



QUALITY OF WORK LIFE AMONG TEACHERS IN ONLINE TEACHING - A STUDY WITH SPECIAL REFERENCE TO SELECTED TEACHERS IN KERALA

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Abstract

The shift to online teaching has significantly impacted the quality of work life among educators. While online platforms have provided flexibility and access to a global audience, they also present unique challenges. Teachers often face increased workloads due to the preparation of digital materials and the need to master various technologies. The lack of direct interaction with students can lead to feelings of isolation and reduced job satisfaction. Additionally, balancing professional responsibilities with personal life becomes more complex as the boundaries between work and home blur. Technical issues, inadequate infrastructure, and a lack of institutional support further contribute to stress. Despite these challenges, some educators find opportunities for professional growth and innovation in this mode of teaching. Enhancing the quality of work life in online teaching requires comprehensive strategies, including regular training, mental health support, and equitable access to technology, ensuring that teachers can thrive in this evolving educational landscape. The main objective of the study is to analyse the Quality of Work Life among Teachers in Online Teaching.

Keywords: *Quality of Work Life, Online Teaching, Technologies, Work Load.*

1.1 Introduction

The quality of work life among teachers in online teaching has undergone significant transformation, bringing both opportunities and challenges. The advent of online education has provided teachers with greater flexibility, enabling them to work from the comfort of their homes and reach a broader, more diverse student audience. However, this shift has also led to increased demands on educators, who must invest considerable time and effort in designing interactive and engaging digital content while mastering various online tools and platforms. The absence of face-to-face interaction with students can diminish the sense of connection and fulfillment that many teachers derive from their profession, potentially leading to feelings of isolation and burnout. Furthermore, the lack of clear boundaries between work and personal life in an online environment often results in extended working hours, making it difficult for teachers to maintain a healthy work-life balance. Technical challenges, such as unreliable internet connections and limited access to advanced technology, add to the stress, particularly for teachers in remote or underserved areas. Additionally, the expectation to continually adapt to evolving digital teaching methods without adequate institutional support or training places undue pressure on educators. Despite these obstacles, online teaching also offers avenues for professional development, as educators learn to innovate and experiment with new pedagogical approaches. To improve the quality of work life for teachers in the online teaching domain, it is crucial to implement comprehensive measures, including ongoing professional development programs, mental health support, access to reliable technology, and policies that promote a balanced workload. By addressing these factors, educational institutions can create a supportive environment that empowers teachers to deliver high-quality education while safeguarding their well-being.

1.2 Review of Literature

Prameela, Gottumukkala, Thota, Ghanta, & K (2020)¹ conducted a study on the work-life balance of women educators teaching remotely. Using convenience sampling, they collected online data from 51 teachers working in reputed schools in Vijayawada, Andhra Pradesh. The study aimed to analyse the balance between personal and professional life during the pandemic, focusing on factors such as: (S1) readiness to embrace the lockdown positively, (S2) time provided by employers to adjust to working from home, (S3) ability to manage family needs while working, (S4) family support, (S5) creation of a time schedule to balance work and life, (S6) stress associated with working from home, (S7) the need for a clear boundary between personal and professional life, (S8) productivity levels while working remotely, and (S9) the quality of communication and interaction with colleagues. Using multiple regression analysis, the study found that women educators faced challenges in maintaining a balance between their personal and professional lives.

Muthulakshmi (2018)² conducted a study among teaching professionals in arts and science colleges in Tuticorin District to explore the challenges they face in balancing their personal and professional lives. The study, based on primary data, used a random sampling method to select 200 respondents. It examined various factors influencing work-life balance, including the socio-economic profile of the respondents, their perceptions of their jobs, and factors that affect work-life balance and imbalances. The research also explored the impact of work-life balance on life satisfaction, and how it affects respondents' personal, social, family, environmental, and psychological outlooks. Additionally, the study assessed the respondents' attitudes toward managing work-life balance. Hypotheses were developed to test significant differences among working women regarding their work-life balance challenges, its effects, outcomes, and management strategies, using appropriate statistical tools.

