

Work-Life Balance and its Impact on Job Satisfaction: A Comparative Study on Women Teachers of Government and Private Schools in Delhi

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Abstract

Nowadays, the controversy over Work-Life Balance is increasing day by day at every professional work, especially for women employees. This present study aims to accentuate Work-Life Balance and its impact on job satisfaction among women teachers in Delhi's Schools. Most women select teaching as their career because of half working day at school and half a day at home for balancing both professional and private life. Now, everyone, whether men or women employees, wants job gratification at their workplace. This paper analyzes different aspects of work-life balance and job satisfaction, especially among women educators. The data for this contemporary research was gathered from 61 women teachers from both Government and Private schools in Delhi. On behalf of data, it can be said that there is more workload on women teachers of both government and private schools, impacting job satisfaction. If personal life is not well-pleased then obviously it impacts job satisfaction level and Work-Life Balance. So, this research paper aims to understand different aspects, policies, government programs, and factors that impact women teachers' lives.

Keywords: Work-Life Balance, Job Satisfaction, Women Teachers, Workload, Family issues

1. Introduction

In earlier periods, government policies generated radical modifications in the Indian economy. LPG (Liberalization, Privatization, and Globalization) is a popular policy of our economy. Women have now become an important part of the workforce. Since women started working, Work-Life Balance has now turned out to be a challenging part of their lives. Most women choose teaching as a career to build their lives. In today's world, work-life balance in the teaching profession has become filled with many challenges, especially for women teachers. Work-life balance and personal life are associated with each other. Women teachers continue to do household chores even after returning from school, increasing their work and increasing their workload. The job of teachers with countless workloads makes it challenging for them to fulfill their career responsibilities and personal burdens.

According to **Navarathinam (2016)**, every teacher should adopt some policies like planning, organizing, and setting limits to achieve their goals and balance their professional and personal life.

1.1 Theoretical Background of the Study

In the earlier period, many researchers have explained the interlink between work-life balance and work-family. The fundamental theories of work-life balance, commonly deliberated by work-family investigators are segmentations, simplification, spillover, social identity, reimbursement, conflict human capital, ecological system, border, amalgamation, and Ladder theory. **(Rincy,2014)**. The model settled in this study depends on the integration theory regarding work-life balance. Integration theory refers to the comprehension sight that a healthy system of elastic and permeable confines can better simplify and inspire work-life. **(Ranton et al; 2011)**. Integration calls for a recent understanding that classical work-life paradigms make all active partners with equal voices in the creation of a comprehension model of the work-life balance. **(Morris and Madson,2007)**. The assimilated atmosphere of professional and personal life will produce different conclusions such as life gratification familygratification, low trauma, and higher efficiency.

1.2 consequences of Work-Life Balance: Job Satisfaction

Several researchers like Duxbury and Higgins (2001), Martins et al. (2002), Schieman et al. (2003), Sandhu and Mehta (2006), Pal and Saksvik (2007), and Haar and Bardoel (2008) found that work-life balance /work-family conflict disturb the job gratification, family satisfaction, life, and career satisfaction in many ways. Adams et al., Duxbury, and Higgins (2001) investigate the belongings of three types of work-family conflict - role burdenwork-to-familyinterference, and family-to-work interference on the organizational act and quality of life of employees together with the work and life satisfaction. The work-life conflictimpactsnegatively on the organization and employees. Employees with heavy workloadsregarding professional and personal lives are highly stressed, experienceweariness, express dissatisfaction with life, and are in poor mental/ physical healthIn their 2002 study, Martins and colleagues examined how individual differences (such as gender, age, marital status, and parental status) and various sources of support (including co-workers, community, and financial resources) impact the inverse association between work-family conflict and career satisfaction.Data was collected from 975 managers and experts from over 100 companies in over 26 industries and from various functional backgrounds. The study's findings showed that work-family conflict had the greatest negative impact on the career satisfaction of women and older individuals of both genders. Additionally, the results demonstrated that work-family conflict negatively affected women's career satisfaction consistently throughout their lives, while men experienced these negative effects later in their careers. Furthermore, the study revealed that the impact of work-family conflict was more pronounced for individuals in the minority gender within their work groups, but less significant for those with strong community connections.

