrinsic motivational factors as the most valued indicator of their QWL.

Dr.DATTATRAYA T CHAVARE (2014), conducted an analytical study on WLB of senior college teachers in Western Maharashtra. Through the study an attempt was made to suggest the remedies for improvement of QWLB. According to this study training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc are some ways to improve the QWLB.

DATA ANALYSIS AND INTERPRETATION

The socio economic status of sample respondents includes age, gender, educational qualification, other qualifications, monthly income.

TABLE NO.1

SOCIO ECONOMIC STATUS OF THE RESPONDENTS

SI NO	STATUS	NUMBER OF RESPONDENTS	PERCENTAGE %
1	GENDER		
	Male	29	58
	Female	21	42
	TOTAL	50	100
2	AGE		
	20-30 Years	21	42
	30-40 Years	19	38
	40-50 Years	2	4
	50-60 Years	8	16
	TOTAL	50	100
	EDUCATIONAL QUALIFICATION		

3	PG	14	28
	PG with NET	36	72
	TOTAL	50	100
4	OTHER QUALIFICATIONS		
	Ph.D	9	18
	Doing Ph.D	14	28
	M .Phil	5	1
	Others	22	44
	TOTAL	50	100
5	MONTHLY INCOME		
	Upto Rs.25000	15	30
	Rs.25000- Rs.50000	16	32
	Rs.50000- Rs.75000	11	22
	Above Rs.75000	8	16
TOTAL	50	100	

(Source: survey data)

INTERPRETATION:

The above table .1 shows the socio economic status of the college teachers in Malappuram city .In the case of gender wise classification, it revealed that the male teachers are more than female teachers. About 58% teachers are male teachers. In the case of age level, 42% of the total respondents come under the level of 20-30 years. In the level of 50-60 years ,only they have 16%.

In the case of educational qualification, 72% have PG with NET. In the case of other qualifications, 18% of respondents have Ph.D. Only 1% of the sample have M.Phil. And the income level classification reveals that the most of the teachers come under the income level of Rs.25000-Rs.50000.

TABLE NO.2

DESIGNATION OF THE RESPONDENTS

SI No.	Designation	No. of respondents	Percentage
1	Associate Professor	8	16
2	Assistant Professor	30	60
3	Guest Lecturers	12	24
	TOTAL	50	100

(Source: survey data)

INTERPRETATION:

The table 2 deals with the designation wise classification of teachers. It reveals that 60% of teachers are Assistant Professors, and 24% of teachers are Guest Lecturers. 16% of teachers are Associate Professors.

TABLE NO.3

WORK EXPERIENCES OF THE RESPONDENTS

SI No	Work experience	No. of respondents	Percentage
1	Upto 1 year	9	18
2	1-5 years	19	38
3	5-10 years	13	26
4	Above 10 years	9	18
	Total	50	100

(Source: survey data)

INTERPRETATION:

The table 3 deals with the work experience of respondents. It reveals that the 38% of teachers have 1-5 years of work experience. 26% of teachers have 5-10 years experience, and 18% of teachers have upto 1 year experience. 18% have experience of above 10 years.

TABLE NO.4**RESPONDENTS OPINION ABOUT ADEQUATE SALARY**

SI NO	Opinion	No of Respondents	Percentage
1	Strongly agree	17	34
2	Agree	26	52
3	Neutral	4	8
4	Disagree	2	4
5	Strongly disagree	1	2
	Total	50	100

(Source: survey data)

INTERPRETATION:

Table 4 shows the opinion of respondents about adequate salary. It reveals that 52% of teachers agree that they get adequate salary. Only 2% of teachers strongly disagree that they do not get adequate salary.

TABLE NO.5**RESPONDENTS OPINION ABOUT ADEQUATE ALLOWANCES**

SI No.	Opinion	No of teachers	Percentage
1	Strongly agree	10	20
2	Agree	26	52
3	Neutral	10	20
4	Disagree	3	6
5	Strongly disagree	1	2
	Total	50	100

(Source: survey data)

INTERPRETATION:

Table 5 shows the opinion of teachers about their allowances. 52% of teachers agree that they get adequate allowances. Only 2% of teachers strongly disagree that they do not get adequate allowances.

TABLE NO.6**JOB SATISFACTION FACTORS OF THE RESPONDENTS****Weighted average**

Factors	Rank1	Rank2	Rank3	Rank4	Rank5	Score	Weighted Average	Rank
Increment in salary	11×5	7×4	12×3	16×2	4×1	155/50	3.1	3
Supervision	5×5	8×4	17×3	18×2	2×1	146/50	2.92	4
Job security	18×5	15×4	10×3	6×2	1×1	193/50	3.86	1
Motivation	16×5	18×4	8×3	4×2	4×1	188/50	3.76	2
Others	2×5	4×4	2×3	3×2	39×1	77/50	1.54	5

(Source: survey data)

INTERPRETATION:

The table 6 exhibits with the information about the factors affecting job satisfaction of teachers. It reveals that most of the teachers give preference to job security as a determinant of job security, it occupies first rank, and the motivation is the second preferring factor which occupies second rank. And the increment in salary occupies third rank. The supervision at the fourth rank and others have fifth rank.

