



ORIGINAL

Enhancing Work-Life Balance of Teachers in Self-Financing Schools

Mejorar el equilibrio entre la vida trabajo y personal de los profesores en colegios autofinanciadas

I. Antonyinico¹  , F. R. Alexander Pravin Durai²  

¹Research Scholar, Department of Commerce, St. Joseph's College (Autonomous), Affiliated to Bharathidasan University, Tiruchirappalli, Tamilnadu, India.

²Associate Professor, Department of Commerce, St. Joseph's College (Autonomous), Affiliated to Bharathidasan University, Tiruchirappalli, Tamilnadu, India.

Cite as: Antonyinico I, Pravin Durai FRA. Enhancing Work-Life Balance of Teachers in Self-Financing Schools. Salud, Ciencia y Tecnología - Serie de Conferencias. 2024; 3:.1166. <https://doi.org/10.56294/sctconf2024.1166>

Received: 22-02-2024

Revised: 16-05-2024

Accepted: 05-09-2024

Published: 06-09-2024

Editor: Dr. William Castillo-González 

Corresponding author: I. Antonyinico 

ABSTRACT

Introduction: teachers contribute significantly to the growth of schools and students by determining each child's future. Teachers support young minds and help them do great things. So, a teacher's work-life balance needs to be taken care of and is a must for every teacher. The school teachers can better balance their family and work life by adopting a work-life balance strategy. In order to maintain work life balance, teachers should prioritise their time and balance their work with their family, health, holidays, and other commitments.

Objectives: to study the demographic factors on stress level among teachers, to assess the variables that affect work-life balance and to determine the consequences of not maintaining the work-life balance of teachers at self-financing schools.

Method: the primary data were gathered using questionnaires, and a total of 200 samples were chosen. The methodology includes specific statistical tools such as percentage analysis, chi-Square, correlation, and one-way ANOVA for analysis and interpretation.

Results: the analysis suggests that the factors affecting work-life balance, including heavy household work, financial commitments, childcare challenges, lack of recognition, job dissatisfaction, and family time constraints, are significantly correlated with higher stress levels among the teachers of self-financing schools. The findings suggest that achieving work-life balance is possible with the help of school support through counseling programmes, transparent flexible working hours, and accommodating leave for family emergencies.

Conclusion: neglecting work-life balance can have a negative impact on teachers in self-financing schools, limiting their ability to manage domestic tasks, causing physical health concerns, and leading to professional and personal errors. However, teachers can truly enjoy the blessings of life by developing the necessary life coping skills to effectively manage work-life balance.

Keywords: Work-Life Balance; Teachers; Self-Financing Schools; Stress Level.

RESUMEN

Introducción: los profesores contribuyen significativamente al crecimiento de los colegios y de los estudiantes al determinar el futuro de cada niño. Los profesores apoyan a las mentes jóvenes y les ayudan a hacer grandes cosas. Por lo tanto, es necesario cuidar el equilibrio entre el trabajo y la vida personal de los profesores y es una obligación para todos ellos. Los profesores del colegio pueden equilibrar mejor su vida familiar y trabajo

adoptando una estrategia de equilibrio entre el trabajo y la vida personal. Para mantener el equilibrio entre el trabajo y la vida personal, los profesores deben priorizar su tiempo y equilibrar su trabajo con su familia, salud, vacaciones y otros compromisos.

Objetivos: estudiar los factores demográficos sobre el nivel de estrés entre los profesores, evaluar las variables que afectan al equilibrio entre el trabajo y la vida personal y determinar las consecuencias de no mantener el equilibrio entre el trabajo y la vida personal de los profesores en colegios autofinanciados.

Método: los datos primarios se recopilaron mediante cuestionarios y se eligieron un total de 200 muestras. La metodología incluye herramientas estadísticas específicas como el análisis de porcentajes, chi-cuadrado, correlación y ANOVA unidireccional para el análisis y la interpretación.

