

Scope of Work Life Balance (Wlb) Stimulus on Productivity among School Teachers a Case Study With Reference To the Union Territory of Dadra and Nagar Haveli

Ms. Monika Soni

Ph.D. Research Scholar in Management, Karpagam University, Coimbatore

Abstract: Schools as social institutions have been under intense criticism, of late, in India. Teachers are expected to fill many roles in their daily tasks. In the process of balancing these many roles, their productivity at the work place may be affected. Moreover, recent trends in education system have enforced comprehensive continuous evaluation of pupils that has led to perceived work load increase among school teachers. To combat this issue successfully, the most important factor is to investigate the relationship between productivity of school teachers and their work-life balance. This paper focuses on the issue of probable influence of Work Life Balance on productivity of school teachers. A convenient random sample of 72 teachers working in, both public and private schools, in the Union Territory of Dadra and Nagar Haveli was chosen in the interest of time and resources for the data to understand the relationship between variables. In the first step, the relationship among Perceived Workload Increase (PWL), Time Management (TM) and School Teachers' Productivity (STP) is examined. Later, the factor of Work Life Balance (WLB) was added to examine its moderating effect to the model. The results of Pearson's Correlation and Linear and Multiple regressions confirm that the Perceived Workload Increase (PWL) is found to be perilous for School Teachers' Productivity (STP). Provisions of Work Life Balance (WLB) opportunities found to be helpful in moderating the situation.

Keywords: School Teachers' Productivity (STP), Work Life Balance (WLB), Time Management (TM), Perceived Work Load Increase (PWL)

I. Introduction

Work Life Balance of teaching professional has become one of the greatest issue in today's world. Teachers work load not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach the higher expectations and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but need to also focus on soft skills and life skills so that they not only produce good individuals but also develop good citizens.

Education sector revamp has introduced new concepts. Comprehensive Continuous Assessments (CCA) pattern of evaluating and monitoring the progress of students is being followed to reduce the stress of student vis-à-vis their exams. Undoubtedly this system of education has fortified dramatic progress in the field of all-round development of student community, but has overstretched teachers with perceived increase in their work load of curriculum and time management, in and out of work place.

Problem Statement

In this study, the researcher intends to examine relationship among different variables affecting the Productivity of School Teachers. The variables examined are Perceived Workload Increase (PWL), Time Management(TM), School Teachers' Productivity (STP) and its relationship with the prominent factor viz., Work Life Balance (WLB). This study can help the practitioners, academicians and policy makers working at different levels to find out the most important factors that affect the productivity of school teachers. The proposed study results shall contribute to the field of education and its promotion by providing school teachers with insight and information on how to enhance their productivity at work so that they can continually meet their goals.

Study Objective:

To understand the possible, and if exists, the extent of relationship of identified three variables viz., Perceived Workload Increase (PWL), Time Management(TM), and Work Life Balance (WLB) on School Teachers' Productivity (STP).

Hypothesis :

H₀: Perceived Workload Increase (PWL), Time Management(TM), and Work Life Balance (WLB) has no influence on School Teachers' Productivity (STP)

II. Methodology

A convenient random sample of 72 teachers working in, both public and private schools, in the Union Territory of Dadra and Nagar Haveli was the data base for accomplishing the study objective. 85 questionnaires, that were specially designed, were distributed among the teachers and 72 could be collected back at a response rate of 85%. Questionnaires were designed with an objective of collecting qualitative data and converting them in quantitative numbers. There were 8 statements each pertinent to each variable identified for the study. Respondents were to give their opinion in a 5 point scale. Besides this, personal data, that were only required were collected through the questionnaire

III. Data Analysis And Interpretation

a) Personal Profile

The demographic information provided by the teachers is tabulated and presented in Table No.A

Table No. 1 Demographic Profile of Respondents

Characteristic	Frequency	Percentage
Gender		
Male	46	64
Female	26	36
Age		
Below 35 years	30	42
Above 35 years	42	58
Family		
Nuclear	40	56
Extended	32	44

Data indicates that maximum respondents are male (64%) and respondents having age of above 35 years were in high proportion (58%). Majority number of the respondents inhabit as nuclear family (56%). The data base consisted of 72 school Teachers from different schools (n =72).

b) School Teachers' Productivity (STP) Perceived Workload Increase (PWL) and Time Management(TM)

The effect of perceived workload on Time Management and School Teachers' Productivity is examined by applying regression analysis. Table No. B postulates the details of regression analysis.

