



Work-Life-Balance and Job Satisfaction: A Study of Teachers in B.Ed. Colleges of Gujarat

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ABSTRACT

Work-Life-Balance and Job Satisfaction are important concepts affecting performance of the employee and the organization as a whole. Teachers play a crucial role in developing future citizens of the country, and their contribution in the job is greatly affected by their Job satisfaction. Right balance of work and family life enables the teachers to gain more job satisfaction. This paper studies Work-Life-Balance and Job Satisfaction of Teachers of B.Ed. colleges from Gujarat. It tries to assess whether there is an impact of Work-Life-Balance on Job Satisfaction or not. It also checks how demographic factors affect Work-Life-Balance on Job Satisfaction. The findings suggest that Work-Life-Balance and Job Satisfaction are affected by personal factors of teachers like Gender, Age, Income, Experience etc. Further, the study reveals that Work-Life-Balance affects Job Satisfaction. The corporate world has already started focusing on developing WLB practices and findings of the study suggest that education sector should also start taking initiatives in this direction.

Keywords: *Job Satisfaction, Work-Life-Balance, Demographics, B.Ed. Colleges.*

INTRODUCTION

In today's context, the essentiality of embracing Work-Life Balance (WLB) strategies is in dispensable for every class of employees. The Human Resource Management function has to continuously plan and execute such policies which enable their employees to balance their personal and professional life. This is inevitable to enhance productivity, reduce absenteeism, enable retention and increase employee satisfaction, which can lead to enhanced employee commitment. Further, the increasing number of Dual Income Single Kid (DISK) couples and members from nuclear families at organizations has made WLB practices all the more necessary.

Right balance of work and family life enables the teachers to gain more job satisfaction. Job satisfaction is the term that explains individual feeling towards the job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. The employee will attain high job satisfaction when he gets what he expects from a job. Employers provide various benefits to make their

employees happy and satisfied with the job.

Teachers play a crucial role in developing future citizens of the country, and their contribution in the job is greatly affected by their Job satisfaction. This paper studies Work-Life-Balance and Job Satisfaction of Teachers of B.Ed. colleges from Gujarat. It tries to assess whether there is an impact of Work-Life-Balance on Job Satisfaction or not. It also checks how demographic factors affect Work-Life-Balance on Job Satisfaction. Data for the study is collected from Teachers of B.Ed. colleges from Gujarat through structured questionnaire containing questions pertaining to Work-Life-Balance, Job Satisfaction and demographic factors of the respondents. Following section discusses review of literature about Work-Life-Balance and Job Satisfaction.

LITERATURE REVIEW

Job satisfaction is the perception of an individual towards his job contents like pay, career growth, benefits, peer and superior support. Job satisfaction is a primary requisite for any successful organization. Job satisfaction of faculty in higher education institutions appears to be important as satisfied faculty are more committed and contribute quality inputs in teaching and research thereby enhancing the quality of student output.

Sankaran. P (2012) studied job satisfaction of women lecturers in self-financing colleges in Coimbatore. This study concluded that measures need to be taken to increase the satisfaction level of the respondent lecturers in order to induce them to perform better.

Nandan and Krishna (2013) in their study about job satisfaction of faculty in higher education in Andhra Pradesh found that the significant determinants of job satisfaction are motivation, work itself, working conditions, working relations, organization's policies and procedures, pay and benefits, teaching and research performance and strengths and opportunities.

Gupta and Manju (2013) have studied job satisfaction and work motivation of secondary school teachers of Haryana and found that private school teachers possess more job satisfaction than those working in government schools. Similarly, less experienced teachers have been found to possess greater job satisfaction than more experienced teacher.

Padma and Reddy (2014) found that employees of various age groups, and various job experience categories perceived their job satisfaction equally, and it is also found that WLB is the right predictor of job satisfaction. When the employees are satisfied with WLB facilities provided at their school, it leads to higher level of job satisfaction

Madhu and Manju (2013) studied impact of demographic variables on job satisfaction and work motivation of school teachers and found that no significant difference was found in the job satisfaction and work motivation of male and female school teachers and also found that no significant difference in the job satisfaction of government and private school teachers.

