



A STUDY OF WORK LIFE BALANCE OF TEACHERS WORKING IN SCHOOL FOR DEAF IN PUNE CITY

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ABSTRACT

The title of research is “A study of Work Life Balance of Teachers Working in school for Deaf in Pune City”. This research is basically to study and understand the work life balance among the teachers working in deaf schools. Teachers working in such schools need to use sign language, which needs preparation and leads to stress. After going through the literature, researcher has focused on teacher’s time in preparation, planning time and various activities etc. Research findings are like they do not feel tension; they do get job satisfaction and family support or help while balancing personal life and professional life. Some suggestions are also given like Training programmes on time management, celebrating birth days, get-togethers etc. and sports and conducting other entertainment programmes. These suggestions are best for improving the work life balance of the teacher working in deaf school. This research paper is based on BCU, Savitribai Phule Pune University funded research project carried out by the researcher during 2015 & 2016.

Key words: Work-life balance, Deaf, Sign Language, Stress, Time Management, Training

1. INTRODUCTION OF THE TOPIC:-

The title of research is “A study of Work Life Balance of Teachers Working in school for Deaf in Pune City”. This research is basically to study and understand the work life balance among the teachers working in deaf schools. Teaching deaf students need special training and teachers having qualification of B. Ed in (Hearing Impaired) are appointed for the job of teacher in such schools. Approximately 63 million people (6.3%) in India suffer from

significant auditory loss. Rehabilitation of hearing impaired children in India remains a challenging task. In addition to this even teaching deaf student is a challenge because if they can’t hear since their birth, they don’t know the pronunciation of a particular word and hence can’t speak. This is really a challenge for a teacher to teach deaf students. In return they face imbalance of work and life. Researcher intends to find out what is the real situation of work life balance of teachers.

2. LITERATURE REVIEW:-

Researcher, has read two books, one is titled, as ‘Shravanshastra’ authored by Dr. Kalyani Mandke & Sou. Aruna Sangekar and published by Surhud Prakashan, Pune, September, 2011. Another book, titled ‘Karna Badhiranchya Wachan Va Lekhan Kaushalyancha Vikas’, authored by Dr. Supriya Kale & Sou. Namita Joshi and published by Surhud Prakashan, Pune, September, 2011. After completing the literature review, researcher has focused on following aspects for carrying out research study:-

1. Teachers will have to devote major time in preparation.
2. Teachers need to plan their time for various activities in school.
3. What is the state of family support from their families?

3. THEORY OF ‘WORK LIFE BALANCE’:-

Work-Life Balance does not mean an equal balance. Trying to schedule an equal number of hours for each of your various work and personal activities is usually unrewarding and unrealistic. Life is and should be more fluid than that. Your best individual work-life balance will vary over time, often on a daily basis. The right balance for you today, will probably be different for tomorrow. The right balance for you when you

are single, will be different when you marry, or when you have children; when you start a new career versus when you are nearing retirement. There is no perfect, one-size fits all, balance you should be striving for. The best work-life balance is different for each of us because we all have different priorities and different lives. In work life balance two concepts are very important, **Achievement and Enjoyment**. While understanding these two concepts it help us to define a positive Work-Life Balance. As a part of a relevant Work-Life Balance definition, enjoyment does not *just* mean "Ha-Ha" happiness. It means Pride, Satisfaction, Happiness, Celebration, Love, A Sense of Well Being etc. Achievement and Enjoyment are the two sides of the coin of life. You can't have one without the other. You cannot get the full value from life without BOTH Achievement and Enjoyment. A good working definition of Work-Life Balance is: **Meaningful daily Achievement and Enjoyment in each of four life quadrants: Work, Family, Friends and Self**. There are six components of Work Life Balance such as 1) **Self-Management** 2) **Time Management** 3) **Stress Management** 4) **Change Management** 5) **Technology Management** 6) **Leisure Management**

4.1. OVERVIEW OF DEAF CHILDREN / STUDENTS IN INDIA:-

Introduction:- The prevalence of deafness in India is the second most common cause of disability. Approximately 63 million people (6.3%) in India suffer from significant auditory loss. Rehabilitation of hearing impaired children in India remains a challenging task. Early detection and intervention is the mainstay of this initiative. Awareness about education and rehabilitation of hearing handicapped is low among the general public and even among the medical fraternity.

