

**A Study on the Work-Life Balance of Women Teachers in
Private Un-Aided Schools of Aizawl City
in Mizoram**

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DECLARATION

I **Lalhmingliana Renthlei**, hereby declare that the subject matter of this thesis is the record of work done by me, and the content of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University / Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Management.

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KEY WORDS

Key words : Work life balance ,Work life conflict, scale, demographic variables, stress, hobbies , factor analysis , work load, interference, education, private schools, hypothesis, problem, sampling, approach, societal changes, economic development, job satisfaction, integration, culture, coping strategies, impact, independent variables, communication, work place conflict, spill over, border , segmentation, teachers, theories, stability, infrastructure, organizational commitment, moderating variables, support.

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LIST OF ABBREVIATIONS

1. WLB	Work –life Balance
2. WLC	Work – life Conflict
3. WLI	Work – life Interference
4. FWI	Family- work Interference
5. HRM	Human Resource Management
6. SPSS	Statistical Package for Social Sciences
7. HR	Human Resource
8. EAP	Employee Assistance Programs
9. CEO	Chief Executive Officer
10. ATL	Association of Teachers and Lecturers
11. PUC	Pachhunga University College
12. ITI	Industrial Training Institute
13. UGC	University Grants Commission
14. MZU	Mizoram University
15. RTE	Right to Education
16. BPL	Below Poverty Line
17. SSA	Sarva Shiksha Abhiyan
18. NGO	Non-Government Organization
19. CBSE	Central Board of School Education
20. MHRD	Ministry of Human Resource Development
21. KVS	Kendriya Vidyalaya Sangathan
22. TPR	Teacher Pupil Ratio
23. TCS	Tata Consultancy Services
24. MHIP	Mizo Hmeichhe Insuihkawm Pawl

25. MUP	Mizoram Upa Pawl
26. YMA	Young Mizo Association
27. MLA	Mizoram Legislative Assembly
28. AMC	Aizawl Municipal Council
29. KMO	Kaiser – Meyer Olkin
30. LWC	Life – work Conflict
31. PCA	Principal Component Analysis
32. EFA	Exploratory Factor Analysis
33. OECD	Organization for Economic Cooperation and Development
34. ANOVA	Analysis of Variances

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CHAPTER 1

- **1.1 – Introduction**
- **1.2 – Social life in Mizoram**
- **1.3 - A Brief Education scenario of Mizoram**
- **1.4 - Significance and Scope of the study**
- **1.5 – Theoretical Framework**
- **1.6 – Research Design**
- **1.7 - Chapterization**

1.1. Introduction

Work-life balance is the term used in literature to refer to policies striving to achieve greater balance between work and ‘other than work’ responsibilities. These ‘other than work’ responsibilities differ from society to society and may be affected by the social and cultural peculiarities of a society. While it is fair to assume that satisfying ‘work’ responsibilities are crucial to meet most of our primary needs including the entities we need to function day-to-day, especially entities we may gain access to only through money, fulfilling culturally and socially specific ‘other than work’ responsibilities are arguably equally important. In most management literature, these ‘other than work’ responsibilities are often clubbed together as ‘life’ responsibilities giving rise to an interesting juxtaposition of work as an opposite of life while ‘work’ undoubtedly is a vital part of life. Still, for ease of understanding and running the risk of oversimplification, the term ‘life’ will be employed to represent all other aspects of ‘life’ that are not related to ‘work’. ‘Work’ will essentially represent activities that a person undertakes in return for monetary or equivalent remuneration.

Attaining an optimum balance between work and life is very crucial as it requires a lot of adjustments and demands a lot of commitment to both work, life and other responsibilities. Work-life imbalances usually arise due to lack of adequate time to manage work commitments as well as family and personal responsibilities. Fulfilling the competing demands of family and work is not only frustrating but also stressful, often leading to sickness and absenteeism, and consequently affect the productivity of an individual.

Mizoram is one of the most literate states in India. With a literacy rate of 88.8% (Mizoram Statistical Handbook 2010). Although the importance of the ability to read and write cannot be

undermined, it is arguable that in order to effectively inform socio-economic development, literacy alone is not enough. Quality education is essential for a state or a country to make strides in groundbreaking research and other developments to improve the quality of life of citizens and to ensure equitable and sustainable development. It is not enough for a state to make world-class universities or other institutions of higher education. For a state to nurture citizens who can go on to become world-class academics or high achievers, the process has to start from childhood, in schools where they receive early education to form a solid base.

The quality of school education in Mizoram is open to contentions. There are a few schools from where students are featured regularly in top positions year after year and they are only a handful. More than 80% of the schools are arguably underperforming schools with pass percentages of around 50 – 60% in Class 10 and 12 exams. Pass percentage for Matriculation exam in the past 5 years for the whole state is as follows: 2013- 58.63%; 2012 – 72.27%; 2011 – 69.99%; 2010 – 66.0%; 2009 – 60.46%. Many of these schools are private unaided schools – schools that do not receive any kind of support from the government. These schools are mainly financed by revenues from school fees.

Mizoram is a land where traditionally males were and to a large extent still are considered bread earners of a family. Men also play major roles in the society in all aspects of life. Traditionally, women on the other hand normally confined their duties to household related activities such as farming, cooking and caring for family members. Changes in the social status of Mizo women have been taking place in tandem along with socio-political developments. Historically, men in general had a privileged position in the society while women were considered inferior in all respect. This greatly limited the role women played in society. With the introduction of modern education and Christianity by western missionaries, moral reasoning of the Mizos also gradually

evolved accommodating changes in gender power relations. Education offered equally to both sexes gave women almost equal social status. This can be attributed to the fact that many Mizo women have superseded men in the fields of education, career-building, business etc. So much so that when one goes to marketplaces all over Mizoram, most stalls are run by women.

1.2. Social life in Mizoram

The fabric of social life in Mizo society has undergone tremendous changes over the years. Before the British moved into the hills, for all practical purposes the village and the clan formed units of Mizo society. The Mizo code of ethics or *dharma* moved around ‘*tlawmngaihna*’, an untranslatable term indicating everyone to be hospitable, kind, unselfish and helpful to others. Tlawmngaihna to a Mizo stands for the compelling moral force which finds expression in self-sacrifice for the service of others. The Mizos are a close-knit society with no class distinction and no discrimination on the grounds of sex. Eighty percent of the people are cultivators and the village functions like a big family. Birth of a child, marriage in the village and death of a person in the village or a community feast arranged by a member of the village are important occasions in which the whole village, men and women equally, is involved.

1.3 A Brief Education scenario of Mizoram

Formal education in Mizoram started with the arrival of Christian missionaries who introduced Roman scripts in 1894 for Mizo language. For more than half a century, i.e. from 1895 to 1952, elementary education was looked after by Christian Mission through the Honorary Inspector of

Schools. During the period between 1953 to 1972, the management of primary education was in the hands of the District Council. When Mizoram became a centrally administered territory, the administration and management of elementary education i.e. primary & middle school was transferred to the Government. Since then there has been phenomenal growth quantitatively.

TABLE 1.1

Important Landmark in the History of Education in Mizoram

Sl No	Year	Important Events
1	1898	Establishment of first Primary School in urban area.
2	1901	Establishment of first Primary School in rural area.
3	1903	First Examination in Class-III Level.
4	1907	Establishment of first Upper Primary School.
5	1909	First Examination in Class-VI Level.
6	1944	Establishment of first High School.
7	1948	First Matriculation Examination.
8	1958	Establishment of first College.
9	1975	Establishment of Mizoram Board of School Education.
10	1975	Establishment of Mizoram Institute of Education later upgraded to College of Teacher Education (CTE).

11	1980	Establishment of SCERT.
12	2001	Establishment of Mizoram University.
13	2005	Establishment of ICFAI in the State.
14	2005	Establishment of 6 (Six) Mini DIETs in the State.

Source: *Directorate of school education Mizoram*

It is seen from the table that Mizoram was a late starter in the field of modern or formal education. Starting with a literacy rate of 0.9% in 1901 census and 88.49% in 2001 census, Mizoram has now achieved a literacy rate of 91.58% in 2011 census. The School Education Department has a vowed aim to achieve 100% literacy through the project known as *Rapid Action for Total Literacy Campaign*. Effort is on to raise the literacy percentage through this project.

Particular mention may be made that there has been rapid growth of educational institutions in the state. The zeal and enthusiasm of local communities in establishing and opening of educational institutions is quite encouraging. It can be reasonably claimed that most educational institutions in Mizoram were established as a result of the efforts of local communities.

In this study, the focus is majorly on private-funded unaided schools that survive on their own. Many such schools have sprung up in recent times due to pull from the demand side and also because of the shortcomings of public sector schools. Private unaided schools have more difficulties and financial crunches to face. The schools have very busy schedules and in order to increase profits, teachers are utilised to the maximum. As most teachers in such private schools are paid much lower than their public sector counterparts and are overworked, stress levels tend to

be quite high. Especially for women who have to go back home and still attend to household chores, work-life balance may get disturbed significantly.

Women are emphasised in this study due to the assumption that women have more responsibilities than men at home and in their families especially if the woman is married with children. Women tend to find it very difficult to find the perfect balance between work and family and where to emphasize more to obtain an optimum work life balance.

Duties performed by school teachers is not confined to just teaching the students. It involves a continuous process of making lesson plans, tests, correction of answer sheets, evaluations, exams and sometimes the schools organize study camps where teachers have to monitor the students continuously, day and night.

Another relevant and crucial issue is the low salary given to teachers by the administrators of the schools which is fairly low in comparison to the level of stress or work performed by the teachers. Due to the fact that these schools have to manage all the finances by themselves they cannot offer a big salary package to the teachers. Low salary in the absence of any job security and benefits raises a lot of different questions that this study purports to answer regarding the work life balance of women teachers in private unaided schools in Aizawl.

Another issue related to income is the lack of regulations ensuring uniform remuneration to private school teachers. The amount of fees collected from students also varies from school to school. As reported in Vanglaini newspaper dated May 1 2013, St Paul's Higher Secondary School charges admission fee of Rs. 6,000 and monthly fee Rs. 350, Home Mission School charges admission fee of Rs. 4,500 and monthly fee Rs. 1,000, and Mt. Carmel School charges admission fee Rs. 4,000 and monthly fee of Rs. 1,000.

1.4. Significance and Scope of the study

Mizoram is a state where the ‘culture’ aspect of the society plays a major role in the life of an individual. It is considered an obligation for the people to participate in the society and this has brought tremendous imbalances between work and an individual’s life. It is the practice of the people to socialize in harmony and is said to bring a sense of integration between the individuals in the society. Mizoram is known for its high literacy rate and has given maximum interest in education this has brought numerous private schools being established in the city. It is estimated that there are 408 private schools in the urban area of Aizawl and most of these private unaided schools are concentrated in the west region of the city. The main aim of the study is to identify the work-life balance of female teachers in private unaided schools in the capital city of Aizawl. To get an idea of how the female teachers must find a good balance between work and life a table has been given showing the busy time schedules of women teachers in private unaided schools.

TABLE 1.2.

The following table shows the rough time schedules of Private Unaided schools.

1	Time of arrival in school	07:45 am
2	Time of Departure from school	03:40 pm
3	No of class load of a teacher per day	4-5 hours
4	No of total classes of the entire school per day	7-8 classes
5	No of hours devoted to work at home	3-4 hours

Source: *Pilot Study conducted by the researcher*

The analysis of the table above reveals that the teachers have to reach the school at 7:45 am. To reach on time, the teachers have to leave home at approx 7:00 am and spend about 30 minutes in traffic. We also find that they only leave the school at 3:40 pm in the evening and reach home at approx 4:10 pm, leaving very less time for family and other activities.

We also find that private schools have about 7-8 classes per day out of which the teachers' class load is 4 hours a day. It is not only the time taken to teach but also the time involved in preparing for the classes that needs to be taken in to account. Apart from classes, there are a number of examinations and tests per year where the teachers must evaluate the answer papers at home taking away their free time. This briefly gives us an idea of how a teacher spends her time in school and at home with the little salary they get without any security compared to regular government teachers. With so little time for any other leisurely activity apart from work it becomes imperative to elucidate the importance of finding a proper work-life balance of women employed in private unaided schools in Aizawl.

1.5 . Theoretical Framework

There is no agreed definition of work-life balance but it does appear that the ‘right’ balance for one person may differ from the next. Balance is achieved in different ways for different people and may have varying interpretations. Some people do it to balance their caring responsibilities for children with work, while others want more time to themselves, engaging in leisure activities.

1.5.1. Work-life balance (WLB) and Work-life conflict (WLC)

Work-life balance (WLB) is a concept in human resource management (HRM) that has generated much debate and scrutiny in management literature over the past few years. Guest (2002) in his paper ‘Perspectives on the Study of Work-life balance’ attempts to define WLB by giving two perspectives – subjective and objective. He purports that a subjective definition could be a ‘perceived balance between work and the rest of life’. *Subjective perceptions of balance are central to any analysis of the issue* (ibid, p. 264). This is because what constitutes balanced work-life ratio for one individual may be highly unbalanced for another depending upon the unique situation of the individual. Objective definitions are encountered when limitations are set upon the number of hours a person can spend at work beyond which the quality of life in terms of health and performance is expected to deteriorate. We find in literature that working hours matters a lot in balancing one’s life and attaining a certain limit in working hours is absolutely necessary. Several countries especially in the Western world have put limitations on working hours for the productivity and efficiency of the employees in their respective work place.

In the table below, a comprehensive illustration of the determinants, nature, causes and consequences of Work-life Balance has been attempted.

TABLE 1.3.

Nature, Causes and Consequences of Work-Life Balance (Guest 2002: 265)

Determinants	Nature of the balance	Consequences/Impact
<p>Organizational factors</p> <p style="padding-left: 40px;">Demands of work</p> <p style="padding-left: 40px;">Culture of work</p> <p style="padding-left: 40px;">Demands of home</p> <p style="padding-left: 40px;">Culture of home</p> <p>Individual factors</p> <p style="padding-left: 40px;">Work orientation</p> <p style="padding-left: 40px;">Personality</p> <p style="padding-left: 40px;">Energy</p>	<p>Subjective indicators</p> <p style="padding-left: 40px;">Balance - emphasis equally on home and work</p> <p style="padding-left: 40px;">Balance - home central</p> <p style="padding-left: 40px;">Balance - work central</p> <p style="padding-left: 40px;">Spillover and/or interference of work to home</p> <p style="padding-left: 40px;">Spillover and/or interference of home to work</p>	<p>Work satisfaction</p> <p>Life satisfaction</p> <p>Mental health/well-being</p> <p>Stress/illness</p> <p>Behaviour / performance at work</p> <p>Behaviour / performance at home</p> <p>Impact on others at work</p> <p>Impact on others at home</p>

Personal control and coping	Objective indicators	
Gender	Hours of work	
Age	``Free" time	
Life and career stage	Family roles	

Source : Guest 2002 .

Several theories have been hypothesized to better understand work-life balance. Zedeck and Mosier (1990) note that there are five main models to explain the relationship between work and life-outside work. First is the *segmentation* model which hypothesizes that work and non-work are two distinct domains of life that are separate and do not influence each other. Second, is the *spillover* model that hypothesizes that one world can influence another positively or negatively. Third is the *compensation* model that supposes that what is lacking or deficient in one world in terms of demands or satisfactions can be made up in the other. Fourth is the *instrumental* model whereby activities in one sphere facilitate success in the other. The final model is the *conflict* model, which proposes that with high levels of demand in all spheres of life, some difficult choices have to be made and some conflicts can occur.

The conflict model has garnered a lot of attention recently because there is a general perception that modern life has become more stressful and demanding due to changes brought about by modernization and globalization.

Work-life Conflict (WLC) is said to occur when multiple roles (work and non-work) a person has to satisfy are incompatible with one another. According to Duxbury and Higgins (2006), there are three main components to WLC. Firstly *role overload*, which occurs when the cumulative demands of multiple roles on the individual's time and energy are excessive, such that the performance of one or more of the roles suffers. Secondly: *interference from work to family* - when demands from the work role make the fulfillment of family obligations more difficult. Thirdly: *interference from family to work*, when family demands inhibit performance of work requirements.

There are two major theoretical models to explain WLC: First is the *rational model* proposed by Greenhaus and Beutell (1985) according to which WLC increases in proportion to the number of hours spent in each of the work and family domains. Second is the *job strain model* proposed by Karasek (1979), which proposes that there are two main forces conducive to stress: role demands and perceived control.

1.5.2. Women and WLB

In a survey conducted by Duxbury, Higgins and Lee (1994) of 20,836 Canadian public and private-sector employees representing 408 different Canadian population centers in order to test both the rational model and the job strain model of WLC, it was found that women spent more total hours in work and family activities than men and also experienced greater role overload. They also found that women experienced greater work-to family interference than men even though they spent less time in their work roles than males. The authors suggested two possible explanations. First, 'gender role expectations' may lead women to feel more conflict as a result of time spent in the non-traditional role of paid work. Second, women tend to shoulder more of the housework and childcare activities than men. Timings for such household activities may coincide with that of the

paid work resulting in conflict. This may also lead to women experiencing something akin to a 'second shift' when they transit from 'paid work' to housework.

Supporting the job strain model of WLC the authors also found that those participants with low control experienced significantly greater role overload, work-to-family interference and family-to-work interference. Perceptions of control are important even when role demands are the same.

1.5.3 Teachers and WLB

There have been many instances where we find the relationship of work life balance to teachers especially. According to Cinamon, Rich & Westman (2007), teachers work long hours (many of which are outside of regular school hours) and face different job stressors, such as large class sizes, student misbehavior, parent management etc.

(Lakshmi S and Kumar S, 2011) Career women are challenged by the full time work and at the end of each working day in a private educational institution, they carry more of the responsibilities and commitments home. Majority of the women are working 40-45 hours per week and 53% are struggling to achieve work-life balance.

(Hudson 2005) Work-life balance, in its broadest sense, is defined as a satisfactory level of involvement or 'fit' between the multiple roles in a person's life.

Eby et.al (2005) studied the purported link between work-life balance practices and organizational effectiveness. The majority of studies investigated that the outcomes of work-life practices do not measure work-life conflict and thus cannot support this proposed mediated relationship & the work-life balance practices do not necessarily influence levels of employee work-life inconsistency, but instead improve organizational performance via other routes such as reduced

overheads in the case of employees working from home, improved productivity among employees working at their peak hours, or social exchange processes arising from perceptions of organizational support.

Deares et.al (2008) concluded that family-supportive organization perceptions and reduced work life Conflict (WLC) are the two key mechanisms that account for the impact of work-life balance practices on employee and organizational outcomes.

Warren (2004) revealed that combining paid-work and motherhood remains a major source of emotional clutter & difficulties for women.

Most recently, there has been a shift in the workplace as a result of advances in technology. As Bowswell and Olson-Buchanan (2007) stated, "increasingly sophisticated and affordable technologies have made it more feasible for employees to keep contact with work". Employees have many methods such as emails, computers, and cell phones, which enable them to accomplish their work beyond the physical boundaries of their office. Employees may respond to an email or a voice mail after-hours or during the weekend, typically while not officially "on the job". Researchers have found that employees who consider their work role to be important component of their identities will be more likely to apply these communication technologies to work while in their non-work domain.

Work-life balance for any one person is having the 'right' combination of participation in paid work (defined by hours and working conditions) and other aspects of their lives. This combination will change as people move through life and have changing responsibilities and commitments in their work and personal lives. They may show strong attachment to employment and, at the same time, what we call a "detached attitude" toward their job. The review of literature clearly indicates

that the measures adopted by the Indian corporate and organizations to adopt the practices for work life balance in the organizations are not effective due to the lack of focused scientific approach towards the applicability and practicability as no work has been done to analyze the Work-Life Balance of Women Teachers in Private Unaided Schools in the targeted region of study. So, in order to fill the aforesaid research gap, the present study is conducted

1.6. Research Design

1.6.1 Statement of Problem

Till date, no research has been conducted on the work-life balance of female teachers in private unaided schools in Aizawl. It is possible that due to low pay and high demand on performance female teachers are experiencing high WLC that is adversely impacting their performance at work and at home. Therefore, it is imperative to find out if significant WLC exists among female teachers of private unaided schools.

Factors affecting WLB and WLC are multi-dimensional. It is arguable that these factors are socially and culturally situated. If these factors are not understood adequately, bringing about positive changes that could bring about better results in our schools would be impossible. Therefore to find out if factors like social support and institutional support in the form of flexible working hours, supportive co-workers impact WLB becomes an urgent concern. Government policies have to be informed by sound research findings that are reflective of ground reality. For example, if institutional support such as extensive maternity leave in case of an employee who has recently given birth is highly conducive to better WLB then it would be an important Government intervention to introduce strict regulations regarding the minimum period for maternity leave.

In this case, it becomes important to find out if extensive maternity would really improve WLB or not. The lack of regulations in terms of monthly remuneration of private teachers is a pressing issue. It is possible that private teachers earning lesser than their counterparts experience WLC. If the cause of WLC is low income then it means it can be remediated by increasing pay. Therefore it is important to find out if higher income would lead to better work-life balance.

1.6.2. Research Objectives

1. To find out the relationship of work-life conflict and work life balance experienced by women teachers working in private unaided schools in Aizawl.
2. To examine the institutional support related to work-life conflict.
3. To find the relationship between different income groups in attaining work-life balance among the women teachers employed in private unaided schools in Aizawl.
4. To study the various coping strategies in balancing work and life imbalances used by women teachers employed in private unaided schools in Aizawl.
5. To examine if there is a significant difference between the marital status and work life balance of the women teachers.

1.6.3 Research hypotheses

1. There is no significant relationship among experiences of teachers with work life balance.
2. There is no significant relationship among institutional support and work life balance.
3. Work life conflict has a positive relationship on work life balance of women teachers.
4. Income has a significant relationship on the work life balance of the teachers.
5. Marital status has a significant difference on work life balance of women teachers.

1.6.4 Research Methodology

Research approach and strategy

The research is a cross-sectional study in which the work-life balance of women teachers in private unaided schools in Aizawl is analyzed at one single point in time.

The research strategy employed is triangulation in which both qualitative (interviews) and quantitative (questionnaires) instruments are employed to test the hypotheses and objectives.

Population of the study

Convenient random sampling method was employed to derive the final numbers for collection of primary data through questionnaires and interviews. The study is geographically limited to Aizawl urban area. In the first stage of the sampling, Aizawl is divided into 3 zones as divided by the Directorate of School Education, Mizoram.

Aizawl East

Aizawl West and

Aizawl South.

The rationale for the selection of the population of the study is that many of the renowned private schools are located in Aizawl and students from all over the state come to Aizawl for education as it is perceived to be better in every aspect of education compared to the rest of Mizoram hence the population of the study is confined only to the urban areas of Aizawl district.

Sampling

In the second stage, after identifying the number of schools in each zone, for the interview 15% of the total number of schools in each zone were selected. From 15% of the total schools, 10 teachers were identified from each school to answer the questionnaire.

For the interview, 2 teachers from each school were selected.

TABLE 1.4.

Example, for primary and middle schools only the sampling method would be:

<i>S.No</i>	<i>Zone</i>	<i>No.of schools</i>	<i>10% of total</i>	<i>No.of teachers for questionnaires (10 from each)</i>	<i>No.of teachers for interview (2 from each)</i>
1.	Aizawl East	146	15	150	30
2.	Aizawl West	118	12	120	24
3.	Aizawl South	31	3	30	6
Total		295	30	300	60

Source : *Authors compilation*

Besides primary and middle schools there are 88 high schools and 25 higher secondary private unaided schools in Aizawl urban area (Directorate of School Education, Mizoram)

Primary data collection

a. Questionnaires

Primary quantitative data was collected in the form of 'structured' questionnaires. The structured questionnaires were obtained from a given scale of work life balance and work life conflict given by Hayman.J (2005) and Netemeyer R.G. (1996) . the scales given by them were proved to be good indicators and are used as measurement scales for work life balance and work life conflict and thus were also chosen for this study.

b. Interviews

Primary qualitative data was collected in the form of semi-structured interviews to cover themes such as individual factors and organizational factors for WLC identified in major theories. The main purpose of the interview is to get better insight into the subject as there are instances where everything cannot be communicated through the structured questionnaires and therefore to add a personal touch to it the interview method was used to collect vital information form the respondents.

c. Data analysis

Only completely filled-up questionnaires were considered for data analysis. SPSS data analysis software was used.

Interviews were analyzed by employing thematic analysis in which dominant themes emerging from the interviews were identified.

For the analysis of the questionnaire statistical tools such as the use of basic mean, standard deviation, independent t-test, ANOVA, Pearson's correlation, Normalization, Cronbach's alpha,

KMO and Barlett's significant test, variances and factor loadings of the variables were used for the purpose of the present study.

1.7 Chapter Plan

- Chapter – I : Introduction
- Chapter – II : Literature Review
- Chapter – III : Education in Mizoram
- Chapter – IV : Work- life Structure and Cultural Support
- Chapter – V : Data Analysis and Findings
- Chapter - VI : Summary, Conclusions and Suggestions

Bibliography

CHAPTER 2

LITERATURE REVIEW

- **Work – life Balance Defined**
- **Work-life balance and Societal changes**
- **Work-life balance and Economic changes**
- **Results of Work –life balance / Imbalance**
- **Work-life balance and Demographic changes**
- **Job satisfaction and Work-life balance**
- **Work –life balance Policies**
- **Work-life balance Theories**

2.1. Work-life balanced defined

Work life balance has been defined differently by different authors in different books, **Work–life balance** is a concept that is based on proper prioritizing between "**work**" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation). This is related to the idea of "lifestyle choice." Every individual has his/her own choice and have got to make choices good or bad , work life balance is also a choice that an individual makes in their life time choosing between work activities and life activities and that choice the individual makes creates a balance or imbalance between work and life . Educational background of a person can play a significant role in the quality of life of a person as it can be a determining factor for occupation, achieved and ascribed status , psychological peace of mind , level of satisfaction and fulfillment of life. The things that people value also plays a significant role in attaining a work life balance in life, values in life plays a huge role in helping a person to prioritize things that has to be done and thus contributes to the achievement of work life balance.

Visser,F.&Williams,L.(2006) According to the work foundation definition Work life balance is about people having a measure of control over when , where and how they work. It is achieved when an individual's right to a fulfilled life inside and outside paid work is accepted and is respected as a norm to the mutual benefit of the individual, business and society. In short work flexibility is the core element in achieving work life balance and flexible work arrangements such as flexible working hours, working from home and job sharing could be some of the options to serve as effective means by employees to balance work and life.

Bird, (2003). In his article stated that one's best individual work life balance would vary over time, often on a daily basis. The right balance for one person today will probably be different tomorrow. The right balance between work and life for a single person will drastically change when he/she marries and will further change when they have a child and when a new career is started versus when one is nearing retirement the priorities will change so there is no perfect one size fit for all, balance that should be strived for.

The best work life balance is different for every one because we all have different priorities and different lives. However at the core of an effective work life balance definition there are two key everyday concepts that are relevant to each of us. They are daily achievement and enjoyment. (Bird 2003).

Lockwood (2003), in her article stated that : “ The meaning of Work life Balance has chameleon like characteristics by that she means that work life balance is different to different things , different groups and that the meaning often depends on the context of the conversation and the speakers point of view .

Asiedu-Appiah et al (2013) in their study on the work life balance and stress management of banking institutions states that the working environment continues to change with globalization of the world economy and economic rationalization driving job restructuring , greater part time and contract work , and greater work load demands that commonly occur in a context of higher job insecurity.

They also stated from the findings of their study that female employees have more need of work life balance than males and therefore they have suggested that since the female employees have

more need of work life balance policies and practices special consideration should be given to female employees when policies are reviewed from time to time.

Tomlinson Jennifer & Durbin Susan (2010) wrote in their article that women professional careers can be maintained by working part time though in each case this was not without significant challenges to women's working lives, professional careers are more sustainable for women over the course of their lives and this is due to the reason that women have a better ability to maintain a larger degree of autonomy over their working time patterns.

Goruk randy defines that work life balance is important because if not paid attention to, it can cause tremendous physical problems as a result of improper eating, lack of sleep and stress associated with relationships and activities related to family. Hilary Clinton once said "Our lives are a mixture of different roles, most of us are doing the best we can to find whatever the right balance is .For me that balance is family, work and service to my country.

