

## A COMPARATIVE STUDY ON WORK-LIFE BALANCE AMONG THE TEACHERS OF AIDED AND SELF-FINANCING SCHOOLS

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### **Abstract:**

*Achieving work-life balance is not a privilege or a benefit bestowed upon individuals; rather, it is a responsibility they must shoulder themselves. In today's intricate and demanding life, the dynamics of work and the workplace have evolved globally due to economic and societal changes. Work-family equilibrium can be disrupted by various factors, and success is contingent not solely on professional excellence but also on the ability to strike a harmonious work-life balance. Nevertheless, numerous elements impact one's work-life balance. Hence, this study was conducted with the primary goal of exploring these factors. The key objectives of this study encompass evaluating the quality of work life among teachers employed in government-aided and self-financing schools based on their gender, age, and income levels. Furthermore, the study aims to gain insights into the determinants influencing the work-life balance and stress levels experienced by teachers in government-aided and self-financed educational institutions.*

**Key Words:** Work-life balance, Teachers, job satisfaction, Self-financing schools, Government aided schools.

### **INTRODUCTION**

Work-life balance stands as a method aiding employees in reconciling their personal lives with work obligations. It encourages individuals to prioritize their time, ensuring a harmonious division between family, health, leisure, and their professional endeavors, like their careers and business engagements. Its significance in the business realm lies in its potential to motivate employees and foster their loyalty to the company.

For teachers, this balance is profoundly vital. It's a topic often discussed in the education sector yet proves challenging to attain. The role of a school teacher can be inherently time-consuming, leaving minimal space for personal commitments. High work pressure often leads to a neglect of family time and can adversely impact a teacher's health. The struggle for work-life balance among teachers becomes evident here.

Embracing the concept of work-life balance allows teachers to navigate between professional and personal time efficiently. This equilibrium contributes to a better quality of life, leading to improved teaching quality within the educational space. It enables teachers to allocate quality time to their families, enjoy holidays and leisure, focus on their health, and dedicate time to their personal needs. Therefore, work-life balance remains exceptionally significant for teachers, enhancing their motivation and commitment to their roles within schools.

### **STATEMENT OF THE PROBLEM**

As the demands and stresses in the professional sphere escalate, the friction between work obligations and personal life intensifies. The evolving landscape of the workforce has significantly spotlighted work-family dynamics. While the term "work-life balance" has historically been associated with the general workforce, there's a noticeable trend of teachers experiencing exhaustion due to the demanding academic responsibilities and professional hurdles. This mounting pressure leads to heightened stress levels among teachers, resulting in an imbalance between their professional commitments and personal lives. Consequently, there emerges a pressing need to delve into and comprehend the intricacies of work-life equilibrium specifically among teachers in both self-financed schools and government-aided schools.

### **REVIEW OF LITERATURE**

Karen S. Whelan-Berry et al. (2000) conducted interviews with articulated mid-career professional women to discern the challenges faced during this career phase. The study also highlights the individual strategies employed by these women to address these challenges and assesses the efficacy of these strategies. It concludes by proposing strategies for organizations to better respond to these challenges when formulating future human health plans.

Grzywacz and Carlson (2007) underscore the significant impact of work-family balance in contemporary organizations and society. They note the disparity between the prevalent public interest in this topic and the slower theoretical and conceptual development concerning the balancing of work and family life.

Fiona Moore's research (2007) focused on occupationally stratified facets of work-life balance. The study compared managers and workers within an organization, revealing that managers exhibit higher loyalty and can achieve superior work-life balance compared to their subordinates.

Anju Sigroha (2014) investigated 400 working women, comprising 194 lower-level employees and 206 middle-level employees. The study assessed various factors such as childcare facilities, wellness programs, flexible working hours, study leave, help desk availability, workplace transportation, and canteen facilities, highlighting differences across the manufacturing, services, and IT sectors.

Joshi Ashima's study (2015) involved 150 respondents in Indore City and explored the level of work-life balance among working women. It specifically examined work-life interference and work/life enhancement.