TABLE NO. 7
SUPERIOR SUBORDINATE RELATIONSHIPS
OF THE RESPONDENTS

WEIGHTED AVERAGE

Measures	Excellent (5)	Very Good (4)	Good (3)	Not Bad (2)	Bad (1)	Scores	Weighted average	Rank
Support from superior	22	15	11	0	2	205/50	4.1	2
Respect from subordinate	23	18	7	2	0	212/50	4.24	1
Communication system	15	16	17	2	0	194/50	3.88	5
Equal consideration	17	21	10	2	1	204/50	4.08	3
Friendly relations	18	19	10	2	0	200/50	4	4

(Source: Survey data)

INTERPRETATION:

The table 7 deals with the opinion of teachers about their superior subordinate relationship. From the measures of superior subordinate relationship the respect from superior occupies the first rank. Support from superiors occupies second rank. And the third rank goes to the equal consideration, and the friendly relations and communication system have fourth and fifth rank respectively.

TABLE NO.8
PROMOTIONAL FACTORS OF THE RESPONDENTS

SI NO	Promotional factors	No of teachers	Percentage
1	Experience	5	10
2	Qualifications	7	14
3	Seniority	6	12
4	All the above	32	64
	Total	50	100

(Source: Survey data)

INTERPRETATION:

This table number 8 deals with the promotional factors. 64% of teachers say that the all factors, experience, qualifications and seniority are considered for promotion. 10% of teachers say that promotional factor is experience.

TABLE NO.9
RESPONDENTS OPINION ABOUT STRESS

SI No	Opinion	No of teachers	Percentage
1	Strongly agree	14	28

2	Agree	24	48
3	Neutral	10	20
4	Disagree	1	2
5	Strongly disagree	1	2
	Total	50	100

(Source: Survey data)

INTERPRETATION:

Table 9 deals with teachers opinion about stress in their work. 48% of teachers agree that they feel stress in their work. Only 2% of teachers strongly disagree that they feel no stress in their work.

TABLE NO.10

**RESPONDENTS OPINION ABOUT ARRANGEMENT
OF WORK AND FEELING OF STRESS**

S.No	Opinion	Arrangement of work	Stress feeling
1	Strongly agree	5	14
2	Agree	38	48
3	Neutral	7	20
4	Disagree	0	2
5	Strongly disagree	0	2
	Total	50	100

(Source: Survey data)

$$r = \frac{n\sum xy - (\sum x \sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Correlation Coefficient (r) = 0.979

INTERPRETATION:

Since correlation coefficient is 0.979, there is high degree of positive correlation between arrangement of work and stress of teachers.

TABLE NO.11

STRESS FACTOR OF THE RESPONDENTS

SI NO	Factor	No of teachers	Percentage
1	Work load	18	36
2	Semester system	19	38
3	Superior subordinate issues	1	2
4	Others	12	24
	Total	50	100

(Source: Survey data)

INTERPRETATION:

The table number 11 deals with the stress factors of teachers. 38% of teachers feeling stress because of semester system. Only 2% of teachers feeling stress because of the superior subordinate issues.

TABLE NO.12

HOMOGENEITY OF STRESS FACTOR OF

MALE AND FEMALE RESPONDENTS

S.No.	Stress factor	Male	Female	Total
1	Work load	10	8	18
2	Semester system	12	7	19
3	Superior subordinate issues	1	0	1
4	Others	6	6	12
	Total	29	21	50

(Source: Survey data)

INTERPRETATION:

Table 12 shows the male and female classification on stress factors in the work of teachers.19% of the sample respondents are feeling stressed based on semester pattern system and the least 1% of respondents feels stress about superior subordinate issues.

CHI SQUARE ANALYSIS**Hypothesis:**

H₀ : The stress factors of male and female are homogeneous

H₁: The stress factors of male and female are not homogeneous

O	E	(O - E)	(O - E) ²	(O - E) ² /E
10	10.44	-0.44	0.1936	0.0185
12	11.02	0.98	0.9604	0.0872
1	0.58	0.42	0.1764	0.3041
6	6.96	-0.96	0.9216	0.1324
8	7.56	0.44	0.1936	0.0256
7	7.98	-0.98	0.9604	0.1217
0	0.42	-0.42	0.1764	0.42
6	5.04	0.96	0.9216	0.1826
50				1.2921

(Calculated Values)

$$\chi^2 = \frac{\sum (O-E)^2}{E} = 1.2921$$

Degree of freedom = 3

Table value @ 5% level of significance = 7.815

INTERPRETATION:

H₀ is accepted because the calculated value (1.2921) is less than the table value (7.815). Hence there is homogeneity. There is no significant difference between male and female in the matter of stress factors.