1.3 Work-life Balance and job satisfaction among women Educators

Work-Life Balance: According to **Greenhaus and Beutell (1985)**, Work-Life balance plays multiple roles. It is symbiotic: home-to-home and work-to-home. Greenhaus and his colleagues identify work-family conflicts and intensification, so both positive and negative carry-overs are adopted.

Job satisfaction: According to **Spector (1997)**, employee satisfaction or work satisfaction determines the degree of pleasure of workers with their job, whether they are comfortable with the work environment or supervision.

Kirohmeyer (2000) describes Work-life balance as a satisfaction level where employees take knowledge and information from their personal life experience and know about resources like time, energy, and commitment. **Clark (2000)** also expresses Work-life stability as a pleasure and respectable in working/running order at work and home.

Some factors that impact the Work-life balance and job pleasure of women instructors are as follows:

Work-load – with their responsibilities, lesson plan, curricular activities, etc.

Working environment – conflict with their staff, health and sanitation services, etc.

Support system – administration support, policies by the government, flexible working hours, etc.

Personal time – Hobbies, rest, and spent time with their belongingness, etc.

1.4 Women Teachers in Delhi's Schools

According to the “Women and Men in Delhi-2023” description which was published by the Directorate of Economics and Statistics under the Government of NCT of Delhi, there are some statistical data regarding women teachers in Delhi, which are as follows:

- In Delhi, most women select the teaching profession for their career especially at the primary level, from 2012-13 to 2021-22. There are increase of women teachers from 363 to 410.
- The number of women teachers per 100 male teachers increased from 201 to 205 at the secondary level from 2012 – 13 to 2021-22.
- The number of women teachers per 100 men teachers at higher secondary level increased from 152 to 169 from 2012-13 to 2021-22.

1.5 The Workload on Women Educators in Delhi's School

Delhi covers many government and private schools and colleges. It covers also deemed universities and aided universities. Surprisingly, in Delhi, the proportion of female teachers is 56.2%, which is higher than the national average of 42%. Additionally, the percentage of female teachers surpasses that of male teachers in Delhi, at 43.8% compared to the national figure of 57.9%. The main reason for the selection of this area is that there is higher participation of women employees in the education sector.

If we talk about Government schools in Delhi, there are more reasons for the heavy workload in today's time as compared to the previous time. In today's time, all data regarding students have to be maintained in both online and offline modes as attendance, student marks, and other information related to government schemes (such as student scholarship form, Sukanya Samridhi account, Delhi Ladli scheme, etc.). Some other activities have recently been added in Delhi Schools like Happiness Activity, Deshbhakti Activity, and EDC (Education Development Centre). Due to work done in both online and offline modes and also due to these activities, the workload has increased.

If we talk about private schools in Delhi, there is also the same reason for the workload that is work done in both online and offline mode. In previous times, all data was maintained only in offline mode. Faculty in private schools work with low salaries more workload and low job satisfaction.

So, if we talk about women teachers, then most women select their career option in teaching because they spend half a day in school and half a day at home. Mostly women choose this area for work-life balance. But in today's time, the workload is much higher for both government and private teachers.

1.6 Government and Private Women Teachers in Delhi's Schools

<u>Basis of comparison</u>	<u>Government Teachers</u>	<u>Private Teachers</u>
Total number of schools	Total Schools – 1230 Government aided – 37.18% of the total enrollment of all schools.	Total Schools – 5619 With the enrolment of 45.72 lakh students.
Work Load	In today's times, the workload is higher in government schools due to some activities that are accomplished by the government of Delhi.	In the comparison of government schools, a few schools have more work load otherwise have a medium workload.
Activities	Happiness Curriculum, EMC (entrepreneurship mindset curriculum), Deshbhakti Curriculum, School teacher program, Mission Buniyaad, Chunauti scheme, sports and extracurricular activities, etc. All these activities are the main reason for the workload in Delhi Government schools especially for women teachers because they also have responsibilities of children and home chores.	Teaching Activities- lesson planning, classroom instruction, student counseling, extra classes, assessment, and grading. Non-Teaching Activities- extracurricular activities, professional development, school events, collaborative planning, supervision duties, etc. But it depends on the schools how many activities they have to do. Like government schools, private schools don't follow all activities due to school funds.
Professional Development	Regular Training and professional development programs sponsored by the Government. Opportunities for promotions based on seniority and experience.	Professional development depends on the school management's policies. Promotions may be more merit-based, depending on performance.

