



WORK LIFE BALANCE OF PRIVATE SCHOOL TEACHERS IN TELANGANA STATE: SPECIAL REFERENCE TO YADADRI BHUVANAGIRI DIST, TELANGANA STATE, INDIA.

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Abstract:

In today's fast paced society, Human Resources are undoubtedly the major asset of an organization. Work life balance has been one of the major factors in influencing an institution's efficiency. The adding demands of the private education sector have brought the issue of work- life balance among private teachers into sharp focus. This composition explores the multifaceted challenges faced by private academy educators in managing their professional liabilities alongside particular and family life. This study was conducted among the teaching professionals of private school in Yadadri Bhuvanagiri district by using descriptive method. It made an attempt to explore the major challenges faced by the teachers in maintaining a balance between their personal and professional life based on primary data. A sample of 100 teachers was selected by purposive sampling method. Interview schedule was used to identify the challenges faced by the respondents. The study intends to measure the attitude of respondents about the influence of work life balance in life satisfaction, impact of work life on their personal life, social outlook etc. From both primary data and secondary data, the study identifies extended working hours, administrative burdens, lack of institutional support, and illegal compensation as the stressors. The findings emphasize the critical need for policy reforms and institutional interventions aimed at perfecting schoolteacher well- being, job satisfaction, and overall productivity. The composition concludes by proposing practical recommendations for educational institutions to foster a more balanced and probative work environment for private educators.

Key words: *Work life Balance, School teachers, Private school*

1. Introduction

Work- life balance is a concept of making balance between personal life and the professional life. This concept helps the individuals I optimum utilization of time and energy between work and personal life. United Kingdom was the first to use the term Work Life Balance 1970s to define the balance between an existent's work and particular life. Work- life balance term was first coined by America in 1986. Employees with proper work life balance will feel a greater relief and perform better than they are. It's the position to which an employee experiences feelings fulfilled and having his or her needs met in both work and non-work aspects of life. Through experiencing lesser work life balance, individualities' details feeling better in general and tend to behave in several ways. Work- life balance is grounded on the premise that everyone should have a complete life in which sufficient amount of time is given to particular interests similar as continuing education, social/ community work, sports, recreations and family interest. These are made up of both particular and



work fulfillment, family (which includes partner, maternal and/ or filial) part fulfillment, and also community fulfillment as a responsible citizen. Because these places come with different obligations and perceptions for each existent, WLB also basically becomes a particular perception of how an employee hand manages and integrates both work and particular life fulfillment with the colorful part liabilities that come with being involved in work, family and the community. There's a complex relationship between work and particular life of individualities. In the present situation of post covid, the concept of Work- Life Balance has gained more importance. From an employer's standpoint, encouraging work- life balance may attract new hires, help reduce development and absenteeism, and increase the chances of workers freely engaging in "pro social" actions that rise over and beyond their job conditions. Nonetheless, findings are mixed with respect to goods of hand work- life balance on the association's bottom line.

In recent times, the conception of work- life balance has gained significant attention across colorful professional sectors, including education. For private academy teachers, achieving a healthy balance between their work and particular lives is decreasingly getting a challenge. Unlike their counterparts in government institutions, private teachers frequently face long working hours, high prospects, and limited job security. These factors can contribute to physical fatigue, emotional stress, and reduced job satisfaction, which in turn affect their overall well- being and professional performance.

The part of teachers in shaping unborn generations cannot be exaggerated. Still, the pressure to meet academic targets, share in adulterous duties, manage executive tasks, and maintain discipline within the classroom places considerable strain on private teachers. Through this disquisition, the study seeks to exfoliate light on and frequently- overlooked aspect of educational converse and to endorse for probative measures that can enhance the professional and particular lives of private teachers.

Thus, this study attempts to analyze the work life balance among private school teacher's in Bhongir Mandal, Yadadri Bhuvanagiri district and offer suggestions for creating more number of future.

2. Review of Literature

Work-life balance is the balance between one's occupational and non-occupational demands (Greenhaus & Beutell, 1985). In India, WLB is conditioned by societal norms, gender roles, organizational culture, and national policies.

2.1. Workload and Extended Working Hours

Some research has documented that teachers in private schools tend to perform duties outside of regular school hours, including administration, after-school supervision, and tutoring (Kaur & Arora, 2017). This overwork results in stress and has an adverse effect on personal life.

2.2 Gender Dimensions

Work-life conflict is more severe among women teachers, especially with caregiving duties. Singh and Nayak (2019) identified that women usually feel guilty and anxious as a result of failing to meet domestic and professional roles satisfactorily.

2.3. Organizational Support and Policies

Private schools tend to lack formalized HR practices in favor of WLB. The lack of maternity leave, flexible working hours, or counseling for mental health further exacerbates teacher well-being (Thomas & Abraham, 2020). Supportive management did, however, counteract some of these challenges.

2.4. Job Satisfaction and Mental Health

Poor WLB is highly associated with job dissatisfaction and excessive stress levels (Sharma & Mehta, 2018). Teachers who experience poor balance tend to contemplate leaving their profession or moving to teaching in the public sector with improved safety nets and work arrangements.

2.5. Technological Challenges Post-COVID-19

The pandemic worsened WLB concerns as educators had to transition into online instruction, frequently without proper training or equipment (Deshpande, 2021). Educators documented more screen time, boundary blurring between work and home, and emotional exhaustion.