Table No. 2 Regression analysis – STP, PWL and TM

Constant	PWL	TM	R/R ²	F – Statistic
3.216	-0.623	0.108	0.854/0.653	490.167
(0.130)	(0.012)	(0.036)		
[27.237]	[-27.136]	[4.360]		
0.000	0.000	0.000		0.000

* Dependent variable: School Teachers' Productivity (STP)

**Independent variables: Perceived Workload Increase (PWL), Time Management(TM).
 (Regression coefficient, std. error in parenthesis, t - values in brackets & p - values in italics)

From Table No. 2, it is inferred that perceived workload increase (-0.623, 0.000) has strong negative and significant relationship with School Teachers' Productivity (STP) whereas Time Management (TM) (0.108, 0.000) has weak positive but significant relationship with School Teachers' Productivity (STP). The value of R

square confirms that the independent variables are responsible for 65.3% variation in the dependent variable and the value of R (0.854) shows the strong relationship between variables. F - Statistic depicts more than adequate model fitness. School Teachers' Productivity (STP) is strongly and negatively affected by perceived workload.

C) School Teachers' Productivity (STP) Perceived Workload Increase (PWL) Time Management(TM)and Work Life Balance (WLB)

The provision of work - life balance opportunities will be a better option to minimize this effect. There is a need to examine the same relationship in the presence of work - life balance. Table No. 3 postulates the regression analysis with moderating effect of work - life balance.

Table No. 3 Regression analysis – STP, PWL TMand WLB

Constant	PWL	WLB	TM	R/R ²	F – Statistic
2.616	-0.239	0.489	0.057	0.884/0.659	376.465
(0.157)	(0.022)	(0.016)	(0.391)		
[15.539]	[-4.839]	[9.837]	[1.781]		
0.000	0.000	0.000	0.067		0.000

* Dependent variable: School Teachers' productivity (STP).

** Independent variables: Perceived Workload Increase (PWL),

Work Life Balance (WLB), and Time Management (TM).

(Regression coefficient, std. error in parenthesis, t - values in brackets & p - values in italics,)

Table 3 indicate that Perceived Workload Increase (PWL) has (-0.239, 0.000) weak negative significant relationship with School Teachers' Productivity (STP). Work Life Balance (WLB) has (0.489, 0.000) moderate significant relationship with productivity whereas the Time Management (TM) (0.057, 0.067) has weak negative non - significant relationship with School Teachers' Productivity (STP) . The values of R square (0.659) indicates that perceived workload, work - life balance and Time Management (independent variables) account for 66% variation in the productivity of school teachers (dependent variable) whereas the value of R (0.884) shows the strong relationship of the variables. F – Statistic (376.465) shows the strong model fit for the study.

By considering the results of Table Nos. 2 and table 3 it is evident that the effect of PWL on STP with the presence of WLB has gone weak (beta = -0.659 - -0.283). It means that the easing work - life balance has moderated the relationship of perceived workload increase and school teachers' productivity. The relationship of the dependent and independent variables is also examined by applying Pearson's Correlation. Table No. 4 shows the relationship of the said variables.

D) School Teachers' Productivity (STP) Perceived Workload Increase (PWL) TimeManagement (TM) and Work Life Balance (WLB) – Correlation among variables

Table No.4 Correlation Matrix

Variables	STP	PWL	WLB	TM
STP	1			
PWL	-0.739**	1		
WLB	0.750**	-0.890**	1	
TM	0.689**	-0.656**	0.690**	1

** Correlation is significant at the 0.01 level (2 – tailed)

Results of Table No. 4 show that School Teachers' Productivity has strong negative relationship with Perceived Workload Increase (-0.739, 0.000) and has strong positive relationship with Work Life Balance (0.750, 0.000) and Time management (0.689, 0.000). Moreover Perceived Workload Increase has strong negative relationship with Work Life Balance (-0.890, 0.000) and Time management (-0.689, 0.000), also Work Life Balance has strong positive relationship with Time management of school Teachers (0.656, 0.000). All the relationships examined are significant.

The current study was executed with an aim to understand examine and establish the effect of Perceived Workload Increase Time management and Work Life Balance on School Teachers' Productivity. The results of the linear multiple regression and Pearson's correlation confirmed that perceived workload is having negative effects on the productivity of school teachers whereas work - life balance and time management of

school teachers are positively related to the productivity. Further, the work - life balance practices prevailing in the schools help to moderate the effects of workload on productivity. The hypothesis is rejected.

IV. Suggestions And Conclusion

It is evident for the study results that Work Life Balance measures and attitude diminishes the negative effect of perceived work load on productivity of teaching faculty; and enable them to manage time effectively. Further, it is time that the teacher education institutions, besides concentrating on teaching pedagogy, need to include work life balance techniques and measures in their curriculum in order to keep the morale of the teachers up and safe guard their productivity.

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