Sathyanarayana S et al. (2018) administered a questionnaire to 210 respondents in the IT sector, retaining 164 responses. The study focused on demographic factors and their impact, particularly addressing the common challenges in reconciling work and private life in the IT sector.

Pradeepika et al. (2019) conducted research involving 70 dual-career couples. The study revealed that workload contributes to varying work demands and limited time availability, resulting in work-life imbalance. It also analyzed work-life challenges faced by dual-career couples concerning the ages of their children and the workload per day.

### **OBJECTIVES OF THE STUDY**

The primary objectives of this study are:

1. To assess the Quality of Work Life with respect to gender, age, and income levels among teachers employed in both Government-aided schools and Self Finance Schools located in Madurai City.
2. To gain insights into the factors influencing work-life balance and the stress levels experienced by teachers in Government-aided schools and Self Finance Schools within Madurai City.

### **HYPOTHESIS OF THE STUDY**

- **H0<sup>1</sup>**: There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the classification of Gender among teachers working in Government-aided schools in Madurai City.
- **H0<sup>2</sup>**: There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the classification of Gender among School teachers working in Self-Finance schools in Madurai City.
- **H0<sup>3</sup>**: There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the age and income levels among teachers working in Government-aided schools in Madurai City.
- **H0<sup>4</sup>**: There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the age and income levels among teachers working in Self-Finance schools in Madurai City.
- **H0<sup>5</sup>**: There is no significant association between the factors that affect work-life balance and the stress level of teachers of Government-aided schools in Madurai City.
- **H0<sup>6</sup>**: There is no significant association between the factors that affect work-life balance

and the stress level of teachers of self-financing schools in Madurai City.

● **RESEARCH METHODOLOGY**

● This study utilizes primary data collected through a combination of simple random sampling, where a specially designed online questionnaire was distributed, and direct access methods for gathering samples. Additionally, secondary data has been acquired from various sources, including books, journals, and magazines.

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● **Sampling Design of the Study:** The research involved a sample of 200 participants, comprising 100 individuals from government-aided schools and 100 from self-financing schools in Madurai city, State of Tamilnadu, India. The objective was to evaluate the quality of work life concerning gender, age, and income among teachers in these institutions. It also aimed to comprehend the factors impacting the work-life balance and stress levels of teachers in both government-aided and self-financing schools in Madurai city, Tamilnadu, India.

● **Limitation of Study**

1. It is not feasible to encompass all teachers from both government-aided and self-financing schools.
2. The study is confined to a sample of only 200 respondents.

**ANALYSIS AND INTERPRETATION**

**H0<sup>1</sup>:** There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the classification of Gender among teachers working in Government-aided schools in Madurai City.

**MANN WHITNEY TEST**

**TABLE 1**

**Quality Work Life Based on the Classification of Gender Among Teachers Working in Government-Aided Schools in Madurai City.**

Factors of quality work-life balance	Gender	Mann Whitney U	Z	Sig.(2 tailed)		Mann Whitney U	Z	Asymp Sig (2 tailed)
Job satisfaction	Male	1124.000	-1.326	.153	Yes	695.000	-2.632	.002*
	Female				No			
	Total	100						
Good salary	Male	1321.000	-.451	.625	Yes	653.000	-2.432	.004*
	Female				No			
	Total	100						
Good recognition	Male	735	-2.274	.002*	Yes	784.000	-1.543	.094

	Female Total	100			No			
Family support	Male	754.0 00	-2.321	.421	Yes	765.000	-1.754	.096
	Female Total	100			No			
Good Work-life Balance and healthy lifestyle	Male	734.0 00	-2.453	.006	Yes	675.000	-2.231	.027*
	Female Total	100			No			
Fulfil the family requirements	Male	1148. 000	-.764	.253	Yes	865.000	-2.328	.015*
	Female Total	100			No			
More efficient and successful	Male	1211. 000	-.643	.259	Yes	548.000	-2.425	.024*
	Female Total	100			No			
Fulfil Social commitment	Male	543.0 00	-2.345	.001*	Yes	654.000	-1.547	.095
	Female Total	100			No			

Source: Author's Primary Data. Note: \* Denotes significance at 5% level.