Sandoval Claudia (2015) wrote in her blog that to achieve work life balance one must follow five tips which are:

1. Define what work life balance means to you personally: As each individual has his/her own priorities in life the level of balance in different will be different so one must first find the meaning of balance in their own lives. The things that are valued in life affects the way time is spent, most people spend more time on the things they value and determines how a person prioritizes things in life.

2. Identify what are your personal life balance outside the work place: in order to measure something it is very crucial to know what are the thing that must be put in the balance scale and so identification of the balances is very crucial.
3. Create a schedule that creates your own happiness: Creating your own personal schedule of happiness will help reduce stress throughout the work week. Personal happiness can be found through a short five minute walk or a few minutes of complete silence in order to gather your thoughts.
4. Develop your own rules and influence your own attitude: Influence your own attitude by developing positive thinking , positive thought or reinforcements will motivate you positively and as being said you are the boos of your own life and so you have the liberty of creating your own rules for influencing positive thinking and attitude .
5. Ask the organization for the programs they offer to promote work life balance: some organizations have programs and practices that are offered to promote work life balance but are sometimes not made known to the employees if not inquired about and so it is sometimes a necessity to inquire about such programs and if there is non then suggest them new ideas on programs to promote work life balance.

Work life balance is a state of equilibrium in which the demands of both a person's job and personal life are equal (Lockwood 2003). He defines that people must have the ability to juggle through paid work and the other activities that are important to people.

Atheya ritu & Arora renu (2014) states that changes in the social, political and economic fabric of societies have influenced and continue to influence both the nature of employment and its

relationship to life outside work. The concept of work life balance is becoming more and more relevant in an ever dynamic working environment. They further define that for work life balance to be achieved the different roles played by different people in the organization have to be done properly to avoid any confusion of roles as this can cause chaos in identification of roles, they clearly defined the roles that the HR manager, the senior manager ,the line manager and the union have to play and state that they are the key to work life balance.

Centre of effective living (2013) wrote in an article that work life balance is having the right combination of participation in paid work (defined by hours and working conditions) and other aspects of their lives. This combination will not remain fixed as it will change over time and will differ from person to person.

Kim Hye Kyoung (2014) wrote in her article that employee's experience of work life balance increases effective commitment and that affective commitment has a positive influence on in role performance of the employees. She also further states that work life balance in the work place has become a more important issue as it tends to exhibit positive results such as low turn over , work engagement, in-role performance, increased firm productivity, job satisfaction, and organizational commitment making it crucial for employees to achieve a balance between work and life. Organizations can focus on supporting employees work life balance to secure their affective commitment to the organization and for this the organization could set up a work life balance policy and programs that would support their employees in fulfilling their official work at the work place and their individual responsibilities outside the work place too.

Kinman,G.&McDowall,A.(2009) defines work life balance as a key issue in all types of employment as dual career families ,high work demands and long working hours have become a norm in life. They presented the salient issues and priorities among teachers , police workers, Thai nursing staffs and academic employees in different issues in work stress, work life conflict and work life balance. Their study shows that teachers who were more involved in their work tend to have stronger relationships between emotional labor and work life conflict.

Dissanayaka &Ali Hussian (2013) stated that more practices of the human resource management focuses on increasing employee performance through employee's satisfaction by implementing various human resource functions such as employee motivation, compensation management and work life balance practices. And today work life balance is a crucial subject matter for any organization as well as business leaders because of the contemporary demographic, technological and economic changes. They also wrote that it is more likely that an improvement of work life balance practices in the industries are needed and crucial and will bring results in improvements of employee's performance.

Martinez,Ordu,Della Sala, & McFarlane (2013) in their study discovered that the participants in their study aimed for work life balance through (a) Purposeful management (b) Wellbeing (c) Support and (d) tradeoffs. They acknowledge their challenges with time measurement while juggling multiple roles and responsibilities and they work to improve their practices. It is also important to strategize and align the responsibilities associated with their different roles to work in concert with each other.

The study also found that single students with no children face more challenges with time management in comparison with their peers with family. The desire for balance also led them to seek wellbeing by observing their health reducing stress level and creating personal time exercising and releasing stress either by crying or having a drink helped them continue carrying out their roles and responsibilities.

Muthukumar , Savitha & Kannadas writes that it is a very common fact that increasing the quantity of work decreases the quality of work and if the employee is not over loaded with work he is motivated to shoulder responsibilities ,he performs his/her duties and is not tired and is ready to perform the duties everyday if a balance between work and life exists. Work load does not kill his working spirit and is eager to work.

When someone works willingly they maintain satisfaction and a contented person is bound to succeed not only at the work place but also in life. They also stated that emotional management also plays an important role in achieving and maintaining such balance. Another important factor is the environment in which the individual lives and works, the working environment should be comfortable or else it can negatively affect efficiency likewise the environment at home must be quite and calm to promote and support work life balance. They further describe many factors that influence work life balance like the job profile, family background, financial and social status of the family friends circle and societal activities that can also affect work life balance.

In an article by health wise (2006) which wrote that on an average, people in the United States have worked more and more hours each year since 1970. But in the past decade studies show that people don't want more work even if they are paid well all they want to do is spend quality time

at home with their family and loved ones and be able to do what's important to them in life. This article portrays the true nature of work force in the new century and shows a huge transition into the attitude of employees then and now as the priorities of people have drastically changed just as we have mentioned earlier that there is no one fit model of work life balance as it keeps on changing for everyone as times change Lockwood (2003).

Kelsey-sugg Anna(2008) in her study wrote that the Boston college Centre for work and family has revealed that 70% of managers felt that productivity has been improved in those work places which have a good work life balance.

This study also emphasized the Lockwood chameleon theory saying that there is no magic ratio of work hours with personal freedom which tips the balance either way. As an example, one employee may be very satisfied with 35 hours a week while another employee on the same setting may completely be dis satisfied due to the fact that work responsibilities are very much affected by personal responsibilities.

There are a number of different personal factors states by Kelsey-sugg Anna(2008) which can affect an employees work life balance which are :

- Marital status
- Children / family
- Health and fitness
- Recreational interest
- Values and beliefs

Work life solutions (2007) wrote in their article that “All work & No play will take your young guns away” and describes how important it is to change the focus of work life balance in today’s scenario. Generation Y workforce is more collaborative and they want a work life balance which is often at odds with the values of the corporate world. Generation Y demands a different set of rules and practices compared to their parents’ generation and companies should try to manage those demands. To attract and retain employee’s talent, companies need to have a work life program that is both cost effective and equitable.

Anwar Jamil et. al (2013) defines in an article that Work life balance is achieved when an individual’s right to a fulfilled life inside and outside paid work is accepted and respected as a norm to the mutual benefits of an individual and the society.

Here he describes two elements that are vital for any individual to achieve work life balance which are inside and outside paid work which must be accepted and respected by the society. If the work that an individual performs at the work place is good and accepted the chances of the individual maintaining a good work life balance is positive.

It sometimes is a fact that no everything an individual performs at the work place is accepted by the superiors and this can affect the mental wellbeing of a person in a great way and often leads to imbalances in work life balance.

Work life balance is a great matter of concern for many organizations today as more and more studies have undisputedly found that imbalances in work and life causes big problems for the organization and is very unproductive for the organization. We see a tremendous change in the working hours of many corporates and organizations today, as globalization has taken us to an age

or time where the work that should be done in the other side of the world is now possible to be done from halfway around the world on the other side and therefore many organizations even work at night which was not practiced or possible decades ago, and as a result we find that employees have a very difficult time maintaining a good balance between their work and family and often leads to imbalances and inefficiency thus is a liability for the organization.

And due to this phenomenon many organizations today realize the need and importance of work life balance policies and often implements work life balance policies in the work place and has proven to be very effective for the organization in terms of productivity and efficiency of the employees. Finding a right balance between work and life is a huge challenge for both the organization and the individuals.

(Hudson 2005) Work-life balance, in its broadest sense, is defined as a satisfactory level of involvement or 'fit' between the multiple roles in a person's life.

Eby et.al (2005) studied the purported link between work-life balance practices and organizational effectiveness. The majority of studies investigated that the outcomes of work-life practices do not measure work-life conflict and thus cannot support this proposed mediated relationship & the work-life balance practices do not necessarily influence levels of employee work-life inconsistency, but instead improve organizational performance via other routes such as reduced overheads in the case of employees working from home, improved productivity among employees working at their peak hours, or social exchange processes arising from perceptions of organizational support.

Davidson Jeff (2014) stated in personal excellence essential that the quest for work life balance is more vital for any individual and organization than ever, work life balance is the ability to experience a sense of control and to stay productive and competitive at work while maintaining a happy, healthy home life with sufficient leisure. It is attaining focus and awareness despite seemingly endless tasks and activities competing for the time and attention.

Davidson Jeff (2014) wrote that work life balance is achievable by following a series of disciplines in the life of an individual and the various disciplines can be seen as given in the diagram below.

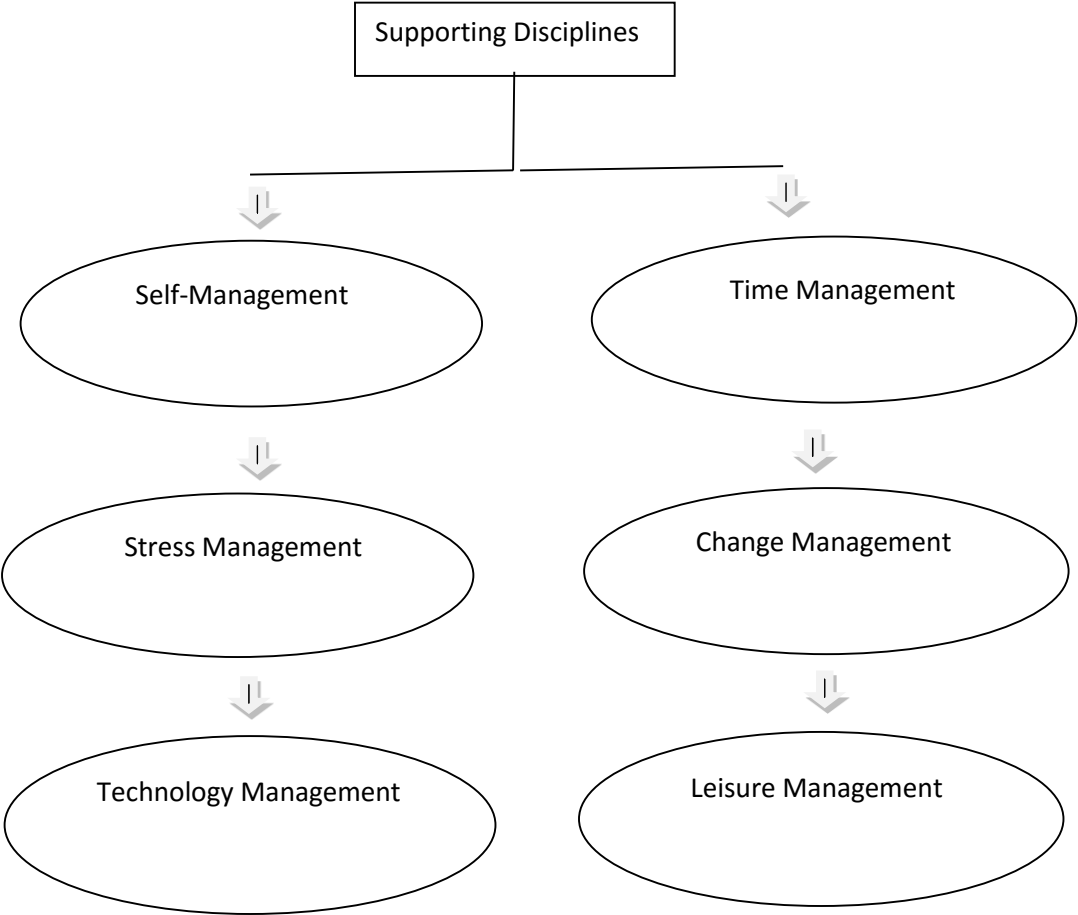


Figure 2.1: Work life balance supporting disciplines (source: Jeff Davidson 2014)

Purohit Manisha(2013) defines work life balance as a concept including proper prioritizing between workaholics (career and ambition) on the other hand and lifestyle (health, pleasure, leisure, family and spiritual development) on the other. The article also say's that there is a need for organizations to adopt human resource strategies and policies that accommodate the work life needs of diverse workforce in the current business environment.

Nithya J (2013) work life balance is absolutely necessary for any organization as it is a very useful tool in employee retention and she stated that work life balance strategies are a key element in the organizations employee retention strategies. Long term exposure of workers to excessive working hours, evening and rotating shifts schedules and high levels of work to family interferences elevates their risk of mental and physical health problems.

Vyas Brijmohan,Sajjan Vijayshri & Hanji V Sanjay (2015) Work life balance is a concept that supports the efforts of employees to split their time and energy between work and the other important aspects of their lives. Work life balance is a daily effort to make time for family, friends, community participation, spirituality, personal growth, self-care and other personal activities, in addition to the demands of the work place. The article further goes on to say that there are basically two factors that have been identified which will influence work life balance which are:

1. Professional factors : Compulsory overtime , shift work , meetings /trainings after office hours , long working hours , negative attitude of peers and colleagues at work place , Negative attitude of supervisors , work pressures etc.

2. Personal factors : Excessive household work , travelling away from home , attending social functions, negative attitude of family, negative attitude of spouse, family responsibility etc..

Littig Beate(2008) “ work life balance refers to effectively combining working life with private obligations or aspirations. Balance in life threatens to become destabilized when stress cannot be adjusted through recreation or time off. Women are far more than men confronted with the problem of reconciling the pursuit of working career with caring responsibilities. In practice although a significant number of men spend time looking after their children this does not seem to interfere in a perceptible way with the jobs that they do for women it can mean that they are not employed at all or part time rather than full time. (Eurostat/European commission, 2002).

Work life balance can solve two problems at once: Littig Beate(2008) pg 6.

1. “ It shall support women’s continued and increased participation in the labour market after they become a parent and
2. “It also supports fertility.

Work life balance has been described as a matter of flexible work time arrangements regarding reconciliation needs as well as related health care issues. Work life balance concerns people’s entire life time and quality of life.

The division of life and work as two clearly separated spheres has to be questioned. On the other side of the scale life at work mainly as alienated life. On the other side of the scale family and household.

Lieberman Simma (2008), describes in an article “The imbalances off life/Work balance” that work life balance must be supported at three levels in order to be successful in the organization or in any institution which are :

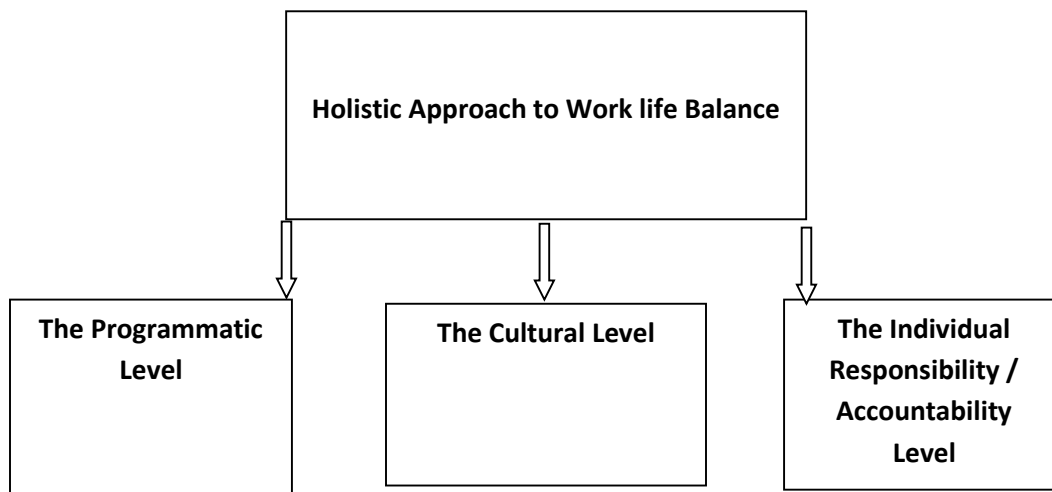


Figure 2.2 : Holistic Approach to WLB (Lieberman Simma (2008))

They can be explained as below:

1. The programmatic level: The organizations must have their own program of work life balance, they must administer a combination of work life balance programs to help their employees to have a better balance between work and life without affecting the organizations objectives. Examples of such programs are EPA Programs (Employee Assistance Programs) to help them manage their time better and dealing with stress related

issues in the organization. Flexi-time programs are also very beneficial to the employees in managing their working hours allowing the employees to make their working hours flexible to some extent as long as the main target or objectives of the organizations are being met without hampering the growth of the organization. Child support programs is also a very good program to support work life balance in many organizations.

2. The cultural level: the organization also needs a good culture that supports work life balance for tis employees. All the employees play a very significant role in this level as they set the culture in the organization. The culture that is being developed must support work life balance right from the CEO to the lowest level must set good examples by allowing provisions of taking time off to spend time with their family and friends and sometimes even to attend meetings and workshops. A good work life balance initiative begins with an evaluation of all the employees at every level to analyze what is the best for all the employees in the organization and how to develop a culture that supports and enables people to do what is best for them and what’s best for the organization.
3. The individual level in terms of responsibility and accountability: Every individual in an organization is important, it ultimately rests on how the individual perceives the different programs run by the organization. The organization is a place where individuals come together to work and attain a common objective and every individual is responsible for the success or failure of the organization thus making it very important for every individual in the organization to maintain a good balance in life. It is entirely the decision of the individual to choose whether to work hard or sit at home watching movies eating popcorn as the accountability rest upon the individual.

2.2. Work-life balance and societal changes

The strife to attain a good balance between work and life activities is affected by a lot of different factors in life, this study also finds how much work life balance is dependent on societal influences and analyze how much work life balance is influenced by private life determinants and by the external regime. In the societal aspect of work life balance it is examined from a subjective aspect in relation to basic social goals it intends to provide: Women's employment, people's reproductive plan and gender equality (Kucharova 2009)(52). He highlights in his study that a good balance in work and life must be firmly backed up by the society which will result in better employment opportunities for the women, better productivity plans of the people in general and also gender equality. The study goes on further to say that the goals and strategies of work life balance is obtained from both the public and private spheres and the result of efforts to obtain this balance can be assessed from two perspectives: Personal satisfaction and the fulfillment of societal objectives.

The modern society has seen drastic changes in the past decades especially in the relationship between motherhood and women's employment that has been transforming in all aspects in terms of intensity by the number of children the women has and by the work quality and how the mother performs her role as a mother and how this role that she plays have an impact on a women's life in general. Marshall and Mueller (A New Organization 2003:18) wrote about how the institutionalization of life cycle in the modern society. These institutions has an either constraining or supportive role to play in the lives of individuals decision making, in the past the institutions were the sole supporter of life cycles but in oppose to the past today life cycle is greatly affected by the economic circumstances in the labor market and the market structure.

(Kucharova 2009)(52) the behavior of the people who finds themselves in the situation of work life conflict is driven by the pressure of conditions in the labor market and by the given socio economic situations which are circumstances that are subject to change over time.

2.3.Work-life balance and economic changes

The world today is a global village as we call it due to the vast advancement in technology and modes of transportation which has brought everything at our door step, we constantly progress towards developing better ideas and increasing our knowledge to elevate the economy into a stable and sustainable state that can benefit everyone. Organizations today are the core element of growth for the economy and it is through these organizations and manufacturing units the growth of the economy is based which put an immense pressure on them to grow and be more productive in production and quality service that can be achieved through its employees working in the organizations. The world today has shifted tremendously from hand work to knowledge work , the way people work is very different from how people in the past worked. Knowledge work even though it is perceived to be less laborious takes a heavy toll on people and causes stress on the mind and leads to inefficiency and unproductive nature in the organization. The whole world economy is interlinked today as we are all dependent on each other which makes it even more important to improve the economy of the country by improving our work life balance. As we have already read in the other references on work life balance and their effect on the organization in the productivity and efficiency work life balance must be maintained at every level of the work force. If there arises imbalances in work and life matters the organization suffers and at the macro level affects the whole economy of the country.

2.4.Results of Work-life balance /imbalances

Although we have defined many times as to what a good balance between work and life does to an individual and to the organization this segment defines the results of work life balance and imbalances in a more elaborate manner.

Fleetwood Steve(2007) mentioned in his study that the outcome of good work life balance policies include:

1. Increased productivity
2. Improved recruitment and retention
3. Lower rates of absenteeism
4. Reduced overheads
5. Improved customer experience
6. A motivated, satisfied and equitable work force.

It is also often said that Work life balance policies and culture is the key factor and employee performance can be increased by organizational support.

Yadav K Rajesh & Dabhade Nishant (2014) wrote in their article that work life balance and Job satisfaction are related in all ways to maximize the performance of the employees in any organization and also for the life of the employees at home in balancing work and life which leads to better job satisfaction and productivity at work.

The women who are perceived to be care takers of the family find themselves with more demands in either side of life and work , they perform numerous tasks at home and are responsible form family members at home and so find it more difficult to balance work and life and these imbalances causes work life conflict and job dissatisfaction especially in women and results in :

- Damage of family and social relationships
- Increases absenteeism
- Increases managerial stress
- Decreases productivity
- Reduces job satisfaction
- Increases employee turn over

2.5.Work-life balance and demographic changes

Does work life balance differ in different age groups? Is what many are curious about, and since the age group differences have differences in their enthusiastic levels in performing duties and responsibilities there has to be a significant difference in the level of work life balance is what many think .In a study done by Tai Edward et.al (2012) in Hong Kong found that there is a significant difference in the attainment of work life balance among the different age groups which were categorized 1. Boomers (1946-1965) 2. Generation X (1966-1976) and 3. Generation Y (1977- 1994). The findings further showed that there were similarities and differences among the different generations , bloomers were concerned about the environment safety and job security

.generation X cared about their job security and their relationship with their supervisor / boss whereas generation Y cared about relationship with co-workers followed by safety at the work place . Generation Y grew up watching their parents sell their souls to their work and so personal times become very important to them. Once you introduce work life balance to them they generally perceive and appreciate that we're not asking for them to give their lives to the company like their parents did.

There is another type of generation today as described by Neal , M.B. and Hammer , L.B. (2007) in their article “Working couples caring for children and ageing Parents : Effects on work and well – being . Which defines a different type of generation called the “Sandwich generation”, this type of generation comprises of people who provide care for their children as well as the elderly (older adults) at the same time. This practice is not new but what is new is that most of the care givers (usually women) are now also working in other places for pay. And today we can observe from the population around us that these sandwich generation now works out of their homes more than ever and find themselves in difficult situations sometimes finding a good balance between all the responsibilities of caregiving and family which comprises of their children and the older adults or elderly. The generation gap also changes the way people value things in life, the generation in which the person grows up influences the nature and is one of the major contributors of how and what people value things in life. Many people would find it very strange that what matters to them are very different to what mattered to their parents and grandparents and thus how they find their balances in work and life would also be completely different in the different generations. Therefore the generation in which the population grew up plays a very significant role in attaining work life balance.

2.6. Job satisfaction and Work life balance

Arif Bushra & Farooqi Aftab Yasir (2014) in their study have concluded that work and life balance affects employee's satisfaction and their commitment with the organization. And have clearly proved the relationship between work life balance , job satisfaction and organizational commitment. Employees feel more satisfaction with their work and family when they enjoy the benefits of work life balance and perform better in the work place.

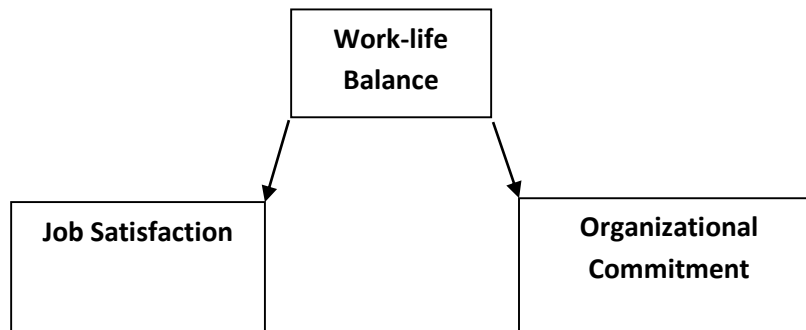


Figure: 2.3 : A model of work life balance and its relationship with job satisfaction and organizational commitment. (Arif Bushra & Farooqi Aftab Yasir (2014)

Several studies done in the past have again and again proved and demonstrated that work and family conflict affects both workers attitudes and the organizational behavior , as in job satisfaction , organizational commitment, turn over, absenteeism and organizational citizenship behaviors (Duxbury & Higgins, 1991; Frone et al., 1992; O'Driscoll et al .,1992; Parasuraman et al.,1988).

2.7. Work-life balance policies

Work-life balance is the term used in literature to refer to policies striving to achieve greater balance between work and ‘other than work’ responsibilities.

Greenhaus, J.H., & Beutell, N. B. (1985). These ‘other than work’ responsibilities differ from society to society and may be affected by the social and cultural peculiarities of a society. While it is fair to assume that satisfying ‘work’ responsibilities are crucial to meet most of our primary needs including the entities we need to function day-to-day, especially entities we may gain access to only through money, fulfilling culturally and socially specific ‘other than work’ responsibilities are arguably equally important. In most management literature, these ‘other than work’ responsibilities are often clubbed together as ‘life’ responsibilities giving rise to an interesting juxtaposition of work as an opposite of life while ‘work’ undoubtedly is a vital part of life. Still, for ease of understanding and running the risk of oversimplification, the term ‘life’ will be employed to represent all other aspects of ‘life’ that are not related to ‘work’. ‘Work’ will essentially represent activities that a person undertakes in return for monetary or equivalent remuneration.

National Union of Teachers report (2011) This report emphasizes on how important it is for teachers to have a good work life balance it is clearly stated that all teachers and head teachers are entitled to enjoy a reasonable work/life balance. Work/life balance is about ensuring that this school’s teachers are able to combine work with their personal interests and commitments outside work. Good work/life balance is an essential factor in staff effectiveness and satisfaction, which in turn supports pupil learning. It can help to recruit and retain better motivated staff through giving them greater control of their working lives and a stronger sense of ownership. Therefore we

find that a good work life balance in teachers not only benefits the teachers themselves but the students as well.

Bubb Sara & Earley Peter (2004) in their study found that different people are productive at different times and due to this certain people have a time in during the day in which they find themselves more productive than any other time during the day which suggests that schools should also include flexible working hours in the policies which can aid the teachers in attaining a proper work life balance and be more productive in work and this will benefit the school as well as themselves .

ATL (Association of teachers and Lecturers) uk. Org. gives us the various benefits of having good work life balance policies in the educational institutions and has made it very definite that all schools and educational institutions must have proper well defined work life balance policies which will benefit the schools as well as the employees so some of the benefits of work life balance policies as given by ATL are:

Productivity – greater loyalty

Efficiency – greater energy

Motivation – empowerment

Recruitment – a ‘first choice’ employer

Retention – keeping good staff

Training – engaged workforce

Reduced absence

Greater flexibility

Responsibility and ownership

Feeling valued

Improved relationships at work and at home.

Improved self-esteem

Improved confidence and concentration

Greater control

Balance in whole life

Education Support Partnership (2008) stated that Work-life balance is essentially about choice and flexibility, balancing life and work, balancing the needs of the school (employer) and members (employees) and creating the best environment for performance and job satisfaction. This statement clearly defines the balance that has to be created or maintained not only by the teacher but all aspects should be taken in to consideration to attain a good work life balance .

Melissa wu (2013) In her article Work life balance for teachers writes of how teachers strive to maintain a good balance between work and life and goes on to say that the duties of a teacher is not only limited to teaching in the classrooms but extends way beyond that , she says that a teacher does not only teach but is bombarded by the daily woes of never ending activities which include clerical work such as entering marks of students after every test of exam , and furthermore the schedules of teachers are many a times disturbed by the different activities that the schools have like fire drills, emergency unscheduled meetings , interventions , last minute requests can all be a huge day to day distraction for the teachers and therefore due to such hustle experienced by a teacher on a daily basis there has to be a concrete work life balance policy that helps every teacher to attain work life balance to be more productive and efficient in work .