Raj Adhikar and Kumar Gautam (2010) opined that quality of work life lead to create motivation, loyalty and flexibility in the workforce. All these factors are crucial for

competitiveness of organizations and also quality of work life lead to reduce absenteeism, turnover rates of employees and increase their job satisfaction.

Ayesha Tabassum (2012) studied the relationship between quality of work life and job satisfaction in faculty members of private universities in Bangladesh. The study revealed that all the components of QWL are positively associated with the job satisfaction of faculty.

RESEARCH METHODOLOGY

Objectives

- To study job satisfaction of Teachers in B.Ed. Colleges of Gujarat State
- To study the impact of demographic variables (age, gender, experience, marital status, annual income, having children or not) on job satisfaction of Teachers in B.Ed. Colleges of Gujarat State.
- To study the impact of demographic variables (age, gender, experience, marital status, annual income, having children or not) on Work-Life-Balance of Teachers in B.Ed. Colleges of Gujarat State.
- To study the impact of Work-Life-Balance on job satisfaction of Teachers in B.Ed. Colleges.

Research Design

For this purpose, the data is collected through structured questionnaire from the teachers of different B.Ed. Colleges in Gujarat State using Convenience sampling method. The Questionnaire consisted of 10 questions related to Job Satisfaction, Work-Life-Balance and demographic variables. Out of 150 questionnaires distributed, 128 questionnaires were found to be complete and useful for data analysis. Table 1 shows the respondents' profile.

57% respondents are male, and majority of respondents belongs to age groups of less than 30 (36 %) and 30 to 40 (35%). 73% of the respondents are married and 62% respondents have children. Among the respondents 46 % of the respondents have annual income of less than 3 lacks and 39% of them have teaching experience of 2 to 5 years.

| Variable | Values | Frequency | Percent |
|-----------------|-------------------|------------------|----------------|
| Gender | Male | 74 | 57.8 |
| | Female | 54 | 42.2 |
| Age | less than 30 | 46 | 35.9 |
| | 30-40 | 44 | 34.4 |
| | 40 to 50 | 24 | 18.8 |
| | more than 50 | 14 | 10.9 |
| Marital_Status | Married | 94 | 73.4 |
| | Single | 34 | 26.6 |
| Annual_Income | Less than 3 lacks | 60 | 46.9 |
| | 3 to 5 Lacks | 36 | 28.1 |

| | | | |
|-----------------|--------------------|------------|--------------|
| | 5-7 lacks | 16 | 12.5 |
| | more than 7 lacks | 16 | 12.5 |
| Experience | less than 2 years | 28 | 21.9 |
| | 2 to 5 years | 50 | 39.1 |
| | 5 to 10 years | 18 | 14.1 |
| | more than 10 years | 32 | 25.0 |
| Having_Children | Yes | 80 | 62.5 |
| | No | 18 | 14.1 |
| | Not Married | 30 | 23.4 |
| | Total | 128 | 100.0 |

Table 1: Sample Profile

Hypotheses

To study job satisfaction of Teachers in B.Ed. Colleges of Gujarat State following hypotheses was framed.

H1: The teachers of B.Ed. colleges in Gujarat are satisfied with their Job.

To study the impact of demographic variables (age, gender, experience, marital status, annual income, having children or not) on job satisfaction, following hypothesis were framed.

H2: There is a significant difference in job satisfaction of Male and Female.

H3: There is a significant difference between job satisfaction of different age groups.

H4: There is a significant difference between job satisfaction of teachers having different annual income.

H5: There is a significant difference between job satisfaction of teachers having different teaching experience.

To study the impact of demographic variables (age, gender, experience, marital status, annual income, having children or not) on Work-Life-Balance, following hypothesis were framed.

H7: There is a significant difference in Work-Life-Balance of Male and Female.

H8: There is a significant difference between Work-Life-Balance of different age groups.

H9: There is a significant difference between Work-Life-Balance of teachers having different Marital Status.