This data presents the results of a Mann-Whitney U test conducted to assess the association between satisfaction of school teachers with respect to Quality Work Life and gender classification among teachers working in government-aided schools in Madurai City. The Mann-Whitney U test is a non-parametric test used to determine whether there are significant differences between two independent groups.

The table - 1 provides a breakdown of different factors related to Quality Work Life, such as job satisfaction, good salary, good recognition, family support, work-life balance, fulfilling family requirements, efficiency, and fulfilling social commitments, and examines the differences between male and female teachers. The table includes the Mann-Whitney U statistic, Z-score, and significance level (two-tailed) for each factor.

### The key findings:

**Job Satisfaction:** The Mann-Whitney U statistic for male teachers is 1124.000, with a Z-score of -1.326 and a p-value of .153 (not significant). The Mann-Whitney U statistic for female teachers is 695.000, with a Z-score of -2.632 and a p-value of .002 (significant).

Result: There is a significant difference in job satisfaction between male and female teachers, with female teachers reporting lower satisfaction.

**Good Salary:** The Mann-Whitney U statistic for male teachers is 1321.000, with a Z-score of -0.451 and a p-value of .625 (not significant). The Mann-Whitney U statistic for female teachers is 653.000, with a Z-score of -2.432 and a p-value of .004 (significant).

Result: There is a significant difference in the perception of good salary between male and female teachers, with female teachers being less satisfied.

**Good Recognition:** The Mann-Whitney U statistic for male teachers is 735.000, with a Z-score of -2.274 and a p-value of .002 (significant). The Mann-Whitney U statistic for female teachers is 784.000, with a Z-score of -1.543 and a p-value of .094 (not significant).

Result: There is a significant difference in the perception of good recognition between male and female teachers, with male teachers having a lower perception.

The same analysis is performed for other factors, and the table indicates whether the differences between male and female teachers are statistically significant at the 5% level (denoted by '\*') or not.

This data reveals that there are significant gender-based differences in factors related to Quality Work Life, particularly in job satisfaction, good salary, and good recognition, among teachers working in government-aided schools in Madurai City. These differences suggest that there may be disparities in the satisfaction levels of male and female teachers in these aspects.

**H0<sup>2</sup>:** There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the classification of Gender among School teachers working in Self-Finance schools in Madurai City.

**TABLE 2**

**Quality Work Life Based on the Classification of Gender among School Teachers Working in Self-Finance Schools in Madurai City**

Post office schemes	Gender	Mann Whitney U	Z	Sig. (2 tailed)	Investment Decision	Mann Whitney U	Z	Asymp Sig (2 tailed)
Job satisfaction	Male	1132.000	-1.423	.143	Yes	693.000	-2.543	.002*
	Female				No			
	Total	100						

Good salary	Male	1342.000	-.624	.423	Yes	647.000	-2.537	.004*
	Female				No			
	Total	100						
Good recognition	Male	762	-3.231	.002*	Yes	754.000	-1.362	.003*
	Female				No			
	Total	100						
Family support	Male	549.000	-2.253	.462	Yes	764.000	-1.635	.005*
	Female				No			
	Total	100						
Good Work-life Balance and healthy life style	Male	654.000	-2.742	.005	Yes	764.000	-2.240	.043*
	Female				No			
	Total	100						
Fulfil the family requirements	Male	1063.000	-.654	.453	Yes	786.000	-2.327	.015*
	Female				No			
	Total	100						
More efficient and successful	Male	1253.000	-.684	.352	Yes	743.000	-2.215	.027*
	Female				No			
	Total	100						
Fulfil Social commitment	Male	642.000	-3.253	.003*	Yes	825.000	-1.647	.034*
	Female				No			
	Total	100						

Source: Author's Primary Data. Note: \* Denotes significance at 5% level.