Definitions:- The Rehabilitation Council of India Act, 1992, has defined "hearing handicapped" as –hearing impairment of 70 decibels and above, in better ear or total loss of hearing in both ears. The legal definition of “hearing disability” in India as per the Persons with Disability Act, 3 (PWD), 1995 is –“**a hearing disabled person is one who has the hearing loss of 60 decibels or more in the better ear for conversational range of**

frequencies”. An individual who is hard of hearing since birth was earlier termed ‘deaf and dumb’. In today’s age of political correctness, these individuals have been redesignated as “congenitally deaf”. The word ‘deaf’ when spelt with a small ‘d’ refers to hearing loss and when spelt with a capital ‘D’, refers to the Deaf Community. The Deaf Community is an invisible minority community world-wide, as deaf persons can only be identified after personal interaction with them.

Deaf Community in India:- The Deaf Community in India is not an organized entity. They lack a sense of common identity.

Special schools vs. Inclusive schooling: -A special school for the deaf has the following advantages.

1. It provides a venue for free communication and social interactions between deaf persons.
2. It is a “home away from home” for deaf children and provides a comfort zone.
3. It inculcates a sense of identity.
4. It provides role models for deaf children.
5. It provides the opportunity to participate in sports and other activities among peers.

Initiatives by the Government:- In the last decade, Government of India, has passed many legislations on disability through The Rehabilitation Council of India Act (1992). Persons with Disability Act (1995), includes hearing impairment in the list of disabilities covered and defines hearing impairment (vide supra). The Act endeavours to promote the integration of learners with disabilities in mainstream schools. It includes a section dealing with reduced syllabus for disabled people and issuing a concession of a single language for the hearing impaired student. It has set up the Ali Yavar Jung National Institute of Hearing Handicapped (NIHH).

Several facilities at this institute:- Training of Personnel at NIHH, Facility of Hearing aid sale at the Institute has been provided; A Directory of Rehabilitation Resources for persons with hearing impairment in India consisting of details of Schools for the Deaf, Acts, Concessions, Schemes of the Government of India, is available at the Institute. Apart from this, various programmes are conducted by Government of

India for overall development and education of deaf students.

4.2. PRESENT SCENARIO IN PUNE CITY:-

Deaf Schools: - There are about 10 Deaf Schools, in operation at present in Pune city. These schools basically cater to the demand of the society regarding deaf school. Many families get affected due to their child's inability to hear and speak. Deaf schools are best destination for them. These schools are well equipped with advanced equipment's, needed as hearing aid for the deaf students. Majority schools are residential schools; hence students have to stay in the hostel throughout the year for education purpose.

Teachers:- Nearly about 110 teachers are working in such deaf schools of Pune as on today. These teachers need to get qualification in the field of physically handicapped and especially in hearing impaired; i.e. D. Ed. in H.I. (Hearing Impaired). Their services are governed by Zilla Parishad, Pune. Schools for deaf are well equipped with advanced equipments which are needed as hearing aid for the deaf students. For teaching, teachers need to complete homework and then choose appropriate methodology. While doing so, they may face problems like inadequacy of time or no work life balance.

4.1. OBJECTIVES OF THE RESEARCH:-

1. To study and understand the level of stress of teachers working for deaf schools.
2. To study the impact of stress on the work life balance of teachers working in deaf schools.