Resultados: el análisis sugiere que los factores que afectan el equilibrio entre el trabajo y la vida personal, como el trabajo doméstico pesado, los compromisos financieros, los desafíos del cuidado de los niños, la falta de reconocimiento, la insatisfacción laboral y las limitaciones de tiempo familiar, están significativamente correlacionados con niveles más altos de estrés entre los maestros de colegios autofinanciados. Los hallazgos sugieren que lograr el equilibrio entre el trabajo y la vida personal es posible con la ayuda del apoyo escolar a través de programas de asesoramiento, horarios de trabajo flexibles y transparentes y permisos flexibles para emergencias familiares.

Conclusión: descuidar el equilibrio entre el trabajo y la vida personal puede tener un impacto negativo en los profesores de los colegios autofinanciados, limitando su capacidad para gestionar las tareas domésticas, causando problemas de salud física y dando lugar a errores profesionales y personales. Sin embargo, los profesores pueden disfrutar verdaderamente de las bendiciones de la vida si desarrollan las habilidades de afrontamiento necesarias para gestionar eficazmente el equilibrio entre el trabajo y la vida personal.

Palabras Clave: Equilibrio Entre Vida Trabajo Y Personal; Profesores; Colegios Autofinanciados; Nivel de Estrés.

INTRODUCTION

Teaching has become increasingly demanding in recent decades due to curriculum changes, new pedagogical approaches. The adoption of new teaching tools and technologies has added to the stress faced by teachers, creating a state of tension and discomfort. ⁽⁷⁾ This stress is often attributed to the complexities of modern life and the constant pursuit of progress. ⁽¹²⁾

Today, many teachers, both men and women, experience stress as they juggle dual careers and the responsibilities of childcare, elderly care, and household tasks. High work pressures and family obligations can lead to difficulties in managing both personal and professional lives, ^(11,15) resulting in issues like absenteeism and decreased concentration at work. Achieving work-life balance is crucial for teachers facing such stress.

Work-life balance involves maintaining equilibrium between work and personal life. It encompasses flexible work arrangements that allow individuals to meet their workplace demands while also tending to personal responsibilities. Achieving a perfect balance is not the only goal of work-life balance; it also involves efficiently allocating time for family, personal care, career, and other activities. ⁽⁹⁾ Addressing the issues related to balancing work life and family life requires a shift in individual priorities, family inherited values, and job commitments. ⁽⁶⁾ Family and friendly policies, work-life new initiatives, and support services may have a significant place in helping teachers achieve work-life balance.

The research on how employee performance at Esfahan University and Esfahan Medical University correlated with the quality of their work lives. It highlighted the direct link between performance and various factors encompassing fair compensation, a secure work environment, personal development opportunities, and social integration. ⁽¹³⁾

It was found that there was a positive association between work-life factors and job satisfaction using a standardised Likert scale survey while examining the quality of work-life for faculty members at private institutions in Bangladesh. ⁽¹⁷⁾

Another empirical research underlined the strategic utilization of “Quality of Work-Life Balance” by organization as a way to invite and keep employees, thereby ensuring work-life balance without compromising work performance and commitment. ⁽¹⁴⁾

The necessity of work-life balance policies for teachers across various educational institutions emphasized the correlation between the quality of work life and employee retention. This study focused on optimal policies to concentrate on work-life balance concerns among teachers in government and private institutions. ⁽⁷⁾

A study on how stress affected the work-life balance of Andhra Pradesh’s female police officers highlighted a direct link between the level of stress and work-life balance, identifying the variable stress as an indicator of the latter. ⁽¹¹⁾

The findings of work life balance research recommended management measures to alleviate stress, proposing

various stress-reducing initiatives to enhance employee performance and well-being.⁽⁶⁾

A research on work life balance insisted the repercussions of work-family conflict, connecting it to decreased job satisfaction, higher turnover rates, and increased stress. It emphasized the need for a more comprehensive approach to work-family issues in the IT industry to mitigate adverse effects on both employees and organizations.⁽⁹⁾

It was recommended that given India's low gender equity, a significant difference exists in male and female conceptions of work-life balance. The article adds to the current literature indicating work-life balance is not a gender-neutral notion.⁽²⁾ Men prioritised incentives, growth, and superior/colleague support, but women were significantly impacted by work schedule, workload, job overload, and commuting. It was also discovered that males who adhered to the conventional mindset were more concerned with materialistic and non-materialistic employment incentives that improved their family life. On the other hand, for female employees, the skills and talents learnt in the family domain facilitated them to be more proficient and improved their experience in the workplace.⁽¹²⁾

Based on the analysis of review of literature, the research question emerged: what are the factors that affect Work-Life Balance of the teachers in self-financing schools?

