

Significance of Job Satisfaction among Academicians

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Abstract

In the present scenario, human resource managers face more challenges as many changes are happening in the present working and external environment. The entry of women into the work force has created an imbalance in the family and in the work place. When an increase in number of women joining the paid workforce, there is an increase in demand for the workplace flexibility, also demand for childcare and eldercare facility. In order to stabilize it or to reduce the imbalance many policies have been designed to balance personal and professional life for the employees. Some of the changes brought in the work place helped to increase job satisfaction, lessen absenteeism, increase productivity and help to retain the employees and found enhanced commitment towards the organization. There is a general perception that imbalance in the educational institutions for teachers are very less compared to other professions. But, studies have shown different results based on the various variables taken into consideration. This study is undertaken to explore the interference of work into the family life and the family aspects into the work for the teachers especially who teaches in the higher classes. The data is collected from women and men teachers to find out whether there is an imbalance in their life and its effect on job satisfaction. The data is collected from selected established colleges that run pre-degree courses. It is decided to collect the data from married male and female teachers with at least one kid. It is expected that this study will be able to throw light on job satisfaction and work life balance among the teachers who are teaching in the higher classes. The expectations of teachers with different age, experience, income etc can be understood in detail. The findings of the study can be considered for designing future work-life balance policies and programmes for the teaching fraternity.

Keywords: *Work-Life Balance, Teachers, Educational Institutions, Family Life, Job Satisfaction*

1. Introduction

During the last decades, new trends have appeared in family choices due to the increasing participation of women in the workforce: a raising number of working single-parents, dual earner families and the increasing caregiving needs of an aging population. This situation creates new challenges to both women and men to blend work and family duties in their allocation of time (Grzywacz and Marks, 2000). The concept of Work-Life Balance (WLB) is not a new but with the changing pace

of life and increase in stress levels, negatively affecting the quality of work, has made many organizations especially schools or colleges, think about the strategies for maintaining a work life balance. A group of workforce that is greatly affected by the quality of work life as a result of dynamic changes in work life balance of employees is specifically women employees working in organized sector. (Priyadarshani, 2013). An ILO convention that was adopted in 1981, states that it is necessary for organizations to help employees to balance their work and nonwork demands (Lewis, 1997). It

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has become important for the teachers to balance work and family to fulfil the demands of both areas. Those teachers who are able to balance life with minimum conflict and maximum contentment are said to balance work and life. Terrible behaviours teachers express when proper work life balance is not possible in the organization. Tardiness, poor output, more mistakes and absenteeism are some of the behaviours noticed in the employees. A good family life will have a positive impact on the work. It is found that fewer disturbances from the family domain allow teachers to concentrate on the teaching job properly. Effectively implemented work life balance policies can improve productivity and improve the quality of life of the teachers. Apart from improved performance other indirect benefits of it are the cost savings related to commitment of the teachers, continuing in the school for a long period and finally improved image of the school. Stress reduced working environment will be a better place to work and lead to improved productivity.

It was in the year 1970 that the issues related to work life balance have been given importance. According to Julie Morgenstern “Work life balance is not about the amount of time you spend working vs. not working. It’s more about how you spend your time working and relaxing, recognising that what you do in one fuels’ your energy for the other.” Employers are realizing the importance of work life balance and trying to attract the talents to improve the business. It is found that greater job satisfaction and loyalty is possible by well implemented work-life balance policies.

This study tries to understand whether there is job satisfaction to work life balance among the teaching fraternity. The study is conducted on the teachers who are teaching for plus two classes. It is found that pressure for these teachers are more while compared to other class teachers as the pass percentage and eligibility of students to different professional colleges are decided by the coaching they provide to the students.

2. Literature Review

The financial demands on the Indian families are becoming fiercer by day. The sky rocketing cost of living,

increasing expenses on education of children, increasing cost of housing properties in India force every family in India to look for ways and means of increasing the household income (Sundari and Sathyanarayana 2012). The entry of women force into the office work has created the imbalance of work and family life. The perspective of the gender role theory establishes that the family and work roles have traditionally been gender-specific, such that men are socialised so that their central role in life is that of worker and family breadwinner, whereas women are brought up in the line that their essential role in life is at the heart of the family, as wife, mother and homemaker (Guttek et al., 1991). Grandey et al. (2005) proposed that “the more the work interferes with family life, the more dissatisfied the employee will be” (p. 310).

Greenhaus and Beutell (1985) defined work-family conflict as “a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role” (p. 77).

The threat of imbalance in work and non-work life has implications not only on the employees but also on organizations, governments and society (Grzywacz and Marks, 2000).

Flexible working practices are good for work-life balance, that managers are better able to maintain a good work-life balance than workers and that the development of an appropriate work-life balance policy assists in ensuring company loyalty and positive attitudes to work (Fiona Moore, 2007).