4.2. SCOPE OF THE RESEARCH:-

Scope of the research is limited to Pune city area only. Researcher has focused on the deaf schools in operation as on today in the Pune city area has been considered for this research. Target population for this research is 'Teachers' working in such schools. In simple words researcher's Project Jurisdiction is Pune City only. This research is based on the data collected during 2015 and 2016.

4.3. RESEARCH METHODOLOGY:-

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.

Hypothesis or Research Problem Statement:-
A clear statement of the research problem:-

"Due to stress teachers working in Deaf schools find it difficult to strike balance between their personal life and work."

Procedures and techniques used for gathering information:-

Data collected through questionnaire filled by teachers working in deaf school of Pune city.

Methods used in processing and analysing data:-

Mode as a measure of central tendency has been used to measure the percentage of respondents. Data collected is analysed and inferences have drawn are written at the end of each question, table & graph.

Sampling design:-

i) Universe:-There are total 10 deaf schools in operation as on today, in Pune city. There are total 110 teachers are working in such schools as on today. This information is collected through and based on information brochure provided by Executive Officer, Bal Kalyan Samstha, (Recreational & Cultural Centre for Handicapped), Raj Bhaven, Ganesh Kind, Pune- 411007.

ii) Sample Size:- The sample size taken for this survey is total 60 teachers working in deaf schools of Pune. Total 60 questionnaires were distributed among teachers of such schools through authorities. Out of these, 56 questionnaires were returned by the respondents, 4 questionnaires were filled incorrectly; hence discarded by the researcher for further analysis. Thus the sample of 56 is taken as 100% and analysis has carried out.

iii) Sampling procedure:- Convenience sampling method was used while collecting data. Questionnaires were given to teachers of such schools. After filling up these questionnaires, researcher has collected all the questionnaires.

Methods of Data Collection:-

i) Primary Data:-The primary data is basically collected a fresh and for the first time and thus happen to be original in character. Primary data collected for this research is through questionnaire.

ii) Secondary Data:-The secondary data on the other hand, is nothing but, already been passed

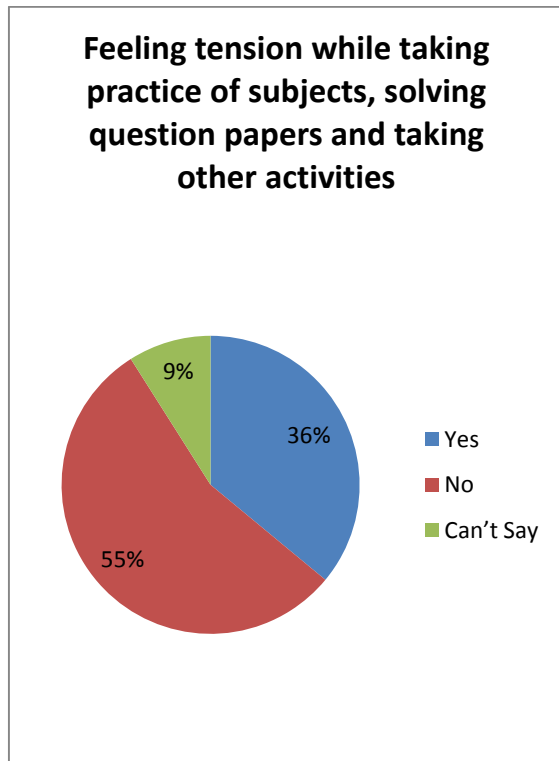
through the statistical process. In case of secondary data, the nature of data collection work is merely that of compilation. Secondary data such as conceptual theory, introduction etc. collected through books and internet.

5. DATA PRESENTATION & ANALYSIS:-

Researcher has carried out study at selected schools in Pune city. These schools are situated at various places namely, Tingrenagar, Wadgaon Dhayari, Bhandarkar road, Bibwewadi, Wanavadi, Arjun Marg (Camp), M.G. Road, Hadapsar etc. Researcher has distributed questionnaires among the teachers working in deaf school. This questionnaire contains 9 questions. Based on data collected from these schools, detailed data analysis has been carried out. Researcher has presented here an analysis of selected questions for the understanding of readers.