OBJECTIVES

1. To study the demographic factors on stress level among teachers of self-financing schools in Tiruchirappalli District.
2. To find out the factors that affect work-life balance among teachers of self-financing schools in Tiruchirappalli District.
3. To identify the impact of not maintaining work-life balance among teachers of self-financing schools in Tiruchirappalli District.

Hypothesis of the Research

H01: There is no significant relationship between age and stress level among teachers in self-financing schools at Tiruchirappalli District.

H02: There is no significant relationship between gender and stress level among teachers in self-financing schools at Tiruchirappalli District.

H03: There is no significant relationship between factors that affect work-life balance and stress level among teachers in self-financing schools at Tiruchirappalli District.

H04: There is no significant relationship between factors that affect work-life balance and the effect of not maintaining work-life balance among teachers in self-financing schools at Tiruchirappalli District.

METHOD

The primary data was collected by the author at Tiruchirappalli, a district in Tamilnadu, state of India, often referred to as 'Educational Hub'. Tiruchirappalli has many centuries-old educational institutions. It has been a hub for student opportunities which are plenty given the thriving industrial giants that have called Tiruchirappalli home. This study adopts a descriptive research method. A well-structured questionnaire was prepared for the participants and distributed through in-person interviews. Informed consent was obtained from the respondents stating that the data collected would be used for academic purposes only. This questionnaire was classified into two parts. The first part focused on gathering details related to demographic items by use of a mix of closed- and open-ended enquiries. The part two of the questionnaire comprised Likert scale questions aimed at gauging the work-life balance perceptions of the teachers of self-financing schools in Tiruchirappalli district, State of Tamilnadu, India. Primary data was acquired by collecting completed questionnaires from the designated participants, while secondary data was obtained from scholarly articles, journals, and relevant reports.

Sampling design

A convenience sampling method was employed to gather samples exclusively from Tiruchirappalli district, State of Tamilnadu, India. Initially, 200 survey forms were distributed to potential participants within the total population. Ultimately, 176 completed surveys were collected, of which 150 responses were deemed suitable for analysis, while the remaining 26 were excluded due to insufficient or incomplete information. The data was subjected to statistical analysis using various tools, including percentage analysis, Chi-Square, Correlation, and One-way ANOVA for interpretation.

RESULTS

The purpose of this study was to determine whether the age distribution of self-financing teachers in the Tiruchirappalli district and their stress levels are related.

H01: There is no significant relationship between age and stress level among teachers in self-financing

schools at Tiruchirappalli District.

Table 1. Age and Stress level of Teachers				
Age	Behaviour			Total
	More Stress	Moderate Stress	Less Stress	
21-30	10	8	2	20
31-40	23	16	1	40
41-50	24	12	0	36
>50	35	18	1	54
Total	92	54	4	150

Table 1 presents the association between age categories and the stress levels reported by the respondents. Among respondents aged 21-30, 10 experienced higher stress, 8 reported moderate stress, and 2 indicated lower stress, summing up to 20 individuals. In the 31-40 age bracket, 23 respondents reported higher stress, 16 experienced moderate stress, and 1 indicated lower stress out of 40 participants. Similarly, 41-50 age category respondents had 24 reporting higher stress, 12 experiencing moderate stress, and none indicating lower stress from a total of 36 individuals. Lastly, among respondents over 50, 35 reported higher stress, 18 experienced moderate stress, and 1 reported lower stress out of a total of 54 participants.

