MANAGEMENT PERCEPTION ON CRAFTING POLICIES PROMOTING WORK-LIFE BALANCE AND RETENTION OF TEACHERS

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Abstract

We all live in a society filled with conflicting responsibilities and commitments, work-life balance has become a predominant issue in the workplace. Personal life and work are essentially two separate spheres of activity, but they overwhelmingly intermingle. A study on work-life balance in the education sector emphasizing upon the role of managements seems to be needed in the recent times, taking into consideration the global competition level and delivering quality of education which demands upon teachers and school management thus creating a necessary environment to balance work and personal interests. As teacher retention continues to pose a challenge for school management this study focuses on assessing the management perception on crafting policies that promotes work life balance and retention of high school teachers. A data of 100 school management members is taken from Punjab, India. The findings reveal that gender, marital status of the management members have a significant impact on work life balance policy formation and years of experience, age impacts managements perception on crafting WLB policies and retention of teachers. This study also suggest strategies that school managements can adopt as it would influence the retention of teachers and promote WLB.

Keywords-Work-life balance, Punjab, Management, Retention and Teachers.

INTRODUCTION

Work life balance is an imperative topic in the education sector and so is retention of teachers. Organizations face a challenge in recruiting and retaining the right talents (Dolton and Klaauw, 1999; Goswani and Jha, 2012). (Punia and Sharma, 2008) accentuated that the cost of replacing employees can be considerable, and the specific workplace acquired skills and knowledge people walk away with can take years to replace therefore quality of work life is essential component to retain the talented employees. Work-life balance is the optimal congruence of an individual's on-the-job and personal time. An individual spending adequate time at job while also devoting sufficient time on other pursuits, such as family, friends, and hobbies is WLB (Smith, 2010). Work-life balance is about creating and maintaining a supportive and healthy work environment, which will enable employees to have balance between work and personal responsibilities and thus strengthen employee loyalty and productivity. Work-life balance is very important for all working individuals and imbalance could negatively affect their well-being and this could not be good for their performance (Alam, Biswas, and Hassan, 2009; Doble and Supriya, 2010). Teacher retention is critical to school success, firstly due to financial reasons like, cost associated

to recruitment, hiring, orienting and providing initial professional development skills and secondly teacher's position need to be filled well in time, finding an experienced, qualified teacher is a cause of concern for school heads because a new teachers needs time to learn the curriculum pattern, classroom management, become familiar to the system and policies and sometimes this process becomes stressed for certain individuals to acquaint, which leads to work life imbalance.(Pike, 2012) Work-life imbalance affects the employee's family relationship and when the employees' family relationship is affected, it could affect their concentration at work and consequently affect their performance. A healthy balance between work life and domestic life provides an organization with a productive and an innovative employee (Greenhaus, 2003), whereas disparity in the work life balance tends to develop depressed and dissatisfied employees leading to lower efficiency (Kofodimos, 1993).

Work-life balance is an essential aspect in order to enhance teacher effectiveness and satisfaction level. Teachers always feel a responsibility towards their school, students and colleagues even when they are not at work. An imbalance in work and personal life occurs when an individual losses boundaries between these two domains. A poor WLB leads to several issues as stressed personal relationships and social life, detachment and lack of quality time for children and self, accompanied with health issues and lack of confidence which ultimately results in absenteeism and low productivity, efficiency levels at work. Effective teachers are those who are committed and willing to teach with complete devotion, impart knowledge and provide immense learning outcomes are essential to the success of a school and can make a difference in the lives of each student. The creation of a good work-life balance is a joint responsibility of the employer and its employee, by which both the individual and organisational needs have to be met (Glynn, Steinberg, and McCartney, 2002).Managerial support, communication and understanding are very important when it comes to promoting work-life balance (Eversole, et. al. 2012). Hence, WLB practices proves to be important in coordinating and integrating work and non-work aspects (Felstead, et. al. 2002).