- **Do you feel any tension while taking practice of subjects, solving question papers and conducting other activities? (Q.1)**

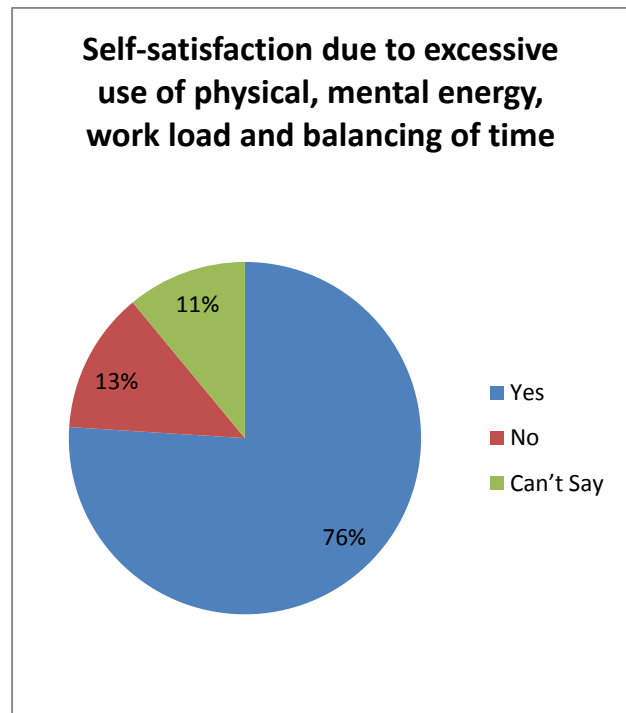
Particulars	Respondents	Percentage
Yes	20	36 %
No	31	55 %
Can't Say	05	09 %
Total	56	100 %



Out of the total 56 respondents, 20 respondents (36%) said that they are feeling tension while taking practice of subjects, solving question papers and conducting other activities whereas, 31 respondents (55%) said no and 9% said can't say.

- ✓ **Do you get self-satisfaction due to excessive use of physical and mental energy, work load and balancing of time? (Q.2)**

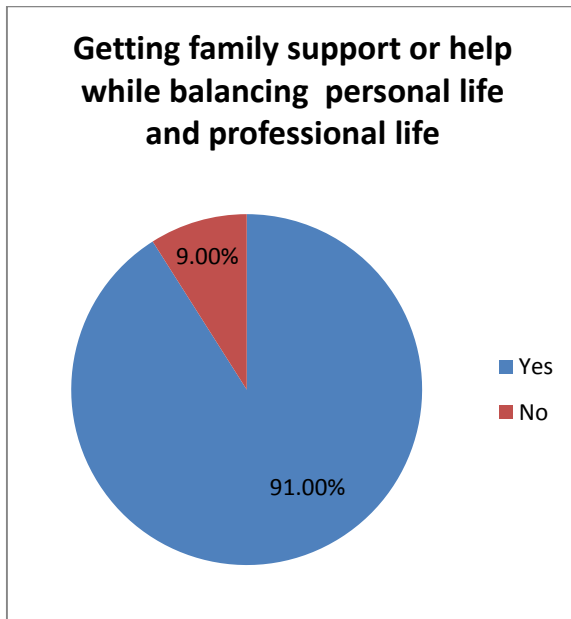
Particulars	Respondents	Percentage
Yes	42	76 %
No	07	13 %
Can't Say	06	11 %
Total	55	100 %



Only 55 respondents have mentioned their responses. Maximum respondents i.e. 76% said that, they are getting self-satisfaction; whereas, 13% of respondents said 'No' and 11% of respondents opined as 'Can't Say'.