Winslow and Jacobs (2004)³ find out relationship between faculty workload and their dissatisfaction. The authors find proof that how many professors are discontented because of their workload. In addition, dissatisfaction enhances among those working the longest hours. The data also point out that extended hours on the job really contribute to research efficiency. The extended hours demanded by faculty jobs therefore pretend a problem for those parents (professors) who want to splurge time with their families and their children.

Objective of the Study: The Main objective of the study is to analyse the Quality of Work Life among Teachers in Online Teaching in Kerala.

Research Methodology: The study was carried out by collecting both primary as well as secondary data. Primary data were collected from 385 School teachers in Kerala. Secondary data were collected from the websites, journals etc.,

Sampling method and size: Proportionate sampling method was used to select the sample respondents. The sample size for the study is 385 collected from school teachers in Kerala.

Method of data collection: Questionnaire method was adopted for collecting the data from the school teachers.

Tools for analysis: Percentage analysis, Chi-square and ANOVA were used to analyze the data.

Data Analysis and Interpretation: In order to understand the demographic profile of the School Teachers, percentage analysis was used to identify the personal information like Gender, Age, marital

status, residential status, Educational Qualification, Monthly Income, Monthly Savings. The Table 1.1 shows the demographic profile of the respondents.

Table 1.1 Demographic Profile of The Respondents

Demographic Profile	Options	Frequency	Percent
Gender	Male	152	41
	Female	228	59
	Total	385	100
Age	18 to 25 years	36	9
	25 to 32 years	46	12
	32 to 39 years	144	37
	39 to 46 years	130	34
	Above 46 years	29	8
	Total	385	100
Marital status	Married	249	65
	Unmarried	68	18
	Widowed	28	7
	Divorced	40	10
	Total	385	100
Monthly Income	Below Rs.10,000	15	4
	Rs.10,001 to 15000	75	20
	Rs. 15,001 to 20,001	110	29
	Rs. 20,001 to Rs. 25000	149	39
	Above Rs. 25001	36	8
	Total	385	100
Monthly Savings	Less than Rs.1,000	15	4
	Rs.1,001 to Rs.2,000	75	20
	Rs.2,001 to Rs.3000	110	29
	Rs.3,001 to Rs.4,000	149	39
	Above Rs.4,001	36	8
	Total	385	100

Source: Primary Data

Gender: Among 385 respondents considered for the study, 228 respondents (59%) are female and 152 respondents (41%) are male. It is observed that majority of the female respondents are working in school.

Age: Age is one of the most important factors for a human being and age also serves as a yard stick to participate or discontinue in any occupation or profession. Among 385 respondents considered for the study; 36 respondents (9%) were age between 18 to 25 years, 46 respondents (12%) were in the age group of 25 to 32 years, 144 respondents (37%) were in the age group of 41 to 50 years, 130 respondents (34%) belongs to the age group between 39 to 46 years and 29 respondents (8%) were above 46 years. Thus, majority of the respondents contacted are in the age group of 32 to 39 years.

Marital status: Marital status gives a person social recognition. It increases the responsibility of a person in the society and in his family. Among 385 respondents considered for the study, 249 respondents (65%) are married, 68 respondents (18%) are not married and 28 respondents (7%) are

widowed and 40 respondents (10%) of them were divorced. Hence, majority of the respondents contacted for the study are married.

Monthly Income: Among 385 respondents considered for the study, 15 respondents (4%) have a monthly income of less than Rs.10,000, 75 respondents' (20%) monthly income is between Rs.10,001 to Rs.15,000, 110 respondents' (29%) monthly income is between Rs.15,001 to Rs.20,001, 149 respondents' (39%) monthly income is between Rs.20,001 to Rs.25000 and remaining 36 respondents' (8%) monthly income is above Rs. 25,001. It shows that majority of the respondents' monthly income is between Rs. 20,001 to 25000.