Table 2. Chi-Square Test			
	Value	df	Sig.value
Pearson Chi-Square	25,453 ^a	4	0,004
Likelihood Ratio	31,132	4	0,001
Linear-by-Linear Association	13,524	1	0,000
N of Valid Cases	150		

Table 2 reveals a strong association between the teachers' age at self-financing schools and their reported stress levels ($\chi^2 = 25,453$; $df = 3$; $p < 0,05$). This statistical finding shows an association between the respondents' age categories and the varying stress levels they reported. The calculated Chi-Square statistic, 25,453, which has 3 degrees of freedom, exceeded the critical value at a 0,05 significance level, indicating that the relationship between age groups and reported stress levels among the participants is statistically significant. This suggests that different age brackets may experience differing levels of stress within the teachers of self-financing schools' demographic in Tiruchirappalli District. Result: The null hypothesis (H_0^1) is rejected as the P value is less than 0,05.

H_0^2 : There is no significant relationship between gender and stress level among teachers in self-financing schools at Tiruchirappalli District.

Table 3. Gender and Stress Level of Teachers				
Gender	Behaviour			Total
	More Stress	Moderate Stress	Less Stress	
Male	46	6	8	60
Female	74	12	4	90
Total	120	18	12	150

Table 3 displays the association between gender and the stress level of the teachers of self-financing schools in Tiruchirappalli District. It reveals that out of 60 male respondents, 46 experienced more stress, 6 reported moderate stress, and 8 had less stress. Among 90 female respondents, 74 had more stress, 12 reported moderate stress, and 4 had less stress.

Key Findings

The relationship between gender and stress levels was examined using the Chi-square test. The study produced a significant Chi-square value (25.453a) at $p < 0.05$, suggesting that there is, in fact, a significant relationship between the stress level of self-financing school teachers and their gender. This implies that gender plays an important role in influencing the stress levels experienced by teachers, with female teachers reporting higher stress levels in contrary to their male respondents.

Table 4. Chi-Square Test			
	Value	Df	Sig. value
Pearson Chi-Square	9,432 ^a	2	0,0163
Likelihood Ratio	11,232	2	0,003
Linear-by-Linear Association	7,435	1	0,004
N of Valid Cases	150		

The Chi-square test findings are presented in Table 4, which was used to examine the relationship between the stress levels of teachers in self-financing schools at Tiruchirappalli District and demographic characteristics. The Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association are the three statistical metrics that are included in the table. Result: The null hypothesis (H_0^2) is rejected as the P value is less than 0,05.

Key Findings

1. Pearson Chi-Square: The Pearson Chi-Square value is 9,432a with 2 degrees of freedom (Df). The associated significance value (Sig. value) is 0,0163. This result indicates that there is a statistically significant association between the demographic variables (age and gender) and the stress levels of the teachers of self-financing schools.

2. Likelihood Ratio: The Likelihood Ratio Chi-Square value is 11,232 with 2 degrees of freedom. The significance value is 0,003. This also suggests a statistically significant association between demographic variables and stress levels.

3. Linear-by-Linear Association: This measure specifically evaluates the linear trend or association between the variables. It yielded a Chi-Square value of 7,435 with 1 degree of freedom and a significance value of 0,004, demonstrating a significant linear association.

The Chi-square test results suggest that both age and gender are significantly associated with the stress levels of the teachers of self-financing schools in Tiruchirappalli District.

H_0^3 : There is no significant relationship between factors that affect work-life balance and stress level among teachers in self-financing schools at Tiruchirappalli District.

Table 5. Correlation table of factors and level of Stress						
Factors		Level of Stress				Total Mean
		More Stress	Moderate Stress	Less Stress	No Stress	
Heavy household works	Pearson Correlation	1	0,383**	0,393**	0,486**	0,784**
	Sig. (2-tailed)		0,000	0,000	0,000	0,000
	N	150	150	150	150	150
More commitment to financial needs	Pearson Correlation	0,383**	1	0,441**	0,363**	0,729**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000
	N	150	150	150	150	150
Taking care of children within a limited time is not possible	Pearson Correlation	0,343**	0,421**	1	0,527**	0,732**
	Sig. (2-tailed)	0,000	0,000		0,000	0,000
	N	150	150	150	150	150
No recognition from the Management and Leave Problems	Pearson Correlation	0,486**	0,443**	0,627**	1	0,769**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000
	N	150	150	150	150	150
No Job Satisfaction and Lower salary	Pearson Correlation	0,393**	1	0,461**	0,353**	0,759**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000
	N	150	150	150	150	150
Not spending quality time with family	Pearson Correlation	0,486**	0,363**	0,547**	1	0,763**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000
	N	150	150	150	150	150
Total Mean	Pearson Correlation	0,895**	0,729**	0,568**	0,673**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	150	150	150	150	150