This table presents the results of a Mann-Whitney U test conducted to assess the association between satisfaction of school teachers with respect to Quality Work Life and gender classification among school teachers working in self-financing schools in Madurai City. Similar to the previous analysis, the Mann-Whitney U test is used to determine whether there are significant differences between male and female teachers for various factors related to Quality Work Life.

### The key findings:

**Job Satisfaction:** The Mann-Whitney U statistic for male teachers is 1132.000, with a Z-score of -1.423 and a p-value of .143 (not significant). The Mann-Whitney U statistic for female teachers is 693.000, with a Z-score of -2.543 and a p-value of .002 (significant).

Result: There is a significant difference in job satisfaction between male and female teachers in self-financing schools, with female teachers reporting lower satisfaction.

**Good Salary:** The Mann-Whitney U statistic for male teachers is 1342.000, with a Z-score of -0.624 and a p-value of .423 (not significant). The Mann-Whitney U statistic for female teachers is 647.000, with a Z-score of -2.537 and a p-value of .004 (significant).

Result: There is a significant difference in the perception of good salary between male and female teachers, with female teachers being less satisfied.

**Good Recognition:** The Mann-Whitney U statistic for male teachers is 762.000, with a Z-score of -3.231 and a p-value of .002 (significant). The Mann-Whitney U statistic for female teachers is 754.000, with a Z-score of -1.362 and a p-value of .003 (significant).

Result: There is a significant difference in the perception of good recognition between male and female teachers, with male teachers having a lower perception.

The same analysis is performed for other factors, such as family support, work-life balance, fulfilling family requirements, efficiency, and fulfilling social commitments. The table indicates whether the differences between male and female teachers are statistically significant at the 5% level (denoted by '\*') or not.

The data reveals that there are significant gender-based differences in various aspects of Quality Work Life, particularly in job satisfaction, good salary, and good recognition, among school teachers working in self-financing schools in Madurai City. These differences indicate that female teachers in self-financing schools tend to report lower levels of satisfaction in these aspects compared to their male counterparts.

**H0<sup>3</sup>:** There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the age and income levels among teachers working in Government-aided schools in Madurai City.

**KRUSKAL-WALLISTEST**

**TABLE 3**

**Quality Work Life Based on the Age and Income Levels among Teachers Working in Government-Aided Schools in Madurai City.**

Post office schemes	Age	Chi – Square	Asymp.Sig	Annual Income	Chi-Square	Asymp.Sig
Job satisfaction	30-40 yrs.	21.523	.000*	Up to 6 Lakhs	8.643	.014*
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		



Good salary	30-40 yrs.	16.262	.000*	Up to 6 Lakhs	6.432	.043*
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
Good recognition	30-40 yrs.	4.125	.142	Up to 6 Lakhs	3.572	.153
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
Family support	30-40 yrs.	5.315	.063	Up to 6 Lakhs	2.253	.241
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
Good Work-life Balance and healthy life style	30-40 yrs.	13.525	.001*	Up to 6 Lakhs	1.425	.045*
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
Fulfil the family requirements	30-40 yrs.	16.413	.000*	Up to 6 Lakhs	7.327	.012*
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
More efficient and successful	30-40 yrs.	12.434	.001*	Up to 6 Lakhs	8.532	.011*
	41-50 yrs.			6 – 7 Lakhs		
	51-60 yrs.			7 – 10 Lakhs		
Fulfil Social commitment	30-40 yrs.	7.243	.124	Up to 6 Lakhs	4.532	.064

	41-50 yrs.	6 – 7 Lakhs
	51-60 yrs.	7 – 10 Lakhs

Source: Author’s Primary Data. Note: \*significant at 5% level.

The table - 3 presents the results of a Kruskal-Wallis test examining the association between the satisfaction of school teachers regarding Quality Work Life based on age and income levels among teachers working in government-aided schools in Madurai City. The Kruskal-Wallis test is a non-parametric test used to compare three or more groups, analyzing if there are significant differences between age groups and income levels regarding various factors associated with Quality Work Life.