Job Satisfaction	Due to job security, good salary packages benefits, and work-life expectancy equilibrium policies provide professional fulfillment to the Government's women teachers. However, there are limitations of resources, large class sizes, and bureaucratic problems that government teachers face.	Due to job insecurity, low salary packages, more workload, limited autonomy, and extra classes provide low job satisfaction to private school women teachers. But there are good resources, a professional environment, good sanitation services, smaller class sizes, and performance-based incentives.
Accountability and Performance Monitoring	Accountability is often to government authorities, with periodic evaluations. Performance Pressure is higher in comparison to previous times. Extra Charges are performed by Delhi's Teachers: SSA (Sarva Shiksha Abhiyan), cultural charges, counseling, EMC (Entrepreneurship mindset curriculum), etc.	More closely monitored by school administration, with frequent evaluations based on student performance. Higher performance pressure, with potential consequences for not meeting standards.

1.7 Objectives of the Study

1. To investigate the connection between Work-Life Equilibrium and job gratification of women educators. (This objective involves investigating factors like workload, stress, long working hours, school policies, time management, and administrative support, that impact both the professional and personal lives of women teachers).
2. To compare of Work-Life equilibrium of Government and Private women instructors in Delhi's Schools. (By exploring different activities, stress, workload, different policies, and job satisfaction, in government and private schools of Delhi).

1.8 Limitations of the Study

This research has concentrated only on the work-life balance of women faculty in the education sector with special reference to Delhi. It has focused on a few variables such as work-life stability, job pressure, job gratification, workload, and job performance. Since the main purpose of the study is to create the linking among these variables, some factors inside these variables that would have else been taken into deliberation might have been unnoticed.

2. Literature Review

S L No.	Name of Author	Research Topic	Key Findings
1	VenkatarAmanan and Abirami (2011)	WLB of women teachers	This study stated how women teacher balance their professional and personal lives. How does family stress impact job satisfaction and how do programs and policies affect their WLB? The researcher used together primary and secondary procedures for statistics, facts, and figures collection for this research work. Primary data was assembled by a questionnaire from 200 Tamil Nadu Art and Science college teachers. Most respondents correlated to stress, working environment, and workload which impact job satisfaction and also health. Secondary data was taken from journals, newspapers, journals, experts, and online platforms.
2	Peatare (2013)	WLB of women teachers	This study analyzed how women teachers balance their professional and personal lives. How family stress, impacts job satisfaction and how programs and policies affect their WLB. Investigators applied mutual primary and secondary procedures for statistical information gathering. Primary data was taken from 50 women teachers from Kolhapur College with the assistance of the questionnaire procedure. Most of the respondents believed that instructors should balance their lives. Remaining believes WLB is affected by workload, long working hours, and time management issues.

3	Yadav & Dabhade (2014)	V WLB and professional gratification amongst engaged womanhood in the instruction segment	This investigation stated the effect of WLB on the professional pleasure of women employees and analyzed those factors that promote WLB. In this study, researchers find that WLB can be achieved by utilizing various aspects that satisfy also career vindication, working environment, fair rewards, cooperation, employee-centric policies, etc.
4	Johari, et al., (2018)	Workload and WLB of teachers in Malaysia	For this study, researchers conducted a survey in Government Schools which was situated in the Northern Region of Peninsular Malaysia. Statistical data, facts, and figures were collected by quantitative methodology, where 302 teachers provided feedback regarding WLB, workload, job performance, and liberty. This research study stated that Autonomy and WLB affect the job satisfaction of the teachers.
5	Butarbutar, et al., (2022)	WLB and job satisfaction during COVID-19 Pandemic	For this study, the Researcher used a Random sample and normally based data analysis for data collection. Researchers analyzed 168 state High School civilian Servant instructors in Pematang Siantar town. SPSS statistics version 20 was used for analysis. The study concludes that job satisfaction, WLB, and stress impact teachers.
6	Quines, L.A., & Arendan, E.I. (2023)	Organization Culture, WLB, and job satisfaction among school teachers	Researchers analyzed 420 Davao Area Public School instructors' experiences regarding their job gratification, WLB, stress, working environment, and business culture. The study revealed correlations among WLB between serious and funny activities. If organizational culture is not in favor of teachers, it will generate dissatisfaction and demotivation inside to the teachers.

