

Work-Life Balance as A Predictor of Job Satisfaction Among Secondary Level School Teachers

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Abstract:

Work-life balance and job satisfaction are considered as important factors for school teachers. Achievement, occupational growth, mental health, well-being very important component of teachers' personal and professional life. The current investigation intended to investigate the degree to which work-life balance predicts job satisfaction of school teachers in the district of Purba Bardhaman, West Bengal. Descriptive survey method was used to carried out this research. For this study 164 school teachers were selected from various secondary level schools of Purba Bardhaman district using a random sampling method. Work-Life Balance Scale developed by Hayman (2005) and Teacher's Job Satisfaction Scale designed by Madan and Malik (2020) were employed to collect required data. Linear regression analysis was conducted to confirm whether work-life balance of school teachers significantly predicts their job satisfaction. Based on the result of regression analysis it was unveiled that no significant prediction was formed between secondary level school teachers' work-life balance and their job satisfaction across all genders and location of school.

Keywords: Job Satisfaction, Work-Life Balance, School Teachers, Gender, Locality

INTRODUCTION

Recently, the notion of work-life balance has acquired significant acclaimed as a means of maintaining steadiness between work time and ease time, earning increasing recognition and importance throughout the world. In the modern context work-life balance is increasingly challenging (Khateeb, 2021). In organizational literature a widely studied phenomenon is work-life balance that tried to identify the different paths in which work and life affect each other (Maeran et al., 2013). Employees work-life balance enable to handle personal and professional accountabilities efficiently and effectively (Malau, 2023). Vyas & Shrivastava (2017) identifies different factors in the context of work-life balance. Work-life balance is positively related with emotional intelligence and job engagement (Mokana et al., 2016). It is work-life balance that plays a crucial role in shaping employees' overall quality of social and professional life, significantly impacting their job satisfaction within the organization (Johari et al., 2018). Studies revealed that job satisfaction and work-life balance positively and significantly correlated (Prasad & Pasupathi, 2025; Rathi & Islam, 2024; Shobana & Siddiq, 2021). Employees who experience a better work-life balance tend to show higher affective commitment, which in turn positively influences their in-role performance (Kim, 2014).

One of the most extensively discussed topics in organizational behavior and human resource management is job satisfaction. Work is a source of enjoyment of individuals and holds a central place in their lives. Job satisfaction alludes to so far individuals feel positively concerning their jobs. Locke (1976) stated job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Job satisfaction of school teachers and the quality of classroom-level relationships are likely key predictors of effective instructional outcome (Harrison et al., 2023). Factors like pay, growth opportunity, self-efficacy, experience, relationship between student teacher, teacher cooperation affect teachers’ job satisfaction (Iwu et al., 2018; Wang et al., 2020). More specifically, work environment, work load of teachers, teacher perceptions of student discipline in school and teacher cooperation affects job satisfaction of teachers (Ker et al., 2022; Toropova et al., 2021).

Objective

To develop the predictive model of job satisfaction with respect to work-life balance of school teachers as regards to their gender and area of school.

Hypotheses

H₀₁: Work-life balance is not a significant predictor of job satisfaction of school teachers.

H_{01.1}: Work-life balance is not a significant predictor of job satisfaction of male school teachers.

H_{01.2}: Work-life balance is not a significant predictor of job satisfaction of female school teachers.

H_{01.3}: Work-life balance is not a significant predictor of job satisfaction of school teachers from rural area.

H_{01.4}: Work-life balance is not a significant predictor of job satisfaction of school teachers from urban area.

Review of Related Literature

Work-life balance and job satisfaction of school teachers have emerged as critical areas of focus in educational research. Though in their study Hafeez and Akbar (2015) showed work-life balance of school teachers do not have substantial impact on their job satisfaction but enhancement of work and personal life of higher education teachers showed a favorable link to job satisfaction (Agha, 2017). Karakose et al. (2014) found that work-life balance of school administrator and their job satisfaction had low but a meaningful correlation. In the same way to ascertain the effect of characteristics of work-life balance on teachers’ job satisfaction, Mathews et al. (2021) found a noteworthy influence of supervisor support on public secondary school teachers levels of job satisfaction. Ordu (2021) reported that work-life balance and job satisfaction of teachers play an intermediary function in the correlation between person’s life satisfaction and job fit. Polat and Özdemir (2021) revealed that the job characteristics of the teaching profession are significantly correlated with teachers' work-life balance but regression analysis revealed that these job characteristics do not significantly predict teachers' work-life balance. Abiodun-Oyebanji and Sanni (2016) reported that as teachers experience a more balanced work-life, their job satisfaction tends to increase accordingly. A study by Maeran et al. (2013) substantiated that work-family conflict is negatively associated with work-family enrichment and supportive supervision, both of which influence job satisfaction.

Methodology of the Study

Descriptive survey research method was used to carried out the research. The study intended to reveal how the changes in school teachers' work-life balance was associated with the changes in job satisfaction. Thus, for prediction of the two variables regression model was utilized.

