

# Work-Life Balance and Job Satisfaction among Educators of Higher Education Institutions in Dimapur District

Mrs. D. Shobana<sup>1</sup>, Dr. I. Siddiq<sup>2</sup>

<sup>1</sup>PhD Research Scholar, PG and Research Department of Commerce,

<sup>2</sup>Associate Professor, Head-School of Commerce,

<sup>1,2</sup>Sree Saraswathi Thyagaraja College, Pollachi, Tamil Nadu, India

## ABSTRACT

The relationship between work-life balance and job satisfaction was investigated in this study. It was also planned to look into the influence of certain demographic factors in predicting work satisfaction. The WLB scale developed and standardized by Unnimaya P.S. (2018) on the target sample was used in this study and for the job satisfaction, the model developed by Singh (1990) was used. The Sample involved 50 Educators from 5 different Higher Education Institutions of Dimapur District. Results showed that all study variables positively and significantly correlated with each other. Results further showed that selected demographic factors were significantly expected the level of WLB. It is assumed that this research would be useful for creating high performance in a higher academic setting.

**KEYWORDS:** Work-Life Balance, Job Satisfaction, Higher Education Institution, Educators

## INTRODUCTION

The advanced human resource faces more major challenges as the variety of job and individual aspects of society grows. Many institutions and professionals are looking for solutions to better manage the friction and pressures that exist between work and non-work activities. Educating is one of the vocations that is associated with both positive and bad work-life experiences. This paper looks at the relationship of Job Satisfaction with Balance between Work and Life activities (WLB), turnover goals, and burnout levels of Educators. The paper gives experimental proof to demonstrate the relationship and discovers the indicators of Job Satisfaction among higher Education Institutional Educators.

Higher Education Educators are the key achievement factor of any country which elevates the comprehensive improvement of any country prompting the development of the entire country too. They created trained human resources in various areas and motivated youthful personalities for innovative work to develop the country. Apart from

educating and preparing students; they likewise shoulder research jobs, administration/regulatory jobs, social jobs, and political jobs, and so on. In such a manner, WLB can be viewed as a proficient source since it involves many key factors that can be useful, whenever improved, to support up gainful authoritative and attractive results in an assortment of areas. On the side of this suggestion, WLB is considered a work environment key plan that upgrades Job Satisfaction and improves working conditions for the Educators.

## REVIEW OF LITERATURE

**Biruk Hundito<sup>1</sup> (2015)** reported, "Job satisfaction of Physical Education Teachers working in Southern Ethiopia". Data obtained from 200 physical education teachers to know a significant difference exists between male and female teachers' satisfaction. Statistical tool T-test applied and the results showed that male teachers were highly satisfied than their female counterparts. There is a significant difference

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between male and female teachers who are working in private schools in Ethiopia.

**Goud and Nagaraju<sup>2</sup> (2013)** conducted a study on, “Work-life Balance of Teaching Faculty with reference to Andhra Pradesh Engineering College. The issues connected with the work-life balance of faculty members in Education Institutions and the factors that determine work-life balance were highlighted in this study. 210 respondents from 14 engineering colleges of the Rayalaseema region and Andhra Pradesh were selected using the Stratified Random Sampling method. The major objective of this study was to examine the effect of work-life balance on faculties’ performance and work attitude.

**Suguna and Vandhana<sup>3</sup> (2013)** extended, “A Study on Work-Life Balance among Teachers”. The major objective of this study was to know the level of work-life balance among Educators. The data was collected through primary data by circulating questionnaires to 74 sample respondents belongs to different professional colleges.

#### Research Gap:

The current effort has never been concentrated in endeavouring the number of occupants in Higher Education Institutional Educators, according to the review of literature. By conducting this research, it will provide an obvious job of nature of work-life equivalent to Job Satisfaction, especially for those working in Higher Education Institutions. The outcomes of this study are expected to assist policymakers in carrying out suitable discussions in order to maintain educator job satisfaction. The researcher's goal in this study was to do research in Nagaland, a state in North-East India. As a result, the information gathered from respondents from Dimapur District Higher Education Institutions.

#### Objectives

The aims of the current research study are following:

1. To investigate the link between educator job satisfaction and work-life balance.
2. To look at the effect of certain demographic characteristics in predicting Work-Life Balance.

#### Hypotheses

Following assumptions were hypothesized on the basis of the literature review:

<sup>2</sup> Madhusudhan Goud. V and Nagaraju.K (2013), ‘*Work-life Balance of Teaching Faculty with Reference to Andhra Pradesh Engineering Colleges*’, Global Journal of Management and Business Studies, Vol. 3, No. 8, pp. 891-896

<sup>3</sup> Dr. Konda Suguna and Vandhana R (2013), ‘*A Study on Work-Life Balance among Teachers*’, Personnel Today, July – September 2013, pp 15 – 22.

1. There will be a positive relationship between Work-life Balance and Job Satisfaction.
2. Selected demographic variables will influence the Work-life Balance.

#### Method

##### Sample

The sample for this research comprised of 50 Educators from 5 Higher Education Institutions in Dimapur District. The sample was employed by stratified random sampling technique from different faculties of those Higher Education Institutions in Dimapur District of Nagaland, India.

##### Instruments

The questionnaire was used to obtain information about the participants along with two parts:

1. Demographic Profile
2. Work-life Balance
3. Job Satisfaction

##### Work-life Balance Scale

The WLB scale developed and standardized by Unnimaya P.S. (2018) on the target sample was used in this study. The scale measuring three dimensions of WLB such as Work Interfering Personal Life, Personal Life Interfering Work, and Work/Personal Life Enhancement. The scale comprises 15 items on a 5-point Likert scale anchored from “1” (Not at all) to “5” (All the time). The possible scores can range from 15 to 75. Thus higher scores state a higher level of WLB.