Greenhaus and Beutell (1985) further argued that conflict can occur when: (a) time devoted to the requirements of one role makes it difficult to fulfil requirements of another, (b) strain from participation in one role makes it difficult to fulfill requirements of another, or (c) specific behaviour required by one role makes it difficult to fulfill requirements of another.

Beyond the research literature and studies, job satisfaction is also important in everyday life. Organisations

have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997).

The study carried out by Aminah (2002) supports that inter-role family conflict occurs when the cumulative demands of multiple roles at home and at work become too great to manage comfortably. The problems started when joined family structure was broken and movement of youngster to the urban area in search of jobs.

The literature suggests that employed parents of young children and parents of large families are more likely to experience work–family conflict (Frone, Russell and Cooper, 1992; Greenhaus and Beutell, 1985). Balancing of both sides is important for the smooth functioning and this is recognized by many employers. Greenhaus and Powell (2006) find that work and family are complements because of the extent to which experiences in one role improves the quality of life in the other one. Another research by Boles et al. (2001) reported that both work interference with family and family interference with work were significantly related to job satisfaction in general. According to Brief (1998), job satisfaction is “an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favour or disfavour”. Family satisfaction, on the other hand, may be defined as the degree to which family members feel happy and fulfilled with each other.

3. Objectives

To find out the relation between job satisfaction and work life balance among the teachers in higher secondary schools.

To find out the influence of different variables like age, income and experience on job satisfaction.

4. Methodology

The study tries to understand whether independent variables like age, experience and income have any relation to the job satisfaction. The relation between job satisfaction and work life balance is also attempted in the study. This will help to understand to find out the importance

to be given for putting forth the policies to balance work and life of teachers. From the distributed 100 samples only 73 samples are collected from different plus two school teachers. It is found that majority were female teachers (82%). The experience for the teachers is from 2 to 14 yrs. The age was from 25 yrs to 44 yrs. Majority of the teachers in the study belong to the age group from 30 to 40 yrs. Very few (3%) were above 40yrs of age who participated in the study. Compared to 30 to 40 yrs group, between age group 25 yrs and 30 yrs were less (37%).

Linear Regression test is done to find out the functional relationship between job satisfaction and work life balance. It is found that about 56% job satisfaction is related to work life balance. The F test shows that model is quite significant with 0.027. The p value of work life balance is 0.0235, is less than 0.05 significant level, so work life balance variable is very significant for job satisfaction.

Linear Regression statistics is shown below:

Table 1. Linear Regression statistics

R Square	0.5566			
Adj R Square	0.5034			
RMSE	123.453			
ANOVA	(F Val 8.4) P Val 0.027			
Variables	Reg Coeff	Std Error	T Val	P Val
Constant	102.84	118.092	0.94	0.468
Work life balance	1.078	0.728	1.9	0.0235

So it is found that there is a relation between work life balance and job satisfaction. When there is a balance between work and family like teachers experience satisfaction towards job.

Study is continued on the independent variables like age, income and experience on the dependent variable, job satisfaction. Logistic regression is used to find out the relation between the variables. Under logistic regression some of the test that comes under it is 2 Log likelihood regression coefficient, pseudo R², Hosmer and Lemeshow and WALD test. Under pseudo R², two test like Cox and Snell R² and Nagelkerke R² are done. Both the test values are between 0 and 1 which show the variance of dependent variable is influenced by independent variable. For -2 log likelihood smaller the value better it

is to explain the goodness of the model but the value is high in this case as mentioned in Table 2.

The Hosmer and Lemeshow test show the fitness of the model. It is observed from table 3, the model is fit as the value is less than 0.05. The value obtained is 0.045 using Hosmer and Lemeshow test for goodness of fit.

From WALD test (Table 4.) it is found that independent variables like income and experience are non-significant as its p values are 0.452 and 0.123. While the value for age is significant with value 0.045.

Only age is significant so once again logistic regression is run with only age as the independent variable and job satisfaction as dependent variable.

Regression test is run once again to confirm the influence of one over other. The functional relationship is confirmed from the values obtained.

From the test (Table 5.), it is found that Hosmer and Lemeshow goodness of fit of model is not significant as

Table 2. Logistic regression evaluation

Step	-2 Log likelihood	Cox and Snell R Square	Nagelkerke R Square
1	119.239	.096	.142

Table 3. Hosmer and Lemeshow Test

Step	Chi-square	df	Sig
1	7.594	8	.045

Table 4. Logistic Regression Statistics with all the independent variables

Variables	Logit Reg Coeff	SE	WALD	p.val
Constant	-7.642	3.346	6.672	0.01
Age	1.274	0.479	7.075	0.045
Income	0.186	0.322	0.335	0.452
Experience	0.59	0.491	1.442	0.123

Table 5. Hosmer and Lemeshow Test with one independent variable (age)

Step	Chi-square	df	Sig
1	5.654	5	.857

the value is above 0.05. The value obtained in the test is 0.857.