Sample and Sampling Technique

A total of 164 secondary level school teachers were randomly selected from various Govt.-Aided Bengali-medium high schools and Madrasahs in the district of Purba Bardhaman, West Bengal.

Tools Used

To measure secondary level school teachers' work-life balance the Work Life Balance Scale of Jeremy Hayman was used. This seven-point Likert type scale consists of three 15 items across three dimensions: work interference with personal life, personal life interference with work and work personal life enhancement (Hayman, 2005). Another instrument used to measure job satisfaction of school teachers was Teacher's Job satisfaction Scale (TJSS) developed by Madan and Malik (2020). This scale contains 35 items on two factors: i. Intrinsic Factors (Job-concrete Statements and Job-Abstract Statements) and ii. Extrinsic Factors (Psycho-Social Aspect, Financial Aspect and Community/ National Growth). This scale contains 25 positive and 10 negative items. Each item has five possible answers: Always= 4 to Never= 0 for positive and vice versa for the negative (Madan & Malik, 2020).

Data Collection Procedure

The researcher personally collected the data by administering the aforementioned instruments to the secondary level school teachers involved in the study.

Data Analysis and Interpretation

The linear regression was done through SPSS 20.

Table 1: Model summary (Work-Life Balance and Job Satisfaction gender and area wise)

Row	Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Total	.067 ^a	.004	-.002	15.56848
2	Male	.084 ^a	.007	-.003	17.19431
3	Female	.085 ^a	.007	-.010	12.25917
4	Rural	.021 ^a	.000	-.009	14.76970
5	Urban	.219 ^a	.048	.029	16.87278

a. Predictors: (Constant), Work-Life Balance (WLB)

Table 2: ANOVA (Work-Life Balance and Job Satisfaction)

Row	Variable	Sum of Squares		df	Mean Square	F	Sig.
1	Total	Regression	175.107	1	175.107	.722	.397 ^b
		Residual	39265.155	162	242.377		
		Total	39440.262	163			
2	Male	Regression	217.172	1	217.172	.735	.393 ^b

Row	Variable	Sum of Squares		df	Mean Square	F	Sig.
		Residual	30451.361	103	295.644		
		Total	30668.533	104			
3	Female	Regression	62.509	1	62.509	.416	.522 ^b
		Residual	8566.373	57	150.287		
		Total	8628.881	58			
4	Rural	Regression	10.038	1	10.038	.046	.831 ^b
		Residual	23777.692	109	218.144		
		Total	23787.730	110			
5	Urban	Regression	732.254	1	732.254	2.572	.115 ^b
		Residual	14519.218	51	284.691		
		Total	15251.472	52			

Dependent Variable: Job Satisfaction (JB)

Predictors: (Constant), Work-Life Balance (WLB)

Table 3: Regression coefficient (Work-Life Balance and Job Satisfaction)

Row	Variables	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	Total	(Constant)	73.222	9.894	.067	7.401	.000
		WLB	.094	.111		.850	.397
2	Male	(Constant)	58.819	27.409	.084	2.146	.034
		WLB	.264	.308		.857	.393
3	Female	(Constant)	74.899	8.559	.085	8.751	.000
		WLB	.061	.095		.645	.522
4	Rural	(Constant)	77.589	13.579	.021	5.714	.000
		WLB	.032	.148		.215	.831
5	Urban	(Constant)	58.445	15.997	.219	3.653	.001
		WLB	.303	.189		1.604	.115

a. Dependent Variable: Job Satisfaction (JB)

Interpretation

Table 1 (Row 1) shows that the value of R Square = .004, which indicated that 0.4% variance in the job satisfaction (dependent variable) is explained by work-life balance (independent variable). Table 2 (Row 1) reveals that the value of $F(1,162) = 0.722$, $p = .397$ ($p > .05$) so, **H₀₁ is retained** at 0.05 level of significance. Which denotes that work-life balance of school teachers could not significantly predict their job satisfaction. From table 3 (Row 1) it can be found that Unstandardized Coefficients B= .094, $p > .05$, which indicates no significant relationship between work-life balance and job satisfaction of school teachers. If the value of work-life balance increases by one unit, then the value of job satisfaction would expect to increase by 0.094. The regression equation is $JS = 73.222 + 0.094 \times WLB$ (Table 3, Row 1).

Table 1 (Row 2 and 3) shows that the R Square = .007 and .007 indicated 0.7% and 0.7% of variance in the job satisfaction is explained by work-life balance of male and female school teachers respectively. Table 2 (Row 2 and 3) reveals that the value $F(1,103) = 0.735$, $p = .393$ ($p > .05$) for male teachers and for female teachers the value $F(1,57) = 0.416$, $p = .522$ ($p > .05$) so, **H_{01.1} and H_{01.2} are retained** at 0.05 level of significance. Which denotes that work-life balance of male and female school teachers could not significantly predict their job satisfaction. From table 3 (Row 2 and 3) it can be found that Unstandardized Coefficients for males ($B = .264$, $p = .393$, $p > .05$) and for females ($B = .061$, $p = .522$, $p > .05$) indicate no meaningful relationship between work-life balance and job satisfaction of male and female school teachers. If the value of work-life balance increases by one unit, then the value of job satisfaction would expect to increase by 0.264 for male teachers and 0.061 for female teachers. The regression equation for male school teachers is $JS = 58.819 + 0.264 \times WLB$, and for female teachers, it is $JS = 74.899 + 0.061 \times WLB$ (Table 3, Row 2 and 3) respectively.