Estes & Michael, (2005) States that while there is no one accepted definition of what constitutes a work-life balance practices, the term usually refers to one of the following: organizational support for dependent care, flexible work options, and family or personal leave. The so called work life balance policies may differ from school to school, from area to area but the motive behind the policies should be very clear. Hence schools should focus their policies towards support and care for the employees and also flexible work options and without these attributes no policy can be accepted to be policies of work life balance.

2.8. Work-life balance theories

The study of work life balance can be traced back to its roots basically at two areas, the first was the focus on programs for the children in terms of child care so that more women could better balance their life and work which was the effect of increasing number of women joining professional workforce sometime during the 1970's and the 1980's. The second was the result of the Employee Assistance Programs (EAP) that was introduced in most companies in the 1970's era. And soon the organizations around the world began to adopt to the programs and policies that encouraged and supported work life balance and focused on child care programs as the number of mothers working in the organizations grew who had difficulty in maintaining work and life. Organizations that were focused on EAP also began to study the initial links between employee stress, depression and illness and decreased productivity. (Harrington Brad, 2007). These initial studies gave way for better and improved studies on work life balance and the links between various factors like culture, society, organization etc . towards work life balance and the various results of the imbalances were also focused on, these studies gave light to a number of theories that were defined by the early researchers that defined and explained what work life balance was to them and the meaning of the term work life balance. These models or theories can be briefly explained as follows:

1. Spillover theory: The “spillover theory” which was one of the first theory explaining the two worlds of work and family defines that all the values, behavior and emotions that arise out of the employee's working environment greatly influences and spills out into a person's private life, exhibiting a direct link or relationship between the two spheres of work and family. Spill over can be both positive and negative. Positive spillover refers to a situation

when satisfaction and achievement in one domain may influence and bring along satisfaction and achievement in another domain. On the other hand negative spillover refers to the fact that difficulties and stress in one domain may bring along the same emotions in another domain (Xu,2009).

This theory also further defines that the spillover could also happen vice versa and that the values, behavior, emotions and stress that arises out of the family can also be poured out in to one's working environment. Thus there should be a good balance that prevents the spillover into either sides of work and family.(Piotrkowski,1979; Staines, 1980; Crouter,1984;Evans & Batolome,1986).

2. The Compensation Theory: The second theory is that of the “compensation theory”. (Staines 1980) defines and explains an inverse relationship between work and family. He says that many people compensate their failures and wrong feelings that emerge in a part of their lives through a greater involvement in the other. And that one sphere of life compensates for the other sphere of life stating the importance for both sides of the sphere of life to be balanced and this will result in a better and more comfortable life in work and family.
3. The Segmentation theory: The next theory is the “segmentation theory” (Payton-Miyazaki&Brayfield 1976; Bruke&Greenglass 1987;Lambert 1990). described the absence of a relationship between work and family and says that these two are totally different things and do not influence each other in any way. The theory says that people segment these two spheres of a person's life as they are two different areas of lives

removing thoughts, emotions and behavior related to a role when they are involved in the other sphere of life.

4. The Instrumental theory: The “Instrumental theory” (Payton-Miyazaki&Brayfield 1976; Bruke&Greenglass 1987;Lambert 1990) states and defines that one’s achievements at his/her work place are merely a tool to accomplish results in the family sphere. This theory further states that one’s job is derived from any form of satisfaction and personal gratification and eventually becomes an activity aimed exclusively at providing the necessary resources to lead a comfortable and successful personal life.
5. The conflict theory : The next theory is the “Conflict theory”(Greenhaus&Parasuram 1986; Greenhaus & Beutell 1985; Burke& Greenhaus 1987) , states that conflict arises between the two spheres of work and life/family, and that the two are mutually incompatible and that in order to be successful in one area or sphere results in the sacrifice of the other sphere. This theory is based on a concept of role conflict as defined by Kahn,Wolf,Quinn and colleagues(1964). According to these researchers there exists a set of conflicting pressures, values and expectations that are specific to each role. It also states that individuals who are simultaneously involved in multiple roles inevitably experience one or the other form of conflict.(Greenhaus&Parasuram 2002). In other research work and family have also been referred to as two sides of the same coin that exist together in every person’s life and they must be carefully be balanced in order to avoid conflict of any kind.(Carlson et al., 2000;Froneet al.,1992;Netemeyer et al., 1996).

6. The Border theory: this theory was presented by S.C. Clark, this new theory about work family balance defines that each person's role takes place within a specific domain of life, and these domains are separated by borders that maybe temporal, physical or psychological. This theory also defines the various issues in crossing over between the borders that may or may not happen in the domain of life especially the domain of work and family. According to this theory the ease of crossing and its flexibility of the boundaries between work and family will affect the level of integration and the level of conflict between these two domains.

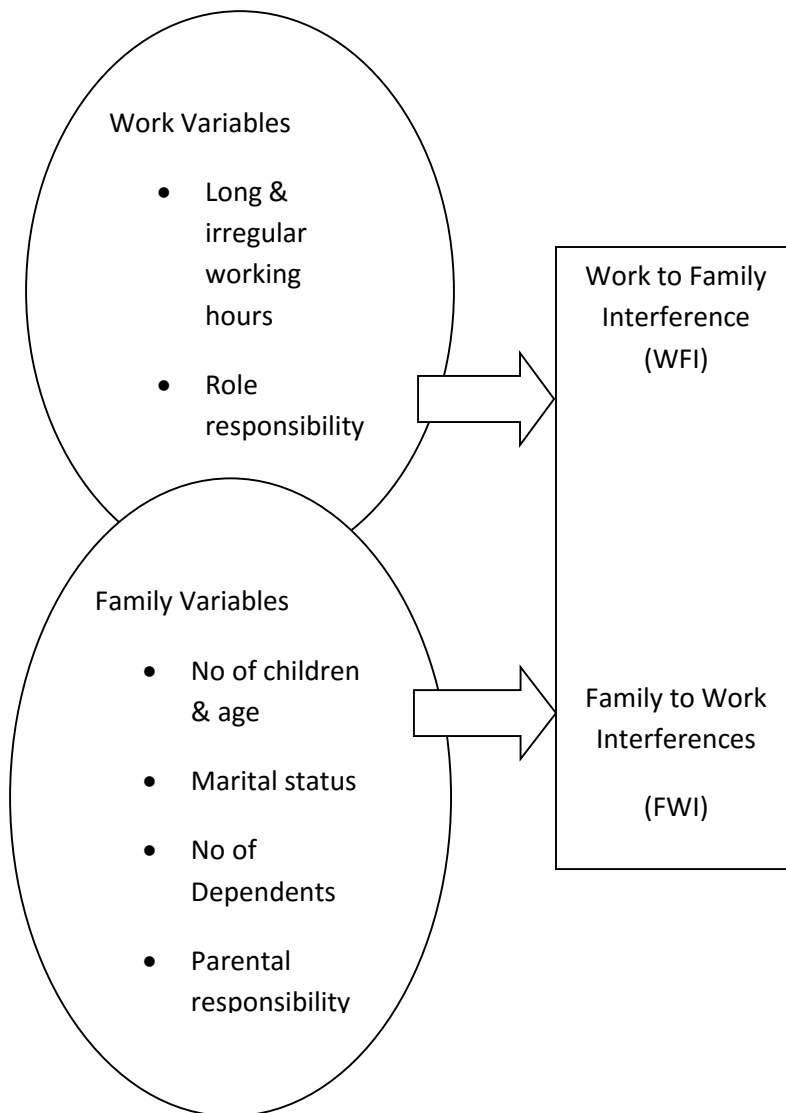
The boundaries that are flexible and permeable will facilitate integration between work and family domains. And when these domains are integrated the transition between them is easier but the chances of a conflict between the two is more likely. Likewise when these two domains are segmented transition is more difficult but the chances of a conflict between the two is less likely. (Bellavia and Frone. 2005)

The term work life balance was coined in 1986, but its usage has been irregular and sporadic for a number of years, work life balance programs were implemented and existed as early as 1930's before world war II W.K. Kellogg company introduced four six hour shifts to replace the traditional three day eight hour shift which resulted in increased and better employee morale and efficiency (Lockwood. 2003).

Several studies show that female teachers are very busy in their work and that teaching is a very stressful profession for mothers especially as they have to juggle through more things in life as compared to most men.(Acker, 1992).

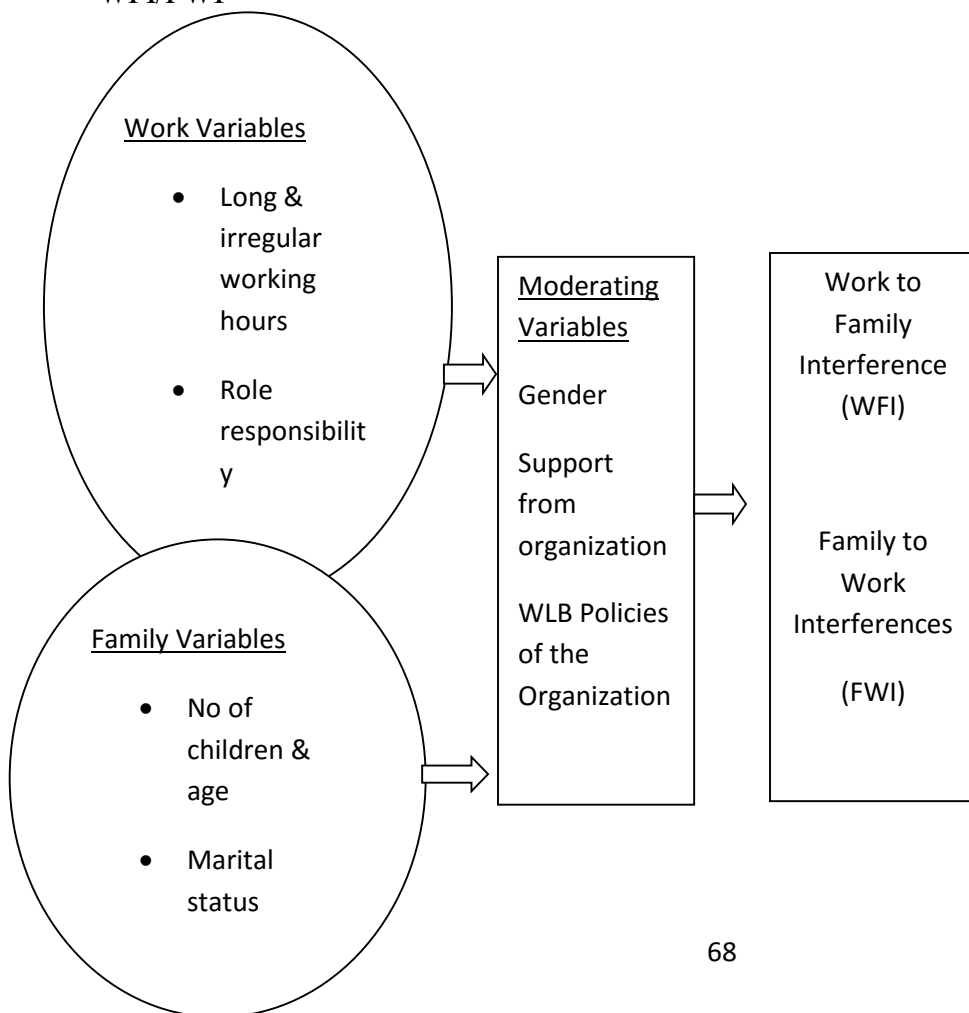
The literature review tries to find a link between work and family and the various outcome that can arise out of the imbalances between the two and they can be explained by the following models as described by Raisinghani Manju & Goswami Ranjit (2014) the their article model of work life balance, explaining relationship constructs.

Figure 2.4: Relationship between variables (Work and Family).WFI/FWI



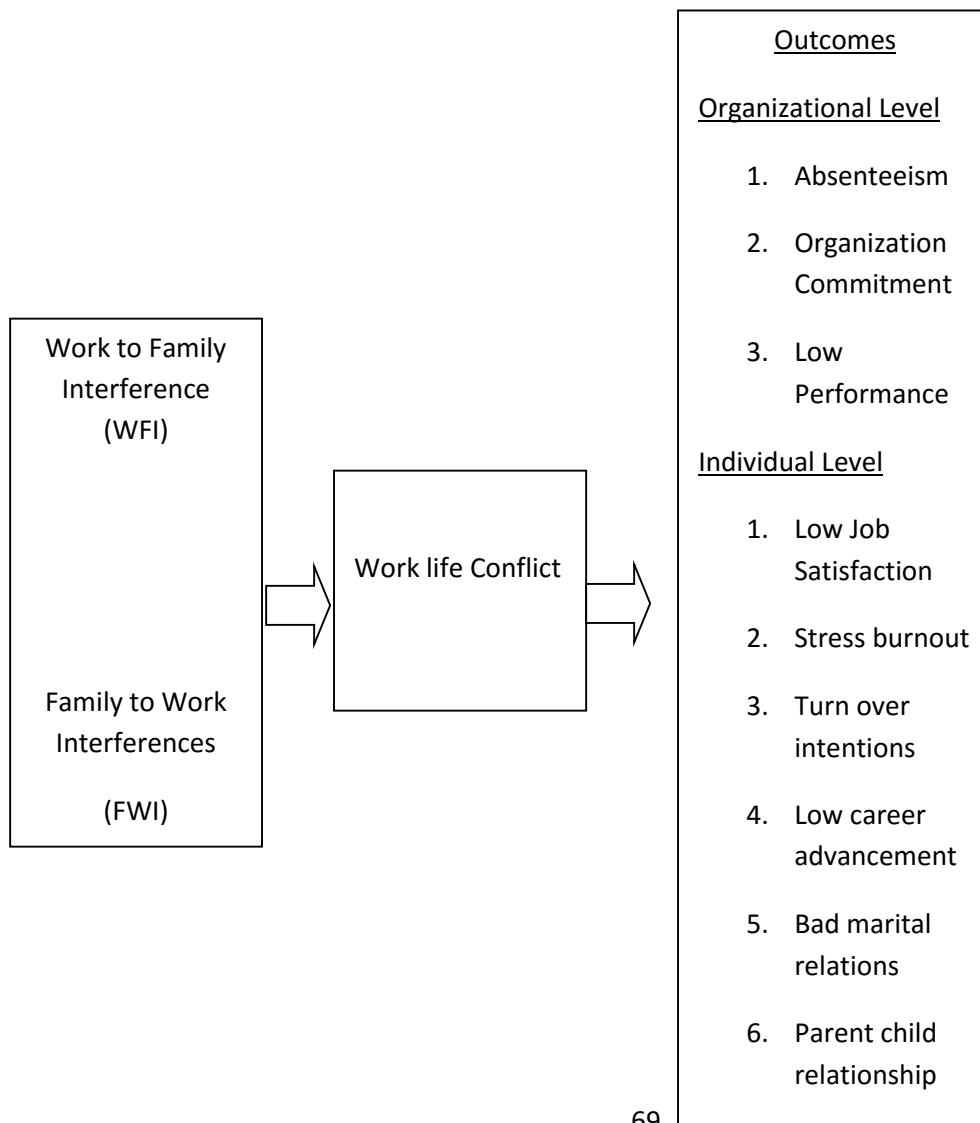
From the figure 2.4 we can observe that the various variables in work such as long and irregular working hours, role responsibilities in the workplace job demands and family variables such as number of children, number of dependents in the family the marital status and the parental responsibilities that the person has at home has a tremendous effect on work and family interferences and family and work interferences. The model intends to show the relationship of the different variables and how they can interfere in the different domains of work and family and vice versa. And it also shows that the interferences in either of the domains results in a conflict between work and family.

Figure 2.5: Relationship between variables (Work & Family) with moderating variables and WFI/FWI



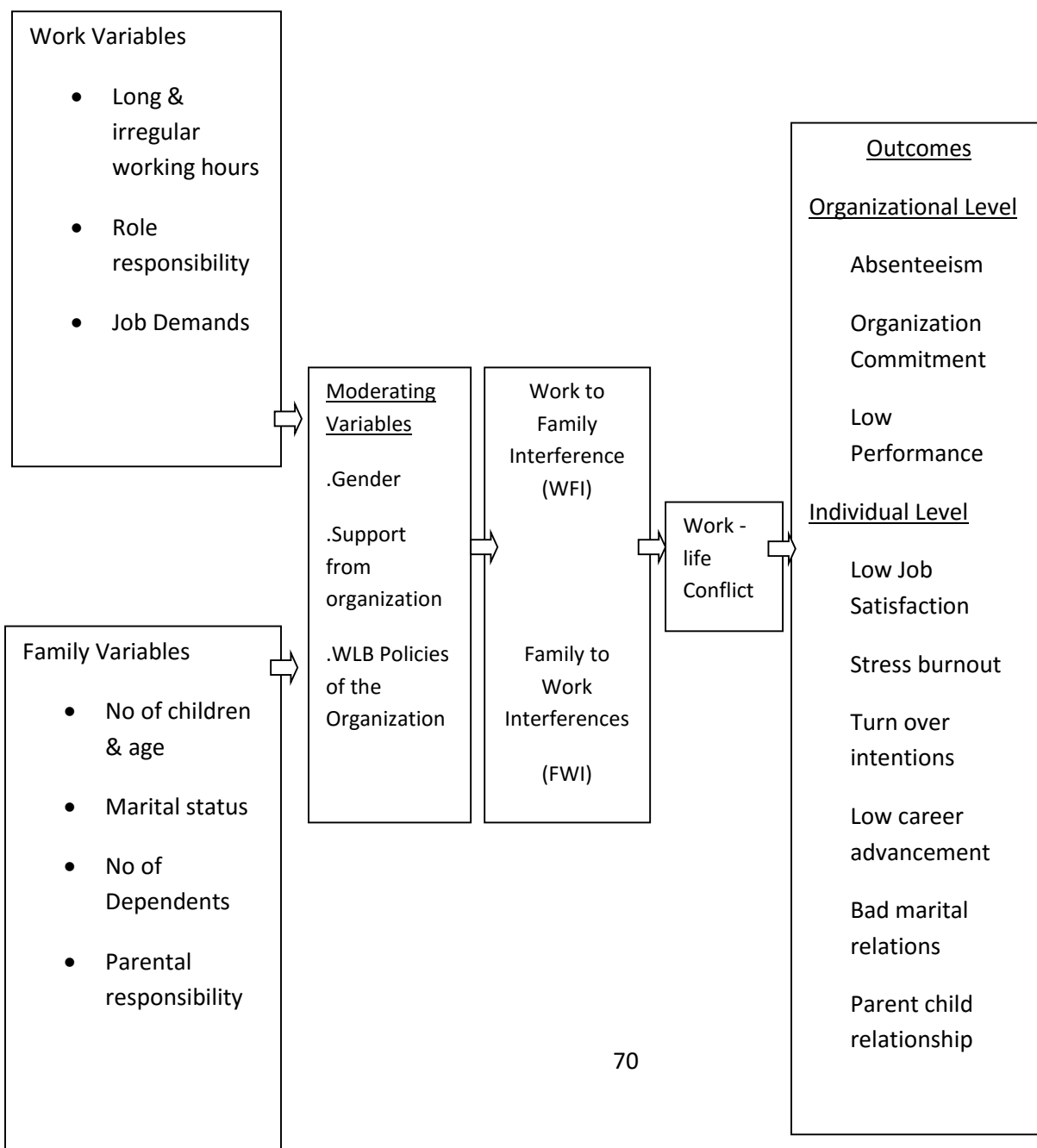
From the figure 2.5: We can see the roles played by the moderating factors in the relationship between work and family variables and how they affect work and family domains. The level of interferences in work and family heavily depends on the moderating factors/variables such as the work life balance (WLB) policies of the organization, the gender and the various support from the organization.

Figure 2.6 : Relationship between WFI/FWI to work life conflict and its outcome.



The figure 2.6 shows the various outcome which is the direct result of the interferences in work and family domains and the figure shows the outcome in both the organizational level and the individual level that can be equally bad for the organization as well as the individual if there arises any conflict between work and life / family domains.

Figure 2.7: The relationship between WFI/FWI to work life variables and its outcome.



In the figure 2.7. We can see the relationship between all the variables and the moderating factors/ variables and the outcome they have if there exist a conflict between work and family, we clearly see the effects of conflict in either of the domains in work and family and how they affect the organization and the individual when conflict arises, and therefore this models demonstrates how important it is to maintain a good balance between work and life/ family and to prevent a conflict among the domains the moderating factors must play a very crucial role in preventing the imbalances that can occur in any level of the domains.

This model also clearly disagrees with the “segmentation theory” by (Payton-Miyazaki&Brayfield 1976; Bruke&Greenglass 1987;Lambert 1990) that describes work and life as two different segments and that they do not affect each other in any way , as this model in figure 4 clearly shows the relationship between work and family domains and how they influence each other in maintaining a balance between them to prevent the various negative outcome in the organizational level and the individual level.

We find the various literature that defines work life balance and literature that supports the role of work life balance in the life of individuals. Work life balance as it has been discussed in the chapter finds itself playing different roles in different situations and is different for different individuals therefore the study of work life balance differs in all respect for different group of individuals. We find in the literature that many researchers develop models for work life balance and contributes significantly to the ongoing study of work life balance and they help us understand work life balance concept better. Hence we can conclude from this chapter that work life balance is absolutely necessary and important for any individual and the imbalances can prove to be very hazardous for the organization as well as the individuals.

CHAPTER 3

EDUCATION IN MIZORAM

- **Profile of the state of Mizoram: Overview**
- **History of Education in Mizoram**
- **Different Categories of Schools in Mizoram**
- **Teacher Pupil Ratio (TPR) in Mizoram**
- **Work-life balance policies in Private schools in Mizoram**
- **Performance of Private schools in Mizoram**
- **Early class Timings for schools in Mizoram**
- **Right to Education**

3.1. Profile of the state of Mizoram: Overview

Mizoram is located in the Northeast part of India and is a tiny state nestled in the Himalayan range filled with wonderful and exotic landscape. Previously known as the “Lushai hills “ inhabited by the Lushai’s (Mizo’s) who are rich in culture and heritage with a strong fundamental belief of showing kindness and hospitality towards tourists which is has been practiced for hundreds of years till today . The Mizo code of ethics or Dharma moved around ‘Tlawmngaihna’, an untranslatable term meaning on the part of everyone to be hospitable, kind, unselfish and helpful to others. Tlawmngaihna to a Mizo stands for the compelling moral force which finds expression in self-sacrifice for the service of others.

Mizoram is a hilly state, formerly a part of Assam after the independence of India in 1947. It soon acquired the status of a union territory in the year 1972 and later in the year 1987 became the 23rd state of India. Mizoram is located in the southern corner of the North eastern region, and shares international borders with two countries and also shares its borders with three states of India, it lies between 92 degrees 15’ and 93 degrees 29’ East longitudes and 21 degrees 58’ and 24 degrees 35’ North Latitudes. It stretches 277 kms north to south and 121 kms east to west. Covering a total area of 21,087 sq.km. The international border stretches 404 kms with Burma and 318 kms with Bangladesh.

Mizoram has eight districts which are as follows:

Aizawl, Mamit, Lunglei, Saiha, Lawngtlai, Kolosib, Champhai and Serchhip.

3.2. History of Education in Mizoram

In Mizoram Education started way back in those days when we have had kings. It was started from Zawlbuk. From Zawlbuk the seniors used to disseminate manners, etiquette and knowledge to the young people. Zawlbuk was a place to study for the boys during that time. During those days, Mizo people don't have any written language and they are totally illiterate. Zawlbuk was considered as traditional school.

As times passed by in 1894 two English missionaries of Arthington Aborigines Mission arrived. They are Rev. Dr. J.H. Lorrain and Rev. F.W. Savidge. They arrived at Aizawl and they found that Mizo people don't have any written language. So, they started making Mizo alphabets based on Roman script.

The two missionaries then started first school in 1st April, 1894. Their first and only pupils are Suaka and Thangphunga. ' Mizo Zir Tir Bu' (A Lushai Primer) was released on 22nd October 1895 as the first Mizo text book. Rev. D.E. Jones then started the first Government recognized school in 1898. By 1903 there were fifteen schools in Mizoram. The first middle school was started in 1906 in Aizawl. In 1944 the first high school was started in Zarkawt, Aizawl names 'Mizo High School'.

To talk about female education, it was neglected i those days. The few schools available are only meant for boys. The first school for girls was established by Miss Edith Chapman in 1919, she was able to attract a large number of pupils. She is popularly known as 'Zirtiri', she earned good name for her pioneering efforts in emancipating the lush women by providing educational facilities as well as by working for their all-round development. Mrs. Jones of the Welsh Mission in the North also started girls' education and contributes for the development of Mizo young girls.

In 1901, about 2.5 percent or more of the Lushai male were literate. By 1911-1912, the rate of literacy increased to 3,635 persons out of the total population of 92, 2004. It increased to 29, 765 in 1941 out of the total population of 1, 52,786. This is all because of the hard work of the Christian Missionaries. Their works had influenced the Lushai people so much that they give up their indigenous faith and converted into christianity. This shows that Education had played a major role in the process of change.

When the year 1972 was turned out, Mizoram was becoming Union Territory of India. This made a lot of changes in the development of Education. In 1973, Mizoram started to have separate Directorate of Education. Mizoram Board of School Education was established in 1976. This made way for the improvement of Education system in Mizoram.

In 1980, Mizoram State Council of Educational Research and Training was started. It is responsible for guiding different schools and improvement of educational patterns in the land. District Institute of Education and Training (DIET) was also started on 1st September 1973 as a training center for school teachers which is mandatory for teachers.

For the administration of Collegiate Education, Technical Education beyond the Higher Secondary level, the Higher and Technical Education was set up.

After 68 years of Education in Mizoram, the first Higher Education Institute Pachhunga University College (PUC) was started in 1958. Before this, pupils used to go out of the State to continue their higher studies in different places of India. The Establishment of Pachhunga University College (PUC) solved this problem, as students can now pursue their further studies in their own land. This increases the rate of graduate students in Mizoram.

In 1964, the Industrial Training Institute (ITI) was started. It offers many vocational courses like, training course in tailoring, Mechanic, electrician, cooking, etc. It is utilized by many youngsters to start their own living. The College of Veterinary Sciences and Animal Husbandry was opened in 1997 at Selesih, It is under Central Agricultural University. Students can pursue their further studies in veterinary sciences and Animal husbandry in their own native land, without having to leave their own land. Many students from different parts of the land come to this College to do their further studies.

The University Grants Commission (UGC) set up Mizoram University (MZU) in the year 2001, as the first ever University in Mizoram. It offers wide range of courses. After a century passed from its introduction of Education in Mizoram, they have one University. This depicts that Mizo people are bright and intelligent people.

Under the Ministry of Human Resource Development, Government of India set up National Institute of Technology in the year 2010. This offers the study of Information Technology for the people. It offers wide variety of courses related to Engineering.

Mizoram also adopted Right to Education (RTE) in 2011. Through this Act, all the children aged between 6 to 14 years should compulsory attend school. Provide free text books, writing materials and free uniforms for Below Poverty Line (BPL) students.

Sarva Shiksha Abhiyan (SSA) was also practiced by the State of Mizoram just like different states in India from the year 2000-2001. The Government of India provides funds for the Government Aided schools were converted into SSA schools and this makes it easy for the Government to utilize the funds more efficiently.

In Mizoram, Mizo language is the medium of instruction in Mizo schools. But, in English medium schools they usually use English as medium of instruction. In higher studies all instructions are done in English language.

According to the census of India 2011, Mizoram was the second highest literate rate with 91.6%. Among this 93.7% are male and 91.6% are female. This shows that the Mizo people are moving fast and are now educated people. In spite of the late introduction of Education in Mizoram, Mizoram is the second most literate state in India. A lot of improvement is seen.

So, from the introduction of Education in Mizoram in the year 1894, the Tribal land have evolved so much. The introduction of Education help the people to banish their traditional way of living to modern way of living. It helps them to abolish different traditions which hampers the process of development. It makes and gives the people better way of living. From the Zawlbuk to Traditional schools to Higher Education to Mizoram University, the Mizo people are making lots of improvements towards education and it played a remarkable role in the process of change. With the introduction and establishment of more and more schools and colleges which produce better educated workforce the economy of the state has improved drastically as more corporate organizations have set up branches in the state.

According to the Mizoram School education department annual publication 2014-2015, it is recorded that there are 4,202 schools in Mizoram and in these schools there are a total of 24,767 teachers and this data includes all the private schools, government schools even in the autonomous district council. These schools have been further divided into different levels and structures and placed them into different categories.