**Correlation is significant at the 0,01 level (2-tailed).

Source: Author's original data

The above correlation table 5 examines the link between a number of variables that impact teachers' stress levels and work-life balance in Tiruchirappalli District's self-financing schools. The degree and direction of the association between each pair of parameters are shown by the Pearson Correlation coefficients. Result: The

null hypothesis (H_0^3) is rejected as the P value is less than 0,05 and there exist positive correlation outcomes based on Pearson correlation results.

Key Findings

1. Heavy household works: There is a significant positive correlation (0,383) between heavy household works and stress levels (at a 0,01 significance level), indicating that teachers experiencing heavy household work tend to report higher stress levels.

2. More commitment to financial needs: A significant positive correlation (0,383) exists between more commitment to financial needs and stress levels (at a 0,01 significance level), suggesting that higher financial commitments are associated with increased stress.

3. Taking care of children within a limited time is not possible: A significant positive correlation (0,343) is observed between the challenge of taking care of children within a limited time and stress levels (at a 0,01 significance level), indicating that this difficulty contributes to higher stress.

4. No recognition from the Management and Leave Problems: There is a strong positive correlation (0,486) between the lack of recognition from management, leave problems, and stress levels (at a 0,01 significance level). Teachers facing these issues report higher stress.

5. No Job Satisfaction and Lower salary: A significant positive correlation (0,393) exists between job dissatisfaction, lower salary, and stress levels (at a 0,01 significance level). Teachers with low job satisfaction and lower salaries experience more stress.

6. Not spending quality time with family: A significant positive correlation (0,486) is found between the inability to spend quality time with family and stress levels (at a 0,01 significance level). Teachers who cannot spend quality time with their families tend to have higher stress levels.

The “Total Mean” represents the overall correlation between all the factors and stress levels. There is a highly significant positive correlation (0,895) between these factors and stress levels (at a 0,01 significance level). The analysis suggests that the factors affecting work-life balance, including heavy household work, financial commitments, childcare challenges, lack of recognition, job dissatisfaction, and family time constraints, are significantly correlated with higher stress levels among the teachers of self-financing schools in Tiruchirappalli District.

H_0^4 : There is no significant relationship between factors that affect work-life balance and the effect of not maintaining work-life balance among teachers in self-financing schools at Tiruchirappalli District.

Table 6. One-Way ANOVA - Effects of not maintaining work-life balance

Factors	Activities at home gets affected	Biological disorders	Committing errors	Empathy towards self	Fatigue	F-value	P-value
Heavy household works	3,32a (1,155)	3,23ab (1,031)	4,06b (1,115)	4,01b (0,839)	3,74b (1,036)	2,645	0,005**
More commitment to financial needs	3,38 (1,145)	3,35 (0,921)	3,65 (1,05)	4,11 (0,823)	4,04 (1,407)	2,248	0,070
Taking care of children within a limited time is not possible	3,32a (1,160)	3,31a (1,131)	4,30ab (0,864)	4,10ab (1,124)	3,53b (1,043)	2,428	0,043
No recognition from the Management and Leave Problems	3,34a (1,143)	3,39a (1,170)	4,35ab (1,050)	4,01ab (0,839)	4,05b (1,056)	2,739	0,003**
No Job Satisfaction and Lower salary	3,08a (1,175)	3,35ab (1,159)	4,14ab (1,020)	3,01b (0,824)	4,22b (0,853)	2,482	0,039*
Not spending quality time with family	3,48 (1,081)	3,31 (1,111)	4,15 (1,060)	3,94 (0,834)	3,74 (1,033)	2,473	0,053*

Table 6 shows the results of a one-way ANOVA on the significant differences between the factors that affect work-life balance and the consequences of not maintaining it among teachers in Tiruchirappalli District's self-financing schools. Result: The null hypothesis (H_0^4) is partially accepted for two factors as the P value is higher than 0,05 in two cases (more commitment to financial needs 0,70 and not spending quality time 0,53) and is rejected for all other factors as the P value is less than 0,05.