REVIEW OF LITERATURE

Promoting WLB and retaining skilled staff members is a challenge in modern organizations. (Baguant, 2016) investigated the perception of managers on the importance of having a work life balance strategy, policy and found the existence of work life balance policies helps to regulate lives of employees in the long term. (Grover and Crooker, 1995), (Kossek and Ozeki, 1998) and (Lobel andKossek, 1996), identified in their research that work life programs help employees in maintaining a balance between their professional and family life, as it has a direct impact on the employee's attitude, overall productivity at work, job satisfaction, behaviour of employees at work and is linked with the attrition/retention rates of employees. A review of literature on WLB identified that work-life balance has a strong impact on the employee commitment towards their work and job satisfaction. According to the study of (Spherion, 2003), an employer is more attractive when they help employees meet family obligations through options such as flex-time or job sharing.It emerged from research of (Punia and Kamboj, 2013) that designation of the teachers, their nature of appointment, the academic stream in which they are teaching, and the

nature of their institution affects their quality of work life balance directly and significantly. (Boyd et.al.2007) investigated the impact of variation in pay/salary and intention of teachers to leave the job. Whereas (Hanushek et.al.2005) mentioned salary is a source of remuneration which is crucial to working people, adequate rewards can define ones willingness to stay, while poor remuneration could be a factor that encourages a worker to quit. (Stockard and Lehman, 2004) found the causes i.e. dissatisfaction with current job, unsatisfactory conditions of workplace, inadequate remuneration, not enough support from family members, management challenges, that impacts teachers WLB and retention to leave. Teachers usually cite family or personal reasons or health problems for leaving the job. However, job dissatisfaction, salary, lack of administrative support, and student discipline problems are among the most frequent reasons teachers why teachers leave their current job (Ingersoll, 2001). However, there are many factors that influence retention. Many teachers continue in the teaching profession because of intrinsic motivation. Often times external motivators, such as salary bonuses, student achievement, teacher empowerment, great working conditions, and school leadership style impacts a teacher staying at their current school.As per (Kopelman, et. al. 2006) and (Kossek and Ozeki, 1998) work-life program initiatives such as flexi work hours, policies for leave and support provided by the organizations for helping the employees to discharge their family care related responsibilities, have an influence on the overall work life balance of the employees. As flexible working arrangements allows both parents and non-parents to avail for working arrangements that provides a balance between work responsibilities and personal responsibilities (Marafi, 2012). (Ariffin,*et. al.* 2016) proved that affective commitment can be enhanced by introducing flexible working arrangement, as formal organization support can enhance life satisfaction by integrating work and non-work domain issues.It would be leading to the harmonious and holistic integration of work, family, social life and personal life and facilitating satisfaction in their professional role and their family role.(Abakpa and Agbo-Egwu, 2008) highlighted that a good organization provides superior support to the staff in enhancing their competence and skills and motivates its staff constantly emphasizing on performance and results. According to (Reddy, 2010) work life balance of married employees is directly linked with the overall job satisfaction and performance at work. (Miryalaand Nagapriya, 2012) emphasized about thenecessity of adopting work life balance policies for teachers. (Lakshmi and Kumar, 2011) highlighted the issues connected with work life balance of women in an educational institution and stressed upon that management of educational institutions need to be conscious of policies and periodically review the status. (Loeb,*et. al.* 2005) examined the impact of schools administration, superiors support, leadership styles on intention of teachers to remain or quit.(Long,*et.al.* 2012) described that an institutions heads leadership is focused on getting individuals to carry out tasks that have been assigned to them in a more effective and efficient manner. (Knapp,*et.al.* 2006) opined school heads that are prosperous on their job turned out to be those who possess varied professional experience.(Johnson et.al. 2005) reported that school administrators play an imperative role in executing new initiatives, making on-going decisions about curriculum and instructions that foster retention of classroom teachers. Principals with bad leadership styles may lead their employees to quit as it resultsin dissatisfaction of teachers and lead to attrition (Baike, 2002).Lack of understanding from school administrators is most often cited as reasons for

teacher to quit. (Çakmak-Otluoğlu, 2012) mentioned that supervisor support enhances commitment among employees towards an organization and reduce the possibility of career mobility that is moving to a new organization.Therefore, the organisations should encourage a culture which supportsand promotes work life balance for improving employee commitment and productivity and retention (Baral and Bhargava, 2011).

OBJECTIVIES OF STUDY

1. To assess Managements perception on crafting policies that promotes work life balance and retention of high school teachers.

2. To suggest suitable strategies to promote work life balance and retention of teachers.

RESEARCH METHODOLOGY

Descriptive research design has been adopted for this study. A structured questionnaire has been used for collecting data. The sample size of this study was 100 respondents from Punjab.Simple random sampling has been used.