Monthly Savings: Among 385 respondents considered for the study, 15 respondents' (4%) monthly savings is less than Rs.1000, 75 respondents' (20%) monthly savings is between Rs.1001 to Rs.2000, 110 respondents' (29%) monthly savings is between Rs.2001 to Rs.3000, 149 respondents' (39%) monthly savings is between Rs.3001 to Rs.4,000 and 36 respondents' (8%) monthly savings is above Rs.4,001. It shows that majority of the monthly savings is Rs.3,001 to Rs.4,000.

Association between Monthly Income and Monthly Savings of the Respondents: Correspondence analysis is a statistical technique that helps to know about the categorical variables and shows the dimensions or association of the categorical variables to each other. The Monthly Income and savings are the main sources for doing any business. The correspondence analysis is used to club the group of variables. The Table 1.1 and the figure 1.2 deal with the association between monthly income and monthly savings of the respondents.

H₀: There is no significant association between Monthly Income and Monthly savings of the respondents.

Table 1.2 Association between Monthly Income and Monthly savings of the Respondents

Correspondence Table								
Monthly Income	Monthly savings						Chi-Square Value	Sig Value
	Below Rs.1000	Rs.1000 to 1500	Rs. 1500 to 2000	Rs. 2000 to Rs. 2500	Above Rs. 2501	Active Margin		
Below Rs.10,000	15	0	0	0	0	15	2056.0 0.00	
Rs.10,001 to 15000	0	75	0	0	0	75		
Rs. 15,001 to 20,001	0	0	110	0	0	110		
Rs. 20,001 to Rs. 25000	0	0	0	149	0	149		
Above Rs. 25001	0	0	0	0	36	36		
Active Margin	15	75	110	149	36	385		

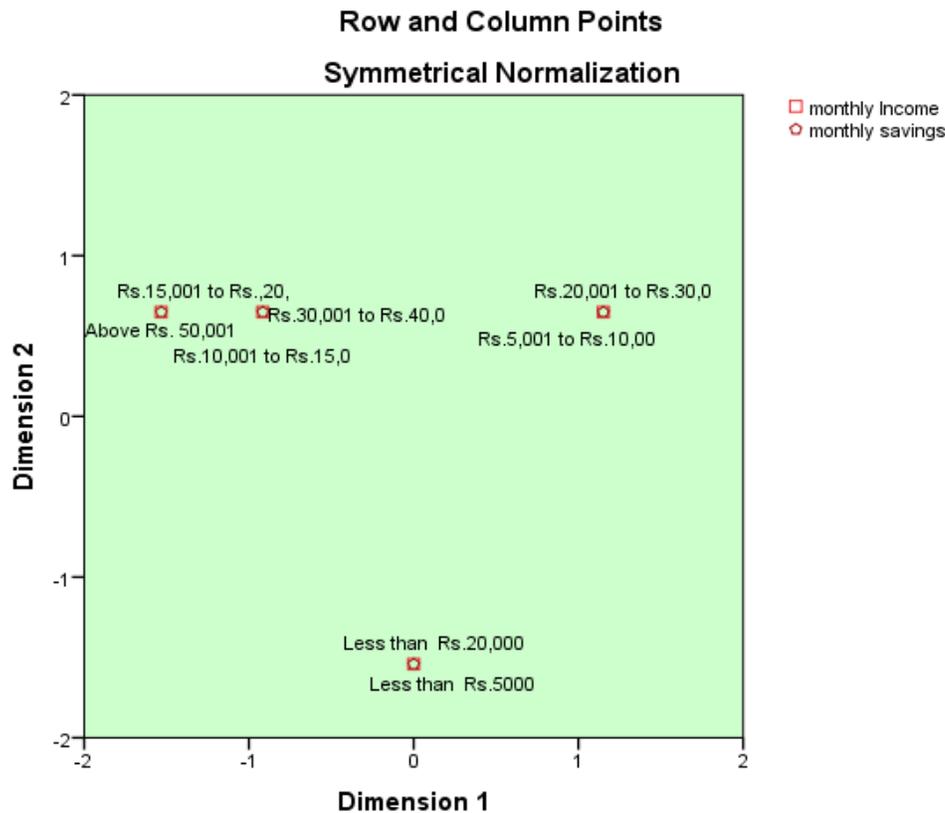
Source: Primary Data

It is clear from the above Table that 52 percent of respondents are having monthly income of Below Rs.10,000 and their level of savings in a month is less than Rs.1000. About 20 percent of respondents monthly income is between Rs.10,001 to Rs.15,000 and their level of savings in a month is Rs.1001 to