2.1 Research Gap

Few academic works have been directed at Work-Life equilibrium in various sectors like the IT sector, industry sector, medical sector, education sector, etc. However, this research is conducted in the education sector. This research study regarding WLB and its job pleasure on women teachers in Delhi's schools. Few studies analyzed the impact of WLB and the job gratification of women teachers. Earlier researchers have determined that some factors like stress, family conflict, working environment, workload, long working hours, health issues, and management policies impact women teachers' lives. This present work has attempted to comparison of government and private school instructors in Delhi. Because percentage with regards to women teachers in Delhi is higher where it viewpoints

at 56.2% as linked with 42% nationwide. In comparison to other states of India, only Delhi's government schools have extra activities like happiness club, mission Buniyaad, deshbhakti, etc. In private schools, activities are decided by the school. This study identified some factors that determine the comparison between government and private school women teachers as job security, salary packages, class sizes, school timetable, home chores, job dissatisfaction, etc.

3. Research Methodology

This research report has operated together primary and secondary statistics information, facts, and figures. This research uses convenient sampling for data collection. This data is accumulated from 60 respondents to explore the opinions of teachers regarding occupation equilibrium, job contentment, and pressure, and to analyze factors that affect professional and personal life. This statistical data was collected by covering Delhi and Delhi/NCR region. This Secondary data was collected from different journals, newspapers, online platforms, Government publications, and textbooks. So far, analysis is concerned, a simple percentage method is used.

3.1 Demographic Profile of Defendants

This table shows the demographic profile of the selected accused. According to this table, out of 60 respondents, 85% were female and 15% male. Moreover, 68.3% were between 30-50 years, 28.3% were between 20-30 years, only 2% were above 50 years and there were no respondents below 18 years. Most respondents were married, almost 80% and nearly 20% were single. According to this data, most respondents were postgraduate, nearly 75%, nearly 13.3% were graduates, almost 8.3 got diplomas or certificates and only 3.3% of respondents were Ph.D. at school level. Most respondents, nearly 61% were residents of Delhi and almost 25.4% were residents of NCR.

Table: Demographic Profile of the Respondents

Gender (N=60)	Frequency	Percent (%)
Male	9	15
Female	51	85
Age (N=60)		
Below 20 years	0	0
20-30 years	17	28.3
30-50 years	41	68.3
Above 50	2	3.3
Marital Status (N=60)		
Married	48	80
Unmarried	12	20
Education (N=60)		
Graduation	8	13.3
Post Graduation	45	75
Ph.D.	2	3.3
Other	5	8.3
Residence (N=59)		
Delhi	36	61

Delhi NCR	15	25.4
Other	8	13.6
Level of Teaching (N=60)		
Fresher	9	15
Middle Level	32	53.3
Senior Level	19	31.7
Experience of teaching in School (N=60)		
1-5 years	25	43.1
5-10 years	18	31
10-15 years	11	19
Above 15 years	4	6.9

4. Data Analysis and Interpretation

Table: Opinion regarding stress due to workload at home			
		Frequency	Percentage
Misunderstanding among family members	Yes	16	27.1
	No	43	72.9
Conflict with family members	Yes	12	20.3
	No	47	79.7
Problem with children	Yes	5	8.8
	No	52	91.2
Heavy household work at home	Yes	18	31
	No	40	69
Negative attitude of spouse/family	Yes	10	16.9
	No	49	83.1