The class structure of schools that has been divided by the government of Mizoram can be seen in the table below:

TABLE 3.1

Division/Levels of school

S.No	Level of School	Classes
1	Primary School	Class I-IV
2	Middle School	Class V-VIII
3	High School	Class IX-X
4	Higher Sec School	Cass XI-XII

Source: Compiled by Research scholar from field visit

To be more specific as per the annual publication 2014-2015 there are 1,946 primary schools with 15,7646 students and 8,428 teachers , 1,514 middle schools with 94,077 students and 10,319 teachers, 610 high schools with 40,711 students and 4,500 teachers , 132 higher secondary schools with 22,562 students and 1,520 teachers which is clearly in the table below .

TABLE 3.2

Numbers of Schools, Students and Teachers in Mizoram

Sl. No	Schools	No. of Schools	Students	Teachers
1	Primary Schools	1,946	1,57,646	8,428
2	Middle Schools	1,514	94,077	10,319
3	High Schools	610	40,711	4,500
4	Higher Secondary Schools	132	22,562	1,520
	Total	4,202	3,14,996	24,767

Source : Mizoram school education annual publication 2014-2015

As we can observe from the table that there is a huge difference in the number of teachers and students in all the schools which signifies that the teachers are overburdened in their work and it is quite evidently clear that some of the teachers supposedly find it very difficult to balance work and life which causes huge problems in their lives.

The annual report also states that out of the total number of schools in Mizoram 1295 of the schools are owned and managed by private individuals and various NGO's located all around the state. The private schools that are run by private individual face a number of problems and issues as most of them do not have proper policies to govern them, rather they are run by the proprietor as he/she sees fit in governing the school. These schools employ a number of teachers who work full time and also strives to maintain a balance between work and life.

TABLE 3.3

Number of Private schools in Mizoram

Private Schools in Mizoram	Total Number
Primary school	607
Middle school	448
High school	161
Higher Secondary school	79
Total	1,295

Source: As published in Vanglaini Dated September 11 , 2015

3.3. Different Categories of Schools in Mizoram

Mizoram has different categories of schools that have been divided into

Central government schools : As stated in Wikipedia Kendriya Vidyalaya Sangathan is a system of central government schools in India that have been instituted under the aegis of the Ministry of Human Resource Development (MHRD). It comprises over 1,000 schools in India and three abroad.

The system came into being in 1963 under the name "central schools" and has been affiliated with Central Board of Secondary Education (CBSE) since then. Later, the name was changed to Kendriya Vidyalaya. Its objective is to educate children of the Indian Defence Services personnel

who are often posted to remote locations. With the army starting its own Army Public Schools, the service was extended (but not restricted) to all central government employees. The uniform curriculum followed by these schools all over India was intended to ensure that the children of government employees do not face education disadvantages when their parents are transferred by providing a common syllabus and system of education. It still operates after fifty years.

Kendriya Vidyalaya Sangathan (Central School Organisation) oversees the functioning of these schools and has its headquarters in New Delhi, India. The administration of this school is based on different levels; the chairman of Kendriya Vidyalaya Sangathan is always the Minister of Human Resource Development, Government of India, and the deputy chairman is Minister of State of MHRD.

The real working power lies to Commissioner of KVS; there are certain additional commissioners to accompany Commissioner in the administration of KVS in different fields. The head of a KVS region is Deputy Commissioner accompanied by certain Assistant Commissioner. There are individual principals of every KV also administering that very school of which they are made in charge. Currently there are two such types of schools in Aizawl city which are located in Zembawk and the other in Mizoram university.

Mizoram state government schools : These are schools that are funded by the state government , such type of schools are located through out the state to provide education to all children , these schools provide schooling to children and in many places have made it compulsory for children to attend schools up to a certain age , these schools provide education up to the high school level in many places and up to the higher secondary level in urban areas.

However the perception that government run schools are inferior to the private schools have taken a heavy toll on these government run schools as the enrollment has been decreasing year by year, and in some rural areas the government funded schools don't have students at all and have to be closed down. The fees that the students have to pay is very less or in some places free , and as part of the schools policy a mid day meal is also provided for all the students studying in the schools. The teachers who are employed in the schools are recruited by the state government and are under the payroll of the state government.

Sharva Shiksha Adhiyan schools (SSA): Sharva Shiksha Abhiyan (SSA) which means “Education for all” is a nationwide flagship programme which aims at providing quality education to all children between 6-14 years of age. SSA is a programme with time bound targets, well defined definitions of responsibilities and devotion of power with clear cut job assignments at various levels and close monitoring. Under the programme of SSA mission , several interventions/programmes were introduced which included institutional reforms, sustainable financing, community ownership ,capacity building, mainstreaming of out of school children, community based monitoring with transparency, habitation as a unit of planning and trust on quality etc.

The program of SSA mission launched in Mizoram along with other states of the country, initially in Saiha district and subsequently in the other seven districts. The mission also started a hostel program for girls in various districts and has been doing very well in providing them with good education and also teaches them to acquire various other skills that are being taught in the mission hostels. The project in a similar note with its conception has been taken up in a mission mode with full dedication and enthusiasm.

Private unaided : These are the schools that are established purely by private individuals or by any other NGO's in the state which can be any church , local body or any other society. These schools are self sufficient and not funded by the government , there is a drastic increase in the number of these private schools in the past two decades as the need for more and more education keeps on rising at a drastic level , as we have witness a massive exodus towards urban settlements in the past decades the need for more schools rose especially in the urban places and thus the government schools central or private could no longer support the ever growing demands for education in the city and therefore private schools were established to meet the growing demand , ironically due to the perception of the people that government schools are inferior to the private schools in education and infrastructure and the overall pass percentages of the private schools are much better than the government schools in most examinations we see the government schools in the villages vanishing day by day year by year as the number of students studying in the government schools are very few and sometimes nil.

Whereas in the city we see private schools with many students in each class and over crowded in some schools . As stated in vanlaini newspaper dated September 11th 2015 , among all the schools in Mizoram only 39.17 % is under the state government which means that 60.83% of the schools are owned and controlled by the central government , private individuals , churches and other NGO's .

Therefore we can see that majority of the schools are owned and managed by the private individuals and NGO's. In the Schools education department annual publication 2014-2015 which states that there are a total of 4202 schools in Mizoram and out of which only 1646 schools are funded by the state government.

3.4. Teacher pupil ratio in Mizoram

As we can observe from table 3.2 that the number of schools and the number of students vary immensely , it has been estimated that in Mizoram in average 1 teacher teaches 13 students so the Teacher pupil ratio (TPR) is 1:13 approximately.

TABLE 3.4

TPR (Teacher Pupil Ratio)

Sl. No	Schools	No. of Schools	Students	Teachers	TPR
1	Primary Schools	1,946	1,57,646	8,428	1:19
2	Middle Schools	1,514	94,077	10,319	1:9
3	High Schools	610	40,711	4,500	1:9
4	Higher-Secondary Schools	132	22,562	1,520	1:15
	Total	4,202	3,14,996	24,767	1:13

Source : Mizoram school education annual publication 2014-2015

We can clearly observe from the table 3.4 that the difference between the ratio is extremely high which denote that every teacher in Mizoram on an average has to teach a minimum number of 13 students which is very hectic and problematic for the teacher and this is one of the main contributors to severe imbalance in Work and life of the teachers which causes absenteeism and inefficiency of the teachers.

From the study it can be observed that the TPR (Teacher pupil Ratio) is even higher in private schools where the enrollment is many times higher in Aizawl city which drastically changes the TPR ratio tremendously.

3.5. Work-life balance policies of Private schools in Mizoram

It is assumed that schools and educational institutions must have a set of policies and practices that helps the employees to attain a good work life balance and which will not only help the teachers but will also play a huge role in the overall productivity and efficiency of the work force and so some of the so called policies and practices that are practiced by some schools in Mizoram can be explained as follows:

Flexible working opportunities

Leave provisions

Wage/salary/remuneration

Holidays/Vacation provisions

Health/ Medical provisions

Child/family care provisions

1. Flexible working opportunities: They refer to the policies that concerns the time of work, and can include flexi time, working from home, reduced hours, job sharing, and term time working. It has been found in various studies that flexible working hours enables the teachers to be more productive and efficient in their work , it has been found that flexible working arrangements can effectively reduce absence as teacher find different time to work rather than just being absent for the day and as it was discussed in the literature review that different people have different time in which the find themselves to be most productive in a day and thus flexi- time can prove to be a very useful practice in enhancing productivity and efficiency of the teachers.

2. Leave provisions: Human beings are not like machines that can work 24*7 , we need some time off ,and there will be a day when one must take a leave of absence due to health issues or any other reason that one may encounter and so leave provisions are very important as it creates a balance between work and other activities at home and in life . Some of the different types of leave provisions are:

Maternity leave

Paternity leave

Parental leave

Casual leave and

Earned leave

Study leave

3. **Wage/salary /remuneration:** There must be a proper wage /salary /remuneration system in the institutions as financial matters are very sensitive and salary is one of the main reason people work in the first place, therefore a proper wage /salary system should be followed in the schools and institutions to prevent and dis satisfaction which can result in imbalances between work and life.

4. **Holiday / Vacation provisions:** Different policies are practiced in different organizations towards holidays and vacations, as discussed earlier human beings are not like machines that can work nonstop they need some time off work and go on a vacation or a holiday to get their minds refreshed, it is said that spending some time on a holiday or a vacation is like a refresh button on a computer that clears the mind and make them more productive and efficient in their work . Sometimes the holiday / vacation is paid for by the organization and sometimes a certain percent of the expenditure is paid which may vary from organization to organization.

5. **Health/Medical provisions:** It is natural for an employee to fall sick and grow old as the time passes by and therefore certain provisions must be followed and practiced to allow the employees to avail certain health /medical treatments. Such provisions made by the organizations have been said to have a positive link towards overall performance of the employees which may help the employee attain a balance between work and life.

6. **Child/family care provisions:** Many organizations have policies that are practiced towards child/family care , such policies allow certain family members or child to be included in the health / medical provisions , certain organizations provide allowances for their children's education , and such provisions also prove to be a very effective policy that promotes work life balance.

3.6. Performance of the Private schools in Mizoram in terms of Board Exams

The number of students who pass in the final board exams heavily depends on the work performance of the teachers even though a huge part of it also depends on the hard labour of the students , so it is classified as one of the benchmarks for evaluation of the teachers performance in the job . As it has been observed in the last decade the pass percentages of private schools are much better than that of the government schools and this is evidently visible especially in the urban areas. And it is due to this reason that many of the parents withdraw their children from the government schools and enroll their children in the private schools as published in an article by M Ramya(2012) in the times of India January 18th 2012 , that rural India is going private in terms of education system . It has been stated by the article that the parents are enrolling their children in the private schools due to the poor infrastructures and no proper teachers in the schools , it goes on to say that the government schools are being downgraded year by year by the government which hugely demotivates the parents from enrolling their children in the government schools , and therefore even in Mizoram we see this trend of going private as mentioned in the article which results in a high rise in enrolment of the private schools causing the teacher pupil ratio to vary at such a rate that it creates a tremendous pressure on the teachers who are under paid resulting in work-life imbalances.

3.7. Early Class timings for Schools in Mizoram

The government of Mizoram recently implemented a new policy on the 1st of April 2015 stating that all schools in Mizoram must begin their classes at 8 :00 am in the morning which was an hour early from the previous timing , this sudden change in the class timing caused many students and even parents to oppose the new rule stating that it was not practical as they don't have enough time

to get ready in the morning which often resulted in missing breakfast which is bad for the students . This new policy met with heavy opposition from many groups and NGO's from all over the state, School picketing, strikes and protests were organized in many parts of the state but failed in due course of time as the new rule had been imposed.

This new policy too had a huge impact on the work-life balance of the teachers as they did not have enough time to do the household chores at home but rather have to rush to school to get there on time.

3.8. Right to Education

Sangeeta S Godbole (2011) Education makes a person a good decision maker and a right thinker and better equipped with regards in the competitive environment, since the independence of India education has become a fundamental right and is also included in the articles of the Indian constitution. As school is all about laying the foundation of our education which reminds us the importance of education it is vital and essential for anyone to have a good form of education at the early stage of education. The early stages of education transforms a child into literate individuals. As a nations growth heavily depends on its education of the citizens. Over the past few years the demand for children's education has grown by leaps and bounds. Everyone from the poorest of the poor to the well-off acknowledge the value of education in the overall development of children. Basically the main objective of education is to impart physical, mental and spiritual well-being. A good system of education must have all of the following elements mentioned above.

Looking into the education structure of India during the post-independence era the pace of education development have been unprecedented by any standard. The government was committed to ensure universal elementary education (Primary and Upper Primary education) for all children

aged 6-14 years of age through its program Sarva Shiksha Abhiyan(SSA). It is assumed that the aim of such an education system is to impart basic knowledge to an individual to make him fit to earn a living in the future, it is sometimes called “Bread and Butter system of education”. On April 1st 2010 India reached a historic milestone in the country’s struggle for right to children’s education. The constitution (86th amendment) act 2002 making elementary education a fundamental right and its consequential legislation the right of children to free and compulsory education (RTE) act 2009 came into force. The enforcement of this right signifies a momentous leap forward on the struggle to free elementary education. The salient features of the Right to education Act are:

1. School and social mapping
2. Catching children not in school
3. Re deployment of teachers
4. Filling vacancies
5. Grievance redressal
6. The funding of the schools.

It has been roughly 121 years since the first school in Mizoram was established in 1894 and since then the education system in the state has never ceased to exist, we find that education fosters learning for the development of the state and without it we would maybe still rely on farming and the forest for our daily survival. It was education that gave us what we have and helped us stand on our feet, and as we observed some of the things that makes our educational system what it is now, we must find different ways and strategies to encounter the inefficiencies and unproductive nature in our education system by maintaining a good work-life balance among the crucial players in the system we can overcome the barriers to the developing educational system in Mizoram.

CHAPTER 4

WORK LIFE STRUCTURE AND CULTURAL SUPPORT

- **The Mizo context of Work-life Integration**
- **Hobbies and Work-life Balance**
- **Work culture**
- **Culture and Societal Practices in Mizoram**
- **Role of Women in the Mizo Society**

4.1. The Mizo context of work-life integration.

Very few studies have actually been done on work life balance of the Mizo context until now but we find that the Mizo people are very busy people with a number of other activities besides their line of work or profession and therefore work life balance is absolutely important for the Mizo people like any other people in the world. The Mizo people are very easy going and somewhat care free in most of the things they do , the average Mizo person is seen to be very easy going and easy to mingle with as being hospitable to others is one of the codes of ethics that is strongly advocated amongst the people. As we look into some of the various activities of the Mizo people we can comprehend the level of balance that has to be maintained by an individual in Mizoram which is an integration of work and life activities that must be carefully coordinated to keep things in balance.

There is a significant role of cultural activities in a Mizo life, but as time passes by most of the Mizo people move to the capital city or urban settlements and leave there profession of farming to perform other jobs in the cities, they find themselves involved in their work as more and more corporate businesses flood into the state it becomes very difficult to be fully engaged in the societal and cultural activities whereas the societal and cultural activities do not cease to exist. Therefore a proper balance has to be maintained as both work and other activities besides work also has to be maintained in order to be a part of the culture and the society. The key to any successful work life project is to have a supportive working environment and greater flexibility in the work place.

Work life solutions (2007)

When a company's programs are combined with a supportive culture, it produces more positive results, employers need to start recognizing that work life policies will have little impact if they

are not well implemented or if the attitude of management discourages the employees from using the programs.

India still has a lot to perform much better than its current state , as we read different literature , magazines and newspaper we find very few organizations implementing work life balance policies in India, many of the companies and organizations initially have certain rules and guidelines but often fail to implement the policies properly, the organizations around India have seen a drastic increase in the number of women employees in the past decades and due to this many of the organizations practice maternity leaves and small benefits are common but fail to implement the integral part of work life balance policies such as flexi time , job rotation , working from home facilities and part time work is still not implemented in many organization in India today. Few of the IT companies have implemented maternity leaves, paternity leaves with or without pay and other small benefits like insurance, health and life insurance facilities are being provided but the strategic policy approaches to work life balance like flex time, part time, work from home and telecommuting etc. are yet to be introduced at a large scale among the organizations and companies around India. There is a huge difference in the implementation of work life balance policies in the government and private sector and is a determining factor in the different levels of work satisfaction among the employees. The government has introduced a new leave scheme called the child care leave for women upto the second child which is not available in the private organizations. Different compensation packages like paid holiday, medical reimbursements, loan facilities are also being implemented recently by a few big organizations. Some organizations also do conduct work life balance programs, meditation and yoga classes stress management workshop or seminars but are not a regular practice in most organizations.

Some of the most prominent organizations and companies that implements work life balance policies are given below:

TABLE 4.1

Some companies implementing Work life balance policies

Sl No	Organization/Company	Work life balance policies implemented
1	Accenture	Flexi work/telecommuting
2	Tata consultancy Services (TCS)	Workshop on yoga,theatre,flower arrangement,chocolate making etc...
3	Microsoft	Child care , flexi work , shopping and many more
4	IBM	Mobility in work .
5	Johnson and Johnson	Paternal leave.

Source: (Ghai R.K . 2014)

4.2. Hobbies and Work life balance

Hobbies are a very important part of our lives, and especially for a mother taking care of the house, children and other dependents it is very important to leave some time for themselves, work and family life are often intermingled, which makes it extremely important to have a proper work life balance. It is often very good to have a “me” time to set things straight and help us to prioritize the things that has to be done effectively.

As we have seen in other literature and in the other chapters work life balance means making time for work, as well as giving time for family too and we must never forget to give time to ourselves. Hobbies that we have sometimes are enjoyed alone, or sometimes it may be enjoyed with our family and friends is a wonderful means to express our self. Sometimes hobbies often refresh our minds and acts like a reset button in our lives, everyone needs a reset from time to time to refresh our minds and start thing afresh in order to perform better in our work.

This study has also found that having a hobby has proved to be a very effective tool for the women and acts like a refresh button in their lives to refresh their mind. As individuals it is very important to have something that is valued in life and has been found that it plays a very important role in influencing the amount of time spent in the things that we love to do. Having something that we love and value helps us set time for ourselves and also determines how we prioritize our time in maintaining a proper balance between work and life activities. It has been found that majority of the women teachers indulge in some activities or hobbies in order to forget about work from time to time and helps them think clearly and better at work as they can prioritize their tasks efficiently resulting in a better balance between work and life.

Some of the hobbies and activities the women teachers indulge in can be seen in the table below:

TABLE 4.2

Hobbies of Women teachers

Sl. No	Hobbies/Activities	Percentage (%)
1	Watching movies(esp Korean movies)	18
2	Listening to Music	8
3	Reading books	11
4	Religious activities	19
5	Cultural/society Activities	20
6	Sewing	2
7	Baking	3
8	Cooking	2
9	Shopping	7
10	Gardening	10

Source: Compiled by the researcher from data collection

As we can observe from the table that women teachers also indulge themselves in a number of activities and hobbies besides work in their free time which is very important in balancing their work and life. These hobbies and activities are many times assumed to be negative factors in work life balance but from this study we can understand the importance and significance of hobbies and activities and many of the respondents mentioned in the interview that these hobbies are like a refresh button you push on a computer that refreshes their minds and makes them fit for performing better in their work. The hobbies that were often perceived to be deterring factors are now a focal point in supporting a culture of work life balance. The types of hobbies and extra work activities are also drastically changing due to the changes in technology and time and today we can observe many types of hobbies like baking, cooking, etc that were not seen in the past generations are now booming and slowly catching on in today's generation. And these hobbies are being used as a very important tool in their lives to help them maintain work life balance.

Embleton Leota & Starzynski (2006) Life is a balancing act, family, hobbies, exercise, volunteer activities, spirituality: these are some of the many balls we try to keep in the air in our quest to live fulfilling and responsible lives.

Adams Lisa (2013) Hobbies tell us what we enjoy, our interest, and sometimes our passions putting our energies into something totally different than our careers or businesses can help our body and our minds, we gain new perspective on our jobs and they help us maintain our balance between work and life and sets our mind into a different realm to think different which is all we need when imbalances occur in our lives.

Hobbies play a very crucial role in getting our crooked mind straight and back on track and today we find many organizations trying to introduce hobbies and activities time at the work place by

introducing specific time for the employees to learn and pursue their hobbies and interests even at the work place in a controlled manner.

4.3. Work-life culture

Miller Herman (2006) wrote that work life culture and the different support systems that promotes work life balance are very important for any organization, without a culture that supports work life balance formalized work life programs aren't likely to succeed. The article goes on to state that if you have an organization wide culture that supports work life balance the culture is likely strong enough to either change individuals so they conform to the culture Harrington Brad (2007) mentioned in his article that the culture of the organization and the environment must be able to support work life balance, in many organizations , work life initiatives are based on the recognition that the work place and the work forces are changing and that the organization must create a new culture and seek new ways to support the forces of the changing environment and work life balance.

Harrington Brad(2007) states that in many organizations, work life initiatives are based upon the recognition that the work place and the work forces are changing and that the organization must create a new culture and seek new ways to get the work done.

The culture of the organization matters a lot in many ways to foster the possibility of maintaining a proper well cultured work life balance , as we have seen in the other literature reviews that the organization and work life balance are very much inter related and the imbalances in work and life will definitely hamper the growth of the organization and will affect efficiency and productivity of the organization and therefore in order to maintain a good and healthy work life balance a supportive culture must be developed to foster work life balance.

Work life family imbalances arises from the social, economic, culture and demographic transformations of our society as well as the various changes in the management systems, structures and philosophies.

How is culture developed? Is the question that many people have in their minds, the development of culture originates from the individuals in the organization, every individual have their own behavior and personality or traits which are key foundations in building up a culture of their own. Building up a work life supportive culture also totally depends on the work life supportive behavior of each and every individuals, and must originate from an individual level. The culture that we develop today must be able to meet the needs of contemporary organizations and today's multi-generational, global workforce.

4.4. Cultural and societal practices in Mizoram

Mizoram is located in the North eastern part of India. The land and the people are very friendly and charming which makes it more special. There are about 1 million people living in the whole of Mizoram and about 90% of the geographical area can still be classified as forest area. When people live in a society they have their own cultures and practices.so lets discuss about the cultural practices in Mizoram by the Mizo tribes.

The culture of the Mizo tribes and its social structure has undergone tremendous change over the decades since the arrival of Christianity in 1890's. The people of Mizoram today celebrate Christmas, Easters and other Christian celebrations and have replaced many of the old customs and practices. The growth of Christianity in the state was shaped from a foundation of cultural, religious and socio political structure. One such foundation cultural element of the Mizo people is "Hnatlang" which literally mean social work. The members who are absent from such social work,

except illness and disability being the reason are fined and have to pay some amount of money in penalty for not participating in such activities. Tlawmngaihna is a cultural concept which incorporates behavior that is self-sacrificing, self-denying doing what the occasion demands unselfishly and without the concern for the inconvenience caused to the person. Therefore when natural calamities like earthquakes , landslides or fire occurs the Mizo culture is spontaneous and performs its humble social work without any demands or expectations.several other cultural elements of ancient Mizo tribes some of which became less relevant after the arrival of Christianity included :

Zawlbuk: It was a place near the chief's home which served as a defense camp in times of war as well as the bachelor house where the youth would gather and it is the center of village life.

Traditional festivals: Traditional festivals in Mizoram often revolved around the various stages of Jhum cultivation or the seasons. Community festivals were called Kut in the Mizo language. The kuts are furthered divided into major and minor kuts such as , chapchar kut , thalfavang kut,mim kut, and pawl kut. Chapchar kut is the festival of spring , just before jhum starts after the land has been cut and burnt for planting the new crops. Chapchar kut is the most anticipated kut by the young people of Mizoram as it is a major festival which includes dancing and feast.

Thalfavang kut festival is a festival that is celebrated at the completion of weeding of the jhum crop fields it resembles the completion of the first step to a good harvest to come . Mim kut is the festival dedicated to the ancestors after the first maize crop is collected, whereas pawl kut is celebrated at the end of the harvest with the local rice beer drunk out of a cup made of bamboo which is a symbol of unity and the start of the new year.

The Mizo's have many traditional dances, such as :

Cheraw:A dance that involves men holding bamboo close to the floor which is tapped open and closed with the rhythm of the drum or music. Women with colorful dresses on top stepping in between in and out of the bamboos with the music. It requires coordination and skill for both men and women.

Khullam:A dance by both men and women that is traditionally celebrated after a successful hunt, the men and women would sway back and forth singing with the music.

Chheihlam : this dance is typically performed over cool evenings with rice beer, people would sit in a circle with two or more dancers in the center. The songs sung are called chheih hla. The Mizo people also tried to introduce chheihlam in church but has met quite a controversy over it.

Chai: it is an important dance at chapchar kut where the musicians are placed at the center while men and women in colorful dresses would form a circle and the women would hold the men at their waist.

Religion: The majority (87%) of the Mizo's are Christians in various denominations. Mizoram also has a Chakma Buddhist population of 8.5 % making them the largest minority followed by Hindus at 2.7 % according to the 2011 census.

Society: the Mizo society is obviously one of the fastest growing societies in the world in this century. However due to the limitation of its socio economic development and imbalanced growth, there are certain societal parts that are dangerous to its own growth. The Mizo society's bridge that connects to the mainland India is limited by its geographical setting and limited means of transportation which are vital to broaden the mindset of the Mizo people and the overall progress

of the culture and the society. As a result of this there is lack of social adventure among the Mizo people. Economically it is dependent on the central government of India and lack of its self-reliance in its long term economic policy. There is an obvious psychological inconvenience and future uncertainty, worst to worst many people live in fear, fear of their sins, crime and economic inefficiency. As the Mizo society already celebrated the Christian centenary, the primitive traditional practices have been transformed into a modern Christian culture mostly adopted from the western lifestyle and social norms. Christianity did not only helped in the progress of socio cultural evolution in the Mizo society but also contributed enormously to the fast growing literacy rate that has broaden the Mizo perspective and jolted the progress of the civilization. Moreover the struggle for its national unity and survival during the Mizo national front movement brought the people together under the socio political realm driving through to the goal of becoming one people one nation even under the rule of the central government of India. It can also be assumed that the grass root level structure of the Mizo society is one of the best among the people along the Indo-Burma border area. Everyone in the society receives equal opportunity to be involved in the community based social activity to promote the cause of the common good. Some participate in church activities as most of the population are Christians, while others may be involved in any of the community based organizations, such as Young Mizo Association (YMA), Mizo Hmeichhie insuihkhawm pawl (MHIP), Mizoram Upa pawl(MUP) etc. Therefore the societal structure allows a systematic social development for its citizens. The Mizo's are very friendly and love to socialize with other people that a gathering of 4 or 5 Mizo outside the state of Mizoram meet and socialize often by organizing church gatherings or any other event to socialize.

4.5. Role of women in the Mizo society

The Mizo family although having said to be a patriarchal family depends a lot on women to run the family in many aspects of life, in Mizoram today there is a change in the trend that the man of the family being the bread earner of the family to women being the bread earner of the family as many women through education have equal right and opportunities to work in any line of profession of their choosing . they have been elevated to the status of equality in all aspect of life , as women today are found to be leaders and CEO's of many multinational companies and are doing exceptionally well in their profession. The Mizo women are strong willed and strive to support their family as long as they are able.

Women play an important role in every society. Women looks after the family while the men works to support them but now we find that not all women look after the family, as many work and have a full time career. And now if we look in to the modern society every women has her own job or duty. It is said that a women's life is more complicated than a man's life due to all the chores that she has to do at home, a women has to take care of her own life and if she is a mother, she has to take care of her children's life too. In the Mizo society a women plays a very important and significant role from birth to the time of death. In most of the Mizo family the women are expected to take care of her husband and her children. She is responsible for all the household work as well and she is mainly responsible for the education of her children. A mother's role in a Mizo family is just tremendous.