Rs.1500. 29 percent of the respondents are having monthly income of Rs.15,001 to Rs.20,000 and their monthly saving is Rs.2001 to Rs.2500. About 39 percent of the respondents monthly income is between Rs.20,001 to Rs.25,000 and they are savings Rs.3001 to Rs.4000 on a monthly basis and 8 percent of the respondents are having monthly income of above Rs.25,000 and their level of savings per month is above Rs.4000.

Hence it could be concluded that majority of the respondents monthly income is Rs.20,001 to Rs.25000 and their monthly savings are also less than Rs.1000. It is observed from the above Table that the chi-square value is 2056.0 and the significant value is 0.000. It implies that there is a significant association between monthly income and monthly savings of the respondents.

Figure 4.1 Association between Monthly Income and Monthly savings of the Respondents



The Figure 1.1 shows the association between the monthly income and monthly savings. The respondents whose monthly income is less than Rs.10,000 then their level of savings is less than Rs.1000 per month. The respondents who have monthly income of above Rs.25,000 their savings are more than Rs.4000 per month. Therefore, People who belong to higher level of income group can save more. At the same time people who have low level of income could save only a lesser amount. So it is understood that the respondents savings are closely associated with their income.

Quality of Work Life among Teachers towards Online Teaching– Mean Score Analysis: Descriptive statistics were used to analyse the Quality of Work Life among Teachers towards Online Teaching.

Table 1.3: Quality of Work Life among Teachers towards Online Teaching– Mean Score Analysis

Quality of Work Life	Mean	Standard Deviation	Rank
The technology I use for online teaching is reliable	3.281	1.427	10
I miss face-to face contact with students when teaching online	4.658	0.786	3
I do not have any problems controlling my students in the online environment.	4.724	0.486	2
My online students are more enthusiastic about their learning than their traditional counterparts	4.896	0.421	1
I have to be more creative in terms of the resources used for the online course	4.589	0.821	4
It takes me longer to prepare for an online course on a weekly basis than for a face to face course.	3.582	0.936	6
I am satisfied with the use of communication tools in the online environment (e.g., ch rooms, threaded discussions, etc)	4.356	0.981	5
I am more satisfied with teaching online as compared to other delivery methods.	3.356	1.046	7
Technical problems do not discourage me from teaching online	2.750	0.730	9
Satisfaction level on class duration and workload	3.378	0.120	8

Source: Primary Data

The rank analysis was performed by using the overall mean score on factors. The following variables are Quality of Work Life among Teachers Online Teaching; it is inferred from the Table that out of 10 variables the mean score value is more than 4.00, for five variables namely, My online students are more enthusiastic about their learning than their traditional counterparts (4.896), I do not have any problems controlling my students in the online environment (4.724), I miss face-to face contact with students when teaching online (4.658), I have to be more creative in terms of the resources used for the online course (4.589), I am satisfied with the use of communication tools in the online environment (e.g., ch rooms, threaded discussions, etc) (4.356). It is identified that all the above five variables are highly influenced by the school teachers in online teaching.

Quality of Work Life among Teachers towards Online Teaching– Factor Analysis: The researcher has identified ten variables which are the Quality of Work Life among Teachers towards Online Teaching. The respondents were asked to offer their opinion in the five-point scaling Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The researcher has used the multivariate technique namely the factor analysis to classify the related variables. This test can be applied only after finding the suitability of the data. Hence, Kaiser – Mayer – Olkin (KMO) is used to check the adequacy and suitability of the data for factor analysis. The test measures sampling adequacy for each variable in the analysis. Be sample size is always more the data is appropriate for the factor analysis. Ten factors are the quality of work life among teachers. All those variables are correlated with each other. To group the related variables, the researcher has decided to use the factor analysis. Before grouping the variable, the normality has to be ascertained. Hence for ascertaining the normality, KMO has been used. The (KMO) measures of sampling adequacy index are used to examine whether the data are appropriate to examine the factor analysis. The values range between 0.5 and 1.0 indicate that the factor analysis is appropriate. The value below 0.5 implies that the factor analysis is not appropriate, either to collect more data or to rethink which variables to include. If the KMO value lies between .7 and .8, it is good for factoring. Bartlett’s test of sphericity is a test statistic used to examine the shape of normal distribution