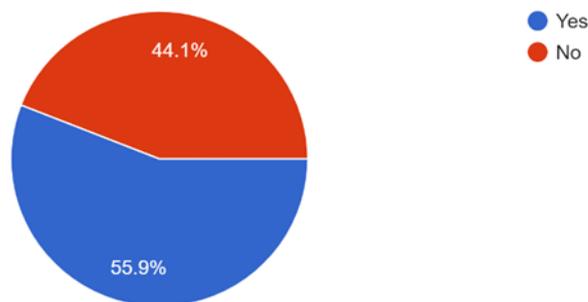
The above table shows opinions regarding stress due to work. Nearly 27.1% of respondents agree that there are misunderstandings among family work due to work stress. Nearly 72.9 agree that they have no misunderstanding among their family members. Because most teachers live independently and those teachers who live with joint families, face many challenges whether she is government or private teachers. Nearly 20.3% of respondents agree that they are facing problems of conflict due to an imbalance in their professional and personal lives and more work stress, especially government teachers due to extracurricular activities. Nearly 79.7% of respondents agree that they live happily with their family members, most of these respondents were private school teachers. Nearly 8.8% agree that they face a lot of problems with children, especially small children.

Because there are two shifts in Delhi's Government school and morning time is nearly 7:00 AM and teachers have to reach before half an hour. In comparison to Government teachers, Private teachers 'school timing is late, and most private schools provide convenience for their staff also. Nearly 31% of respondents agree that there is heavy household work at home and nearly 69% agree that they handle household work with the help of personal affiliates. Due to effort stress and more workload, nearly 16.9% of respondents agree that sometimes, they have a negative attitude towards family.

Opinion of different school teachers in the education sector.

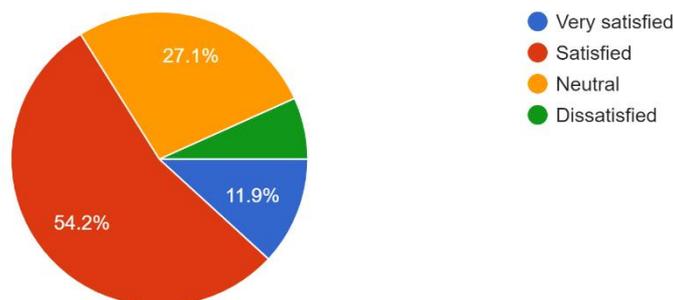
Do you feel that extra activities in Delhi'Schools has increased more work load on women employees?

59 responses



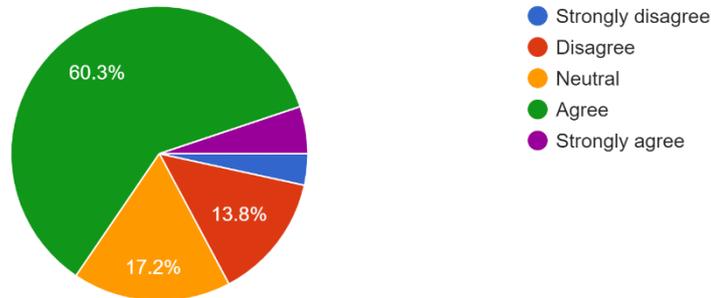
Level of satisfaction with work life balance of women employees in education sector

59 responses



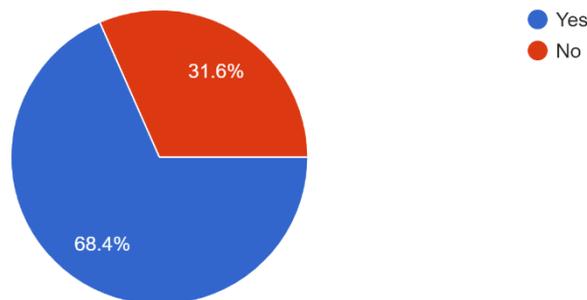
D you think that imbalance may create a negative impact on performance and increase absenteeism problem in the organisation?