H10: There is a significant difference between Work-Life-Balance of teachers having different annual income.

H11: There is a significant difference between Work-Life-Balance of teachers having different teaching experience.

H12: There is a significant difference between Work-Life-Balance of teachers having children and not having children.

To study the impact of Work-Life-Balance on job satisfaction, following hypotheses was framed:

H13: There is a significant impact of Work-Life-Balance on Job Satisfaction. The data were analyzed using SPSS software. To test the above mentioned hypothesis one sample t-test, independent sample t-test and One Way Anova were performed using SPSS. The following section discusses the findings of data analysis.

ANALYSIS& DISCUSSION

To test H1, i.e. whether the teachers of B.Ed. colleges in Gujarat are satisfied with their job or not, one sample t-test was performed for all 10 statements measuring satisfaction towards different aspects of Job. Table 2 shows the result of hypotheses testing.

As the results show, mean value for teachers' satisfaction towards different aspect of job satisfaction is greater than 3 except for 1st statement –“my pay as per my qualifications”. Hence, H1 is accepted. The last statement measures overall job satisfaction, and results suggest that teachers are satisfied with their job.

| Variable | Mean | Test Value = 3 | |
|---|--------|----------------|-----------------|
| | | t | Sig. (2-tailed) |
| I am getting my pay as per my qualifications. | 3.1094 | .892 | .374 |
| The quality of the students is good in this institute. | 3.5000 | 7.313 | .000 |
| My colleagues are very cooperative. | 3.5625 | 9.298 | .000 |
| I receive sufficient support from my HOD/Principal. | 3.2656 | 3.244 | .002 |
| Our institute policies are flexible for employees. | 3.7344 | 9.508 | .000 |
| Our institute timings are very comfortable to me. | 3.7344 | 16.307 | .000 |
| My opinion is considered while allocating subjects to me. | 3.3750 | 4.329 | .000 |
| I am encouraged to go for higher studies. | 2.6719 | -5.221 | .000 |
| I like the work environment in the institute. | 3.5156 | 10.399 | .000 |
| I am satisfied with my job. | 3.6094 | 7.675 | .000 |

Table 2: One Sample t-test results

To study the impact of demographic variables (age, gender, experience, and annual income) on job satisfaction, independent sample t-test (for gender) and one-way Anova (age, experience, and annual income) were performed. Table 3 summarizes the results of the analysis.

As the table shows, p value is < .05 for Age, Experience and Annual Income. So, H3, H4 and H5 are accepted and Age, Experience and Annual Income of the teacher

affects his/her job satisfaction. As can be seen in the table, teachers with higher age, higher annual income and higher experience are more satisfied as mean values are higher for this group than the other groups. H2 is not accepted as $p > .05$. Thus, gender does not have any significant impact on Job Satisfaction.

| Demographics | | N | Mean | Sig. | Hypotheses |
|---------------|--------------------|----|--------|------|-------------------|
| Gender | Male | 74 | 3.6757 | .330 | H2 (Not Accepted) |
| | Female | 54 | 3.5185 | | |
| Age | less than 30 | 46 | 3.0435 | .000 | H3 (Accepted) |
| | 30-40 | 44 | 3.5000 | | |
| | 40 to 50 | 24 | 4.1667 | | |
| | more than 50 | 14 | 4.8571 | | |
| Annual Income | Less than 2 lacks | 60 | 3.0333 | .000 | H4 (Accepted) |
| | 2 to 5 Lacks | 36 | 3.8889 | | |
| | 5-7 lacks | 16 | 3.7500 | | |
| | more than 7 lacks | 16 | 5.0000 | | |
| Experience | less than 2 years | 28 | 2.9286 | .000 | H5 (Accepted) |
| | 2 to 5 years | 50 | 3.2800 | | |
| | 5 to 10 years | 18 | 4.2222 | | |
| | more than 10 years | 32 | 4.3750 | | |

Table 3: Impact of Demographics on Job Satisfaction

To study the impact of demographic variables on Work-Life-Balance, independent sample t-test (for gender and marital status) and one-way Anova (age, experience, annual income and having children or not) were performed. Table 4 summarizes the results of the analysis.