FNDINGS
Table: 1. Demographic profiles of Management Members

		Count	Percentage %
Gender	Female	58	58.0%
	Male	42	42.0%
Years of Service	Less than 1 year	4	0.0%
	1 to 10 years	14	14.0%
	11 to 20 years	16	16.0%
	Above 20 years	66	70.0%
Age	Below 30	7	7.0%
	30 to 40	18	18.0%
	41 to 50	60	60.0%
	Above 50	15	15.0%
Marital Status	Unmarried	42	42.0%
	Married	58	58.0%

The table represents the demographic for the management personnel's. It represents that there are total 42 males and 58 female management members in the management group who have been surveyed for this study. This is observed that 66 management respondents have above 20 years of work experience followed by 16 respondents who has 11 to 20 years of experience. Remaining 14 respondents have experience between 1 to 10 years and 4 management members have experience less than one year. From age analysis it is noticed that maximum management members i.e.60 belong to the age group between 41 to 50 years followed by 18members between the age group 30-40 years, 15 have the age above 50 years and lastly 7 members belong to age

group below 30 years. The martial status represents that there are total 42 unmarried and 58 married management members in the management group who has participated in the survey.

ANALYSIS WITH RESPECT TO DEMOGRAPHIC PROFILE

Ho1: There is a no significant difference between male and female management member's perception in crafting professional policies to achieve work life balance and on retention of teacher.

Ha1: There exists a significant difference between male and female management member's perception in crafting professional policies to achieve work life balance and on retention of teacher.

Ho2: There is a no significant difference in perception of management member's on the basis of marital status in crafting professional policies to achieve work life balance and on retention of teacher.

Ha2: There exists a significant difference in perception of management member's on the basis of marital status in crafting professional policies to achieve work life balance and on retention of teacher.

Table 2. Results of T test for Gender and Martial Status Group

Gender		N	Mean	Std. Deviation	Std. Error Mean	F	Sig
Providing Workplace Support	Female	58	2.77	.705	.093	1.59	0.023
	Male	42	2.83	.651	.100		
Support Handling Workload	Female	58	2.79	.775	.102	2.154	0.011
	Male	42	2.66	.837	.129		
Work life Balance Policies	Female	58	2.83	1.000	.131	2.302	0.002
	Male	42	3.13	1.060	.164		
Maintaining Workplace Environment	Female	58	3.60	.462	.061	1.867	0.00
	Male	42	3.63	.549	.085		
Marital Status							
Providing Workplace Support	Unmarried	42	2.64	.629	.097	1.702	0.052
	Married	58	2.91	.700	.092		
Support Handling Workload	Unmarried	42	2.80	.729	.112	2.158	0.011
	Married	58	2.68	.851	.112		

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Work life Balance Policies	Unmarried	42	3.11	.944	.146	3.753	0.021
	Married	58	2.84	1.084	.142		
Maintaining Workplace Environment	Unmarried	42	3.57	.535	.083	.2378	0.041
	Married	58	3.64	.471	.062		

Table 2 depicts the F value and significance value for the variable Gender and Martial Status. First part of table shows significance value for the variable Gender. The significance value for factors Providing Workplace Support is 0.023, Support Handling Workload is 0.011, Work life Balance Policies is 0.002, and Maintaining Workplace Environment is 0.00. This means that Gender group has significant impact on formation of policies. By Gender group it is meant to indicate that male and female group has different perception regarding the policy formation to achieve work life balance and on retention of teachers. Male tends to be tough and strict while framing policies. Whereas females tend to understand problem by having a soft corner than a male can. The policies can be devised by keeping in view both male and female teachers. The result indicates that there is a significant difference between male and female management member perceptions for crafting professional policies to promote work life balance and retention of teacher.

The second section of the table highlights the significance value for Marital Status. It depicts that the significance value for Providing Workplace Support is 0.052, Support for Handling Workload is 0.011, Work life Balance Policies is 0.021, and Maintaining Workplace Environment is 0.041. The management member's perception differs on the basis of marital status. Marriage brings a sense of commitment, responsibility and maturity. A married person is normally more strict, sincere, punctual, understanding, and cooperative. It is expected that married person handles the things more confidently and efficiently. So same can devise policies in a better way than an unmarried person can. The results of the T-test show that significance value for all the factor is less than the significance level at 5%. So, it is concluded that there exists a significant difference in perception of management member's on the basis of marital status in crafting professional policies to promote work life balance and on retention of teachers.

ANOVA TEST

Ho3: Years of Services have no significant impact on perception of management in crafting professional policies to achieve work life balance and on retention of teacher.

Ha3: Years of Services have a significant impact on perception of management in crafting professional policies to achieve work life balance and on retention of teacher.

Ha4: Age has no significant impact on perception of management in crafting professional policies to achieve work life balance and on retention of teacher.

Ha4: Age has a significant impact on perception of management in crafting professional policies to achieve work life balance and on retention of teacher.