The pseudo R² does not have much relevance like R square of linear regression as it can give an indicative interpretation of the variances in the dependent variable. Still both Cox and Snell R² and Nagelkerke R² values are between 0 and 1. This shows that variances of the dependent variable are influenced by independent variable as in the previous case. In both the test of logistic regression with all the independent variable and then with one independent variable, (age) alone also the values were between zero and one.

From Table 7, WALD test shows that p value is significant for the age which is less than 0.05. The value obtained from the test is 0.009. Even though the Hosmer and Lemeshow shows the model fitness is not good with a value of 0.857, it is concluded that the model is good based on the WALD p value of the age variable with significance of 0.005.

Finally logistic Regression equation is written as

$$L = -6.318 + (1.521 \times \text{age}) + \text{error}$$

4.1 Interpretation

In this study relation between job satisfaction and work life balance is examined first. It is found that there is a positive relation between the two. For finding the relation linear regression is used. Linear regression helps to understand the relation between the quantitative dependent variable and quantitative independent variable. But in the case of logistic regression, dependent variable with qualitative or quantitative independent variables can be considered. The independent variables considered are

Table 6. Test for Pseudo R²

Step	-2 Log likelihood	Cox and Snell R Square	Nagelkerke R Square
1	123.765	.060	.089

Table 7. Regression statistics after rerun with age variable

Variables	Logit Reg Coeff	SE	WALD	p.val
Constant	-6.318	2.231	7.887	0.005
Age	1.521	0.58	8.281	0.009

age, income and experience. The relationship between job satisfaction and work life balance shows that irrespective of genders, balance of job and family life is required. It is found that through the study, even though there was pressure for the teachers to complete the portions, extra classes for the weak students, to score good marks etc, it is accepted that timings is convenient for majority of the teachers. So when work and family life is balanced that leads to satisfaction towards work.

From the study conducted it is found that age has an effect on the dependent variable, job satisfaction. For the study samples are collected from both genders but the relationship related to gender was not considered. The independent variables like income and experience were not having any effect on the job satisfaction. So it can be considered that with advancement in age the interest towards the job increases. As the individual attains more maturity, the interest towards job also increases. Maturity has much influence towards the job satisfaction. But it was surprising to find that experience was not related to job satisfaction. It is found through the study that teachers who are more aged with less experience are satisfied with the job. In this study some teachers had started their career late due to family commitment. Others had a break in their career. A casual comparison related to the experience and gender, it is found that women employees are with less experience and with more age. This is not found in any male. Among the male teachers no one has started their career late and there is not break in their career. Few males have taken some other profession before entering to teaching. From the analysis it is found that income had no effect on job satisfaction. Study reveals that income did not influence to have satisfaction towards job. While interacting with some of the teachers it is understood that those who earns good income is not due to the interest towards the job but due to family and social commitments. Such teachers confirmed that they had some other passions. Some said that they are following their passion along with teaching. It is found that some teachers earn more income because of their qualification.

5. Conclusion

The balancing act of family and work life plays a major role for a committed contribution to the job. Distractions

from the family domain have to be minimised to concentrate on the job completely. In this study related to teachers some of the variables that give satisfaction towards the job include age. Only few variables were considered like income, experience and age. Teaching being a noble profession, committed teachers only can build an ideal future generation. So understanding the satisfaction of the teachers towards the job is important. The satisfaction is affected mostly when there are interferences of the family aspects towards job. But for the teaching job, the balancing of work and family life is possible and that is giving satisfaction towards the job. This is what the study has confirmed. It is clear that work and family roles are the two most important life roles for most people (Mortimer, Lorence, and Kumka, 1986), an incompatibility between them is likely to create tension and negative feelings. So reducing the tension between these two roles can help teachers to concentrate more on teaching to shape the next generation better.

6. Suggestions

The image of the institute can be improved by having a good working environment where teachers can balance work and family life. Teachers will be happy working with students and show much interest in their overall development. They develop good rapport with the management of the institute for its improvement. Some of the factors that contribute to the productivity include self-esteem, empowerment and integrity. With age teachers gain these and win the confidence of the management to exhibit their maximum potential. They show more interest for the social cause also. They encourage the students to be part of such activities for the improvement of their society. Teachers with many years of experience in the same institute will help the teachers to connect the past students to the new for future planning and also for the students' welfare. When teachers are satisfied related to the job they will be self motivated to improve the quality of the students. Such students are required for the development of the nation.

7. References

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