and also verify the smoothness of the curve. Table 1.4 explains two tests are Kaiser – Mayer – Olkin (KMO) measures of sampling adequacy and Bartlett’s test of sphericity. It gives the statistics of KMO, Bartlett’s Test of Sphericity, and chi-square analysis of association, degrees of freedom, and the probability value.

Table 1.4 Quality of Work Life among Teachers towards Online Teaching Kaiser – Mayer – Olkin (KMO) Bartlett’s Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.794
Bartlett's Test of Sphericity	Approx. Chi-Square	1382.926
	Df	42
	Sig.	.000

Source: Primary Data

Table 1.4 shows the KMO Value of 0.794, which indicates that the degree of common variance among the variables is quite high, and hence factor analysis can be conducted.

Quality of Work Life among Teachers towards Online Teaching – Principal Component Analysis:

The principal component analysis has been administered for grouping the factor of various quality of work life among teachers towards online teaching. It is a method of data reduction. The proportion of the variance of a particular item due to a common factor is called communality. The initial value of the communality in a principal component analysis is 1. The problems involved in the quality of work life among teachers towards online teaching are presented in the component column. The extraction communalities estimate the variance in each variable accounted for the factors in the factor solution. The value is less than .5 which indicates the variables that do not fit well with the factor solution and should possibly be dropped from the analysis. Table 1.5 shows the extraction value of the respondents which are the Quality of Work Life among Teachers towards Online Teaching.

Table 1.5: Quality of Work Life among Teachers towards Online Teaching–Communalities

Components	Initial	Extraction
The technology I use for online teaching is reliable	1.000	.821
I miss face-to face contact with students when teaching online	1.000	.856
I do not have any problems controlling my students in the online environment.	1.000	.893
My online students are more enthusiastic about their learning than their traditional counterparts	1.000	.854
I have to be more creative in terms of the resources used for the online course	1.000	.789
It takes me longer to prepare for an online course on a weekly basis than for a face to face course.	1.000	.821
I am satisfied with the use of communication tools in the online environment (e.g., ch rooms, threaded discussions, etc)	1.000	.754
I am more satisfied with teaching online as compared to other delivery methods.	1.000	.732
Technical problems do not discourage me from teaching online	1.000	.864
Satisfaction level on class duration and workload	1.000	.729

Source: Primary Data

Table 1.5 explains the variance of the ten variables ranging from .700 to 0.890. It shows that ten variables exhibit a considerable variance from 70 percent to 80 percent. Hence it can be concluded that all these variables are capable of segmenting themselves concerning the quality of work life among teachers towards online teaching to form the predominant factors.

Quality of Work Life among Teachers towards Online Teaching– Total Variance

The total variance analysis is important to know the rotated sum of square value. The rotated four factors are determined based on the total Eigenvalue if the factor should be greater than one. The total cumulative variance is explained by the total percentage of variance by each retained four factors. Table 1.6 gives the individual variance of the predominant factors which have emerged out of 10 factors.

Table1.6; Quality of Work Life among Teachers towards Online Teaching– Total Variance

Total Variance Explained									
S.No	Initial Eigen values			Extraction Sums of Squared Loadings				Rotation Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	.279	1.996	91.342	1.523	10.879	58.076	2.784	12.876	72.356
2	.254	1.811	91.456	1.005	7.181	65.257	3.936	11.576	75.245
3	.206	1.470	92.872	.948	6.774	72.031	2.568	12.890	74.368
4	.185	1.320	92.456						
5	.179	1.540	93.789						
6	.179	1.780	94.403						
7	.245	1.640	95.399						
8	.326	1.580	97.210						
9	.145	1.782	98.680						
10	.128	1.364	100.000						

Extraction Method: Principal Component Analysis.