**The key findings:**

**Job Satisfaction:** The Chi-Square statistic for different age groups (30-40 yrs., 41-50 yrs., 51-60 yrs.) is 21.523 with a p-value of .000\*, indicating a significant difference in job satisfaction among different age groups. The Chi-Square statistic for different income levels (Up to 6 Lakhs, 6-7 Lakhs, 7-10 Lakhs) is 8.643 with a p-value of .014\*, showing a significant difference in job satisfaction among different income brackets.

**Good Salary:** Significant differences exist in the perception of good salary among different age groups and income levels based on the Chi-Square values and p-values.

**Good Recognition, Family Support, Work-Life Balance, Fulfilling Family Requirements, Efficiency, and Fulfilling Social Commitment:** For some factors (like Good Recognition, Family Support, and Fulfilling Social Commitment), there are no significant differences between age groups or income levels (p-values > .05). However, for factors like Work-Life Balance, Fulfilling Family Requirements, and Efficiency, there are significant differences among various age and income groups (p-values < .05).

The asterisk (\*) denotes significance at the 5% level. The table demonstrates that there are noticeable differences in perceptions regarding several aspects of Quality Work Life among teachers in government-aided schools in Madurai City concerning both age and income levels. For instance, the age groups and income levels play a significant role in influencing perceptions of job satisfaction, good salary, work-life balance, efficiency, and fulfilling family requirements among the teachers. However, there are fewer significant differences observed in aspects such as good recognition, family support, and fulfilling social commitment among different age and income categories.

**H0<sup>4</sup>:** There is no significant association between the satisfaction of School teachers with respect to Quality Work Life based on the age and income levels among teachers working in Self-Finance schools in Madurai City.

TABLE 4

**Quality Work Life Based on the Age and Income Levels among Teachers Working in Self-Finance Schools in Madurai City**

	Age	Chi – Square	Asymp.Sig	Annual Income	Chi-Square	Asymp.Sig
Job satisfaction	30-40 yrs.	23.876	.000*	Up to 3 Lakhs	8.543	.013*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Good salary	30-40 yrs.	15.432	.000*	Up to 3 Lakhs	6.682	.004*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Good recognition	30-40 yrs.	4.080	.023*	Up to 3 Lakhs	3.425	.016*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Family support	30-40 yrs.	5.323	.054*	Up to 3 Lakhs	2.124	.0212*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Good Work-life Balance and healthy life style	30-40 yrs.	12.562	.001*	Up to 3 Lakhs	1.642	.035*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Fulfil the family requirements	30-40 yrs.	13.233	.000*	Up to 3 Lakhs	6.343	.011*

	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
More efficient and successful	30-40 yrs.	12.322	.001*	Up to 3 Lakhs	8.426	.012*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		
Fulfil Social commitment	30-40 yrs.	7.734	.035	Up to 3 Lakhs	4.645	.042*
	41-50 yrs.			3 – 4 Lakhs		
	51-60 yrs.			4 – 6 Lakhs		

Source: Author’s Primary Data. Note: \*significant at 5% level.

The table shows the outcomes of a Chi-Square analysis (Kruskal-Wallis test) examining the connection between school teachers' satisfaction regarding Quality Work Life, focusing on age and income levels among those working in self-finance schools in Madurai City. This analysis compares the perceptions of various factors associated with Quality Work Life across different age groups and income brackets.

**The key observations:**

**Job Satisfaction:** For age groups (30-40 yrs., 41-50 yrs., 51-60 yrs.), the Chi-Square values are high, and the p-value (.000\*) indicates a significant difference in job satisfaction among different age brackets. The Chi-Square values for various income brackets (Up to 3 Lakhs, 3-4 Lakhs, 4-6 Lakhs) also exhibit a considerable difference in job satisfaction.

**Good Salary:** Significant differences exist in perceptions of a good salary among different age groups and income brackets, as indicated by the Chi-Square values and associated p-values.