As the table shows, p value is $< .05$ for Gender, Age, Annual Income and Experience. So, H7, H8 H10, and H11 are accepted and Gender, Age, Annual Income and Experience of the teacher affect his/her Work-Life-Balance. As can be seen in the table, teachers with higher age, higher annual income and higher experience are more satisfied as mean values are higher for this group than the other groups. Gender also has an effect on Work-Life-Balance of Teachers. Male Teachers agreed to have better Work-Life-Balance than female teachers. H9 and H12 are not accepted as $p > .05$. Thus, Marital status and having children or not does not have any significant impact on Work-Life-Balance.

| | | N | Mean | Sig. | Hypotheses |
|--------|--------------|----|--------|------|---------------|
| Gender | Male | 74 | 3.8649 | .009 | H7 (Accepted) |
| | Female | 54 | 3.5185 | | |
| Age | less than 30 | 46 | 3.5217 | .000 | H8 (Accepted) |
| | 30-40 | 44 | 3.4545 | | |
| | 40 to 50 | 24 | 4.0000 | | |
| | more than 50 | 14 | 4.7143 | | |

| | | | | | |
|-----------------|--------------------|----|--------|------|--------------------|
| Marital Status | Married | 94 | 3.7021 | .675 | H9 (Not Accepted) |
| | Single | 34 | 3.7647 | | |
| Annual Income | Less than 2 lacks | 60 | 3.5000 | .000 | H10 (Accepted) |
| | 2 to 5 Lacks | 36 | 3.6667 | | |
| | 5-7 lacks | 16 | 3.6250 | | |
| | more than 7 lacks | 16 | 4.7500 | | |
| Experience | less than 2 years | 28 | 3.4286 | .000 | H11 (Accepted) |
| | 2 to 5 years | 50 | 3.4800 | | |
| | 5 to 10 years | 18 | 4.0000 | | |
| | more than 10 years | 32 | 4.1875 | | |
| Having Children | Yes | 80 | 3.7750 | .232 | H12 (Not Accepted) |
| | No | 18 | 3.4444 | | |
| | Not Married | 30 | 3.7333 | | |

Table 4: Impact of Demographics on Work-Life-Balance

To study the impact of Work-Life-Balance on job satisfaction of Teachers, regression analysis was performed with Work-Life-Balance as independent variable and job satisfaction as dependent variable. Table 5 shows the results of regression analysis.

| Independent Variable | Unstandardize | | Standardize | t | Sig. | F | Sig. | R | R ² |
|----------------------|----------------|------------|----------------|-------|------|--------|--------------|------|----------------|
| | d Coefficients | | d Coefficients | | | | | | |
| | B | Std. Error | Beta | | | | | | |
| (Constant) | .845 | .323 | | 2.618 | .010 | 76.165 | .000 | .614 | 0.377 |
| Work-Life-Balance | .743 | .085 | .614 | 8.727 | .000 | 5 | ^b | .4 | |

Table 5: Regression Analysis

As shown in Table 5, the regression model is fit as $F = 76.165$, $p < .05$. R^2 value is .377. This means that 37.7% variance in dependent variable (Job Satisfaction) is explained by independent variable (Work-Life-Balance). Further, regression coefficient $\beta = .614$ is significant ($t = 8.727$, $p < .05$), which means that for unit change in Work-Life-Balance, Job Satisfaction will change by .614 times standard deviation. Findings of regression analysis supports hypothesis H13.

CONCLUSION

Work-Life-Balance and Job Satisfaction are important concepts affecting performance of the employee and the organization as a whole. Right balance of work and family life enables the teachers to gain more job satisfaction. Teachers play a crucial role in developing future citizens of the country, and their contribution in the job is greatly affected by their Job satisfaction. This paper studies Work-Life-Balance and Job Satisfaction of Teachers of B.Ed. colleges from Gujarat. It tries to assess whether

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