Source: Primary Data

Table 1.6 discloses that Eigenvalues are greater than one for four factors. From this one, it is confirmed that the ten factors are grouped into three predominant factors. The rotated sum of squared loading should be greater than 50 percent. The ten variables are reduced into three predominant factors with the individual variances of 72.356, 75.245, and 74.368. It is also found that the total variance of 10 variables is found to be 74.368 percent which is greater than the benchmark of 60 percent. Moreover, it confirms that the factor segment is the meaningful one.

Quality of Work Life among Teachers towards Online Teaching – Rotated Component Matrix:

The rotated sum of the square value indicates the cumulative percentage of variances is 83.217. Hence the factorization is more suitable for the Quality of Work Life among Teachers towards Online Teaching. Table 1.7 explains the value of the rotated component matrix for the Quality of Work Life among Teachers towards Online Teaching.

Table 1.7: Quality of Work Life among Teachers towards Online Teaching– Rotated Component Matrix

Variables	1	2	3
The technology I use for online teaching is reliable	.794		
I do not have any problems controlling my students in the online environment.	.832		
I miss face-to face contact with students when teaching online	.674		
I am satisfied with the use of communication tools in the online environment		.842	
It takes me longer to prepare for an online course on a weekly basis than for a face to face course.		.854	
My online students are more enthusiastic about their learning than their traditional counterparts		.659	
I have to be more creative in terms of the resources used for the online course			.891
Satisfaction level on class duration and workload			.791
Technical problems do not discourage me from teaching online			.854
I am more satisfied with teaching online as compared to other delivery methods.			.796

Source: Primary Data

More Reliable:The first factor consists of three variables namely;The technology I use for online teaching is reliable (.794),I do not have any problems controlling my students in the online environment(.832); I miss face-to face contact with students when teaching online (.674) and all these factors are considered as “**More Reliable**”.

Communication Development: The second factor consists of three variables namely;I am satisfied with the use of communication tools in the online environment (.842),It takes me longer to prepare for an online course on a weekly basis than for a face to face course (.854), My online students are more enthusiastic about their learning than their traditional counterparts (.659)and all these factors are considered as “**Communication Development**”.

Innovation: The third factor consists of four variables namely, I have to be more creative in terms of the resources used for the online course (.891), Satisfaction level on class duration and workload (.791) Technical problems do not discourage me from teaching online (.854) and I am more satisfied with teaching online as compared to other delivery methods (.796).and all these factors are considered as “**Innovation**”..