**Good Recognition, Family Support, Work-Life Balance, Fulfilling Family Requirements, Efficiency, and Fulfilling Social Commitment:** There are noteworthy disparities in the perceptions of these factors among different age groups and income levels. Some factors, such as Good Recognition, Family Support, and Fulfilling Social Commitment, are significantly different across age and income brackets, while others, like Work-Life Balance, Fulfilling Family Requirements, and Efficiency, also show significant differences in their associations.

The asterisk (\*) denotes significance at the 5% level. The results suggest that there are significant disparities in perceptions about various facets of Quality Work Life among teachers in self-finance schools in Madurai City concerning both age and income levels. The perceptions of teachers regarding job satisfaction, good salary, and other quality work life factors significantly vary across different age groups and income brackets, indicating the importance of these variables in influencing their satisfaction levels.

**ANOVA**

**H0<sup>5</sup>:** There is no significant association between the factors that affect work-life balance and the stress level of teachers of Government-aided schools in Madurai City.

**TABLE 5**

**Anova Table Shows the Factors that Affect Work-Life Balance and the Stress Level of Teachers of Government-Aided Schools in Madurai City.**

Variable	Mean and Std Deviation	Stress Levels		
		Fatigue (Less Stress)	Committing errors(Medium Stress)	Biological disorders (More Stress)
Commitment towards financial needs	<b>Mean</b>	3.54	2.46	2.23
	<b>N</b>	100	100	100
	<b>Std. Deviation</b>	1.532	1.243	1.12
Not Possible to take care of children	<b>Mean</b>	3.56	3.32	3.25
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.324	1.131	1.136
More household works	<b>Mean</b>	2.56	2.38	2.26
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.11	1.02	1.011
Not spending quality time with family	<b>Mean</b>	2.746	2.04	2.12
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.141	1.021	1.032
Work pressure in schools	<b>Mean</b>	3.54	3.12	3.07
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.154	1.142	1.421
No recognition from the Management	<b>Mean</b>	3.97	3.10	3.01
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.425	1.143	1.112

and Leave Problems				
No Job Satisfaction and Lower salary	<b>Mean</b>	3.32	3.16	3.03
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.475	1.262	1.212
Conflict with Colleagues	<b>Mean</b>	2.521	2.124	2.14
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.473	1.142	1.017
Total	<b>Mean</b>	3.82	3.23	3.12
	<b>N</b>	800	800	800
	<b>St. Deviation</b>	1.379	1.235	1.141
	<b>F Value</b>	3.623	1.321	1.442
	<b>Sig Value</b>	.003	.573	.636

Source: Author’s Primary Data.

The table presents the results of an ANOVA (Analysis of Variance) examining the association between various factors affecting work-life balance and stress levels of teachers in government-aided schools in Madurai City. The objective is to determine if these factors have a significant influence on the stress levels of teachers.

**Stress Levels:** The stress levels are categorized into three groups: "Fatigue" (Less Stress), "Committing errors" (Medium Stress), and "Biological disorders" (More Stress). The mean stress levels are 3.54, 2.46, and 2.23, respectively, for these three categories. The standard deviations (Std. Deviation) indicate the spread or variability of stress levels within each category.

**Factors Affecting Work-Life Balance:** Various factors that affect work-life balance are listed, including commitment towards financial needs, not being able to take care of children, more household works, not spending quality time with family, work pressure in schools, no recognition from the management, leave problems, no job satisfaction and lower salary, and conflicts with colleagues. Each factor is assessed based on its mean score, standard deviation, and the total number of responses (N).

**F-Value and Significance (Sig Value):** The F-Value is used to determine whether there are significant differences in stress levels across these factors. The Sig Value (Significance Value) indicates the p-value, which helps assess the statistical significance of these differences. A small p-value suggests that the differences are statistically significant.

**Interpretation:**

The F-Value for each factor represents whether there are significant differences in stress levels associated with that factor. For the "Fatigue" category, the F-Value is 3.623, with a significant p-value of .003, indicating that there are significant differences in stress levels associated with factors affecting work-life balance in this category. However, for "Committing errors" and "Biological disorders," the F-Values are 1.321 and 1.442, respectively, with higher p-values (.573 and .636), indicating that the differences in stress levels are not statistically significant for these categories. Overall, the results suggest that various factors affecting work-life balance significantly influence the stress levels of teachers in government-aided schools, particularly in the "Fatigue" category. These findings can be valuable for understanding the sources of stress and improving work-life balance for teachers.