Table : 3. Results of ANOVA as per Year of Service and Age Group

Years of Service		N	Mean	Std. Deviation	Std. Error Mean	F	Sig
Providing Workplace Support	Less than 1 year	4	2.50	.562	.230	3.657	0.050
	1 to 10 years	14	2.68	.595	.210		
	11 to 20 years	16	2.93	.741	.185		
	Above 20 years	66	2.80	.687	.082		
Support Handling Workload	Less than 1 year	4	2.90	.434	.177	2.885	0.042
	1 to 10 years	14	3.13	.650	.230		
	11 to 20 years	16	2.61	.764	.191		
	Above 20 years	66	2.70	.843	.101		
Work life Balance Policies	Less than 1 year	4	C	.422	.172	1.963	0.030
	1 to 10 years	14	3.00	1.062	.375		
	11 to 20 years	16	2.83	1.265	.316		
	Above 20 years	66	2.92	1.000	.120		
Maintaining	Less	4	3.58	.319	.130	1.359	0.015

Workplace Environment	than 1 year						
	1 to 10 years	14	3.38	.705	.249		
	11 to 20 years	16	3.55	.427	.107		
	Above 20 years	66	3.65	.499	.060		
Age							
Providing Workplace Support	Below 30	7	2.74	.736	.169	3.702	0.042
	30 to 40	18	2.84	.726	.145		
	41 to 50	60	2.89	.592	.103		
	Above 50	15	2.65	.717	.149		
Support Handling Workload	Below 30	7	2.77	.781	.179	2.558	0.031
	30 to 40	18	2.66	.743	.149		
	41 to 50	60	2.88	.889	.155		
	Above 50	15	2.56	.746	.156		
Work life Balance Policies	Below 30	7	3.23	.809	.186	1.753	0.010
	30 to 40	18	2.71	1.138	.228		
	41 to 50	60	3.05	.995	.173		
	Above 50	15	2.88	1.114	.232		
Maintaining Workplace Environment	Below 30	7	3.67	.701	.161	1.232	0.001
	30 to 40	18	3.66	.442	.088		
	41 to 50	60	3.58	.415	.072		
	Above 50	15	3.55	.486	.101		

This table highlights the F value and significance value for the variable years of service and age. First part of the table shows significance value for the variable Years of service. The significance value for factors Providing Workplace Support is 0.05, Support Handling Workload is 0.04, Work life Balance Policies is 0.03, and Maintaining Workplace Environment is 0.01. This indicates that there exist a significant relationship between years of services a person has spent in management in framing professional policies to promote work life balance and on retention of teacher. It is evident that an experienced person has faced multiple incidents in their work tenure that he/she may handle any emergency, incident or happening in a more matured and wise manner than a person with lesser experience. Hence, with a rise in experience increases capability to frame effective WLB policies.

Similarly, from the results of age analysis it is being noticed that significance value for factor Providing Workplace Support is 0.04, Support Handling Workload is 0.031, Work life Balance Policies is 0.010, and Maintaining Workplace Environment is 0.001. The value for all the factors is less than significance level at 5%. Hence it is proved that age has significant impact on management perception for crafting the work life balance policies and retention of teachers.

Lastly, it has been observed that the significance value comes out to be less than 0.05. Hence, it is concluded that years of service and age have a significant impact on perception of management in crafting professional policies to promote work life balance and on retention of teachers.

CONCLUSION

Meeting both the employees and overall institutions needs requires a significant commitment from senior management. The results reveal three key findings. Firstly, based on marital status and gender of management members results indicate that male and female members have a difference in perception regarding the work life balance policy formation and whereas married members understand the various issues of family life in a broader perspective so the exist a difference in perception of policy formation based on the marital status of management members.

Secondly, the results evidenced that there exist a significant relationship between years of services a person has spent in management in framing professional policies to promote work life balance and on retention of teacher, as with rise in experience increases capability to frame effective WLB policies.

Thirdly, from age analysis it is significant that age impacts perception of management members in crafting professional policies to promote work life balance and on retention of teachers.

SUGGESTIONS

1. Create a supportive environment

Institutions heads must create a supportive environment to help teachers achieve work life balance and harmonize the physical working environment with individual employee's needs and aspirations to provide them better quality of work life.

2. Implementing realistic plans

Implementing realistic plans, with the resources and time available helps to accomplish goals, whichencourages and motivates teachers and helps in retention.

3. Managing time rationally

Rational time management not only makes the task easier, but also more rewarding and encouraging. Helps to avoid overburdening, excess of workload on teachers hence promoting WLB and teacher retention.

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