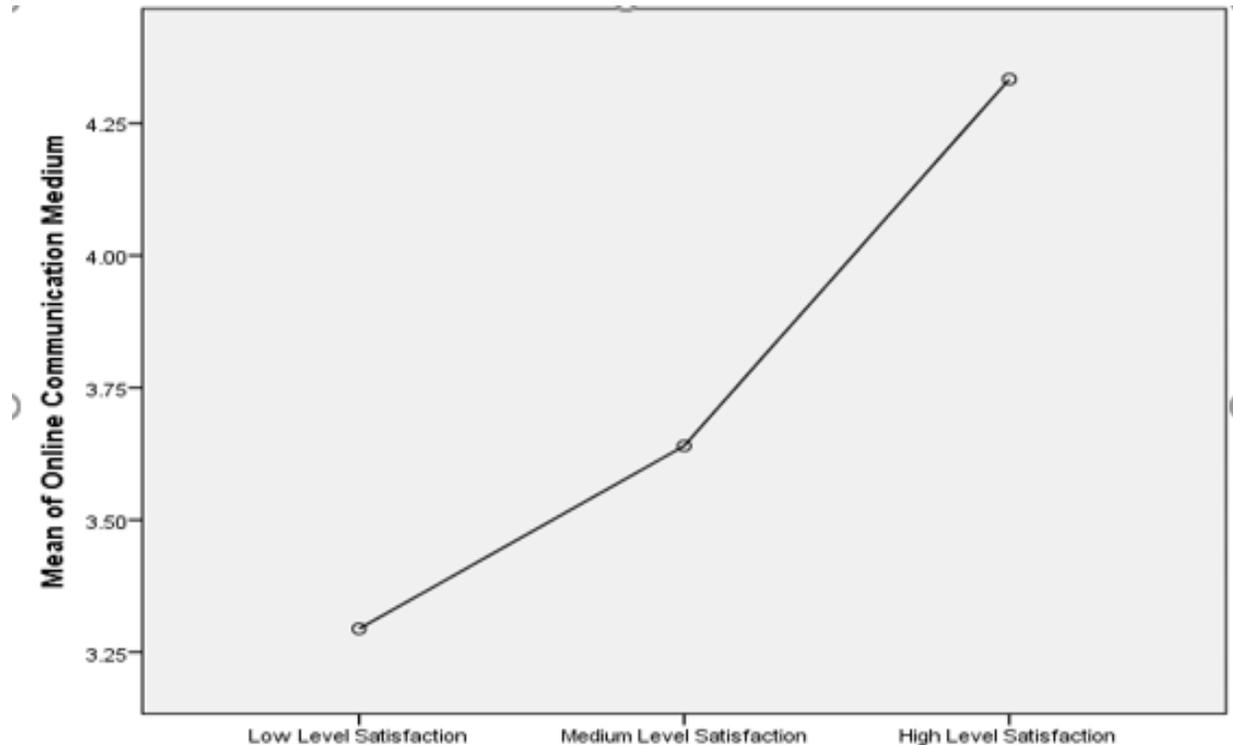
Relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching:-

H₀: There is no significant relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching.

H₁: There is significant relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Online Communication Medium	Between Groups	9.961	2	4.980	14.717	0.000
	Within Groups	19.289	383	0.338		
	Total	29.250	385			

Source: Primary Data



Over all Job satisfaction and Quality of Work life of teachers in online teaching

ANNOVA test is conduct to analyse the relationship between online communication medium and level of job satisfaction/QWL of teachers in Online Teaching. The table above shows that the Sig. value generated by ANNOVA test is 0.00 and it is lower than 0.05. Also, $F=14.717$ is greater than the table value 3.16 with $V_1=2$ and $V_2=57$. So, accept the alternative hypothesis. Hence, there is a significant relationship between online communication medium and level of job satisfaction/QWL of teachers in Online Teaching.

In the mean plot when the level job satisfaction/QWL of teachers in Online teaching is low when mean value of online communication medium is lower while the level job satisfaction/QWL of teachers in Online teaching is high when the mean value of online communication medium is higher.

Hypothesis II

H₀: There is no significant relationship between student response and level job satisfaction/QWL of teachers in online teaching.

H₁: There is significant relationship between student response and level job satisfaction/QWL of teachers in online teaching.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Online Communication Medium	Between Groups	0.764	2	0.382	0.985	0.380
	Within Groups	22.086	383	0.387		
	Total	22.850	385			

Source: Primary Data

The table shows the ANOVA result produced by SPSS, the significant value is 0.380 which is greater than 0.05. Also, $F=0.985$ is less than the table value 3.16 with $V_1=2$ and $V_2=57$. Hence, there is no significant relationship between student response and level job satisfaction/QWL of teachers in online teaching.

