

WORK-LIFE BALANCE AND JOB SATISFACTION: A COMPARATIVE STUDY AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

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ABSTRACT

This study focuses on work-life balance and job satisfaction among government and private school teachers. Work-life balance is always a significant concern for working women. A teacher must nurture equilibrium between personal and professional life as it will help her be effective and efficient at work, resulting in better job performance. A sample of 120 women teachers from government and private schools was taken for this study. The result indicates that work-family conflict and job stress significantly influence work-family balance and job satisfaction.

Keywords: Work-Life Balance, Work-Family Balance, Job satisfaction, Work-Family Conflict

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1. INTRODUCTION

Teaching is a profession preferred nowadays mainly by women who think they can maintain equilibrium between work and family. Compared to men, women in India have always faced impediments. Demographic, cultural and religious factors have limited the number of females entering the job market. There are plenty of changes in women's lives in modern India now. The current lives of working women are demanding. They face several problems in their personal and professional lives. Since their family and company do not give them enough time, managing their personal and professional lives has become the main issue. It has become an increasingly common problem for employers and workers to balance work and life. A successful balance between life and work will be vital to achieving personal and organisational objectives. Job life balance means balancing the working employees' personal and professional lives. In the last few decades, female professional life has been a very significant area of discussion among researchers. The work-life balance for female employees is highly desirable in the current situation. However, it can create a problem for working women without job satisfaction and stability in life.

2. LITERATURE REVIEW

Muhammadi Sabra Nadeem and Qairar Abbar (2009) investigated the connection between work-life conflict and job satisfaction. It was secured that position fulfilment was contrarily related to work-to-family impedance and family-to-work conflict. Job satisfaction was additionally discovered to be contrarily identified with pressure in the examination.

Sobia Shujat et al. (2011) led an examination to identify the effect of equilibrium between work and life on job satisfaction. The investigation has discovered that long working hours have a negative and powerless connection with representatives' job satisfaction. Also, different components like worker goal to leave the work and work pressure negatively connect with representative job satisfaction. It was discovered that associations could deal with numerous issues if the necessities to labour force fulfilment levels are lower.

Lalitha Kumari (2012) contemplated the representatives' view of harmony between work and family times and its relationship with job satisfaction. Discoveries of the investigation accentuated that every one of the work-life balance factors alone is a huge indicator of job satisfaction. There is a huge difference among the women and men respondents with job satisfaction. The positive relationship showed that job satisfaction is a significant marker of equilibrium between work and life.

Maria Malik et al. (2014) explored the part of the harmony between work and family times among job satisfaction and occupation advantage. The consequence of the examination demonstrated that equilibrium between fun and serious stuff interceded the connection between the work advantages and job satisfaction among the resources in both private and public business colleges of Punjab.

Rajesh K Yadav and Nishant Dabjade (2014) directed a similar report on the equilibrium between work and life and job satisfaction among women workers in banks and schools. It was discovered that in the financial area, most representatives were genuinely focused on their work and the school. On the other hand, some workers firmly concur that they are intellectually compressed in their work. The finding proposes that work-life balance can be accomplished by the factor answerable for job satisfaction.

Uzma Hafeez and Wagar Akbar (2015) dissected the effect of harmony between work and family times on job satisfaction among teachers.

The investigation discovered that prolonged working hours critically influence the educators' job satisfaction, and adaptable working conditions affect the instructors' job satisfaction. Therefore, it was proposed that institutions improve their staff job satisfaction by improving the working environment and work culture.

3. RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

This research aims to illustrate government and private school teachers' work-life balance and job satisfaction. Primary data was collected using the questionnaire. The questionnaire was also sent to some respondents using the online mode. A sample of 120 female teachers, 60 from government and 60 from private schools, was selected using convenience sampling. To analyse the data, preliminary studies were performed. Reliability analysis was performed using Cronbach alpha scores. The data were analysed using ANOVA and correlation

3.2. OBJECTIVES OF THE STUDY

1. To analyse the association between work-life balance and job satisfaction
2. To study the impact of demographic variables on the work-life balance
3. To analyse the influence of work-family conflict, family-work conflict and job stress.
4. To suggest recommendations for upcoming research

3.3. RESEARCH HYPOTHESIS

H01: There is no remarkable association between demographic variables and work-life balance

H02: There is no remarkable association between work-family conflict and work-life balance

H03: There is no remarkable association between family-work conflict and work-life balance

H04: There is no remarkable association between job stress and work-life balance

H05: There is no remarkable association between work-life balance and job satisfaction

4. DATA ANALYSIS AND INTERPRETATION

Table 4.1 Reliability Statistics for Variables

Variables	No. of items	Government School Teacher s	Private School Teacher
Work-life balance	5	0.658	0.713
Work-family conflict	5	0.664	0.706
Family-work conflict	5	0.653	0.827
Job Stress	5	0.825	0.696
Job Satisfaction	5	0.801	0.715

The data obtained from the filled-in questionnaire was subjected to both reliability and validity tests for both government and private school teachers. The reliability was tested using Cronbach's alpha, and the results are given in Table 4.1. The Cronbach's alpha coefficient ranged from 0.653 to 0.825 for government schools and 0.696 to 0.827 for private schools. The alpha values for various scales are quite high; therefore, further analysis can be done. Finally, the overall Cronbach's value was 0.856 for government and 0.898 for private schools, indicating its high reliability. Thus, the designed instrument can be used confidently to measure the defined constructs.