Key Findings

1. Activities at home gets affected: This factor has a p-value of 0,005 and an F-value of 2,645. A statistically significant difference is indicated when the p-value is less than the significance level of 0,05.

This implies that depending on whether activities at home are affected, there are significant differences in the consequences of failing to maintain work-life balance.

2. More commitment to financial needs: This factor has a p-value of 0,070 and an F-value of 2,248. There is no statistically significant difference, since the p-value is greater than the 0,05 significance level. Thus, the consequences of not maintain work-life balance are not greatly affected by the level of commitment to financial needs.

3. Taking care of children within a limited time is not possible: There is a p-value of 0,043 and an F-value of 2,428. There is a statistically significant difference when the p-value is less than 0,05. Teachers who struggle to take care of children within a limited time experience different effects when work-life balance is not maintained.

4. No recognition from the Management and Leave Problems: F (2,339) and p (0,003) are the respective values. There is a statistically significant difference when the p-value is less than 0,05. When work-life balance is not maintained, several consequences are linked to issues with leave problems and lack of recognition.

5. No Job Satisfaction and Lower salary: The F-value is 2,482 with a p-value of 0,039. The p-value is less than 0,05, indicating a statistically significant difference. Job satisfaction and salary levels impact the effects of not maintaining work-life balance differently.

6. Not spending quality time with family: The F-value is 2,473 with a p-value of 0,053. The p-value is marginally above 0,05, suggesting a borderline statistically significant difference. Not spending quality time with family may have a slightly less pronounced impact on the effects of not maintaining work-life balance

Recommendations for Enhancing Work-Life Balance

1. Establishing a Work and Leisure Schedule: Plan your tasks wisely, ensuring time for professional commitments and personal growth. Innovative work schedules, like the compressed workweek, are beneficial to create a balance.

2. Eliminating Time-Consuming and Unproductive Activities: Avoid energy-draining activities that offer little value to professional or personal life. Efficient time management significantly reduces stress.

3. Delegating and Outsourcing Tasks: Assigning time-consuming duties to others allows focus on tasks that align better with your skills, reducing stress.

4. Allocating Time for Relaxation: Make time for relaxation, enhancing productivity and fostering a healthier balance between professional and personal life.

5. Prioritizing Tasks: Efficient scheduling avoids last-minute rushes and unnecessary downtime, creating room for personal commitments.

CONCLUSION

Achieving a harmonious work-life balance enables individuals to experience an enhanced quality of work life. Such equilibrium not only enhances productivity and the quality of teaching but also results in a more relaxed and committed workforce. Additionally, it affords teachers the chance to devote a quality time with their members in the families, to enjoy vacations, prioritize their health, and to pursue personal interests. Consequently, work-life balance assumes paramount significance for employees, bolstering their motivation and commitment to their profession. Hence, both male and female teachers require self-motivation, flexible working hours, overtime compensation, and access to childcare facilities to effectively achieve this equilibrium.

To foster work-life balance, it is essential for school management to collaborate by implementing counselling programs on work-life equilibrium. Schools should also establish transparent and flexible working hours and provide leave approvals, especially during family emergencies. Demonstrating empathy for teachers with young children who lack sufficient family support can mitigate home-related stress. Teachers are encouraged to effectively prioritize their work, optimizing their task schedules.

Work-life balance is a dynamic and individualized pursuit, varying over time. Ultimately, it is a critical determinant of individual well-being and happiness. Neglecting work-life balance can result in adverse effects on the teachers of self-financing schools in Tiruchirappalli district, India, impacting their ability to manage household chores, causing physical health issues, leading to professional and personal errors, and perpetuating a state of perpetual exhaustion. However, by acquiring the relevant life skills to effectively maintain work-life balance, teachers can truly relish the blessings that life has to offer.