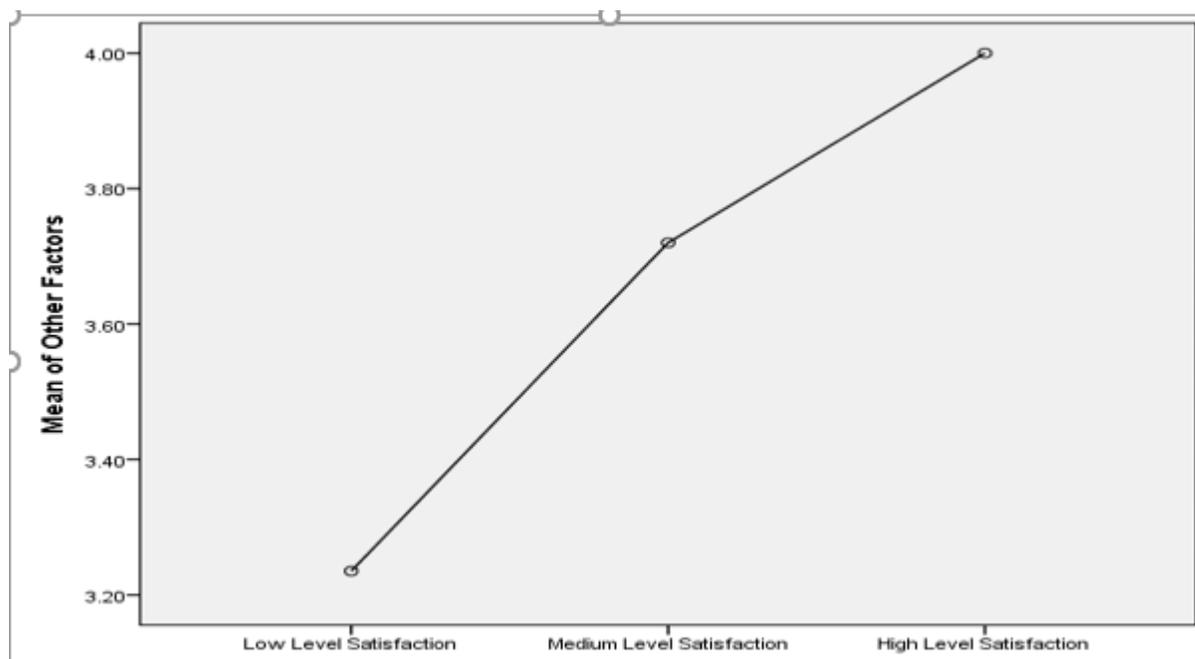
Hypothesis III

H₀: There is no significant relationship between the other factors and level job satisfaction/QWL of teachers in online teaching.

H₁: There is significant relationship between the other factors and level job satisfaction/QWL of teachers in online teaching.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Online Communication Medium	Between Groups	5.235	2	2.617	5.309	0.008
	Within Groups	28.099	383	0.493		
	Total	33.333	385			

Source: Primary Data



Overall Job satisfaction and Quality of Work life of teachers in online teaching

The table above reveals that the Sig. value generated by ANNOVA test is 0.008 and it is lower than 0.05. Also, $F=5.309$ is greater than the table value 3.16 with $V_1=2$ and $V_2=57$. So, accept the alternative hypothesis. Hence, there is a significant relationship between other factors and level of job satisfaction/QWL of teachers in online teaching.

In the mean plot when the level job satisfaction/QWL of teachers during Covid-19 Pandemic is low when mean value of other factors is lower while the level job satisfaction/QWL of teachers during in online teaching is high when the mean value of other factors is higher.

Conclusion

The quality of work life among teachers engaged in online teaching has undergone significant transformation due to the rapid shift towards digital education. While online teaching has offered flexibility, convenience, and opportunities for innovation, it has also introduced challenges such as increased workload, technical difficulties, and the need for continuous adaptation to new technologies. Teachers often face difficulties in balancing professional and personal responsibilities, which can impact their overall job satisfaction and mental well-being. Despite these challenges, many teachers have leveraged online platforms to enhance student engagement and adopt creative teaching methodologies. To improve the quality of work life for teachers in online teaching, institutions must focus on providing adequate training, robust technical support, and resources for effective online delivery. Additionally, fostering a supportive work environment through regular feedback, recognition, and mental health support can contribute to higher job satisfaction. Ultimately, the success of online teaching relies not only on technological advancements but also on ensuring that educators feel valued, equipped, and supported in their roles. Addressing these aspects can lead to a more fulfilling and sustainable work life for teachers while enhancing the overall effectiveness of online education.

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