58 responses



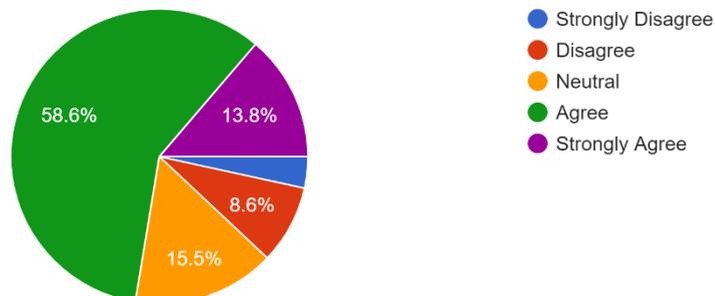
Do you feel that Government should make it compulsory to follow the policies made by them for Private School?

57 responses



Do you feel that factors like working conditions, health and safety, job insecurity and empowerment affect work life balance of women teachers?

58 responses



Nearly 55.9% of teachers agree that extra activities in Delhi’s schools have increased more workload on women teachers. These activities are not available in any other state of India. Nearly 54.2% of teachers have medium satisfaction with Work-Life balance. Nearly 60.3% of teachers conclude that imbalance creates a negative impact on performance and

increases absenteeism problems due to workload, working environment, policies, and time management issues. Nearly 68.4% of teachers strongly agree that the government should make it compulsory to follow the guidelines created for private schools. Because Extracurricular activities that exist only in government schools, make students' minds creative. About 58.6% of respondents agree and 13.8% strongly agree that factors like working conditions, health and safety, job insecurity, and empowerment affect professional occupation equilibrium among women educators or instructors.

Based on the above data, it can be said that different activities in both government and private schools increase workload and stress on both men and women but in comparison to male teachers, women teachers face a lot of problems regarding occupation equilibrium and job fulfillment. The main reasons for this imbalance of women are professional work, household chores, children's responsibilities, health issues, etc. The government has also prepared a report regarding women's empowerment in the education sector in Delhi. Although, Delhi has implemented multiple programs for women teachers in schools like professional development programs, health programs, safety and security programs, maternity and child care benefits, work-life balance initiatives, etc. In comparison to government women teachers, private school teachers face more challenges like reduced salary, low job satisfaction, job insecurity, more workload, extra classes at school and also at home, etc. The government should take action regarding challenges faced by women teachers.

5 Recommendations:

After watchful investigation and successive discoveries, the study has enumerated the following recommendations for the education sector and women staffs for both government and private schools.

5.1 Suggestions for women teachers in the education sector

1. Effective personnel management techniques, such as offering maternal leave, managing workloads, implementing compressed work weeks, and so on, are essential for establishing a work-life balance in the educational sector.
2. The Education Sector should enhance resource accessibility to support work within a set schedule, which will enable employees to better balance their work and personal life.
3. Teachers often experience distress due to workplace issues, including interactions with colleagues, managerial behavior, and HR policies. Addressing these concerns will improve work efficiency
4. Measures should be taken in the education sector to address child care and elder care needs of employees, thus improving their work-life balance.
5. It is recommended that the government offer approved leave for employees to finish work early. This initiative may encourage female employees to complete their tasks sooner and ultimately promote work-life balance.
6. According to this study, creating a better work environment, motivating employees, and providing workplace training and development all contribute to completing work more efficiently.
7. According to this study, it is recommended that every school hold regular meetings to pinpoint the factors affecting their work-life balance.
8. The prevailing recommendation is for the education sector to prioritize exit interviews, as this can help prevent work-life imbalance factors and ensure higher job satisfaction.
9. There is also a suggestion that the Government should implement various measures to improve the job satisfaction of female employees in schools.
10. Monitoring conflicts and disagreements among teachers is advised to promote improved work-life balance and job satisfaction.

5.2 Suggestion for further research

1. This study aims to investigate the impact of work-life balance on the job satisfaction of female employees in the education sector. It is advisable to research to assess the work-life balance of female employees in both Government and Private Schools.
2. It is recommended to initiate research involving the complete enumeration of the population to ensure the accuracy of the results.
3. Subsequent studies on the work-life balance of female employees should encompass the entire country to evaluate its significance in women's development.
4. The study proposes that the work-life balance of female employees in the education sector should be compared with that of female employees in other sectors. This comparison will help identify any discrepancies and address them with appropriate attention.

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