With better education the status of women gradually improved and that changed their role in the traditional family drastically. In the past the women were only expected to stay at home and take care of the household chores but now women find themselves in professional jobs and being the

bread earners for many families. In today's Mizo society women are as anxious and keen to get employed as much as men. They are also involved and have different roles in a lot of societal activities. Today we even find women in politics and like never before the people of Mizoram got its very first women MLA in the state. Not only that, now has the government reserved seats in politics especially for women in AMC elections which is a new thing. Political consciousness increases in the state which initiated a succession of changes for women in the political affairs of the state in the Mizo society. Despite the rise of a new educated class of people who created an environment of consciousness within the society, political parties, and social organization around the state they still fail to recognize the importance and significance of gender issues. Hence a group of Mizo women felt dissatisfied and this gave rise to the establishment of the Hmeichhe Tangrual Pawl in 1946 followed by Mizo women organization (MHIP) in 1964. Initially they mainly raised their voice against discrimination and injustice of women in the society and the need to reform traditional and cultural practices of the Mizo society. Today their activities range from setting up of orphanages, drug de addiction camps, protests against rapes, domestic violence ,reform of customary laws ,reform of bride price and many other practices of the Mizo society that does not favour women and take part actively in reforming the society today.

Many churches today do not give equal rights to women since the ideology of the church is based on patriarchal model. Ordination of women pastors is still not practiced today. Despite these situations women actively take part in church activities. There is a women's group called kohhran hmeichhia in all the churches called by different names and perform many activities in the churches and are a crucial part of the church. The church basically cannot survive without the active participation of women in the churches. In 2013, the state law commission have passed the Mizo inheritance bill. This bill now permitted women to inherit the property of their fathers of families.

Before this bill was passed women did not have the right to inherit any of the property of their family lawfully. Women in the Mizo society are no longer in slumber they are awake and moving fast and are asserting their rights. The constitution of India has agreed to treat women as equal with men with all respects and the difference whatever now exists is definitely going to vanish in the coming decades.

Unlike the past there is no more social stigma on widows or divorced women. Today the Mizo women play a very significant role in all walks of life. A visit to the market places reveals that most of the shops are run by women this picture is no different when one goes to the offices or educational institutions which usually have more women in the work force. Socially and economically now have an honoured place in today's Mizo society.

From this chapter we get glimpse of what the Mizo cultural and society is all about. We find that a person must be involved in a series of activities in the society and culture which can sometimes pose as a threat to work life balance if not controlled. The Mizo people love to be in contact with one another and such activities guide and bring people closer. The role of a women in the Mizo society is very great, as a mother, a care taker of the house she has to manage the two dimensions of life /family and work responsibilities exerting a lot of stress on either side of the sphere work and life. Hobbies play a very important role in the effort to balance work and life, hobbies as we have seen act as a diverting tool and if controlled can help the individuals maintain a good balance between work and life.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

- **Dependent and Independent variable**
- **Profile of the Respondents**
- **Testing of Hypothesis**
- **Coping Strategies**

This chapter is broadly divided into different parts. The first part presents the introduction to the various tools used for the analysis of the questionnaire such as the use of basic mean, standard deviation, independent t-test, Pearson's correlation, normalization Cronbach's alpha, KMO and Barlett's significant test, variance and factor loadings of the variables used for the purpose of the present study.

The second part presents the demographic profile of the respondents in terms of their age, educational qualification, marital status, income level, experience, the type of family and the number of dependents in the household of the respondents.

The third part of the chapter presents the various analysis that is done to test the correlation of the various variables in terms of the different categories like the relation of work life conflict to work life balance, the relation of work factors to work life balance, the relation of societal factors to work life balance and the various coping strategies that the respondents have adopted to the various imbalances between their work and life.

To recap the primary objective of the study which is to find the levels of work life balance of women teachers in private unaided schools; also to find the various implications that work life conflict has on the performance of the teachers in their work, the impact and results of work life conflict on the family life and the various support received from the institutions and family support in maintaining a good balance between work and life and to study the various coping strategies they have adopted in trying to find a perfect balance between work and life activities.

Specifically, the study was guided by the following research objectives and hypotheses:

1. To find out the relationship of work-life conflict and work life balance experienced by women teachers working in private unaided schools in Aizawl.
2. To examine the institutional support related to work-life conflict.
3. To find the relationship between different income groups in attaining work-life balance among the women teachers employed in private unaided schools in Aizawl.
4. To study the various coping strategies in balancing work and life imbalances used by women teachers employed in private unaided schools in Aizawl.
5. To examine if there is a significant difference between the marital status and work life balance of the women teachers.

And the hypothesis of the study which are:

1. There is no significant relationship among experiences of teachers with work life balance.
2. There is no significant relationship among institutional support and work life balance.
3. Work life conflict has a positive relationship on work life balance of women teachers.
4. Income has a significant relationship on the work life balance of the teachers.
5. Marital status has a significant difference on work life balance of women teachers.

Further to find the main remedy to imbalances in work and life activities and if there exists any conflict between the two. And to fulfil the main objectives of this study the data were tabulated and analysed by the computer through SPSS tool.

The total sample of the present study comprises of 450 teachers selected randomly from 45 private schools around Aizawl city. These respondents range from all sects of the society, educational background, age groups and marital status and all having major roles in the family and also in the society to find the main reason and causes of work life balance in their lives and how they cope with the daily activities both in work and life and how they strive to maintain their balance between the two.

5.1. Dependent and Independent

Work life balance (Dependent)

The main purpose of the research is to find the work life balance of women teachers working in private unaided schools around Aizawl city and to find how family support and institutional support affects their work life balance in different ways. Therefore in this study the main primary dependent variable is work life balance. According to Shavelson (1996) the dependent variable is the variable that is observed and measured in response to the independent variables and it is expected to change in one way or the other (decrease, increase or vary in some sort) as levels of the independent variables change. For the study the work-life variables were permitted seven responses to the various items in the scale to work-life balance in the Likert like scales, ranging from 1- very strongly disagree, 2- disagree, 3- slightly disagree, 4- neutral, 5- slightly agree, 6- agree, 7- very strongly agree, the variables are categorical. Twelve items were used to determine work life balance. The items that defined work life are :- personal life, job, neglect of personal activities, juggling work and non-work, exhaustion due to work, energy for work, personal matters affecting work, satisfaction in work and the difference between professional time and personal time balance. All these items were developed in a scale to measure work life balance by Hayman,

J. (2005) in a research to find the best scale to define and analyse work life balance in a study entitled Psychometric assessment of an instrument designed to measure work life balance, this particular scale that has been used was found to have acceptable validity and reliability, indicating that the instrument is good enough to measure work life balance by providing better understanding of a more inclusive measure of the interface between work and non-work .

The factors were identified using factor analysis. A composite variable was created for the factor. The factor loadings for the final solution, eigenvalues, and percent of variances were analysed and presented in the chapter.

Work life conflict (WLC) and Life work conflict (LWC) (Independent)

In the study the work life balance and the relationship between Work life conflict (WLC) and Life work conflict (LWC) are examined using the scales given by Netemeyer, et al. (1996). The scales developed by Netemeyer, *et al.* have been used to test and measure the levels of work life balance by the work life conflict scales which were designed by them in 1996. These scales have been subjected to rigorous scale development, showing a very good internal consistency across the variables.

The items on scales developed by Netemeyers, et al. (1996) to measure Work life conflict (WLC) are as follows:

1. The demands of my work interfere with my life away from work.
2. The amount of time my job takes up makes it difficult to fulfil other interest.
3. Things I want to do at home do not get done because of the demands of my job.

4. My job produces strain that makes it difficult to fulfil other responsibilities and duties.
5. Due to work, I have to make changes to my plans for activities away from work.
6. The demands of my personal life interfere with work related duties.
7. I have to put off doing things at work because of demands on my time outside work.
8. Things I want to do at work don't get done because of the demands of my interests outside work.
9. My home life interferes with my responsibilities at work.
10. Personal life strains interfere with my ability to perform work related duties.

These items in the scale given by Netemeyers, et al. (1996) to measure Work life conflict (WLC) were administered to the respondents and from the questionnaire, a principle component analysis (PCA), using orthogonal varimax rotation was conducted in dimension reduction through SPSS. PCA is often used when the primary purpose is to identify and compute satisfaction scores for the factors underlying work life balance. Field (2009) defined that PCA works in a similar way to multivariate analysis of variance test by looking at the relationship between the different variables and calculating the variance of the matrix to determine eigenvalues, the elements that provide the loadings of a particular variable on a factor.

He also goes on to explain that orthogonal rotations rotates the factors while keeping them independent and varimax orthogonal rotation was used because it is a good general approach that simplifies the interpretation of the factors, and this is one of the most common type of factor analysis that is used by researchers.

Workplace / Institutional support factors (Independent)

Another main objective of the study is to find the significant role played by the work place or institutional support in work life balance and work life conflict and therefore the workplace / institutional support serves as an independent variable as an independent variable is that it is a variable that is used to influence some other variable. It is an antecedent condition to observe behaviour. In the institutional support or workplace support items which consisted of five items were used for the study, the work place /institutional variables were permitted seven responses to the various items in the scale to analyse how institutional support affects work and life balance in the Likert like scales, ranging from 1- very strongly disagree, 2- disagree, 3- slightly disagree, 4- neutral, 5- slightly agree, 6- agree, 7- very strongly agree, the variables are categorical. The items that defined work place/institutional support are: - working hours, administrative support, and communication at the workplace, infrastructure facilities and the work life balance policies used at work place / institutions. The factors were identified using factor analysis. A composite variable was created for the factor. The factor loadings for the final solution, eigenvalues, and percent of variances were analysed and presented in the chapter.

Society and community support (Independent)

As this study also intends to find the role of the society and community in maintaining a balance between work and life activities. A scale which consisted of five items were also taken and included in the questionnaire in which the respondents were given choices of response in the Likert like scale , ranging from 1- very strongly disagree, 2- disagree, 3- slightly disagree, 4- neutral, 5- slightly agree, 6- agree, 7- very strongly agree, the variables are categorical .

The items in the scale included expectations of the community, role in the community, effects of society and community activities on work and life activities. The factors were identified using factor analysis. A composite variable was created for the factor. The factor loadings for the final solution, eigenvalues, and percent of variances were analysed and presented in the chapter.

Demographic and Work experience factors

As it is relevant from the literature review that besides the dependent and independent variable there are other factors that affects work and life balance which are a number of demographic and work experience factors that can influence the employees/teachers work life balance.

In order to confirm their influence on the study's sample, a number of variables were chosen as control variables. Shavelson (1996) defines control variables to be those variables that are held constant. Control variables are the variables that have the potential to have an effect on the dependent and independent variables in the research. In the study five control variables are chosen based on their relationship to work life balance.

The first three are demographic (Age, Income and number of dependents) and work related factors (Educational qualification and work experience). Descriptive statistics for the demographics and work related factors variables will be presented in a table and graph form.

5.2. Profile of the respondents

The first part of the questionnaire was structured to find the information regarding the demography of the respondents like age, gender, salary or income levels their educational qualification and the experience levels they have had in the current school the number of dependents they have and the status of marriage etc. This information has been presented in the section below of the present chapter.

Demographic Variables

TABLE 5.1					
Age Of The Respondents					
Age of the respondents in years	Aizawl East	Aizawl West	Aizawl South	Frequency	Total Percentage
21-25	23	12	37	72	16.0
26-30	37	42	19	98	21.8
31-35	50	79	54	183	40.7
36-40	25	12	31	68	15.1
40 & above	15	5	9	29	06.4
Total	150	150	150	450	100.00
<i>Source : Data compiled by the researcher from the questionnaire</i>					

Table 5.1 presents the age of the respondents that have been divided in to 5 categories which are 21-25 years, 26-30 years, 31-35 years, 36-40 years, and 40 & above years of age. And as we can see in the table 5.1 that most of the respondents age aged from 31-35 (40.7 percent) and it can also be observed from the table that only 6.4 percent of the respondents are from the age group of 40 and above which also signifies that many of the teachers join these private schools at a young age

but many leave the schools before turning the age of 40 years and we can also see that 16 percent are from the age group of 21-25 , 21.8 percent are from the age group of 26-30 which shows that majority of the teachers are young and that the number of the respondents are decreasing as the age group is increasing which shows that private schools prefer to engage a younger age group as their work force. We can also see from the table that majority of the respondents in the age group of 31-35 years are from Aizawl west region. Aizawl west region has the least number of teachers who are aged above 40(17 percent) signifying that Aizawl west region has a younger work force in the schools.

TABLE 5.2					
Marital Status Of The Respondents					
Marital status	Aizawl East	Aizawl West	Aizawl South	Frequency	Total Percentage
Married	111	118	108	337	74.4
Unmarried	39	32	42	113	25.6
Total	150	150	150	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>					

Table 5.2 shows the marital status of the respondents and has divided the groups into two which are married and unmarried, we can observe and see from the table that 74.4 percent of the respondents are married , 25.6 percent of the respondents are unmarried. This depicts that there are more number of married women among the respondents. We can also observe the number of married and unmarried in the three zones of Aizawl. It shows that Aizawl west has the most number of married respondents and Aizawl south has the least number of married respondents but it also has the highest number of unmarried respondents. Which means that majority of the respondents have massive responsibilities at home and will have to strive harder to balance their work and life.

TABLE 5.3					
Income Of The Respondents					
Income of the Respondent	Aizawl East	Aizawl West	Aizawl South	Frequency	Total Percentage
1000-5000	29	11	22	62	13.8
6000-10000	63	63	61	187	41.6
11000-15000	52	67	62	181	40.2
16000-20000	6	8	4	18	4.0
21000-25000	-	1	1	2	0.4
Total	150	150	150	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>					

We can observe from the table 5.3 that the amount of salary given to the teachers vary drastically in different schools and it is very clear that there is absence of proper salary rules and guidelines for the teachers and the amount of salary given is entirely up to the mercy of the principal or the proprietor of the respective schools. We see that the range of salary is divided in to 5 categories which are 1000-5000, 6000-10000, 11000-15000, 16000-20000 and 21000-25000 respectively and it is observed that 13.8 percent of the respondents receive Rs 1000-5000, 41.6 percent of the respondents receive Rs 6000-10000, 40.2 percent receive 11000-15000, 4.0 percent receives 16000-20000 and only 0.4 percent receives a salary of Rs 21000 and above. The table gives us a clear picture of the salary system in the schools as most of the respondents are paid very low and this poses as a huge factor that is likely to cause imbalances in work and life of the respondents. We can also see from the table that among all the three zones Aizawl west region has a higher range of salary payment compared to the other zones of Aizawl city. This shows the need for a

proper salary payment regulation that regulates the payment of salary to teachers in a proper manner in terms of their qualification and experience in the school and with a staggeringly low salary it will prove to be very difficult to assist the teachers in their daily sustenance and this can be a huge factor in the cause of imbalance in work and life of the teachers.

TABLE 5.4					
Experience Of The Respondents					
Experience of the Respondent in years	Aizawl East	Aizawl West	Aizawl South	Frequency	Total Percentage
0-5 years	35	41	54	130	28.9
6-10 years	84	75	59	218	48.4
11-15 years	13	12	7	32	7.1
16-20 years	10	16	24	50	11.1
21 & above	8	6	6	20	4.4
Total	150	150	150	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>					

The next table 5.4 shows us the number of years the respondents have worked at the particular school and this shows how experienced they are and we find that 28.9 percent have 0-5 years of experience, 48.4 percent of the respondents have 6-10 years of experience, 7.1 percent of them have 11-15 years of experience, 11.1 percent of the respondents have 16-20 years of experience and 4.4 percent of them have an experience of 21 years and above. We see a trend in the experience level of the respondents and find that majority of the respondents have 6-10 years of experience and the number drastically reduces with the number of years and can be understood that many teachers do not work in the schools for too long and tend to move on to other jobs in the future.

We also find that all the zones have a very similar pattern in terms of experience, most of the schools have a very similar teachers based on their work experiences.

TABLE 5.5		
If Married Is Spouse Employed?		
Employment status of the spouse	Frequency	Total Percentage
Employed	305	90.5
Un employed	32	9.5
Total	337	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

The table 5.5 depicts the number of married respondents who's spouses are employed or not employed as there is a huge difference in families surviving on single salary and double salary and it has been found that married respondents whose husbands are employed and have a salary of their own find it much easier to find a balance between work and life and so we see that 90.5 percent of the married respondents husbands are employed whereas 9.5 percent of them do not have husbands who are employed and in the table 5.5 we find that the total number of respondents in the table is 337 because the other 113 respondents are the respondents who are unmarried or a divorcee and are not included in the table.

TABLE 5.6		
NUMBER OF DEPENDENTS AT HOME		
Number of dependents	Frequency	Total Percentage
1-5 Person	391	86.9
1-6 Person	59	13.1
Total	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

The table 5.6 shows that many of the respondents have dependents living with them and these so called family dependents refer to the family members living with them that depend on them for survival and sustenance, 86.9 percent of the respondents have 1-5 dependents living with them and 13.1 percent of them have 6-10 dependents living with them at home.

TABLE 5.7		
Type Of Family		
Type of Family	Frequency	Total Percentage
Ordinary family	386	85.8
Step family	46	10.2
Single parenting family	17	3.8
Joint family	1	0.2
Total	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

Table 5.7 shows the type of family that the respondents come from, the types of families have been divided and categorised in to 4 types which are ordinary family, step family, single parenting family and joint family. It is said that certain types of families do exist that supports work life

balance better and therefore it is also crucial as to the type of family the respondents come from in order to study their work life balance. From the table we observe that a staggering majority 85.8 percent of the respondents come from a normal family background, 10.2 percent come from a step parent family, 3.8 percent of the respondents are from single parenting family and finally 0.2 percent of the family come from a joint family.

TABLE 5.8		
Reason For Leave		
Reason for leave	Frequency	Total Percentage
Personal sickness	89	19.8
Dependent's sickness	104	23.1
Stress related	182	40.4
Vacations	69	15.3
Others	6	1.3
Total	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

The next table presents the various common reasons that the respondents took leaves in the last six months which shows the focus point of the respondents and the point to particularly look into which are considered to be the main reason and causes of work life imbalances . the different reasons of leaves that have been identified from the pilot study are categorised as personal sickness, dependent's sickness, stress related, vacations and others which may be any other reason like cultural affairs or any other occasions such as deaths or weddings etc. we can observe that 19.8 percent of the respondents take leave due to personal sickness, 23.1 percent take leave due to their

dependents sickness, 40.4 percent take leave due to stress related issues,15.3 percent take leave due to vacations and finally 1.3 percent of the respondents take leave due to other reasons . So it is evidently clear that majority of the respondents are stressed and take leaves mostly due to stress related reasons and therefore we can relate stress to be one of the main causes of imbalances of work and life activities of the respondents.

TABLE 5.9		
Co- Curricular Activities		
Co-curricular activities	Frequency	Total Percentage
Sports	15	3.3
Religious	148	32.9
Cultural	245	54.4
Politics	35	7.8
Others	7	1.6
Total	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

The table 5.9 shows the various co-curricular activities that the respondents are involved in and we find that 3.3 percent of the respondents take part in sports and this number being significantly low is due to the fact that women are not so interested in sports compared to men, 32.9 percent of

them take part in religious activities as it is very important for women to take part in religious activities to fit in to the society. 54.4 percent actively take part in cultural activities, 7.8 percent of them take part in political affairs and 1.6 percent in other which may be anything other than the mentioned activities.

TABLE 5.10		
Number Of Hours To Work		
Number of hours to work	Frequency	Total Percentage
Less than 30 mins	110	24.4
1 hour	336	74.7
2 hours	4	0.9
Total	450	100
<i>Source :Data compiled by the researcher from the questionnaire</i>		

In table 5.10 we see the number of hours every respondent has to take in the morning before starting classes and we find that some of the respondents have to spend about 2 hours to come to work some due to the traffic and other due to the distance of travel as 24.4 percent of the respondents spend less than 30 mins of travel time as they live nearby the schools.74.4 percent of the respondents take about 1 hour to reach the respective schools every day and 0.9 percent of the respondents live very far away from the schools and have to spend about 2 hours every day to

reach the school and to get back which can cause a huge stress and disturb the balance between work and life activities causing stress related issues for the respondents.

In this section the items in the questionnaire of this study were tested using the Cronbach's Alpha Test and this test is used to check the reliability of the scale. It does not test the hypothesis but it test to see if all the scales measure the same construct. This test also finds the odd ones and suggests the ones to be deleted to improve the alpha value of the test.

It is the estimate of the internal consistency associated with the scores that can be derived from a scale or a composite score. Without reliability of the scale, it is impossible to have any validity of the scale or score making it very crucial to the study.

TABLE 5.11		
Case Processing Summary		
Cases	Number	Percentage (%)
Valid	450	100
Excluded	0	0
Total	450	100
<i>Source : Analysis of the Data compiled by the researcher</i>		

In the first table we can see the number of cases or respondents in the study which is 450, the table also shows that there were no missing cases in the study.

TABLE 5.12		
Cronbach's Alpha for Work life conflict Scale		
Cronbach's Alpha	Cronbach's alpha based on Standardized items	No of Items
0.830	0.846	10
<i>Source : Analysis of the Data compiled by the researcher</i>		

In the second table 5.12 which shows the value of Cronbach’s alpha which is $\alpha = .830$. which is very close to the optimum value of alpha 1.000 . This denotes the reliability of the scale or items and if all the scales measure the same construct. The table also denotes that $\alpha = .830$ which means that 83% of the variability in a composite score is true and consistent and shows the reliability by combining all the 10 items in the scale.

This table also shows us the cronbach’s alpha based on standardized items which is .846 and the difference between the two values is that $\alpha = .846$ is calculated based on the pre tense or pre assumption that all the scales have the same variance which in actual practice is not possible and not true as there will always be some variance in the scale or items so the first α value is taken in most cases.

TABLE 5.13**Inter-Item Correlation Matrix**

ITEMS	WLC 1	WLC 2	WLC 3	WLC 4	WLC 5	LWC 6	LWC 7	LWC 8	LWC 9	LWC 10
WLC 1	1.000	.777	-.041	.763	.731	.449	.468	-.016	.214	.333
WLC 2	.777	1.000	-.046	.825	.749	.347	.566	.012	.188	.386
WLC 3	-.041	-.046	1.000	-.042	-.046	.005	-.045	.553	.174	.079
WLC 4	.763	.825	-.042	1.000	.804	.399	.535	.048	.263	.408
WLC 5	.731	.749	-.046	.804	1.000	.336	.410	-.019	.181	.401
LWC 6	.449	.347	.005	.399	.336	1.000	.647	.444	.492	.497
LWC 7	.468	.566	-.045	.535	.410	.647	1.000	.360	.454	.542
LWC 8	-.016	.012	.553	.048	-.019	.444	.360	1.000	.487	.373
LWC 9	.214	.188	.174	.263	.181	.492	.454	.487	1.000	.544
LWC 10	.333	.386	.079	.408	.401	.497	.542	.373	.544	1.000

**WLC= Work life conflict : LWC = Life work conflict

Source: Analysis of the Data compiled by the researcher

The table 5.13, shows the inter co relation of the items in the scale and as we can observe that the items are very well co related and most of the values of correlation between the items are in the .2 - .3 ball park range and even higher which signifies a good correlation between the items resulting high reliability of the scale. We also see some of the item showing a negative

correlation which is not very relevant and can be considered negligible as all items cannot measure one exact same construct thus resulting in some variances.

The next section also tests the Cronbach's alpha for the other scales used in the study such as the society scale , the institutional /workplace scale and the work life balance query scale which all show a very good alpha value and consistency in the scales.

TABLE 5.14		
Cronbach's Alpha for Society Scale		
Cronbach's Alpha	Cronbach's alpha based on Standardized items	No of Items
0.801	0.810	5
<i>Source : Analysis of the Data compiled by the researcher</i>		

In table 5.14 we can observe a very good value of $\alpha = .801$ which also means of all the items in the scale 80% of the composite score of the items are true and reliable for other tests.

TABLE 5.15

Inter-Item Correlation Matrix for society scale

ITEMS	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
ITEM 1	1.000	.777	-.041	.763	.747
ITEM 2	.777	1.000	-.046	.825	.808
ITEM 3	-.041	-.046	1.000	-.042	-.061
ITEM 4	.763	.825	-.042	1.000	.868
ITEM 5	.747	.808	-.061	.868	1.000

Source : Analysis of the Data compiled by the researcher

In the table 5.15 we can again observe the inter correlation of the items in the scale and it is found that most of the item in the scale have a very good correlation value which resulted in a high value of the Cronbach alpha reliability test. We still find that some of the items have a negative value but again as we have mentioned before that all the items cannot correlate perfectly in one dimension and so can be negligible.

TABLE 5.16		
Cronbach's Alpha for Work life extra Scale		
Cronbach's Alpha	Cronbach's alpha based on Standardized items	No of Items
0.706	0.721	4
<i>Source : Analysis of the Data compiled by the researcher</i>		

The table 5.16 gives a clear image of the alpha value for other work life balance queries in the scale which also have a very high reliability and consistency in the scale with the alpha value of .706 which is very satisfactory.

TABLE 5.17
Inter-Item Correlation Matrix for work life extra

ITEMS	ITEM 1	ITEM 2	ITEM 3	ITEM 4
ITEM 1	1.000	-.046	.825	.808
ITEM 2	-.046	1.000	-.042	-.061
ITEM 3	.825	-.042	1.000	.868
ITEM 4	.808	-.061	.868	1.000

Source: Analysis of the Data compiled by the researcher

In the table 5.17 we can see that yet again the correlation between the items in this scale are very good and satisfactory, we see a correlation score of .8 among some item in the scale which is a very good score that resulted in a high alpha score.

TABLE 5.18		
Cronbach's Alpha for Work life balance Scale		
Cronbach's Alpha	Cronbach's alpha based on Standardized items	No of Items
0.879	0.907	15
<i>Source : Analysis of the Data compiled by the researcher</i>		

In the table 5.18 we observe that the cronbach's alpha value for work life balance scale is very good with a score of $\alpha = .879$ the score signifies that the scale is very reliable and consistent and also means that 87% of the items in the scale are true and reliable from a composite score of the 15 items on the scale.

TABLE 5.19		
Cronbach's Alpha for Institutional /work place support Scale		
Cronbach's Alpha	Cronbach's alpha based on Standardized items	No of Items
0.819	0.821	5
<i>Source : Analysis of the Data compiled by the researcher</i>		

Last but not the least in the Cronbach's alpha test of scale for reliability and consistency is the institutional / workplace support scale and we see in table 5.19 that the Cronbach's alpha value is .819 which is very satisfactory and denote that 81% of the variance from the composite score of all the items are true and reliable

TABLE 5.20
Inter-Item Correlation Matrix

ITEMS	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
ITEM 1	1.000	.646	.444	.490	.486
ITEM 2	.646	1.000	.357	.450	.530
ITEM 3	.444	.357	1.000	.485	.359
ITEM 4	.490	.450	.485	1.000	.536
ITEM 5	.486	.530	.359	.536	1.000

Source : Analysis of the Data compiled by the researcher

Finally we have table 5.20 which shows the inter item correlation and we can observe that the items in the scale are very well correlated to each other and we therefore can conclude that they

measure the same construct and gives the Cronbach's alpha a very good value showing its reliability and consistency in the scale and it ready for other tests. In this table 5.10 we can observe that all the items have a correlation score of more than .3 and above which is very significant and important in the scale for tis reliability and consistency.

The internal structure of work life balance and work life conflict were analysed and then confirmatory analysis for the characteristics on work life balance and work life conflict were examined. Exploratory Factor Analysis (EFA) was conducted to condense the original items into a smaller set of new factors. The minimum value for a good factor loading analysis is 0.3 (Tabachnick & Fidell, 1996). However, a factor loading below 0.45 is suppressed for a sample size between 150 and 200 (Hair, et al ., 2002). The principal extraction method for the factor analysis and all eigenvalues greater than one was considered in the study.

Kaiser – Meyer- Olkin (KMO) Measure of sampling adequacy measure varies between 0 and 1, and values closer to 1 are better. The value of .6 is a suggested minimum. In the analysis, the Bartlett's test of sphericity was significant with p-values less than .05 and the KMO statistics was above .06. The results of the factor analysis for work life balance, work life conflict, institutional/workplace support and society/community support are tabulated below.

Firstly, the structure of the work and life was calculated and explored based on the responses. In this study, work life balance was measured in 15 items on the questionnaire (Appendix B). Factor analysis was adopted to explore dimensions of the factors included in the teachers work life as tabulated in Table 5.21.

TABLE 5. 21
Exploratory factor analysis for Work Life balance.