- ✓ **Do you get any family support or help while balancing your personal life and professional life? (Q.4)**

Particulars	Respondents	Percentage
Yes	50	91 %
No	05	09 %
Total	55	100 %



Out of the total 56 respondents, only 55 respondents have mentioned their responses. Out of which, 91% (50) respondents said that, they are getting family support or help while balancing personal life and professional life whereas only 9% (5) respondents are not getting any family support.

6. FINDINGS:-Based on above analysis of data following findings have been drawn by researcher.

- 1) Only 36 % of the respondents do feel tension while taking practice of subjects, solving question papers and taking other activities.(Q. 1)
- 2)76% of the respondents have mentioned that, they are getting job satisfaction.(Q. 2)
- 3) Out of the total 56 respondents, 91% of the respondents do get family support or help while balancing personal life and professional life. (Q.4)

7. HYPOTHESIS TESTING:- Based on questions asked through the questionnaire and responses received the researcher has framed his opinion that, teachers do not have any problem regarding their work and life balance. Those questions are as follow:-

- Do you feel any tension while taking practice of subjects, solving question papers and taking other activities? (Q. No. 1)

Responses given for this question are like, out of the total 56 respondents, 20 respondents (36%) said that, they are feeling tension while taking practice of subjects,

solving question papers and taking other activities; whereas, 31 respondents (55%) said no and 9% said can't say. It is understood from the responses that, good amount of percentage of 55% of respondents feel that, there is no tension as such and 9% of respondents preferred to be neutral.

- Do you get any family support or help while balancing your personal life and professional life? (Q. No. 4)

Responses given for this question are like out of the total 56 respondents, only 55 respondents were mentioned their responses. Out of which, 91% (50) respondents said that they are getting family support or help while balancing personal life and professional life whereas only 9% (5) respondents are not getting any family support. It is understood that, majority i.e. 91% of respondents are saying that, they do get their family support wherever needed.

Based on above analysis, observations and understanding, researcher would like to comment that, hypothesis is disproved and teachers working in deaf school are not stressed and have good balance of their work and life.

8. CONCLUSION:- Based on above findings, researcher has concluded as follows:-

- 1) Teachers are managing their personal life and professional life by using several techniques of proper planning and teaching. These techniques are useful for improving their efficiency.
- 2) It is also proved that, teachers working in deaf schools are not stressed and there is no problem with their 'Work Life Balance'.

The task of educating deaf children is a formidable one. The decision whether to opt for special school or mainstream schooling should be left to the parents of the deaf child. Suitable counselling centres should be set up to advice parents to take an informed decision regarding the same. More special schools as well as training institutes for educators of the deaf; are the need of the hour. Public awareness campaigns should be initiated by voluntary organizations so that facilities provided by the government are broadcast and thereby availed by all in need.

9. SUGGESTIONS:- After going through all of the above chapters, mainly findings and

concessions, we have seen that, teachers working in deaf schools are enjoying their job because they believe that, they are contributing to nation building by helping deprived class of society for overall development. At the same time, there is a scope for eradicating the negative aspects present if any. We cannot forget that, there were some respondents have chosen the option of neutral, which gives us the hint that, there is a scope for improvements.

Some suggestions are as follows:-

1) Training programmes on time management:-

Management of schools should arrange training programmes on ‘Time Management’. Teachers can learn the techniques of managing time in their life.

2) Birth days, Get-togethers etc.:-

Management of such schools should celebrate ‘Birth days’ of staff members of such schools. Occasionally, whenever possible some ‘Get-togethers’ also need to be arranged, through which people can have discussions with their colleagues freely and enjoy in such atmosphere, which may lead to healthy work life balance.

3) Sports and other entertainment programmes:-

Sports activities and entertainment programmes for staff members, also need to be organized by the school in order to make the environment of the school healthy and enjoyable and supportive. These selective suggestions are best for improving the work life balance of the teacher working in deaf school.

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