**H0<sup>6</sup>:** There is no significant association between the factors that affect work-life balance and the stress level of teachers of self-financing schools in Madurai City.

**TABLE 6**  
**Anova Table Shows the Factors that Affect Work-Life Balance and The Stress Level of Teachers of Self-Financing Schools in Madurai City**

Variable	Mean and Std Deviation	Stress Levels		
		Fatigue (Less Stress)	Committing errors (Medium Stress)	Biological disorders (More Stress)
Commitment towards financial needs	Mean	3.22	3.32	3.83
	N	100	100	100
	Std. Deviation	1.323	1.142	1.52
Not Possible to take care of children	Mean	3.14	3.22	3.55
	N	100	100	100
	Std. Deviation	1.335	1.220	1.413
More household works	Mean	2.32	2.22	3.76
	N	100	100	100
	Std. Deviation	1.012	1.112	1.123
Not spending quality time with family	Mean	2.321	2.91	3.135
	N	100	100	100
	Std. Deviation	1.014	1.211	1.152
Work pressure in schools	Mean	3.23	3.15	3.29
	N	100	100	100
	Std. Deviation	1.126	1.213	1.445
	Mean	3.52	3.42	3.77

No recognition from the Management and Leave Problems	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.217	1.215	1.212
No Job Satisfaction and Lower salary	<b>Mean</b>	3.31	3.44	3.62
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.152	1.213	1.223
Conflict with Colleagues	<b>Mean</b>	2.521	2.213	3.81
	<b>N</b>	100	100	100
	<b>St. Deviation</b>	1.12	1.11	1.21
Total	<b>Mean</b>	3.45	3.63	3.82
	<b>N</b>	800	800	800
	<b>St. Deviation</b>	1.123	1.212	1.228
	<b>F Value</b>	3.262	3.432	3.753
	<b>Sig Value</b>	.005	.004	.002

Source: Author’s Primary Data.

The table-5 presents the results of an ANOVA (Analysis of Variance) examining the association between various factors affecting work-life balance and the stress levels of teachers in self-financing schools in Madurai City. The objective is to determine if these factors have a significant influence on the stress levels of teachers.

**Stress Levels:** The stress levels are categorized into three groups: "Fatigue" (Less Stress), "Committing errors" (Medium Stress), and "Biological disorders" (More Stress). The mean stress levels are 3.22, 3.32, and 3.83, respectively, for these three categories. The standard deviations (Std. Deviation) indicate the spread or variability of stress levels within each category.

**Factors Affecting Work-Life Balance:** Various factors that affect work-life balance are listed, including commitment towards financial needs, not being able to take care of children, more household works, not spending quality time with family, work pressure in schools, no recognition from the management, leave problems, no job satisfaction and lower salary, and conflicts with colleagues. Each factor is assessed based on its mean score, standard deviation, and the total number of responses (N).

**F-Value and Significance (Sig Value):** The F-Value is used to determine whether there are significant differences in stress levels across these factors. The Sig Value (Significance Value) indicates the p-value, which helps assess the statistical significance of these differences. A small p-value suggests that the differences are statistically significant.

The F-Values for each factor represent whether there are significant differences in stress levels associated with that factor. For the "Fatigue," "Committing errors," and "Biological disorders"



categories, the F-Values are 3.262, 3.432, and 3.753, respectively. The corresponding Sig Values are .005, .004, and .002, indicating that there are significant differences in stress levels associated with factors affecting work-life balance for all three categories.

Overall, the results suggest that various factors affecting work-life balance significantly influence the stress levels of teachers in self-financing schools, with all three stress categories showing significant associations with these factors. These findings can be valuable for understanding the sources of stress and improving work-life balance for teachers in self-financing schools.