Variables	Factor Loading
Work life balance ($\alpha = .879$)	
1. Personal life suffers because of work	.793
2. Job makes personal life difficult	.859
3. Neglect personal needs because of work	.980
4. Put personal life on hold for work	.904
5. Miss personal activities because of work	.791
6. Struggle to juggle work and non-work	.687
7. Happy with the amount of time for non-work activities (reversed)	.696
8. Personal life drains me of energy for work	.772
9. Too tired to be effective at work	.631
10. My work suffers because of my personal life	.590
11. Hard to work because of personal matters	.790
12. Personal life gives me energy for my job	.845
13. Job gives me energy to pursue personal activities	.980
14. Better mood at work because of personal life	.904
15. Better mood because of my job	.861

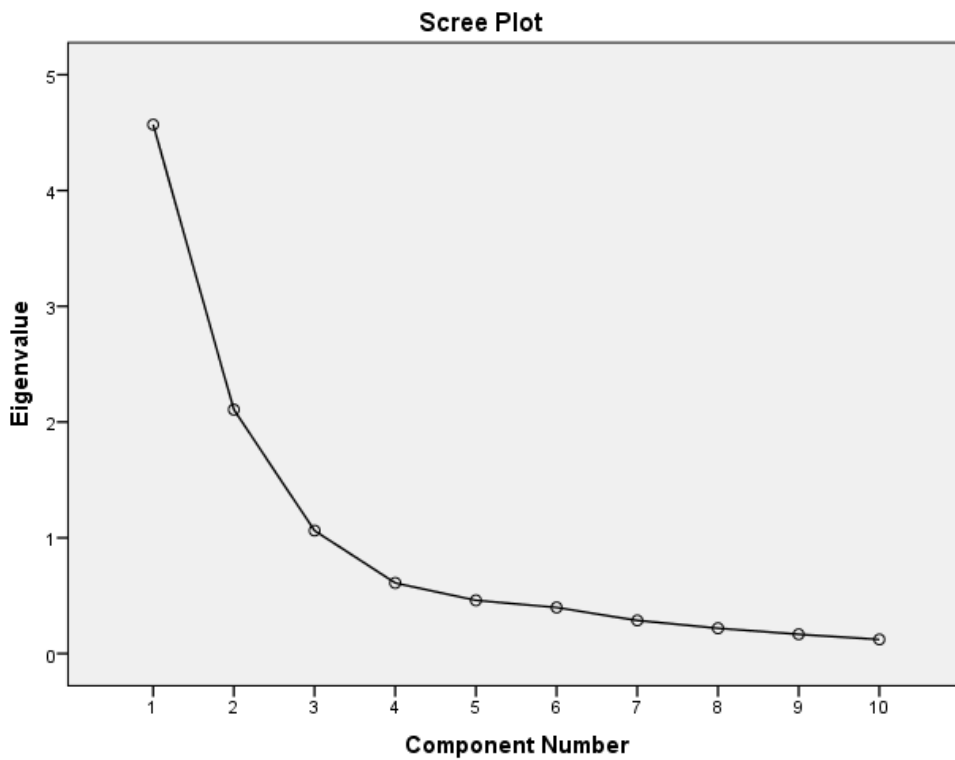
Note : α = Cronbach's Alpha value.

Source : *Analysis of the Data compiled by the researcher*

The descriptive information shows the means and standard deviations for all the 15 variables as well as all the possible bivariate correlations and their p-values. It is noted that all the correlations are positive and significant as it is expected from the variables. Barlett’s test of sphericity is significant, thus from the perspective of Barlett’s test, the factor analysis is feasible. As Barlett’s test is almost always significant, a more discriminating index of factor analysability is the Kaiser – Meyer- Olkin (KMO). For the study the KMO value is .811, which is very large, so the KMO also supports factor analysis. Kaiser’s rule of retaining factors with eigenvalues greater than 1.00 was used in the analysis as the default value.

GRAPH 1.1

Scree plot of work life balance scale



Source : Analysis of the Data compiled by the researcher

As we can see from the graph 1.1 the scree plot shows the components that were retained having eigenvalues less than 1 were not retained, the eigenvalues for the first three components with eigenvalues of 7.663, 2.788 and 1.632 were retained.

The first three factors were personal life, duties at the work place and personal needs. The above three factors were mainly extracted for work and life balance and the home component accounting for a total variance of component 1 is 51.807 percent, component 2 is 18.5 percent and component 3 is 10.8 percent of all items.

The reliability analysis was also executed for the study to determine the internal consistency of the factors. Such a high figure (close to the maximum 1) indicated that the items were a good indicator of what is being measured. According to Hair, et al. (2006), a coefficient of less than 0.6 indicates marginal to low internal consistency. As shown in table 5.11 the factor 1 has a high internal consistency ($\alpha = .879$) indicating a high consistency and reliability.

As we read the objective and hypothesis we find that the main motive of the study is to derive a solid primary construct for the dependent which is work life balance and until now the 15 items were reduced using dimension reduction technique in SPSS through factor analysis and from the factor loadings and the eigenvalues three components were derived which still do not serve the purpose of a one primary component.

Therefore to fulfil this objective as given by Organization for Economic co-operation and Development (OECD) in the book Handbook on constructing composite indicators: Methodology and User guide (page 89)

One primary component can be obtained from the three components that were retained by their eigenvalues by taking a composite score of the three which is done using the formula given $(\text{Component1} * \text{eigenvalue} + \text{component2} * \text{eigenvalue} + \text{component3} * \text{eigenvalue}) / \text{total eigenvalue}$ of component 1, 2 and 3. And thus the primary component of work life balance is obtained through SPSS.

The next structure of work life conflict was calculated and explored based on the responses of the respondents. In this study work life conflict was measured in 10 response items on the questionnaire (Appendix B). Factor analysis was used to explore based on the 10 items in work life conflict scale given by Netemeyers, et al. (1996).

Barlett's test of sphericity is significant, thus from the perspective of Barlett's test, the factor analysis is feasible. As Barlett's test is almost always significant, a more discriminating index of factor analysability is the Kaiser – Meyer- Olkin (KMO). For the study the KMO value is .814, which is very large, so the KMO also supports factor analysis. Kaiser's rule of retaining factors with eigenvalues greater than 1.00 was used in the analysis as the default value.

TABLE 5.22

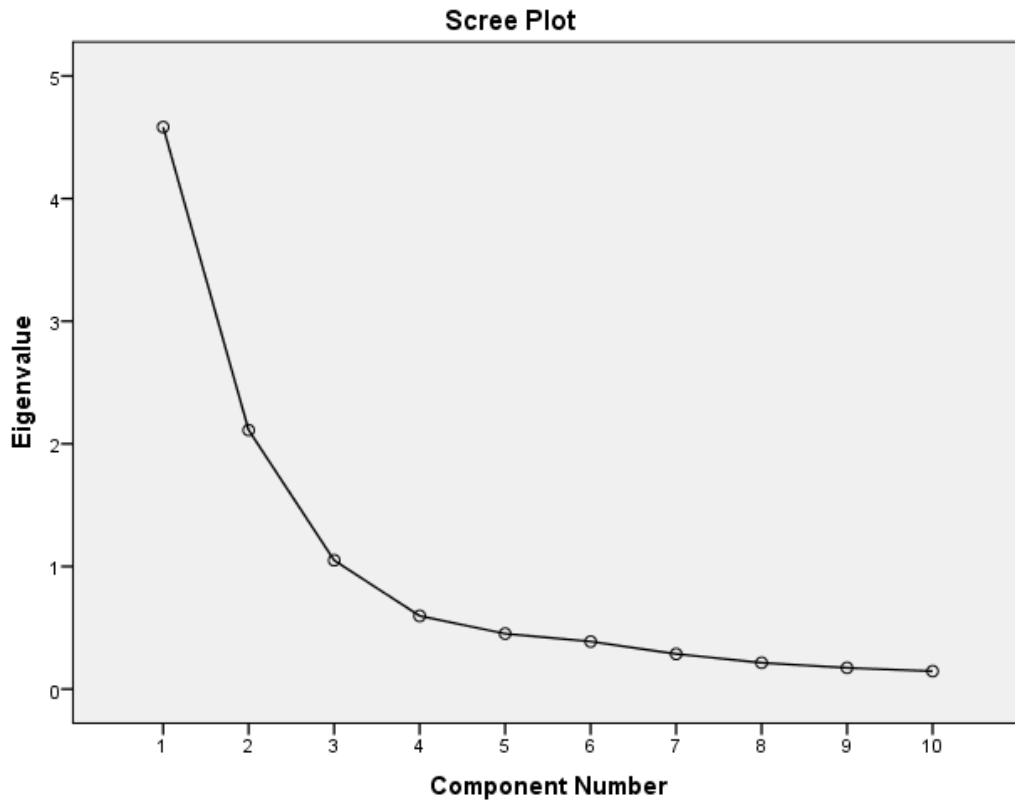
Explorative factor analysis for work life conflict

Variables	Factor loadings
Work life conflict ($\alpha = .830$)	
1. The demands of my work interfere with my life away from work.	.797
2. The amount of time my job takes up makes it difficult to fulfil other interest.	.850
3. Things I want to do at home do not get done because of the demands of my job.	.933
4. My job produces strain that makes it difficult to fulfil other responsibilities and duties.	.861
5. Due to work, I have to make changes to my plans for activities away from work.	.809
6. The demands of my personal life interfere with work related duties.	.699
7. I have to put off doing things at work because of demands on my time outside work.	.719
8. Things I want to do at work don't get done due to the demands of my interests outside work	.827
9. My home life interferes with my responsibilities at work.	.643
10. Personal life strains interfere with my ability to perform work related duties.	.606

Source : Analysis of the Data compiled by the researcher

GRAPH 1.2

Scree plot of work life conflict scale.



Source : Analysis of the Data compiled by the researcher

As we can observe from the graph 1.2. The scree plot clearly shows the components that have attained eigenvalues greater than 1 which were retained. The eigenvalue for the first three components with eigenvalue of 4.583, 2.111 and 1.050 respectively were retained.

The factor for work life conflict component accounts for a total variance of component 1 is 45.83 percent, component 2 is 21.1 percent and component 3 is 10.4 percent of all items. It is observed that the factor has a high internal consistency with a large Cronbach's alpha value of $\alpha = .830$

which is way above .60. The three components that were retained were work interference, working hours and work demands.

As we read the objective and hypothesis we find that the main motive of the study is to derive a solid primary construct for the factors and until now the 10 items were reduced using dimension reduction technique in SPSS through factor analysis and from the factor loadings and the eigenvalues.

Three components were derived which still do not serve the purpose of a one primary component. Therefore to fulfil this objective as given by Organization for Economic co-operation and Development (OECD) in the book Handbook on constructing composite indicators: Methodology and User guide (page 89).

One primary component can be obtained from the three components that were retained by their eigenvalues by taking a composite score of the three which is done using the formula given $(\text{Component1} * \text{eigenvalue} + \text{component2} * \text{eigenvalue} + \text{component3} * \text{eigenvalue}) / \text{total eigenvalue}$ of component 1, 2 and 3. And thus the primary component of work life conflict is obtained through SPSS.

Factor analysis for the component workplace /institutional support was conducted and table 5.23 presents the factor loadings for the component. In this study work place /institutional support was measured in 5 response items on the questionnaire (Appendix B). Factor analysis was used to explore based on the 5 items in workplace/institutional support scale.

Barlett's test of sphericity is significant, thus from the perspective of Barlett's test, the factor analysis is feasible. As Barlett's test is almost always significant, a more discriminating index of factor analysability is the Kaiser – Meyer- Olkin (KMO). For the study the KMO value is. 807 which is very large, so the KMO also supports factor analysis. Kaiser's rule of retaining factors with eigenvalues greater than 1.00 was used in the analysis as the default value.

TABLE 5.23

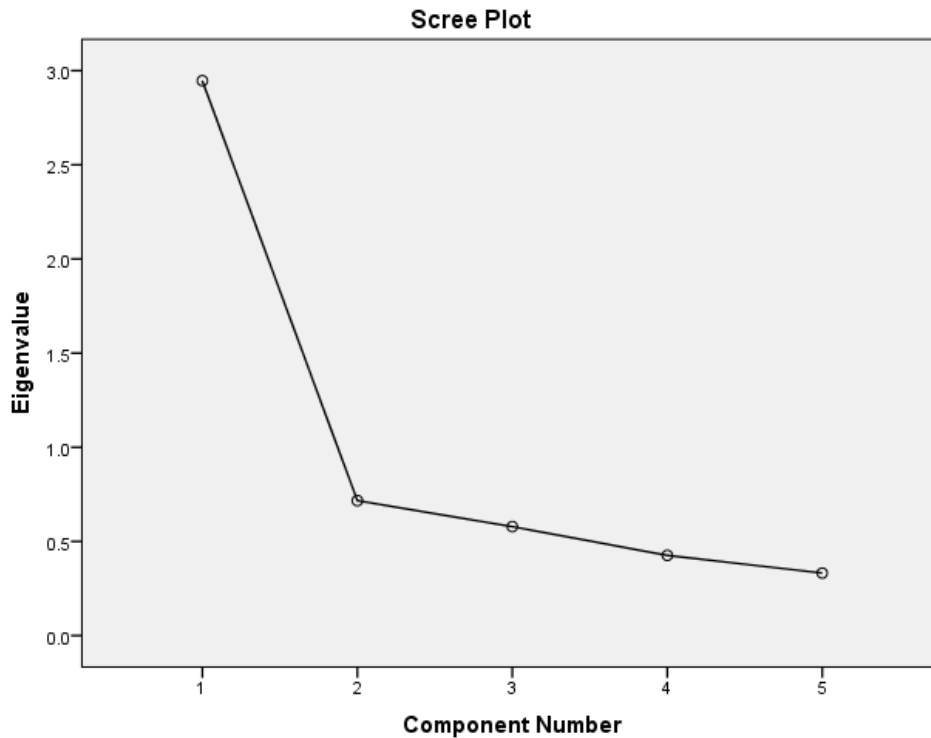
Exploratory factor analysis for work place / institutional support scale

Variables	Factor loadings
Workplace/Institutional support ($\alpha = .819$)	
1. There is lack of administrative support in the work place	.812
2. There is poor communication at the work place	.794
3. The infrastructure facilities at the work place are adequate	.674
4. The work life balance policies at the workplace is good enough	.776
5. The work culture at the work place promotes work life balance	.774

Source : Analysis of the Data compiled by the researcher

GRAPH 1.3

Scree plot of Workplace/institution support



Source : Analysis of the Data compiled by the researcher

As we can again observe the scree plot which shows that in this scale only one component is retained which has an eigenvalue greater than the default value (1). The principal component has an eigenvalue of 2.946 and was retained with a total variance of 58.928 percent. The principal component that was retained is administrative support.

The Cronbach's alpha for this scale is also very good with $\alpha = .819$, showing good internal consistency of the scale.

Factor analysis for the component society/community support was conducted and table 5.24 presents the factor loadings for the component. In this study society/community support was

measured in 5 response items on the questionnaire (Appendix B). Factor analysis was used to explore based on the 5 items in society/community support scale.

Barlett’s test of sphericity is significant, thus from the perspective of Barlett’s test, the factor analysis is feasible. As Barlett’s test is almost always significant, a more discriminating index of factor analysability is the Kaiser – Meyer- Olkin (KMO). For the study the KMO value is. 801 which is very large, so the KMO also supports factor analysis. Kaiser’s rule of retaining factors with eigenvalues greater than 1.00 was used in the analysis as the default value.

TABLE 5.24

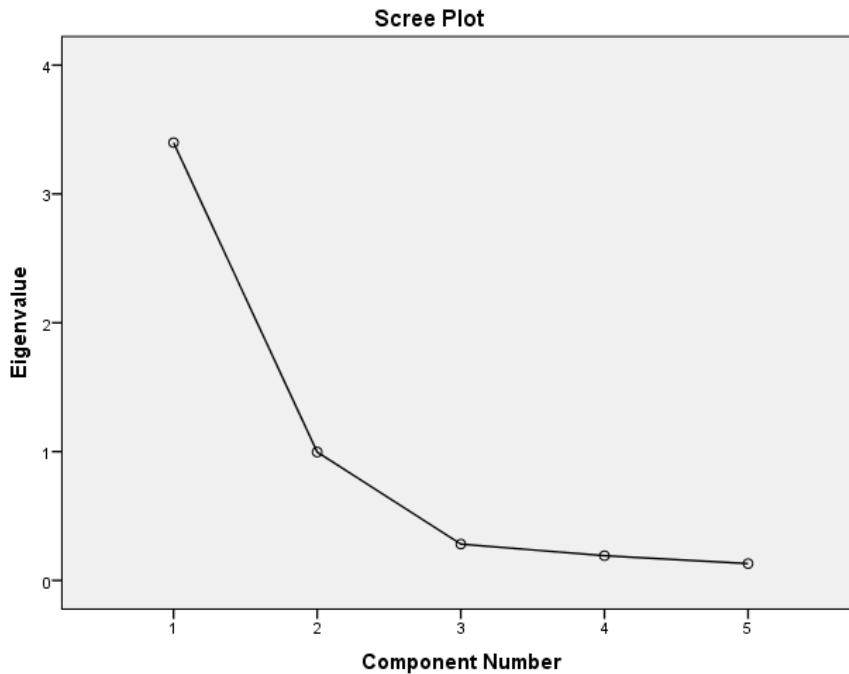
Exploratory factor analysis for Society/community support

Variables	Factor loadings
Society/community support ($\alpha = .801$)	
1. The community/society has a lot of expectations besides school duties.	.889
2. I fulfil my role within the community as i would like to without disturbing work life balance.	.926
3. I reschedule / procrastinate work activities due to society/community arrangements.	.703
4. I have no time for societal/community duties after work.	.939
5. I think of work during societal/community meetings.	.930

Source : Analysis of the Data compiled by the researcher

GRAPH 1.4

Scree plot of Society/community support scale



Source : Analysis of the Data compiled by the researcher

It can be observed from the graph that only one principal component was retained and the component that was retained is community expectations with an eigenvalue of 3.399 and a component total variance of 67.973 percent of all items. The Cronbach's alpha is .801 which is very good and shows a good consistency in the scale.

Factor analysis for the component Work life balance extra was conducted and table 5.25 presents the factor loadings for the component. In this study Work life balance overall was measured in 4 response items on the questionnaire (Appendix B). Factor analysis was used to explore based on the 4 items in Work life balance overall scale.

Barlett's test of sphericity is significant, thus from the perspective of Barlett's test, the factor analysis is feasible. As Barlett's test is almost always significant, a more discriminating index of factor analysability is the Kaiser – Meyer- Olkin (KMO). For the study the KMO value is .762 which is very large, so the KMO also supports factor analysis. Kaiser's rule of retaining factors with eigenvalues greater than 1.00 was used in the analysis as the default value.

TABLE 5.25

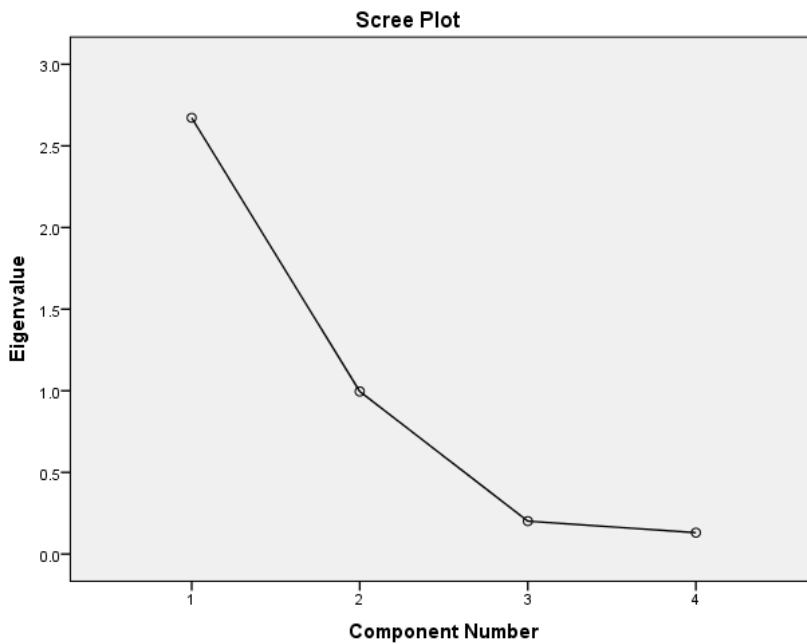
Exploratory factor analysis for Work life balance extra

Variables	Factor loadings
Work life balance overall ($\alpha = .706$)	
1. More experience can enable a teacher to attain better work life balance.	.929
2. High work life conflict immensely affects performance at work.	.841
3. Financial stability is needed to achieve a good work life balance.	.952
4. My efforts to attain a desired balance between work and life causes personal stress , worry or ill health.	.946

Source : Analysis of the Data compiled by the researcher

GRAPH 1.5

Scree plot of Work life balance extra



Source : Analysis of the Data compiled by the researcher

As we can observe from the graph 1.5 the scree plot shows that in this scale only one principal component was retained with an eigenvalue of 2.672 which is experience can help in work life balance. The total component variance is 66.801 percent of all the items. The Cronbach's alpha is also very good with $\alpha = .706$. Signifying that the scale has a very good internal consistency and reliability of the scale.

5.3. Testing of Hypotheses

Now that the various scales have different primary component we can now find their respective significance towards other variables, and to accomplish this objective the study performs a One way ANOVA test and Pearson's correlation was performed. ANOVA was conducted to understand if work life balance differs with different income groups and different levels of experience by the teachers (Hypothesis 1 & 5) Shavelson(1996) stated , “ The one way ANOVA is used to analyse data from designs with one independent variable that produces two or more groups of subjects” (p.370). Shavelson (1996) explained the purpose of the one – way ANOVA which is to compare the means of two or more groups to decide if the observed differences between the variables occurred by chance or by some sort of a systematic effect. Comparing the variability of scores within a group with the variability between the group mean does the identification of the differences. If the variability between groups is greater than the variability within groups, the result is evidence of a significant group difference. Shavelson(1996).

Pearson's correlation is also performed to find if there is any correlation between two variables in the scale, the test is performed to find any significant differences that may exist in the variables that are compared to reject or fail to reject any given hypothesis in the study.

Before testing the hypothesis of the study using the various tools in SPSS for testing of hypothesis the variables must first be test for normality of the data to find the normal distribution of the data. Normality of the data was performed on the data set of the study and was found to have optimum

data distribution in the scale. The skewness and kurtosis z –values = 0.58 which was found to be in the range needed (somewhere in the span of +1.96 to -1.96). The histograms, Normal Q-Q plots and the boxplots also indicates that the data are normally distributed. it is very difficult to get a perfect data distribution and therefore the data in many cases is often found to be a little skewed and kurtotic which is not a problem. And the significance or p-value = .73 which is above the significance value of 0.05 again indicating that the data is normally distributed.

The first hypothesis states that “There is no significant relationship among experiences of teachers with work life balance”. This hypothesis was tested by ANOVA and the results are shown in table 5.26.

TABLE 5.26

Descriptive analysis of Experience and Work life balance

Experience (In years)	Frequency	Mean	Std. Deviation
1. 0-5	130	5.6518	.56432
2. 6-10	220	5.6663	.68099
3. 11-15	59	5.6468	.56756
4. 16-20	25	5.6502	.78661
5. 21 and Above	16	5.4447	.93229
Total	450	5.6508	.65042

Source : Analysis of the Data compiled by the researcher

TABLE 5.27

ANOVA results for Experience and Work life balance

PARTICULARS	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.734	4	.183	.431	.786
Within Groups	189.212	445	.425		
Total	189.946	449			

Source : Analysis of the Data compiled by the researcher

The test of variance is not significant ($F=.431$, $p\text{-value}=.786 > .05$). Hence the test fails to reject the null hypothesis and it is assumed that there is no significant relationship among experiences of teachers with work life balance.

The second hypothesis states that “There is no significant relationship among institutional support and work life balance”. The hypothesis was also tested by one –way ANOVA and the results are shown in table 5.28

TABLE 5.28

ANOVA Result of Institutional support and Work life balance

PARTICULARS	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.981	6	2.164	5.416	.000
Within Groups	176.965	443	.399		
Total	189.946	449			

Source : Analysis of the Data compiled by the researcher

The test is significant ($F=5.416$, $p\text{-value}=.000<.05$) Hence the null hypothesis is rejected and it is assumed that there is a significant relationship among institutional support and work life balance.

This test is a clear indicator that in order to maintain a good balance between work and life the institution plays a very important role and must always support the teachers to help them maintain a balance between work and life.

The third hypothesis that states “Work life conflict has a positive relationship on work life balance of Women teachers” is tested by Pearson’s co relation test and the results is obtained in table 5.30

TABLE 5.29

Descriptive Statistics of work life conflict and Work life balance

	Mean	Std. Deviation	Total No
Work life Conflict (WLC)	5.6544	.64651	450
Work life balance (WLB)	5.6508	.65042	450

Source : Analysis of the Data compiled by the researcher

TABLE 5.30

Correlations of Work life conflict and Work life balance

		WLC	WLB
WLC	Pearson Correlation	1	.317**
	Sig. (2-tailed)		.000
	N	450	450
WLB	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.000	
	N	450	450

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

Source : Analysis of the Data compiled by the researcher

From the table 5.30 we can observe that the Pearson's correlation (r) = .317 which denotes that the correlation is significant at the 0.01 level which means that there is a significant relationship with each other, we can also observe the significance or p-value = .000 < .05 which also denotes that the

test is statistically significant and from this test we can accept the third hypothesis which states that work life conflict has a positive relationship on work life balance of women teachers.

The fourth hypothesis of the study which states that “Income has a significant relationship on the work life balance of teachers” was tested and the results are presented in the following table 5.31 and 5.32.

TABLE 5.31.

Descriptive Analysis of Income and Work life balance

	Mean	Std. Deviation	Total no
Work life balance	5.6508	.65042	450
Income	2.3578	.78317	450

Source : Analysis of the Data compiled by the researcher

TABLE 5. 32

Correlations of Income and Work life balance

		Work-life Balance	Income
Work-life Balance	Pearson Correlation	1	.111*
	Sig. (2-tailed)		.019
	N	450	450
Income	Pearson Correlation	.111*	1
	Sig. (2-tailed)	.019	
	N	450	450

*. Correlation is significant at the 0.05 level (2-tailed).

Source : Analysis of the Data compiled by the researcher

From the table 5.32 we can observe that the Pearson’s correlation (r) = .111 which denotes that the correlation is significant at the 0.05 (2- tailed) level which means that there is a significant relationship with each other, we can also observe the significance or p-value = .019 < .05 which also denotes that the test is statistically significant and from this test we can accept the hypothesis which states that income has a significant relationship on the work life balance of teachers.

The last hypothesis of the study which states that “Marital status has a significant difference on work life balance of women teachers, it was tested using an independent t-test and the results are presented in table 5.33, 5.34 and 5.35.

TABLE 5.33
Group Statistics

	Marital Status	N	Mean	Std. Deviation
Work life balance	Married	337	2.8754	1.66079
	Unmarried	113	5.4336	1.58044

Source : Analysis of the Data compiled by the researcher

TABLE 5.34	
Levene's Test for Equality of Variances	
F	Sig.
11.311	0.001

Source : Analysis of the Data compiled by the researcher

TABLE 5.35					
t-test for Equality of Means					
T	df	Sig (2 tailed)	Mean difference	Std . Error difference	95% Confidence interval of the difference
-14.341	448	.000	-2.55826	0.17839	-2.90885

Source : Analysis of the Data compiled by the researcher

We can observe from the table 5.35 that the means of married and unmarried teachers differ showing that there is a difference between the two groups as far as work life balance is concerned. The next table 5.34 shows the Levene's Test for Equality of Variances in which the significance level is $p = .001$ which is smaller than the $\alpha = .05$ which denotes that the variance is significantly different and the bottom row of the t-test results should be interpreted.

In the next table 5.35 the results of the t –test has been presented and can be interpreted. Since the sig (p value = .000) which is smaller than the $\alpha = .05$ we can conclude to say that the test is significant and the hypothesis is failed to be rejected showing that there is a significant difference between marital status and work life balance of women teachers. It is evidently clear from the test

that married and unmarried teachers experience a significantly different level of work life balance. Sig (2 tailed)=.000 , t(448)=-14.341, p = .000 at 95 % confidence level .