2.6. Regional and Demographic Insights

Research in urban cities (e.g., Bangalore, Delhi) indicates greater stress from traffic, competition, and performance expectations, while in semi-urban areas, dissatisfaction with salaries is predominant (Choudhary, 2020). Younger teachers tend to indicate greater adaptability but lower job expectations and delayed promotions.

2.7. Gaps in the Literature

- Tier research studies to measure the long-term effect of poor WLB.
- Lack of region-specific studies from North-Eastern and rural regions of India.
- There are limited intervention or experimental studies quantifying the impact of WLB programs in private schools.
- Little emphasis on male teachers' viewpoints and double-income families.

The available literature indicates that Indian private school teachers encounter serious challenges to work-life balance because of structural, organizational, and socio-cultural reasons. These need policy-level reforms, institutional assistance, and additional empirical studies to formulate long-term solutions.

3. Research Objectives:

- To study and analyze the impact of increased Work Hours on level of stress in private teachers.

Research Hypothesis:

H₀₁ : Increased working hours do not have a significant impact on the stress levels of private school teachers.

H_{a1} : Increased working hours have a significant impact on the stress levels of private school teachers.

4. Research methodology:

The science employed to gather identify and locate the unknown or known facts is called research methodology.

This results in uncover some truths. Research is also simply called the pursuit of knowledge. In this research, quantitative research has been employed.

4.1 Research Design:

Research design is a structure that establishes the collection as well as analysis of data. It describes the processes which are required to conduct the study and the type of information which is to be gathered is clearly articulated (Malhotra and Birks, 2003). In this research the researcher employed quantitative approach and research design employed explorative and descriptive. Explorative research was conducted to understand the awareness and usage of digital recruitment in Telangana State of India. The descriptive research is one of the conclusive researches.

4.2 Sampling Technique and Sample Size:

The non-probability purposive sampling technique was adopted. Purposive sampling technique has been used in this study to choose 100 teachers from 10 private schools. Data were gathered from 10 private recognized schools of Bhongir Mandal, Telangana state.

4.3 Data Collection Methods:

Primary data: A well-structured questionnaire is prepared and employed to gather the Primary data.

Secondary data: Secondary data are gathered from different journals, books, research publications, articles, etc.

4.4 Data Collection Instrument:

The data are gathered through well-structured five-point Likert scale questionnaire, which are appropriate in collecting the facts. The questionnaire has been designed based on two-types: they are close ended and multiple choices questions. The scale is from 1 to 5, 1 - Strongly agree, 2 - Agree, 3 - Neutral, 4 - Disagree, 5 - Strongly disagree.

4.5 Limitations of the Study:

The research used purposive sampling technique which is not random, and there can be a possibility of sampling bias. The current research has not covered in detail the perceptions of users towards digital-recruitment portals. The current study has been limited to Yadadri Bhuvanagiri district of Telangana state of India.

5. Data analysis and discussion:

5.1. Response Rate:

S. No.	Questionnaire distributed	Questionnaire returned	Valid questionnaire	In valid questionnaire
1	160	25	100	35

For data analysis and interpretation purposes PSPP and Ms-Excel has been utilized. This research is primarily conducted on both primary and secondary data sources. Interview schedule has been employed for primary data gathering. This is so because, it typically provides flexibility in sequencing the questions, and permits flexibility in the amount of time and attention devoted to participants compared to other methods. The researcher has made visits to 10 private schools of Yadadri Bhuvanagiri district and gathered relevant data pertaining to the current study

5.2. Interpretation of Regression Output

1. Regression Statistics.

Measure	Value	Interpretation
Multiple R	0.4948	The correlation coefficient between the predicted and observed values. There is a moderate positive correlation.
R Square	0.2449	24.49% variation in the dependent variable is explained by the independent variable (working hours).
Adjusted R Square	0.2372	Slightly smaller than R ² , adjusted for sample size and number of predictors. It attests the model's explanatory power is modest.
Standard Error	0.7861	The average distance that the observed values deviate from the regression line. The smaller the value, the better the fit of the model.
Observations	100	Number of observations used in the regression.

5.3. ANOVA Table

Source	df	SST	MSE	F	Significance F
Regression	1	19.64	19.64	31.78	0.000000167
Residual	98	60.55	0.618		
Total	99	80.19			

• F-value = 31.78: The regression model is statistically significant.

- Significance F (p-value) = 0.000000167; Highly low, which indicates that the model is very significant. The independent variable (working hours) has a significant prediction of the dependent variable.

5.4. Coefficients Table

Term	Coefficient	Std. Error	t Stat	P-value	95% Confidence Interval
Intercept	1.865	0.371	5.03	0.00000227	[1.13, 2.60]
Working					
Hours	0.062	0.011	5.64	0.000000167	[0.0399, 0.0833]

5.5. Interpretation:

- The intercept (1.865) represents the value of the dependent variable when working hours = 0.
- The coefficient for hours of work (0.0616) implies that with each added hour of work, the dependent variable rises by 0.0616 units on average.
- Both intercept and working hours' p-values are decidedly less than 0.05, which means both are statistically significant predictors.

Conclusion

- The regression model is statistically significant (F-test and p-values).
- The model indicates that working hours have a positive and significant effect on the dependent variable Stress. The findings above show that private school teachers are under stress from longer working hours, which can affect their performance negatively. The above findings show that teachers in private schools are undergoing stress as a result of more working hours, which can be detrimental to their performance

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