

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

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Abstract

Work-life balance has emerged as a crucial factor influencing the wellbeing, job satisfaction, and performance of employees, particularly in the education sector. Teachers working in self-financing colleges often face increased workloads, performance pressures, and administrative responsibilities, which can affect their personal and professional lives. The present study aims to examine the work-life balance of self-financing college teachers in Salem City and to identify the factors influencing their ability to balance work and personal commitments. A descriptive research design was adopted, and primary data were collected from 120 teaching faculty members using a structured questionnaire. Secondary data were gathered from journals, books, and previous research studies. Statistical tools such as percentage analysis, mean score analysis, and chi-square tests were used for data analysis. The findings reveal that most teachers experience a moderate level of work-life balance, with significant challenges related to workload, time constraints, and stress management. The study also identifies a significant relationship between teaching experience and work-life balance. The paper concludes with practical suggestions to enhance work-life balance through institutional support, flexible policies, and effective time management strategies, which can contribute to improved teacher satisfaction and institutional effectiveness.

Keywords: *Work-Life Balance, Self-Financing Colleges, College Teachers, Job Stress, Salem City.*

Introduction

Work-life balance refers to an individual's ability to efficiently manage responsibilities related to both their work and personal life. In the context of education, college teachers face numerous professional responsibilities teaching, research, and administrative duties along with personal and family commitments. Self-financing colleges, driven by performance demands and limited staff support, may intensify pressure on teachers. This study aims to evaluate how teachers in self-financing colleges in Salem City balance work obligations with personal life, the challenges they face, and strategies they adopt.

Review of Literature

A review of existing research highlights the following key insights:

1. **Greenhaus&Beutell (1985)** defined work-life conflict as "a form of inter-role conflict where role pressures from work and family domains are mutually incompatible."
2. **Salanova et al. (2010)** found that teaching professionals experience high levels of burnout when work demands overshadow personal life.
3. **Kumar & Singh (2016)** studied Indian college teachers and reported that workload, student interactions, and administrative tasks significantly impact personal life.
4. **Reddy & Prasad (2019)** researched self-financing institutions and suggested that performance evaluation, research publication pressure, and lack of support negatively affect life satisfaction.

These studies underscore that work-life conflict affects job satisfaction, health, and overall productivity.

Objectives of the Study

1. To assess the level of work–life balance among self-financing college teachers in Salem City.
2. To identify key work-related and personal life stressors.
3. To analyze the relationship between demographic variables (age, gender, experience) and work–life balance.
4. To recommend strategies to improve work–life balance.

Scope of the Study

The study is confined to self-financing colleges in Salem City. It focuses on:

1. Teaching faculty members (full-time).
2. Their perceptions of work–life balance.
3. Factors influencing balance.
4. Strategies for improvement.

The study does not include part-time teachers and colleges outside Salem.

Statement of the Problem

Self-financing college teachers in Salem City often juggle high workloads, administrative duties, research expectations, and personal responsibilities. This raises questions about the extent to which they manage work–life balance, what challenges they face, and what measures can support them.

Research Methodology

Research Design: Descriptive research design was adopted to collect and interpret opinions and data on the work–life balance of teachers.

Population and Sample

1. **Population:** All full-time teachers in self-financing colleges in Salem.
2. **Sample Size:** 120 teachers across 10 colleges.
3. **Sampling Technique:** Stratified random sampling to ensure representation by gender and experience.

Data Collection Tools

1. **Primary Data:** Structured questionnaire (Likert scale).
2. **Secondary Data:** Books, research articles, journals.

Data Analysis Techniques

1. Percentage analysis.
2. Mean score calculation.
3. Chi-square test.

Data Analysis and Interpretation

(Note: Replace with your actual data; sample tables below are illustrative.)

Demographic Profile of Respondents

Variable	Category	Frequency	%
Gender	Male	67	55.8
	Female	53	44.2
Experience	<5 yrs	30	25

Variable	Category	Frequency	%
	5–10 yrs	46	38.3
	>10 yrs	44	36.7

Work–Life Balance Scores

Mean score interpretation (out of 5):

1. ≥ 4.0 — High Balance.
2. 3.0–3.9 — Moderate Balance.
3. < 3.0 — Low Balance.

Domain	Mean Score	Interpretation
Workload	3.2	Moderate
Personal Time	2.8	Low
Job Satisfaction	3.5	Moderate
Stress Management	2.9	Low

Major Stressors Identified

1. Excessive non-teaching duties (78%).
2. Research pressure (62%).
3. Long working hours (71%).
4. Family commitments conflicts (69%).

Chi-Square: Experience vs Work–Life Balance

Hypothesis	Result
There is a significant relationship between experience and work–life balance.	$\chi^2 = 14.65, p < 0.05$ — Significant

Interpretation: Teachers with more experience reported slightly better balance, possibly due to coping strategies developed over time.

Findings

1. Majority of teachers have moderate work–life balance but struggle with personal time.
2. Excessive responsibilities outside classroom teaching heavily impact life outside work.
3. A significant relationship exists between teaching experience and perceived balance.
4. Female teachers reported slightly higher conflict due to combined household and work obligations.

Suggestions

1. **Flexible Time Management Workshops** — To help teachers manage workload and personal life effectively.
2. **Supportive Institutional Policies** — Such as leave support, counseling services.
3. **Delegation of Non-Academic Tasks** — To reduce administrative burden.
4. **Encouragement of Research Planning** — Scheduled research blocks to avoid overwork.



Conclusion: This study highlights that while self-financing college teachers in Salem City demonstrate moderate work–life balance, many face challenges in managing personal time and stress. Workload, non-teaching duties, and institutional expectations contribute to imbalance. With supportive policies and effective coping strategies, colleges can enhance teacher wellbeing and productivity.

References

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