REFERENCES

1. Chung GSK, Chan XW, Lanier P, Wong PYJ. Associations between Work-Family Balance, Parenting Stress, and Marital Conflicts during COVID-19 Pandemic in Singapore. *J Child Fam Stud.* 2023;32(1):132-144.

2. Delina G, Prabhakara RR. A study on Work-Life Balance in Working Women, International Journal of Commerce. Business and Management. 2013;2(5): 274-282.
3. Dex S, Bond S (2005): Measuring work-life balance and its covariates. Work, Employment and Society 19(3): 627-37.
4. Hayman J. Psychometric Assessment of an Instrument Designed to Measure Work Life Balance. Research and Practice in Human Resource Management. 2005;13(1):85-91.
5. Jagruti SP. Work Life Balance in women: A conceptual study. Abhinav Publication. 2017;6(7): 4-9.
6. Kanthisree G, Devi SM. Work Life Balance of Employees -A Study on Selected Public and Private Sector Undertakings Synopsis of the thesis submitted for the Award of the Degree of Doctor of philosophy, in the Faculty of Commerce and Management Studies. Andhra University, Visakhapatnam. 2013:1-24.
7. Miryala RK, Chiluka N. Work-Life Balance Amongst Teachers. The IUP Journal of Organizational Behaviour. 2012; XI(1).
8. Nalwade, KM, Nikam, SR. Quality of Work Life in Academic: A Review of Literature. International Journal of Scientific Research. 2013;2(2): 214-216.
9. Narayanan LS, Savarimuthu A. Work-Family Conflict, Family-Work Conflict as Predictors of Work-Life Balance among Women Employees Working in IT industries. International Conference on Technology and Business Management. 2015 Mar: 634-63.
10. Pichler F. Determinants of Work-life Balance: Shortcomings in the Contemporary Measurement of WLB in Large-scale Surveys. Social Indicators Research: An International and Interdisciplinary Journal for Quality-of-Life Measurement. 2009 Jul;92(3): 449-469.
11. Satuluri P, Reddy S. Effects of Stress on Work Life Balance-A Study on Female Police Personnel. SIDDHANT - A Journal of decision making. 2013;13(4): 229-34.
12. Shah R. Work-life Balance and Gender: A Study of Professionals in India. Review of Management. 2015 Jun;5(1/2).
13. Shahbazi B, Shokrzadeh S, Bejani H, Malekinia E, Ghoroneh D. A Survery of Relationship Between The Quality of Work Life and Performance of Department Chairpersons of Esfahan University and Esfahan Medical Science University. Procedia - Social and Behavioral Sciences. 2011;30(1): 1555-156.
14. Shalini, Bhawna. Quality of work life balance. International Journal of Management Research Review. 2012 Aug;4(8).
15. Sheel S, Sindhwani BK, Goel S, Pathak S. (2012). Quality of Work life, employee performance and career growth opportunities: a literature review. International Journal of Multidisciplinary Research. 2012 Feb;2(2).
16. Shiva G. A Study on Work Family Balance and Challenges Faced by Working Women. IOSR Journal of Business and Management. 2013; 14 (5):1-4.
17. Tabassum A. Interrelations between Quality of Work Life Dimensions and Faculty Member Job Satisfaction in the Private Universities of Bangladesh. European Journal of Business and Management. 2012;4(2): 78-89.

FINANCING

No financing

CONFLICT OF INTEREST

None

AUTHORSHIP CONTRIBUTION

Conceptualization: I. Antonyinico, F. R. Alexander Pravin Durai.

Formal analysis: I. Antonyinico, F. R. Alexander Pravin Durai.

Research: I. Antonyinico, F. R. Alexander Pravin Durai.

Writing - Original Draft: I. Antonyinico, F. R. Alexander Pravin Durai.

Writing - Proofreading and Editing: I. Antonyinico, F. R. Alexander Pravin Durai.