5.4. Work life balance strategies

The next part of the chapter deals on the respondents coping strategies and other questions relevant to the objective of the study but not included in the hypothesis but are also very important and significant for the study the analysis is presented in the following tables and a simple frequency analysis was performed through SPSS . The respondents were asked on how they manage stress that arises from work and the results are presented in the table 5.36.

TABLE 5.36		
Coping Strategies		
Coping Strategies	Frequency	Percentage
1. Entertainment	199	44.2
2. Music	203	45.1
3. Sports	48	10.7
Total	450	100
<i>Source : Analysis of the Data compiled by the researcher</i>		

We can observe from the table that majority of the respondents listen to music (45.1 percent) to cope the amount of stress arising from work related issues and 44.2 percent of the respondents use entertainment in the form of watching movies to cope the stress encountered in their daily lives and we also find that 10.7 percent of the respondents use sports activities to cope up with stress.

In another question the respondents were asked on the things that helped them balance their work life and were given a few options to choose from which are technology, able to bring children to

work, support from colleagues from work, support from family members and others of which the results are presented in the following table

TABLE 5.37		
Aid In Work Life Balance		
Aid in Work life balance	Frequency	Percentage
Technology	29	6.4
Able to bring children to work sometimes	152	33.8
Support from colleagues	226	50.2
Support from family members	36	8
Others	7	1.6
Total	450	100
<i>Source: Data compiled by the researcher</i>		

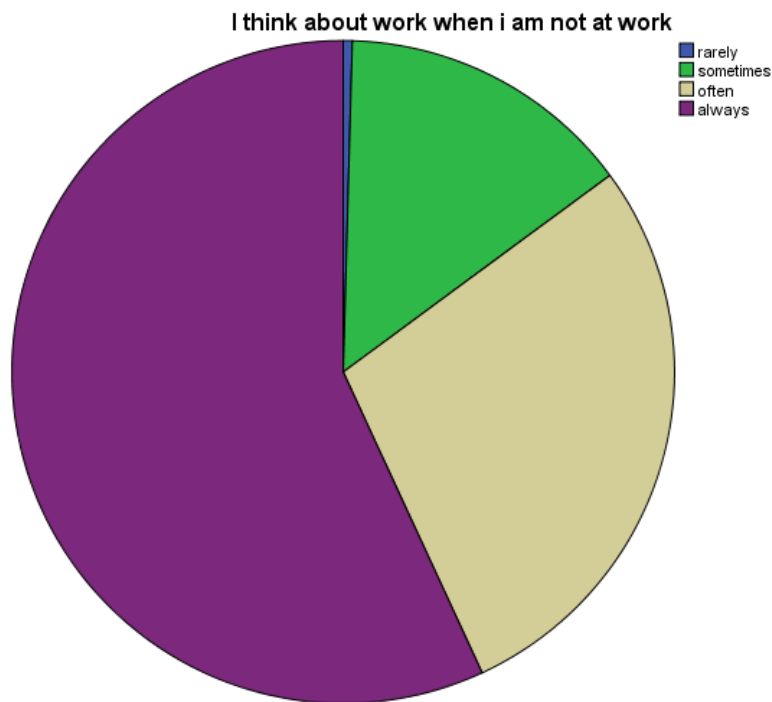
We find from the table that majority of the respondents (50.2 percent) said that in order to balance work and life support from colleagues at work is very important, we also see that 33.8 percent of the respondents said that if they could bring their children to work sometimes it would definitely help them balance work and life as majority of the respondents are married and have children at home. 8 percent of the respondents said that support from family is very important to have a good balance between work and life, 6.4 percent of the respondents said that technology helps them maintain a balance between work and life by being able to stay in touch with family and work

from anywhere using phones or laptops etc.... and finally 1.6 percent of the respondents choose other things that help them maintain a balance between work and life.

When the respondents were asked of how often they thought of work when they are not actually at work they responded rather frankly and the results are presented in the pie chart 1.1

PIE CHART 1.1

How often the respondents think about work



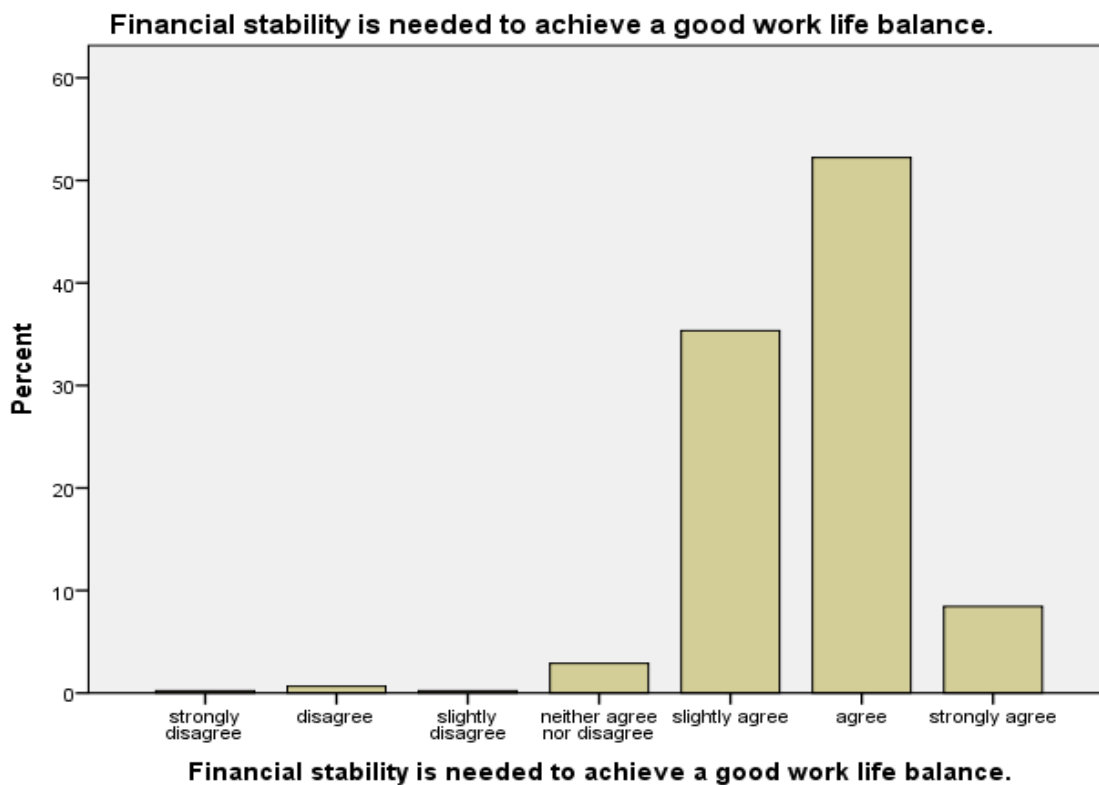
Source: Data compiled by the researcher

We can observe from the pie chart that majority of the teachers always think about work when they are not at work, this creates uneasiness and stress, it is observed that 56.9 percent of the

respondent always think about work when they are not at work, 28 percent of the respondent often think about work and 14.4 percent sometimes think of work followed by .4 percent who never think about work when they are actually not at work.

The next result presented shows how the respondents thought towards how financial stability can help or enable a teacher to maintain a better work life balance and the respondents replied shown in the chart 1.2

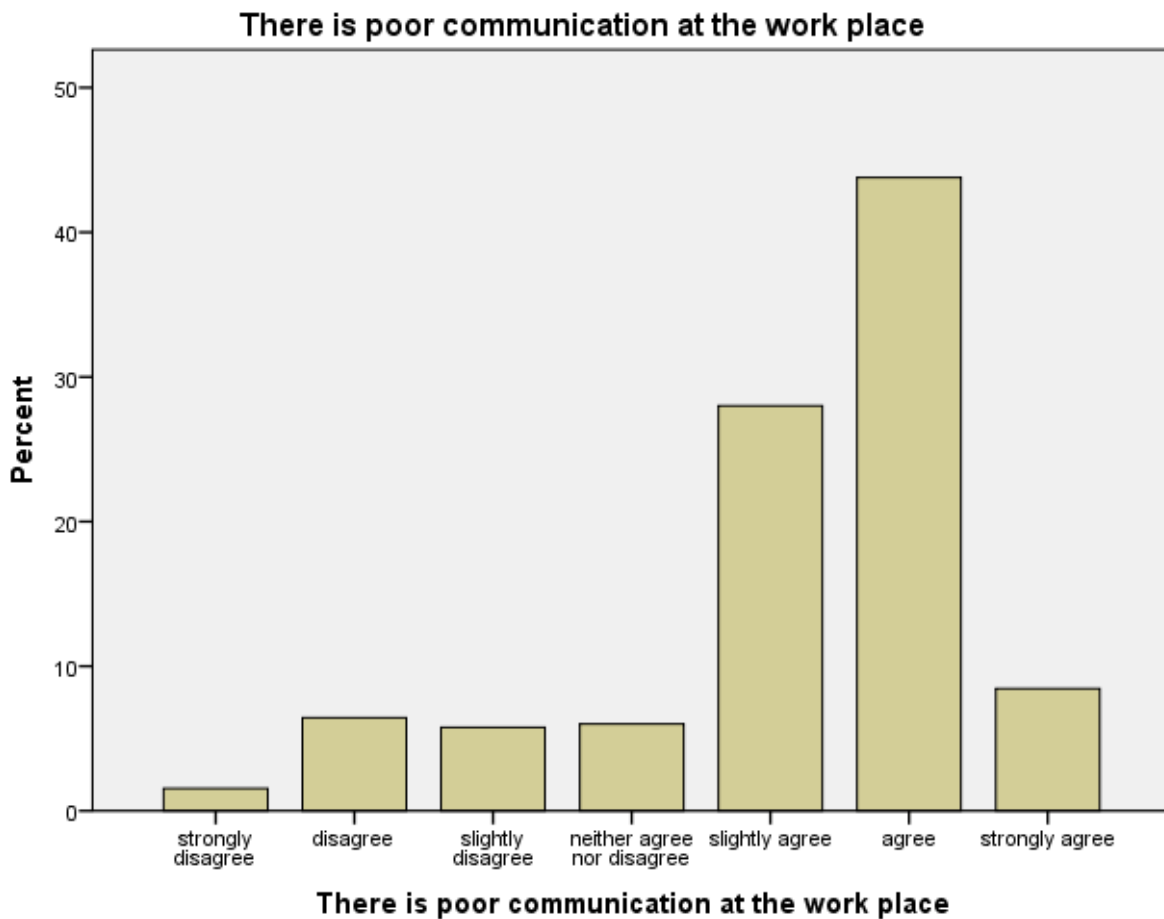
BAR CHART 1.2



Source: Data compiled by the researcher

It can be observed that majority of the respondents agree to the point that financial stability is required to achieve a good work life balance which makes the income pattern so important to the teachers.

BAR CHART 1.3

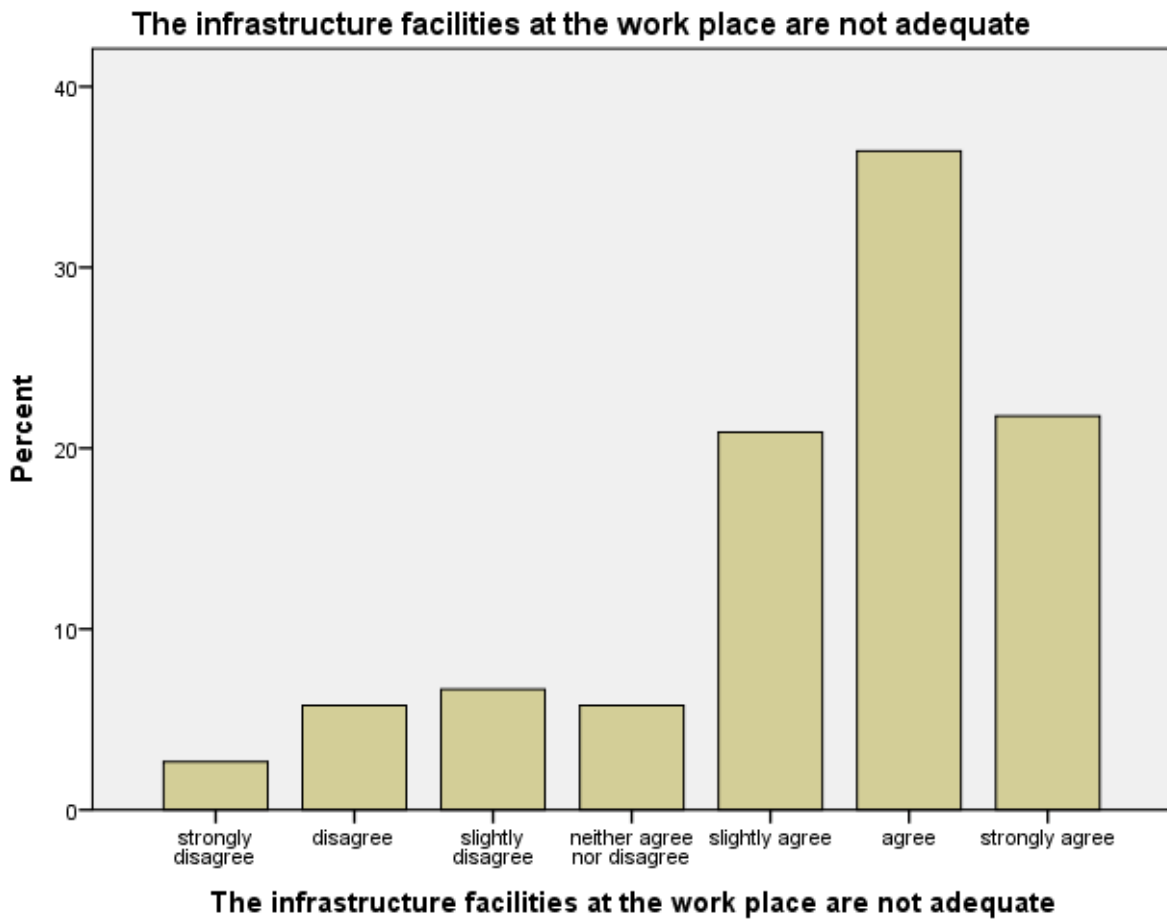


Source: Data compiled by the researcher

When the teachers were asked if there is poor communication at the work place majority (43.8 percent) of the respondents replied saying that there is poor communication at the work place

which discourages work life balance as good communication flow in the work place is very crucial to work life balance.

BAR CHART 1.4



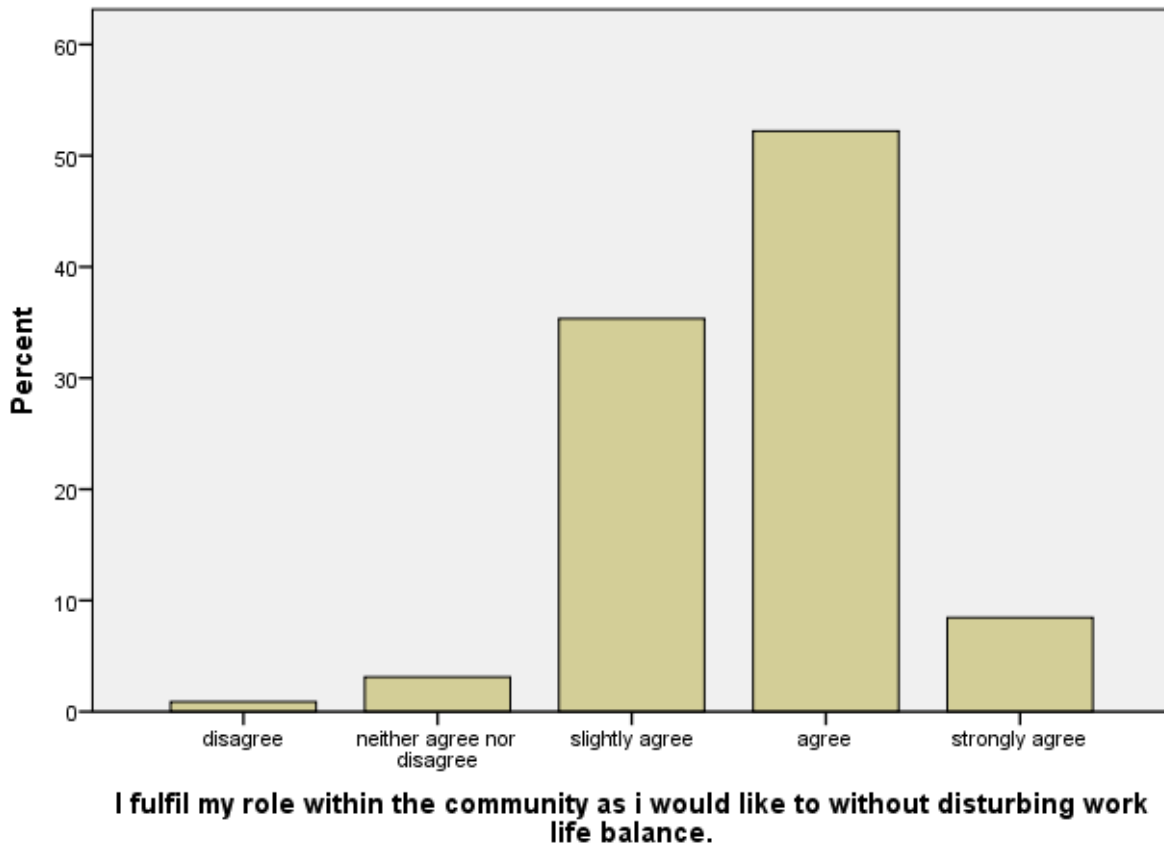
Source: Data compiled by the researcher

The respondents were also asked if the infrastructure facilities at the work place is adequate or not adequate , a majority (36.4 percent) of the respondents replied saying the infrastructure

facilities at the work place are inadequate and does not contribute positively to work life balance and may be a cause or one of the factors to work life imbalances.

BAR CHART 1.5

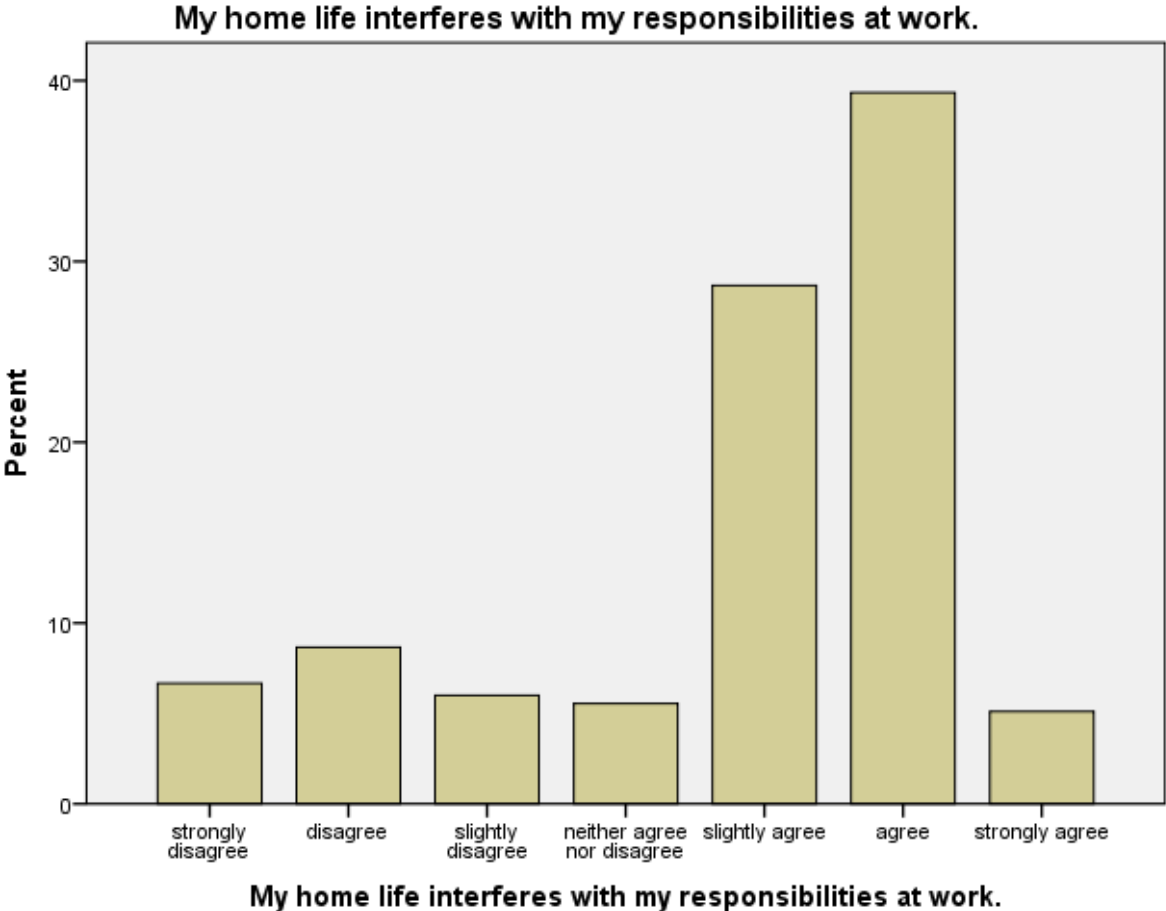
I fulfil my role within the community as i would like to without disturbing work life balance.



Source: Data compiled by the researcher

The next question the teachers were asked was if they fulfilled their role within the community without disturbing work and life majority (52.2 percent) of the respondents replied by saying that they fulfil their roles in the community without disturbing work and life balance .

BAR CHART 1.6



Source: Data compiled by the researcher

When the teachers were asked if their home life interferes with the responsibilities at work again a majority (39.3 percent) of the respondents replied that they agree home life interferes with responsibilities at work and vice versa.

Finally when the respondents were asked to rate the things important to them in life that is necessary in maintaining a balance between work and life 70 percent choose family over all things and 25 percent choose community activities whereas 5 percent choose relationship with friends. We find that many of the respondents being married take their family very seriously and would not risk the happiness of their family for any other thing in the world.

CHAPTER 6

SUMMARY, CONCLUSIONS AND SUGGESTIONS

- **Summary**
- **Conclusion**
- **Major findings**
- **Suggestions**
- **Limitations of the study**

Work life balance plays a very important role in the lives of employees working in any organization as it determines in a great way the efficiency and productivity of the employees in the organization. The present study emphasizes the role of work life balance of women teachers working in the private schools around Aizawl city and study's the impact of certain variables on work life balance. The study of work life balance is beneficial to both the employees and also the organization as we see from the literature review that maintaining a good balance between work and life is an advantage for the individual as there is better balance between work and family activities enabling the individual to have a very healthy relationship at home and performing the duties that has to be done at home and in the society. work life balance is also equally an advantage to the organization as proper balance between work and life fosters better participation in the work , there is less absenteeism in the work place it increases productivity and the overall efficiency of the employees.

The organization has a huge role to play in fostering work life balance, from the study it has been understood that institutional / organizational support plays a very important role in work life balance and is a major determinant in the success and failure of work life balance. The organization must implement work life balance policies to promote work life balance in the organization.

In India work life balance is a thing that has made many organization to turn their ears towards its implications as it was never been heard of for decades but today many organizations have understood the importance of work life balance and have made it compulsory to have programs that promote work life balance and implement the policies that promotes work life balance due to its extreme effect on the productivity and efficiency of the employees and the organization.

The study of work life balance is not a new concept to the western world as work life balance was a word that was only coined in 1986 but its presence has been acknowledge for decades in many organizations and was just not put into literature but today we are very fortunate to have work life balance studies available to us at our door step helping each and every one maintain their balance between work and life .

The research set out in this report provides an opportunity to study the work life balance of women teachers in private unaided schools of Aizawl city and to find the relationship of work life conflict and institutional support on work life balance of the teachers. The findings of the study reveal many interesting features of work life balance and how it impacts the employees in many aspects of their lives.

6.1. Summary

It is useful to provide a brief summary of the approach and the findings of the study. The report has been divided in to six chapters covering general introduction, conceptual framework study of the research context, about work life balance, review of past studies and the various concepts to work life balance, results and discussions to provide the general background of the research. The discussion provides a framework within which to analyze the work life balance among the women teacher employed in the private unaided schools of Aizawl city.

Chapter 1 of the report of the study begins with a general introduction of work life balance and highlights the role of work life balance as the key to improvement and the overall development of the employees and the organization and the importance of its impact towards overall development of the work place. The first chapter also gives a brief introduction on the educational scenario of Mizoram and its population, it explains the demographics of the state in brief and also highlighted the daily schedules of the teachers in brief through the pilot study. The first chapter also gives a clear picture on the sample and the sample size of the respondents to be taken for the study. The research methodology has also been explained in the first chapter describing the sampling method the tools to be used and last but not the least lays down the chapter plans for the entire study on which the study is to be structured.

In chapter two the theoretical framework of the study has been given, various studies that were done by well renowned authors and researches were highlighted in the chapter. The various definitions of work life balance and its implication and effects on the employees and the organization has been discussed in seven parts. The various definitions of work life balance was

defined and explained in the first part, the second part discusses the work life balance and the societal changes going on in the world that is affecting the balance between work and life. It also defines the role played by the society in maintaining work life balance. The next part talks about work life balance and the economy as the implications of work life balance also has a tremendous impact on the economy of the country as well. The results of imbalances between work and life and the impact it has on the employees and the organization is also discussed in the following part of chapter 2, as imbalances in work and life has a lot of negative effects on both the employees and the organization. The next part explains the changes in demographics of the work force and its difference on work life balance as work life balance has different part to play among different generations and is not the same for everyone so this part explains how work life balance differs in different generations of an employees life. The last part explains the different theories of work life balance given by many work life balance researchers in the past like Lockwood , Guest, Hayman J, Netenmeyer and many others and how all of the theories

The next chapter explains the educational scenario of Mizoram in detail, the chapter has also been divided into many parts that define the education status and the implications it has towards work life balance. The chapter starts with the profile of the state of Mizoram, the number of districts it has, and the number of schools were also presented in detail calculating the number of schools that fall into the different criteria of schools that has been explained in the next part. The different types of schools that exist in Mizoram are briefly explained followed by the number of different schools in the whole of Mizoram and downsizing it to the schools in Aizawl district only. The chapter also explains the teacher to pupil ratio or in simple terms to find how many students the teacher is teaching in terms of the teaching ratio called as the teacher pupil ration that too contributes a lot and has a very significant role in maintaining a balance between work and life . The chapter also

discusses the various work life balance policies used in the schools and the effects it has in the life of the teachers whether it helps them maintain a good balance or deters them from maintaining a balance between work and life . the history of education in Mizoram has also been elaborated in the chapter, how the system of education that we have today was born and its milestones over the years are all explained in the chapter, the early class timing were also discussed in the chapter as it has a huge implication on the work life balance of women teachers in Aizawl city. The last part of the chapter talks about the right to education that we as citizens have and that it is our right to receive education and how it is important for teachers to be efficient and effective in their jobs as a medium of instructor and knowledge to all.

The next chapter also provides a theoretical framework for work life balance and its culture support. It discusses the cultural support in the local context and defines how important work life balance is to the employees and the importance of cultural support in maintain a good balance between work and life. The chapter also explain the various cultural practices of the mizo people just to get an idea in to how occupied the life of an individual in Mizoram can be and this can definitely affect work life balance in a lot of ways.

This chapter also elucidated the role of hobbies in maintaining a good balance between work and life as hobbies play a very important role in the releasing of stress and is a very good portal to relax the mind and think of something different other than the duties and activities at work. The chapter also defines how important it is to have a culture that supports work life balance. The chapter finally closes by defining the role of women in the Mizo society as our study is based on work life balance of women teachers in private unaided schools of Aizawl city.

Chapter 5 explains the different types of statistical test done for the particular study to test all the hypothesis of the study. This chapter first explains the various tools for the statistical tests and the variables that were taken for the study. To test the hypothesis SPSS was used, the mean , Standard deviations, independent t-test, the cronbach's alpha, normality test , frequencies , factor analysis , Pearson's correlation and one way ANOVA were used to test he hypothesis of the study. The next part of the chapter defines the demographic profile of the respondents , the age group , the income levels and the number of dependents and marital status including their educational background and experiences have been explained in the chapter. It has been found that majority of the respondents are married and have dependents at home, the analysis also shows that the age group of the respondents comprises of younger age group signifying that the schools prefer a younger age work force. The study also reveals that most of the schools do not have proper work life balance policies implemented in the schools although some schools have them they are not implemented properly by many schools in Aizawl.