### **TIPS FOR MAINTAINING A HEALTHY WORK-LIFE BALANCE**

1. **Setting clear boundaries:** An individual should establish specific working hours and adhere to them while also considering turning off notifications outside of work hours.
2. **Creating a schedule:** Planning work and personal tasks for the week is a helpful organizational strategy, enabling better preparedness and reducing surprises.
3. **Making time for self-care:** Taking regular breaks throughout the day for relaxation and engaging in activities that nurture both the mind and body is recommended. Additionally, dedicating just ten minutes to focused breathing can effectively alleviate stress.
4. **Communicating with one's employer:** It is advisable to keep the manager informed about personal priorities and availability, and to seek their support in achieving a balanced work-life relationship.
5. **Utilizing vacation time:** Individuals should not hesitate to allocate time for rest and rejuvenation. This practice ensures a return to work with a refreshed and recharged mindset, and setting a goal to utilize all available vacation days by year-end while planning in advance is beneficial.
6. **Setting achievable goals:** Taking on responsibilities that can be effectively managed is key. It's essential to identify priorities and concentrate on significant tasks, although occasional challenges should be embraced for personal growth.
7. **Delegating when possible:** Individuals should be assertive in seeking assistance or assigning tasks to others. This approach lightens the workload and frees up time for other activities. If delegation is not feasible, clear communication with all stakeholders to determine priorities is vital.
8. **Disconnecting after work hours:** Turning off work-related phone and email notifications is recommended outside of working hours to ensure complete disconnection. Blocking the calendar after the workday is another strategy to maintain a healthy work-life balance.

9. Making time for hobbies and personal interests: To sustain a balanced life, it is essential to pursue fulfilling activities outside of work.
10. Seeking support: When an individual requires help in maintaining a healthy work-life balance, they should have the courage to reach out to friends, family, or professionals. It's crucial to remember that seeking assistance is acceptable, and some employers offer an employee assistance program that provides access to resources at no cost.

## CONCLUSION

In today's dynamic milieu, the perceived importance of work can often overshadow other facets of our lives. However, prioritizing work-life equilibrium has been recognized as an avenue toward enhancing overall well-being and fostering sustained success. The ANOVA analysis discerns that teachers in government-aided schools experience lower stress levels and evince higher contentment across various dimensions of a quality work life, indicative of a more balanced work-life engagement. This cohort enjoys comprehensive facilities, resulting in minimal stress. Conversely, teachers in Self-Finance schools grapple with varying stress levels, ranging from lower to higher stress, reflecting dissatisfaction across all aspects of a quality work life and a lack of equilibrium. The inadequacies in facilities and support systems for self-financed school teachers culminate in meager remuneration, limited leaves, restricted social participation, and inadequate recognition despite their substantial commitment, at work and home.

The 2021 Teacher Well-Being Index emphasizes that workload remains the chief reason prompting teachers to contemplate leaving their profession. This overload and the persistent absence of a satisfactory work-life balance perpetuate deleterious impacts on the mental health and well-being of teachers, particularly in self-financed schools. Such professional strains significantly impede the life and functionality of educators. A majority of employees grapple with an array of behavioral, psychological, or physical symptoms arising from inadequate work-life equilibrium. This imbalance results in burnout, anxiety, absenteeism, inadequate exercise, diminished sleep, irritability, and diminished social and personal relationships, profoundly impacting their emotional connection, social engagements, and familial commitments.

At an organizational level, a collective effort to enhance work-life balance is paramount. Institutions focusing on self-financed schools must prioritize and acknowledge the role of teachers within this system. Teachers can initiate incremental changes in their work patterns, commencing with self-reflection and identification of areas for improvement. Defining daily completion times, ensuring adequate rest during weekends, engaging in recreational activities, dedicating time for exercise, and nurturing mental health are pivotal. Implementing structured policies to alleviate the workload and ensuring equitable recognition and remuneration for teachers is essential. A supportive environment, inclusive of institutional guidance, is critical. Adhering to these guidelines could pave the way for a positive transformation in work-life balance within society.

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