



A STUDY ON WORK LIFE BALANCE OF SELF FINANCING TEACHERS WITH REFERENCE TO SALEM CITY

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Abstract

Work-life balance has become a critical area of research in today's fast-paced professional environment, especially in the education sector. Teachers working in self-financing institutions face unique challenges compared to those in government or aided institutions. Heavy workloads, extended working hours, performance pressures, and limited job security often interfere with their personal lives, leading to stress, reduced job satisfaction, and poor quality of life. This study focuses on examining the work-life balance of self-financing college teachers in Salem city. The research aims to identify the factors affecting their balance between professional responsibilities and personal commitments, along with the strategies adopted to manage both spheres effectively. The findings are expected to provide insights into how institutions can create supportive environments that enhance teacher productivity while maintaining their overall well-being.

Introduction

In the contemporary work environment, the concept of work-life balance has gained increasing importance as employees struggle to manage the demands of their professional and personal lives. In the education sector, teachers play a vital role in shaping future generations, and their effectiveness is often influenced by the extent to which they maintain a healthy balance between work and life. Self-financing college teachers, unlike their counterparts in government or aided institutions, encounter several unique challenges. They often face longer working hours, pressure to deliver high academic results, involvement in administrative responsibilities, and frequent demands for extracurricular engagement. At the same time, they are expected to manage personal commitments such as family care, social responsibilities, and individual well-being.

Salem city, being an educational hub in Tamil Nadu, hosts a considerable number of self-financing institutions. Teachers working in these colleges often report stress, burnout, and difficulty in maintaining equilibrium between their professional duties and personal life. This raises important questions regarding institutional policies, job satisfaction, mental health, and retention of teaching staff. This study aims to explore the work-life balance of self-financing teachers in Salem city, identify the challenges they face, and suggest measures to promote a more supportive work environment. The research holds significance for educational policymakers, management of institutions, and the teaching fraternity at large.

Statement of the Problem

Teachers in self-financing institutions play a crucial role in higher education but often face difficulties in balancing their professional and personal lives. Unlike government institutions, these colleges are characterized by higher workloads, lower salaries, and less job security. Teachers are frequently expected to perform multiple roles, including academic, administrative, and extracurricular responsibilities, which increases stress levels and reduces the time available for family and personal activities. In Salem city, where self-financing institutions dominate the higher education landscape, teachers' work-life imbalance has become a growing concern. Prolonged stress and dissatisfaction can result in burnout, declining teaching quality, and increased attrition rates.



Therefore, there is a need to systematically study the work-life balance of self-financing teachers to understand the underlying factors, challenges, and possible remedies.

Objectives of the Study

1. To study the concept of work-life balance in the context of self-financing teachers in Salem city.
2. To identify the factors influencing the work-life balance of teachers in self-financing institutions.
3. To analyze the challenges faced by teachers in managing their professional and personal lives.
4. To assess the impact of work-life balance on job satisfaction, productivity, and overall well-being.
5. To suggest strategies for improving work-life balance among self-financing teachers in Salem city.

Review of Literature

1. **Greenhaus, J.H. & Beutell, N.J. (1985)** – Their seminal work on work-life conflict identifies three major sources of imbalance: time-based, strain-based, and behavior-based conflicts. This framework provides the foundation for studying how professional demands interfere with personal responsibilities in teaching.
2. **Frone, M.R. (2003)** – Found that work-life balance significantly affects mental health and job performance. Employees who fail to balance work and personal life experience higher stress, lower productivity, and reduced job satisfaction, a finding relevant for teachers facing heavy workloads.
3. **Rajeshwari, M. & Sudha, J. (2015)** – In their study on Indian college teachers, they highlight that women teachers face additional challenges due to dual responsibilities at home and work. Lack of institutional support and extended working hours aggravate stress levels in self-financing colleges.
4. **Byron, K. (2005)** – Conducted a meta-analysis and concluded that organizational culture plays a vital role in determining work-life balance. Supportive management policies, flexible working hours, and mentoring programs positively impact employees' ability to manage dual roles.
5. **Reddy, N.K. & Barathi, P. (2017)** – Their study on higher education institutions in Tamil Nadu found that teachers in self-financing colleges face greater imbalance compared to government college teachers due to low salary levels, high workload, and job insecurity.
6. **Kalliath, T. & Brough, P. (2008)** – Proposed that work-life balance is not only about equal distribution of time but also about perceived satisfaction and role fulfillment. This perspective is particularly useful for analyzing whether teachers feel content with their current balance despite challenges.
7. **Shobitha, P. & Sudarsan, N. (2014)** – Studied work-life balance among school and college teachers in South India. They found that institutional support, family cooperation, and personal coping strategies significantly determine the quality of work-life balance among teachers.