Table 4.2 ANOVA: Demographic factors on work-life balance Government Schools

Variable	F value	Significance
Age of the respondent	.742	.539
Number of children	.231	.852
Family Type	.528	.341
Monthly Income	.413	.842

Private Schools

Variable	F value	Significance
Age of the respondent	.256	.976
Number of children	.397	.647
Family Type	.378	.718
Monthly Income	.642	.613

The results of ANOVA based on demographic variables of work-life balance have not shown significant results among government and private school educators. None of the demographic variables seems to influence work-life balance among the government and private school teachers. Our hypothesis H01 thus stands supported.

Among the various constructs, CORRELATIONS were examined to check any connection between them.

Table 4.3: Correlation

Variable	Government Schools		Private Schools	
	Pearson's correlation	Significance	Pearson's correlation	Significance
Work-Life Balance				
Work-family conflict	-.243	.089	-.318	.025
Family-work conflict	.074	.604	-.336	.017
Job Stress	.456	.001	.194	.177
Job Satisfaction	.413	.003	.165	.263

The result shows that the correlation between work-life balance and work-family conflict is negative in the government school. The correlation between work-life balance and the constructs of family-work conflict, job stress, and job satisfaction is significant. In private schools, the correlation between work-family conflict and family-work conflict with work-life balance is negative. There is no significant correlation between work-life balance and other constructs concerning private schools. Thus the hypothesis H02 and H03 is not supported for private schools.

5. CONCLUSION

The study revealed that work-family conflict affects the work-life balance of both the government and private school teachers. Work-life balance, Work-family conflict, and job stress significantly impact job satisfaction in private schools. By increasing job satisfaction, private school teachers can be committed to their institution. Therefore, it is essential for private school teachers to reduce job stress to get job satisfaction.

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APPENDIX

- 1) Name: _____
- 2) Age: a) Below < 25 b) 25 – 30 c) 31 – 35 d) 36 - 40 e) 41-50 f) above >50
- 3) Number of children: a) 1 b) 2 c) More than > 2 d) None
- 4) Family Type: a) Nuclear family b) Joint family
- 5) Monthly Income (INR) a) 5000- 10,000 b) 10,001- 15,000 c) 15001-20,000 d) above 20,000

WORK-FAMILY CONFLICT

Sl.NO	WORK-FAMILY CONFLICT	SA	A	N	D	SD
1	My work often interferes with my family responsibilities.					
2	The job-related strain creates difficulty in fulfilling family duties.					
3	I give vent to (discharge) my work frustration at home.					
4	Due to workload, I am unable to spend time with my family member.					
5	The demands of the workforce change the plans for family activities.					

FAMILY-WORK CONFLICT

Sl.NO	FAMILY-WORK CONFLICT	SA	A	N	D	SD
1	Home life interferes with job responsibilities.					
2	Family issues lead to stress in the workplace.					
3	I cannot focus on work tasks due to the disturbance of family issues.					
4	Official work cannot be completed due to family demands.					
5	I cannot succeed in my role at work due to the difficulties in my family life.					

JOB STRESS

Sl.NO	JOB STRESS	SA	A	N	D	SD
1	I am unable to use my training and expertise in my work.					
2	Disagreements with my fellow teachers are a problem for me.					
3	I suffer from emotional and physical exhaustion due to the huge amount of work.					
4	I do not have enough rest/ breaks to relax in between work.					
5	The expectations of the management on me are too high.					

JOB SATISFACTION

SI.NO	JOB SATISFACTION	SA	A	N	D	SD
1	I am satisfied with the recognition I get for good performance at work.					
2	I am satisfied with the challenging opportunities I get at work.					
3	I am satisfied with my relationship with my colleagues.					
4	There is sufficient opportunity to make use of my abilities.					
5	I am satisfied with my work quality in the school.					

WORK-LIFE BALANCE

SI.NO	WORK-LIFE BALANCE	SA	A	N	D	SD
1	I am satisfied with both my job and family life.					
2	I can balance my work and family life.					
3	I never procrastinate responsibilities at my work and family.					
4	I am satisfied with the right work-life balance that increases the quality of work.					
5	I am fruitful both at work and with family.					