TABLE NO.13**ANALYSIS OF STUDENTS RELATED MATTERS WITH**

DESIGNATION OF TEACHERS**WEIGHTED AVERAGE**

Measures	Associate professor	Assistant professor	Guest lecturer
Satisfaction by students	4.13	4.13	3.83
Enjoying work as a guide	4.38	4.27	4.40
Achievements in academic sector	3.50	3.97	3.83
Maintain good relations	4	4.2	4.25
Others	3.13	3.5	3.67

(Source: Survey data)

Hypothesis:

H₀ : There is no significant difference in the students related matters among different designated teachers.

H₁ : There is significant difference in the students related matters among different designated teachers

The result of ANOVA with 5% level of significance is shown in the ANOVA table

Source of variation	Sum of squares	Degree of freedom	Mean square	F value
Between samples	SSC=0.11	K-1=2	MSC=0.06	MSC/MSE =0.4
Within samples	SSE=1.79	N-K=12	MSE=0.15	
Total	SST=1.9	N-1=14		

INTERPRETATION:

Degree of freedom (k-1, N-k) = (2, 12) with the 5% level of significance, the table value is 3.88. The table value is greater than calculated value (0.4). So the null hypothesis is accepted.

TABLE NO.14**LEVEL OF SATISFACTION TOWARDS****SOCIAL STATUS OF WORK**

SI NO	Satisfaction level	No of teachers	Percentage
1	Highly satisfied	27	54
2	Satisfied	23	46
3	Neutral	0	0
4	Dissatisfied	0	0

5	Highly dissatisfied	0	0
	Total	50	100

(Source: Survey data)

INTERPRETATION:

The Table 14 shows the satisfaction level of teachers towards social status of work. The 54% of teachers highly satisfied with the social status of their work. 46% of teachers satisfied with the social status of their work.

TABLE NO.15

LEVEL OF SATISFACTION TOWARDS

WLB DETERMINANTS

(HS – Highly Satisfied, S – Satisfied, N – Neutral, D – Dissatisfied, HD – Highly Dissatisfied)

Factors	HS	S	N	D	HD	Total
Salary and allowances	18	23	5	3	1	50
Job satisfaction	14	32	3	1	0	50
Superior subordinate relationship	20	25	4	1	0	50
Promotion	6	26	14	3	1	50
Proper arrangement of work	4	35	8	3	0	50
Career development programmes	3	21	20	6	0	50
Students related matters	10	30	8	2	0	50
Social status	21	27	2	0	0	50
Other facilities	5	20	18	5	2	50

FINDINGS OF THE STUDY

The major findings of the study are;

- Out of the total respondents majority of the respondents are Assistant professors (60%), there are only 8% of Associate professors.
- Out of the total respondents, majority of respondents are male teachers (58%), and the rest of the respondents are female teachers.
- 72% of the teachers have PG with NET.
- 18% of the teachers qualified the PhD and 28% of the teachers are pursuing PhD.
- Most of the teachers (32%) are coming under the income level of Rs.25000-Rs.50000.
- Most of the teachers (52%) agree that they get adequate salary for their work.

- Semester system is the most stressing factor.
- Most of the teachers (48%) agree that they are feeling stress in their work
- The study finds that there is no significant difference between the stressing factors of male and female teachers.
- Analysis of students' related matters with different designated teachers reveals that there is no significant difference between the different designated teachers regarding students' related matters.
- Most of the teachers are satisfied with the QWL determinants.

SUGGESTIONS

- The job security and motivation are to be provided to college teachers in a proper manner with regular periodical intervals through orientation programme.
- The first preference should be given to quality of teaching.
- Freedom should be provided at working environment.
- The communication system between the superiors and subordinates should be improved.
- The stress of college teachers should be reduced by reducing their work load and maintaining semester records system properly.

CONCLUSION

The concept of work life balance has attracted the attention of not only different organizations but also researchers and HR practioners. This is mainly could be attributed to ever increasing demands owing to the necessity of spouses to be employed and quest for personal achievements in personal life. A technique to improve quality of work life balance includes job redesign, career development, flexible work schedules, job security and the like. In this competitive world every organization has to improve and retain the WLB of their employees. This study is attempted to find the determinants of WLB of college teachers and their satisfaction level towards these determinants. The researcher can conclude that the WLB of every employee is determined by the various factors of total working condition in educational institution. The WLB of college teachers is mostly depends on their surroundings. The factors which influence them more is to be given them. Now the college teachers are satisfied with their WLB factors to some extent. Establishing a long term relationship between management and teachers can enhance satisfaction because teachers are real creators cum developers of the students' community and future society

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