A one way ANOVA was used to test the first hypothesis which reveals that there is no significant relationship among experience of the teachers and work life balance which means that there are other factors contributing to work life balance other than experience but it also shows that levels of experience do have slight and moderate effect on the work life balance of women teachers in the private un aided schools of Aizawl.

ANOVA was again used on the second test for the study and it was found that institutional support has a significant relationship with work life balance and that institution plays a very important role in the work life balance of women teachers.

Pearson's Correlation was then applied to the next hypothesis and had been found that work life conflict has a positive relationship on work life balance of women teachers which signifies that if there is a lot of work life conflict the balance between work and life cannot be maintained and therefore to maintain a good work life balance the level of conflict between work and life should be eradicated completely.

Pearson's Correlation was again used for the next hypothesis which presents that income has a significant relationship on the work life balance and has been found that income is needed to help the teachers to balance their work and life better, it is evidently clear that the higher the level of income is the better is the level of work life balance among the women teachers in private unaided schools around Aizawl City.

An independent sample t-test was used to test the last hypothesis which presents that marital status has a significant difference on work life balance of women teachers and that the levels of work life balance experienced by married and unmarried teacher differ significantly.

The study is mainly focused on finding a relationship between work life balance and the other variables such as institutional support, work experience, work life conflict and income levels. Besides these there are many research questions that the study intends to find out which are analyzed and interpreted in the study.

6.2. Conclusion

The findings of the previous chapter results and discussions shows certain conclusion of the study. Throughout the report work life balance was the main focus. The institutions /workplace is found to be extremely responsible for work life balance and it is crucial that he organization supports work life balance in order to promote a good and healthy work life balance among its employees so that it can be beneficial for both the employee and for the organization's overall development. It has also been observed that work life conflict also has an impact on work life balance and that conflict between work and life discourages a balance between work and life.

The level of income too has a significant impact on work life balance therefore in order to promote work life balance the organizations should have a better wage /salary system which is missing from most of the schools in Aizawl. There should be a proper wage payment system and not just based on the school principal's mercy as it is a very crucial element in promotion and maintaining of work life balance. It was also found that married and unmarried teachers experience a different level of work life balance.

6.3. Major Findings:

1. The average age group of the respondents varies from 21 – 35 years and it has been found that majority of the respondents are from the age group of 30-35 years of age. This signifies that the school prefer a younger work force as they are more optimistic and energetic in performing the activities in work compared to the teachers who are aged 40 years and above. We also find that majority of the respondents aged 31- 35 are from Aizawl west region, who also has the least number of teachers who are 40 years and above signifying that Aizawl west region has a younger work force compared to the other regions of Aizawl. It is also observed that many of the teachers join the schools at a very young age and use the schools as a stepping stone for other jobs.
2. The study also reveals that there is a huge difference in the number of teachers and students in all the schools which signifies that the teachers are overburdened in their work and it is quite evidently clear that some of the teachers supposedly find it very difficult to balance work and life which causes huge problems in their lives.
3. It is also found that majority of the teachers are married and have a number of dependents at home, and the married have more responsibilities at home compared to the unmarried teachers and find themselves struggling to balance between work and family, from the literature we have found that having a number of dependents at home creates a conflict between work and family and causes a spill over in either side of the balance. It shows that Aizawl west has the most number of married respondents and Aizawl south has the least number of married respondents but it also has the highest number of unmarried respondents.

4. It is found that the amount of salary given to the teachers vary drastically in different schools and it is very clear that there is absence of proper salary rules and guidelines for the teachers and the amount of salary given is entirely up to the mercy of the principal or the proprietor of the respective schools. We see that the range of salary is divided in to 5 categories which are 1000-5000, 6000-10000, 11000-15000, 16000-20000 and 21000-25000 respectively and it is observed that 13.8% of the respondents receive Rs 1000-5000, 41.6% of the respondents receive Rs 6000-10000, 40.2% receive 11000-15000, 4.0% receives 16000-20000 and only 0.4% receives a salary of Rs 21000 and above. We can also see from the study that among all the three zones Aizawl west region has a higher range of salary payment compared to the other zones of Aizawl city. The table gives us a clear picture of the salary system in the schools as most of the respondents are paid very low and this poses as a huge factor that is likely to cause imbalances in work and life of the respondents.
5. The study also shows us the number of years the respondents have worked at the particular school and this shows how experienced they are and we find that 28.9% have 0-5 years of experience, 48.4% of the respondents have 6-10 years of experience, 7.1 % of them have 11-15 years of experience, 11.1% of the respondents have 16-20 years of experience and 4.4 % of them have an experience of 21 years and above. We also find that all the zones in Aizawl have a very similar pattern in terms of experience, most of the schools have a very similar teachers based on their work experiences. We see a trend in the experience level of the respondents and find that majority of the respondents have 6-10 years of experience and the number drastically reduces with the number of years and can be understood that

many teachers do not work in the schools for too long and tend to move on to other jobs in the future.

6. The study also shows the number of married respondents whose spouses are employed or not employed as there is a huge difference in families surviving on single salary and double salary and it has been found that married respondents whose husbands are employed and have a salary of their own find it much easier to find a balance between work and life and so we see that 67.8% of the married respondents' husbands are employed whereas 3.6% of them do not have husbands who are employed and we find that 28.7% of the respondents are depicted as missing which are the respondents who are unmarried
7. It has been found that many of the respondents have dependents living with them and these so-called family dependents refer to the family members living with them that depend on them for survival and sustenance, 86.9% of the respondents have 1-5 dependents living with them and 13.1% of them have 6-10 dependents living with them at home.
8. The study shows the type of family that the respondents come from, the types of families have been divided and categorised into 4 types which are ordinary family, step family, single parenting family and joint family. It is said that certain types of families do exist that support work-life balance better and therefore it is also crucial as to the type of family the respondents come from in order to study their work-life balance. From the table we observe that a staggering majority 85.8% of the respondents come from a normal family background, 10.2% come from a step-parent family, 3.8% of the respondents are from single parenting family and finally 0.2% of the family come from a joint family.
9. We can observe that 19.8% of the respondents take leave due to personal sickness, 23.1% take leave due to their dependents' sickness, 40.4% take leave due to stress-related

issues, 15.3% take leave due to vacations and finally 1.3 % of the respondents take leave due to other reasons . So it is evidently clear that majority of the respondents are stressed and take leaves mostly due to stress related reasons and therefore we can relate stress to be one of the main causes of imbalances of work and life activities of the respondents.

10. The study also shows the various co-curricular activities that the respondents are involved in and we find that 3.3% of the respondents take part in sports and this number being significantly low is due to the fact that women are not so interested in sports compared to men, 32.9% of them take part in religious activities as it is very important for women to take part in religious activities to fit in to the society. 54.4% actively take part in cultural activities, 7.8 % of them take part in political affairs and 1.6% in other which may be anything other than the mentioned activities.

11. The study also reveals the number of hours every respondent has to take in the morning before starting classes and we find that some of the respondents have to spend about 2 hours to come to work some due to the traffic and other due to the distance of travel as 24.4% of the respondents spend less than 30 mins of travel time as they live nearby the schools. 74.4% of the respondents take about 1 hour to reach the respective schools every day and 0.9% of the respondents live very far away from the schools and have to spend about 2 hours every day to reach the school and to get back which can cause a huge stress and disturb the balance between work and life activities causing stress related issues for the respondents.

12. The test of the first hypothesis shows that the variance is not significant ($F=.431$, $p\text{-value}=.786 > .05$). Hence the test fails to reject the null hypothesis and it is assumed that there is no significant relationship among experiences of teachers with work life balance.

13. The second hypothesis states that “There is no significant relationship among institutional support and work life balance”. The hypothesis was also tested by one –way ANOVA and the results is that it is significant ($F=5.416$, $p\text{-value}=.000<.05$) Hence the null hypothesis is rejected and it is assumed that there is a significant relationship between institutional support and work life balance. This test is a clear indicator that in order to maintain a good balance between work and life the institution plays a very important role and must always support the teachers to help them maintain a balance between work and life.
14. It has been found through the Pearson’s correlation (r) = .317 which denotes that the correlation is significant at the 0.01 level which means that there is a significant relationship of work life conflict and work life balance with each other, we can also observe the significance or $p\text{-value} = .000 < .05$ which also denotes that the test is statistically significant and from this test we can accept the third hypothesis which states that work life conflict has a positive relationship on work life balance of women teachers.
15. It has been found using Pearson’s correlation (r) = .111 which denotes that the correlation is significant at the 0.05 (2- tailed) level which means that there is a significant relationship of income with work life balance, we can also observe the significance or $p\text{-value} = .019 < .05$ which also denotes that the test is statistically significant and from this test we can accept the hypothesis which states that income has a positive relationship on work life balance of teachers.
16. It has also been found that the means of married and unmarried teachers differ showing that there is a difference between the two groups as far as work life balance is concerned. The Levene's Test for Equality of Variances in which the significance level is $p = .001$.

which is smaller than the $\alpha = .05$ which denotes that the variance is significantly different and the bottom row of the t-test results should be interpreted.

The results of the t-test has been presented and since the sig (p value = .000) which is smaller than the $\alpha = .05$ we can conclude to say that the test is significant and the hypothesis is failed to be rejected showing that there is a significant difference between marital status and work life balance of women teachers. It is evidently clear from the test that married and unmarried teachers experience a significantly different level of work life balance. Sig (2 tailed) = .000, $t(448) = -14.341$, $p = .000$ at 95 % confidence level .

17. We can conclude from the study that majority of the respondents listen to music (45.1%) to cope the amount of stress arising from work related issues and 44.2% of the respondents use entertainment in the form of watching movies to cope the stress encountered in their daily lives and we also find that 10.7 % of the respondents use sports activities to cope up with stress.
18. We find from the study that majority of the respondents (50.2 %) said that in order to balance work and life support from colleagues at work is very important , we also see that 33.8% of the respondents said that if they could bring their children to work sometimes it would definitely help them balance work and life as majority of the respondents are married and have children at home. 8% of the respondents said that support from family is very important to have a good balance between work and life , 6.4% of the respondents said that technology helps them maintain a balance between work and life by being able to stay in touch with family and work from anywhere using phones or laptops etc... and finally 1.6% of the respondents choose other things that help them maintain a balance between work and life.

19. It has been found from the study that the respondents rated the things important to them in life that is necessary in maintaining a balance between work and life 70% choose family over all things and 25% choose community activities whereas 5% choose relationship with friends. We find that many of the respondents being married take their family very seriously and would not risk the happiness of their family for any other thing in the world.
20. It has also been found that majority of the schools do not have proper work life balance policies implemented in the schools to help the teachers balance their work and life.
21. We can find from the study that women teachers also indulge themselves in a number of activities and hobbies besides work in their free time which is very important in balancing their work and life. these hobbies and activities are many time assumed to be negative factors in work life balance but from this study we can understand the importance and significance of hobbies and activities and many of the respondents mentioned in the interview that these hobbies are like a refresh button you push on a computer that refreshes their minds and makes them fit for performing better in their work. The hobbies that were often perceived to be deterring factors are now a focal point in supporting a culture of work life balance.
22. The study also reveals that most of the teachers working in private unaided schools of Aizawl city have a good balance between work and life, the institutional support and community support has helped the teachers manage and balance their work and life.
23. It has been found that majority of the teachers always think about work when they are not at work, this creates uneasiness and stress, it is observed that 56.9% of the respondent always think about work when they are not at work, 28% of the respondent often think

about work and 14.4 % sometimes think of work followed by .4 % who never think about work when they are actually not at work.

24. It has been found that majority of the respondents agree to the point that financial stability is required to achieve a good work life balance which makes the income pattern so important to the teachers.
25. The study also found that majority (43.8%) of the respondents replied saying that there is poor communication at the work place which discourages work life balance as good communication flow in the work place is very crucial to work life balance.
26. A majority (36.4%) of the respondents replied saying the infrastructure facilities at the work place are inadequate and does not contribute positively to work life balance and may be a cause or one of the factors to work life imbalances.
27. The study also reveals that majority (52.2%) of the respondents say that they fulfil their roles in the community without disturbing work and life balance.
28. A majority (39.3%) of the respondents replied that they agree home life interferes with responsibilities at work and vice versa.

6.4. Suggestions

After the detailed analysis of data, the following suggestions were recommended by the researcher:

1. Suggestion to the teachers

- a. The study showed that majority of the teachers think about work even when not at work which discourages work life balance and builds up stress. So the teachers must learn to forget work related things when not at work to improve their work life balance.
- b. The study showed that having a hobby or taking part in extracurricular activities strengthens the relationship between work and life. Therefore the teachers should find themselves a hobby or take part in extracurricular activities that acts as a reset button to refresh their minds and clear it up for other work related issues to maintain a balance between work and life.
- c. The teachers should make time for work and life in equal proportions to find the optimum level of balance between work and life.
- d. The study showed that majority of the teachers agree that being financially stable encourages work life balance. Therefore the teachers should learn how to build up savings and make themselves financially stable to promote work life balance.

2. Suggestions to the institutions/workplace

- a. It is found that there is poor communication in the work place which discourages work life balance, therefore the flow of communication must be improved at the work place.

- b. The infrastructure facilities of the institutions must also be adequate and must foster a good working environment that can eliminate stress and motivate the teachers which will improve their balance between work and life.
 - c. The institutions must regulate the wage/salary system and have a proper system of promotion and wage increment policies and schemes as they motivate the employees and improve work life balance.
 - d. The study shows that most of the schools do not implement work life balance policies. Therefore the institutions should implement better work life balance policies to promote work life balance in the work place.
3. Suggestions to the state government.
- a. The study showed that there is no proper rules and by laws governing the private schools. Therefore the state government should come up with various rules and by laws to govern and regulate the private schools in terms of the fee structure, the wage/salary systems and the implementation of work life balance policies.
 - b. The state government should look into the working hours of the teachers and formulate a better and more feasible timings for the schools.
4. Suggestions to future work life balance researchers.
- a. Since the current study is only based on women teachers in private un-aided schools of Aizawl city, there is a good prospect for future research in work life balance of other sectors.
 - b. More exploratory research can be done in the future with better formulated objectives and hypothesis using different SPSS tools to gain better insight into the concept of work life balance and its implications.

- c. This study does not compare the gender of the teachers. Therefore future studies could be conducted to compare the levels of work life balance between men and women.

Above all, it should be kept in mind that an optimum level of work life balance can enable and encourage the teachers to produce quality results. Therefore ideas can be given while framing the training and development policies that due importance should be given to the above mentioned issues.

6.5. Limitations

The study is limited to the impact of work life balance on the women teachers of different private un-aided schools of Aizawl city in Mizoram. Therefore the researcher has confronted with certain limitations in the study which are as follows:

1. The projected results may not be universal, as only restricted sample field i.e. Aizawl city was considered and private unaided schools are considered the chances of getting 100 % similar results may not be assured.
2. Statistical analysis are conducted on self –reported statements. Though the teachers were assured of confidentiality and were requested to be frank in their responses, chances of possible bias cannot be denied on the account of the individuality of at least a limited number of teachers.
3. As the levels of work life balance and other factors vary from school to school and are very different for different lines of profession, suitable consideration has to be given before the results of this study are applied elsewhere.
4. This study used a cross relationship design and thus has limited value in establishing a cause and effect.
5. The study of work life balance of women teachers in private unaided schools in Aizawl is restricted to certain dimensions, hence the effect of other factors not mentioned in the study out of the scope of this study cannot be ruled out.
6. This study has been conducted on women teachers in private unaided schools of one city in one state i.e. Aizawl. Thus the results of this study cannot be generalized to the other schools with different types of workforce in the schools as this study only studies the women teachers in the school

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APPENDIX A

INSTRUCTION

Please read all the questions/statements carefully and fill up all the space provided, tick the appropriate boxes and encircle only one option from all the statements.

Part A: Background Information

1. Name of the Respondent(Optional):
2. Name of the School:
3. Address :
4. Age (in Yrs):
5. Educational Qualification
 - HSLC
 - HSSLC
 - Gratuade
 - Post Gratuade
 - B.Ed
 - Ph.d
 - Diploma
6. Income: Which of the following income bands best describes the income for you?
 - Less than 5000
 - 5000-10000
 - 10000-15000
 - 15000-20000
 - 20000-25000
 - 25000-30000
 - 30000-35000
 - 35000 and above
7. Marital Status : Married Unmarried
8. If married is your partner currently employed? Yes No
9. How many hours does your spouse work in a day?
10. At present how many dependents/children (under the age of 18) do you have living at home with you ?
11. What type of family would you consider your household to be?
 - Ordinary Normal family
 - Step family
 - Sole parenting family
 - Other (please specify)
12. How many hours per week do you teach?

13. In the last six months how many days have you taken off work for each of the following reasons?
- Personal sickness
 - Child / Dependent sickness
 - Husband's sickness
 - Stress related issues
 - Vacations
 - Others (please specify)
14. What class / standard do you currently teach?
15. What is the typical number of students in your class?
16. In total how many years of service have you had as a teacher?
- 1-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21 years above
17. Do you participate in any co curricular activities outdoors or out of home not related to employment?
- Sporting
 - Religious
 - Cultural
 - Political
 - Others (Please specify)
18. How many hours a day do you spend traveling to work?
- Less than half an hour
 - Nearly one hour
 - Nearly two hours
 - More than two hours
19. How often do you think or worry about work (when you are not actually at work or travelling to work)?
- Never think about work
 - Rarely
 - Sometimes
 - Often
 - Always
20. How do you feel about the amount of time you spend at work?
- Very unhappy
 - Unhappy
 - Indifferent
 - Happy
 - Very happy

PART B: WORK-LIFE BALANCE SCALE

Given below are few statements each related to work – life balance scales in relation to work-life balance. These statements have an agreement/disagreement scale attached to them. The scale ranges from very strongly agree to very strongly disagree.

Please encircle only one option most closely represents your opinion. Eg:

My family demands are too great that it takes away interest from work.	7	6	5	④	3	2	1
--	---	---	---	---	---	---	---

{ Here, 7= very strongly agree (VSA); 6= agree (A); 5=slightly agree (SA); 4=neutral(N); 3=slightly disagree (SD) ; 2= disagree; 1=very strongly disagree}

S. No.	Statements	VSA	A	SA	N	SD	D	VSD
1.	Personal life suffers because of work	7	6	5	4	3	2	1
2.	Job makes personal life difficult	7	6	5	4	3	2	1
3.	Neglect personal needs because of work	7	6	5	4	3	2	1
4.	Put personal life on hold for work	7	6	5	4	3	2	1
5.	Miss personal activities because of work	7	6	5	4	3	2	1
6.	Struggle to juggle work and non-work	7	6	5	4	3	2	1
7.	Happy with the amount of time for non work activities (reversed)	7	6	5	4	3	2	1
8.	Personal life drains me of energy for work	7	6	5	4	3	2	1
9.	Too tired to be effective at work	7	6	5	4	3	2	1
10.	My work suffers because of my personal life	7	6	5	4	3	2	1
11	Hard to work because of personal matters	7	6	5	4	3	2	1
12	Personal life gives me energy for my job	7	6	5	4	3	2	1
13	Job gives me energy to pursue personal activities	7	6	5	4	3	2	1
14	Better mood at work because of personal life	7	6	5	4	3	2	1

15	Better mood because of my job	7	6	5	4	3	2	1
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PART C: WORK-LIFE CONFLICT & LIFE- WORK CONFLICT SCALE

Given below are few statements each related to work –life & life work scales in relation to work-life balance. These statements have an agreement/disagreement scale attached to them. The scale ranges from very strongly agree to very strongly disagree.

Please encircle only one option most closely represents your opinion. Eg:

My family demands are too great that it takes away interest from work.	7	6	5	④	3	2	1
--	---	---	---	---	---	---	---

{ Here, 7= very strongly agree (VSA); 6= agree (A); 5=slightly agree (SA); 4=neutral(N); 3=slightly disagree (SD) ; 2= disagree; 1=very strongly disagree}

S. No.	Statements	VSA	A	SA	N	SD	D	VSD
1.	The demands of my work interfere with my life away from work.	7	6	5	4	3	2	1
2.	The amount of time my job takes up makes it difficult to fulfil other interest.	7	6	5	4	3	2	1
3.	Things I want to do at home do not get done because of the demands of my job.	7	6	5	4	3	2	1
4.	My job produces strain that makes it difficult to fulfil other responsibilities and duties.	7	6	5	4	3	2	1
5.	Due to work, I have to make changes to my plans for activities away from work.	7	6	5	4	3	2	1
6.	The demands of my personal life interfere with work related duties.	7	6	5	4	3	2	1
7.	I have to put off doing things at work because of demands on my time outside work.	7	6	5	4	3	2	1
8.	Things I want to do at work don't get done because of the demands of my interests outside work.	7	6	5	4	3	2	1
9.	My home life interferes with my responsibilities at work.	7	6	5	4	3	2	1
10.	Personal life strains interfere with my ability to perform work related duties.	7	6	5	4	3	2	1

PART D: SOCIETY FACTOR SCALES

Given below are few statements each related to society factor scales in relation to work-life balance. These statements have an agreement/disagreement scale attached to them. The scale ranges from very strongly agree to very strongly disagree.

Please encircle only one option most closely represents your opinion. Eg:

My family demands are too great that it takes away interest from work.	7	6	5	④	3	2	1
--	---	---	---	---	---	---	---

{ Here, 7= very strongly agree (VSA); 6= agree (A); 5=slightly agree (SA); 4=neutral(N); 3=slightly disagree (SD) ; 2= disagree; 1=very strongly disagree}

S. No.	Statements	VSA	A	SA	N	SD	D	VSD
1.	The community/society has a lot of expectations besides school duties.	7	6	5	4	3	2	1
2.	I fulfil my role within the community as i would like to without disturbing work life balance.	7	6	5	4	3	2	1
3.	I reschedule / procrastinate work activities due to society/community arrangements.	7	6	5	4	3	2	1
4.	I have no time for societal/community duties after work.	7	6	5	4	3	2	1
5.	I think of work during societal/community meetings.	7	6	5	4	3	2	1

PART E: INSTITUTIONAL SUPPORT SCALES

Given below are few statements each related to Institutional support scales in relation to work-life balance. These statements have an agreement/disagreement scale attached to them. The scale ranges from very strongly agree to very strongly disagree.

Please encircle only one option most closely represents your opinion. Eg:

My family demands are too great that it takes away interest from work.	7	6	5	④	3	2	1
--	---	---	---	---	---	---	---

{ Here, 7= very strongly agree (VSA); 6= agree (A); 5=slightly agree (SA); 4=neutral(N); 3=slightly disagree (SD) ; 2= disagree; 1=very strongly disagree}

S. No.	Statements	VSA	A	SA	N	SD	D	VSD
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1.	My current working hours enable me to have a balance between work and family	7	6	5	4	3	2	1
2.	There is lack of administrative support in the work place	7	6	5	4	3	2	1
3.	There is poor communication in the work place	7	6	5	4	3	2	1
4.	The infrastructure facilities provided are adequate at the work place	7	6	5	4	3	2	1
5.	The work life balance policies provided at the work place is adequate.	7	6	5	4	3	2	1

PART F: WLB EXTRA SCALES

Given below are few statements each related to WLB Extra scales in relation to work-life balance. These statements have an agreement/disagreement scale attached to them. The scale ranges from very strongly agree to very strongly disagree.

Please encircle only one option most closely represents your opinion. Eg:

My family demands are too great that it takes away interest from work.	7	6	5	④	3	2	1
--	---	---	---	---	---	---	---

{ Here, 7= very strongly agree (VSA); 6= agree (A); 5=slightly agree (SA); 4=neutral(N); 3=slightly disagree (SD) ; 2= disagree; 1=very strongly disagree}

S. No.	Statements	VSA	A	SA	N	SD	D	VSD
1.	More experience can enable a teacher to attain better work life balance.	7	6	5	4	3	2	1
2.	High work life conflict immensely affects performance at work.	7	6	5	4	3	2	1
3.	Financial stability is needed to achieve a good work life balance.	7	6	5	4	3	2	1
4.	My efforts to attain a desired balance between work and life causes personal stress , worry or ill health.	7	6	5	4	3	2	1
5.	I will attain the desired balance between work and life if i change schools.	7	6	5	4	3	2	1

PART G : COPING STRATEGIES

1. How do you manage stress arising from your work?
 - Yoga
 - Meditation
 - Entertainment
 - Dance
 - Music
 - Others, specify_____.
2. Does your School have a separate policy for work-life balance?
 - Yes
 - No
 - Not aware
3. If, yes what are the provisions under the policy?
 - Flexible starting time
 - Flexible ending time
 - Flexible hours in general
 - Holidays/ paid time-off
 - Class rotations
 - Others, specify_____
4. Do you personally feel any of the following will help you to balance your work life?
 - Flexible starting hours
 - Flexible finishing time
 - Flexible hours, in general
 - holidays/paid time offs
 - Job sharing
 - Time-off for family engagements/events
 - Others, specify_____
5. Does your organization provide you with following additional work provisions?
 - Counselling services for employees
 - Health programs
 - Parenting or family support programs
 - Exercise facilities
 - Relocation facilities and choices
 - Transportation
 - Others, specify_____.
6. Do any of the following hinder you in balancing your work and family commitments?
 - Long working hours
 - Compulsory overtime
 - meetings/training after class hours
 - Others, specify_____
7. Do any of the following help you balance your work and family commitments?
 - Technology like cell phones/laptops
 - Being able to bring Children to work on occasions
 - Support from colleagues at work
 - Support from family members
 - Others, specify_____.
8. Do any of the following hinder you in balancing your work and family commitments?
 - Technology such as laptops/cell phones
 - Frequently travelling on school tours away from home
 - Negative attitude of peers and colleagues at work place
 - Negative attitude of superiors
 - Negative attitude of family members
 - Others, specify_____

9. Please describe your average working day during the past year using the 24 hour clock.

At what time do you

- a) Leave the house _____
- b) Arrive at Work place _____
- c) Start work _____
- d) Finish work _____
- e) Leave work place _____
- f) Arrive home _____

10. How important are each of them to you personally?

{ Here, 5= Very important (VI); 4= Fairly important (FI); 3= neutral (N); 2= Fairly Unimportant (FU); 1= Very Unimportant (VU) }

S. No.	Particulars	VI	FI	N	FU	VU
1.	Family	5	4	3	2	1
2.	Relationship with friends and acquaintances	5	4	3	2	1
3.	Free time and relaxation	5	4	3	2	1
4.	Community activities and volunteering	5	4	3	2	1
5.	Religion	5	4	3	2	1
6.	Earning a high salary	5	4	3	2	1
7.	Getting promoted	5	4	3	2	1
8.	Gaining work experience	5	4	3	2	1
9.	Length of Service in current school	5	4	3	2	1

11. I will probably stay in this School for:

- Less than 1 year
- 1-2 years
- 2-4 years
- 4-6 years
- More than 6 years

Kindly, suggest some of the other important factors for attaining work life balance here:

❖ **Thank you for your valuable time and support.**

APPENDIX B

Work-life balance Scale

1. Personal life suffers because of work
2. Job makes personal life difficult
3. Neglect personal needs because of work
4. Put personal life on hold for work
5. Miss personal activities because of work
6. Struggle to juggle work and non-work
7. Happy with the amount of time for non-work activities (reversed)
8. Personal life drains me of energy for work
9. Too tired to be effective at work
10. My work suffers because of my personal life
11. Hard to work because of personal matters
12. Personal life gives me energy for my job
13. Job gives me energy to pursue personal activities
14. Better mood at work because of personal life
15. Better mood because of my job

Work-life conflict Scales

1. The demands of my work interfere with my life away from work.
 2. The amount of time my job takes up makes it difficult to fulfil other interest.
 3. Things I want to do at home do not get done because of the demands of my job
 4. My job produces strain that makes it difficult to fulfil other responsibilities and duties.
 5. Due to work, I have to make changes to my plans for activities away from work.
 6. The demands of my personal life interfere with work related duties.
 7. I have to put off doing things at work because of demands on my time outside work.
 8. Things I want to do at work don't get done due to the demands of my interests outside work.
 9. My home life interferes with my responsibilities at work.
 10. Personal life strains interfere with my ability to perform work related duties.
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