Table 1 (Row 4 and 5) shows that the R Square = .000 and .048 indicated .0% and 4.8% of variance in the job satisfaction is explained by work-life balance of rural and urban school teachers respectively. Table 2 (Row 4 and 5) reveals that the value $F(1,109) = 0.046$, $p = .831$, ($p > .05$) for rural teachers and for urban teachers the value $F(1,51) = 2.572$, $p = .115$ ($p > .05$) so, **H_{01.3} and H_{01.4} are retained** at 0.05 level of significance. Which denotes that work-life balance of rural and urban school teachers could not significantly predict their job satisfaction. From table 3 (Row 4 and 5) it can be found that Unstandardized Coefficients for rural ($B = .032$, $p = .831$, $p > .05$) and for urban ($B = .303$, $p = .115$, $p > .05$) indicate no meaningful relationship between work-life balance and job satisfaction of rural and urban school teachers. If the value of work-life balance increases by one unit, then the value of job satisfaction would expect to increase by 0.032 for rural teachers and 0.303 for urban school teachers. The regression equation for school teachers is $JS = 77.589 + 0.032 \times WLB$, and for female teachers, it is $JS = 58.445 + 0.303 \times WLB$ (Table 3, Row 4 and 5).

Results and Discussion

The findings stated in Table 1 divulged that a very weak relationship existed between work-life balance and job satisfaction of teachers serving at secondary level schools. In case of total sample, the result revealed that work-life balance explains only 0.4% of the variance. Simultaneously, 0.7% of variance in the job satisfaction is explained by work-life balance of both male and female school teachers. In rural areas, the relationship is negligible but in the case of urban area a comparatively stronger association than rural area is existed, 4.8% of variance in the job satisfaction is explained by work-life balance of the teachers. Findings from Table 2, it is clear that work-life balance does not predict job satisfaction of the school teachers significantly, regardless of gender or location of schools. Secondary level teachers work-life balance is not a significant predictor of job satisfaction as the 'p' value = .397 ($p > .05$) thus, H₀₁ is retained at 0.05 level of significance. H₀₁(1.2.3.4) are also subsequently retained. Table 3 indicates a positive but non-significant relationship between secondary level school teachers' work-life balance and job satisfaction.

This study examined whether work-life balance of secondary level school predict job satisfaction irrespective of their gender and area of institution. It was determined that a very weak supportive relationship existed between work-life balance and job satisfaction of secondary level school teachers but not statistically significant. Previous studies also divulged a positive relationship between work-life balance and job satisfaction with statistically significant outcome (Arif & Farooqi, 2014; Demirel, 2014;

J. Johari et al., 2018). In spite of the positive association between work-life balance and job satisfaction a moderate negative relationship was also observed between job satisfaction of teachers and stress of work life (Ertürk, 2022). The study also revealed that the regression model was not statistically significant, it suggested that work-life balance of school teachers does not significantly predict their job satisfaction. Though much of previous research found a positive correlation between work-life balance and job satisfaction (Saeed & Farooqi, 2014; Sorensen & McKim, 2014), some studies also confirm very weak and no direct correlation between work-life and job satisfaction ((Borreba & Potane, 2024; Munda & Gache, 2024; Pavani & Prasad, 2023).

Educational Implication

From the findings of the study, it is clearly visible that work-life balance has a very weak and statistically non-significant relationship with job satisfaction among secondary school teachers, regardless of gender as well as location of school. This recommends that other aspects may act as a more decisive factor in determining teacher satisfaction towards their job. Educational institutions should therefore focus on improving aspects such as professional growth opportunities, administrative support and a healthy school environment. Although the correlation is not so strong but promoting work-life balance through stress management initiatives and wellness may still offer additional benefits to teachers. These perceptions emphasize the importance of evidence-based policymaking and encourage further research to explore additional predictors of teacher satisfaction.

Conclusion

Aiming to assess the degree to which work-life balance predicts job satisfaction of secondary level school teachers at selected school of Purba Bardhaman district in the state of West Bengal, linear regression was done. From the above findings and discussions, it may be concluded that a poor and non-significant relationship existed between secondary level school teacher's work-life balance and their job satisfaction within the study area. Both for male and female teachers, the relationship was also very weak. In case of rural teachers, the result exhibited no association between work-life balance and job satisfaction while for urban teachers the relationship slightly stronger but did not have a significant linkage.

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