

Influence of Demographic Variables on Work Life Balance among School Teachers

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ABSTRACT

This study examines the influence of select demographic variables like Family type, Work experience and Dependent care on Work Life Balance among the School teachers. In this Survey method 172 Teachers from two private schools in Chennai were chosen. The tools used to collect the data were Work-life balance Scale by Udai Pareek & Surabhi Purohit (2010). For statistical analysis t-test, ANOVA and Tukey B post-hoc test was used to analyse the results. The findings show that there is no significant difference between the Family type and Work experience of teachers and their work life balance whereas there is a significant difference between the Dependent care of teachers and their Work life balance.

Keywords: *Work life balance, School teachers, Dependent care, Work experience and Family type.*

'Life is about balance and we all have to make the effort in areas that we can, to enable us to make a difference.' - **Orlando Bloom**

There is a tendency to think that people working in the corporate world only have work life balance issues because of their long working hours. We think that since teachers usually have fixed working hours, they may not have these issues. But many teachers say that they also have this problem. This has led the researcher to investigate certain select demographic variables such as family type, work experience and dependent care which may cause work life balance issues.

The expression 'work-life balance' was first used in the middle of 1970s to describe the balance between an individual's work and personal life (Newman & Matthews, 1999). There are two types of family systems; they are joint family and nuclear family systems. Joint family is a type of extended family, which consists of parents, their children, spouses of the children and their offsprings in one household. A nuclear family is composed of parents and their children.

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Work experience refers to the experience that a teacher gains while teaching for a length of time in their profession. Dependent care means the support and nurturing of persons who cannot meet their own needs, such as children or functionally impaired adults.

Objectives

1. To Study the Influence of Family type on Work life balances among School teachers.
2. To Study the Influence of Work experience on Work life balances among School teachers.
3. To Study the Influence of Dependent care on Work-life balances among School teachers.

Hypothesis

1. There will be no significant difference between the Family type and Work life balance among School teachers.
2. There will be no significant difference between Work experience and Work life balance among School teachers
3. There will be no significant difference between Dependent Care and Work life balance among School teachers

METHODOLOGY

Survey method was employed for the study. The variables are Family type, Work experience, Dependent care and Work life balance. Random sampling method was used to select the teachers for this research purpose. Sample consists of 172 teachers which were taken from two private schools in Chennai.

RESULTS & DISCUSSION

Table 1: Demographic profile of the teachers (N = 172)

Variables		Frequency	Percent
Family Type	Joint family	66	38.4
	Nuclear family	106	61.6
Work experience	1 to 8 years	40	23.3
	8 to 16 years	66	38.3
	16 to 24 years	48	27.9
	Above 24 years	18	10.5
Dependent Care	Child care	47	27.3
	Elder care	51	29.7
	Both Child & Elder care	29	16.9
	Not Applicable	45	26.1

The table no.1 shows the demographic characteristics of the sample. Family type indicates the family structure of teachers, the data shows it is more dominated by nuclear family which is 61.6% and joint family is 38.4%.

It is understood that 23.3% of the teachers have less than 8 years of experience, 38.3% of the teachers have put in 8 to 16 years of experience, 27.9% of them have put in 16 to 24 years of experience and 10.5% of the teachers have above 24 years of work experience.

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Another important factor affecting the work life balance of school teachers is the dependent care. Table 1 show that dependent care is divided into 4 categories. 27.3% of the teachers are having the responsibility of taking care their children, 29.7% of the mare having the commitment of taking care of the elders, 16.9% of them have the responsibility of taking care of children as well as elders and finally 26.1% of teachers did not have children nor elders care responsibility.

Table 2: Mean, SD and t-value of Family type and Work life balance

<i>Family Type</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t' value</i>	<i>p-value</i>
Joint family	66	62.89	11.57	-0.753	0.452
Nuclear family	106	64.22	11.03		

Table no.2 shows that the p-value of 0.452 is not significant at 0.05 level. This indicates that there is no significant difference between type of family and work life balance. This finding accepts hypothesis no.1 which states that there will be no significant difference between family type and work life balance of school teachers.

Table 3: One-way Analysis of Variance of Work experience and Work life balance of School teachers.

<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between Groups	498.24	3	166.80	1.33
Within Groups	21060.73	168	125.36	
Total	21558.97	171		

From the table no.3 the results of One-way ANOVA test show that the F value of 1.33 is not significant at 0.05 level. This indicates that there is no significant difference between the Work experience of teachers and their overall Work-life balance. This accepts the hypothesis no.2 which states that there will be no significant difference between the Work experience and Work-life balance among School teachers.

Table 4: One-way Analysis of Variance of Dependent care and Work life balance of School teachers.

<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between Groups	1178.17	3	392.72	3.23*
Within Groups	20380.79	168	121.31	
Total	21558.96	171		

*p<0.05

From the table no.4 the results of One-way ANOVA test show that the F value of 3.23 is significant at 0.05 level. This indicates that there is a significant difference between the Dependent care of teachers and their overall work life balance. This rejects the hypothesis no.3 which states that there will be no significant difference between the Dependent care and Work life balance among School teachers.

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Table 5: Tukey's B Post hoc test for multiple comparisons between Dependents on Work life balance among School teachers.

Dependent Care	N	Subset for alpha = .05	
		1	2
Both Child care and Elder care	29	60.6248	
Child care	47	62.6285	62.6285
Elder care	51	62.7494	62.7494
Not Applicable	45		67.9267

ANOVA results show that there are differences between groups. Further exploration through Tukey' B post hoc was done to figure out which groups in the sample differ. In table no.5 the mean scores of teachers belonging to the group both childcare and elder care show that they have lesser work life balance. When children and elders are there at home there will be more work and teachers may have to spend more time to take care of their needs because of which they may have some imbalance. Whereas the mean scores of teachers belonging to the group 'Not applicable' show that they have more work life balance. Since teachers belonging to this category have lesser or no responsibilities they will have more time for themselves and have better balance.

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Conflict of Interest

There is no conflict of interest.

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