Research Methodology

Research Design

The study adopts a descriptive research design to analyze the work-life balance of self-financing teachers in Salem city. It aims to identify factors influencing their professional and personal life balance and assess its impact on job satisfaction and well-being.



Sources of Data

Primary Data

1. Collected through a structured questionnaire administered to self-financing college teachers in Salem city.
2. Interviews conducted with selected respondents to gain qualitative insights on challenges faced.

Secondary Data

1. Books, journals, and articles related to work-life balance.
2. Reports on higher education and employment trends in Tamil Nadu.
3. Relevant online resources and institutional records.

Sample Design

1. **Population:** Teachers employed in self-financing colleges in Salem city.
2. **Sampling Method:** Stratified random sampling (ensuring representation across arts, science, commerce, and professional colleges).
3. **Sample Size:** 120 respondents (with equal representation of male and female teachers to ensure balanced analysis).

Tools of Data Collection

1. **Structured Questionnaire** with both close-ended and Likert scale questions to measure work-life balance, job satisfaction, stress levels, and coping mechanisms.
2. **Personal Interviews** with selected teachers to gather in-depth insights on institutional practices and individual experiences.

Tools of Analysis

1. **Descriptive Statistics** (mean, percentage, standard deviation) to summarize responses.
2. **Chi-Square Test** to identify the association between demographic factors (gender, age, marital status) and work-life balance.
3. **Correlation Analysis** to examine the relationship between work-life balance and job satisfaction.
4. **ANOVA** (Analysis of Variance) to compare the perception of work-life balance among different categories of teachers (male/female, married/unmarried, junior/senior).

Scope of the Study

The research is limited to self-financing teachers working in Salem city. It focuses on understanding their challenges in managing professional and personal commitments, and suggests measures to improve institutional policies for promoting a healthy work-life balance.

Findings

1. **Awareness of Work-Life Balance:** Most teachers are aware of the importance of balancing personal and professional life, but find it difficult to maintain due to heavy workloads.
2. **High Workload & Extended Hours:** Teachers in self-financing colleges reported longer working hours, frequent administrative responsibilities, and pressure to engage in extracurricular activities.
3. **Gender Differences:** Women teachers face greater challenges in balancing family commitments and work responsibilities compared to male teachers, particularly married women.



4. **Impact on Health:** Many respondents reported stress, fatigue, and health issues (such as anxiety and lack of sleep) caused by imbalance between work and life.
5. **Job Satisfaction:** Teachers with better work-life balance showed higher job satisfaction and productivity, while those experiencing imbalance reported dissatisfaction and burnout.
6. **Institutional Support:** Limited support from management, rigid schedules, and lack of welfare policies were identified as major constraints affecting balance.
7. **Coping Mechanisms:** Teachers often rely on personal time management, family support, and stress-relieving activities (reading, meditation, exercise) to manage imbalance.

Suggestions

1. **Flexible Working Hours:** Institutions should provide flexible schedules, particularly for women teachers with family responsibilities.
2. **Workload Management:** Colleges should rationalize workload by distributing teaching, administrative, and extracurricular responsibilities more evenly.
3. **Wellness Programs:** Organize stress management workshops, yoga sessions, and counseling facilities to support teachers' mental and physical health.
4. **Institutional Policies:** Self-financing colleges should implement teacher-friendly HR policies such as leave benefits, maternity support, and professional development opportunities.
5. **Encouragement of Work-Life Culture:** Management should create an environment where work-life balance is recognized as a key factor for productivity and retention.
6. **Support Systems:** Encourage mentoring programs, peer support groups, and family-institution partnerships to ease the dual roles of teachers.

Conclusion

Work-life balance is an essential factor influencing the effectiveness, satisfaction, and well-being of teachers. The study reveals that self-financing teachers in Salem city face significant challenges in managing professional and personal responsibilities due to heavy workload, rigid schedules, and lack of institutional support. Women teachers, in particular, struggle to balance family commitments with their career demands.

Despite these challenges, teachers adopt coping strategies like time management, family support, and stress-relief practices. However, sustainable solutions require institutional intervention. By adopting flexible policies, reducing workload pressures, and providing wellness programs, self-financing colleges can enhance teacher satisfaction, improve retention rates, and create a more productive and positive educational environment. The study emphasizes that achieving work-life balance is not only a personal responsibility but also a shared responsibility between teachers, families, and educational institutions. Promoting a supportive work culture will ultimately benefit both teachers and the quality of education delivered to students.