Cronbach’s alpha of the scale was observed at 0.839 and showed excellent reliability of the scale. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett’s Test of Sphericity to know whether the relationship among the variables is significant or not.<sup>4</sup> The KMO Measure of sampling adequacy showed the value of test statistics is 0.904, which means the factor analysis for the selected variable was found to be appropriate to the data.

The results of the factor analysis presented in the thesis regarding factors related to the level of agreement in relation to Work-life, have revealed that there are nineteen factors that had Eigen value exceeding “one”. Among those four factors, the first factor accounted for 42.484 percent of the variance, the second 10.354 percent. The first four factors were the final factors and they all together represent 52.838 percent of the total variance in the scale items measuring the related to the level of agreement in relation to Work-life n. hence from the above results,

<sup>4</sup> Nargundkar, Rajendra, Marketing Research- Text and Cases, Tata McGraw Hill, New Delhi, 2nd Ed-2003, Pp.312 – 313

it is certain that is related to the level of agreement in relation to Work-life.<sup>5</sup>

### Job Satisfaction Scale

The Job satisfaction scale developed by Singh (1990) was used. This scale is composed of 15 items. The responses were on a 5-point Likert rating scale had anchors of “1” (Highly Dissatisfied) to “5” (Highly Satisfied). The possible scores can range from 15 to 75. Thus higher scores state a higher level of organizational commitment. The scale's reliability coefficient was 0.96. The reliability of the scale was found to be excellent with a Cronbach's alpha of 0.91 in the present study (George & Mallery, 2003).

### Results

#### Pearson Correlation Analysis

Pearson Correlation was computed to evaluate the relationship between the Level of Work-life Balance and Job Satisfaction of Educators. The following table revealed that there is a 10.2percentage of a negative relationship between WLB and Job Satisfaction and WLB ( $p\ 0.483 > 0.05$ ).

**Table 1 shows the Normality Testing Results to proceed with Pearson Correlation Analysis**

Variables	Mean	Median	Std. Deviation	Skewness	Kurtosis	Normality Testing Values		Result
Level of WLB	1.90	2.00	.580	.000	.063	0.00	0.10	Normal
Over all Job Satisfaction	2.44	2.00	1.146	.747	.026	2.22	0.04	Normal

N=50, Std. Error of Skewness=0.337, Std. Error of Kurtosis=0.662

Source: Primary Data

**Table 2 Relationship between Level of WLB and Overall Job Satisfaction (Correlations)**

		Level of Work-life Balance
Overall Job Satisfaction Level	Pearson Correlation	-.102
	Sig. (2-tailed)	.483
	N	50

Source: Primary Data

Hence, H1 is supported and concluded that there will be a positive relationship between Work-life Balance and Job Satisfaction.

### Multiple Regression Analysis

**Table 3 shows the Normality Testing Results to proceed with Regression Analysis**

Variables	Mean	Median	Std. Deviation	Skewness	Kurtosis	Normality Testing Values		Result
Designation	1.06	1.00	.314	5.596	32.438	16.63	49.01	Not normal
Qualification	4.68	5.00	2.394	.423	-.585	1.26	-0.88	Normal
Profession Category	1.86	2.00	.351	-2.140	2.684	-6.36	4.06	Not normal
Major Subject	3.32	3.00	1.766	.901	-.026	2.68	-0.04	Normal
Handling Course	1.36	1.00	.663	1.638	1.368	4.87	2.07	Not normal
Experience	2.48	2.00	.814	.540	.910	1.60	1.37	Normal
Monthly Income Level	2.18	2.00	.691	1.295	2.273	3.85	3.43	Not normal
Working Under the Institution	2.74	2.00	1.275	1.006	-.603	2.99	-0.91	Normal
Living Area	2.12	2.00	.689	-.160	-.826	-0.48	-1.25	Normal
Native State	2.32	1.00	2.436	1.921	2.481	5.71	3.75	Not normal
Gender	1.48	1.00	.505	.083	-2.078	0.25	-3.14	Normal
Marital Status	1.48	1.00	.505	.083	-2.078	0.25	-3.14	Normal
Age Group	2.62	2.00	1.563	1.070	.893	3.18	1.35	Normal
Type of family	1.26	1.00	.443	1.128	-.759	3.35	-1.15	Normal
Number of dependents	2.28	2.00	1.011	.511	-.757	1.52	-1.14	Normal

<sup>5</sup> B. Balanagalakshmi, M.Phil Thesis on Impact of Work-life Balance among College Teachers in Coimbatore City, 2016

Nature of the dependents	2.80	2.00	1.874	.438	-1.416	1.30	-2.14	Normal
Level of WLB	1.90	2.00	.580	<b>.000</b>	<b>.063</b>	<b>0.00</b>	<b>0.10</b>	<b>Normal</b>

N=50, Std. Error of Skewness=0.337, Std. Error of Kurtosis=0.662

Source: Primary Data

**Table 4 shows Regression analysis of selected demographic variables and Level of Work-life Balance.**

ANOVA <sup>a,b</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.190	8	23.024	75.491	.000 <sup>c</sup>
	Residual	12.810	42	.305		
	Total	197.000 <sup>d</sup>	50			
a. Dependent Variable: Level of Work-life Balance						
b. Linear Regression through the Origin						
c. Predictors: Type of family, Qualification, Age Group, Gender, Marital Status, Designation, Monthly Income Level, Experience						
d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.						

Source: Primary Data

Coefficients <sup>a,b</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Designation	-.469	.276	-.261	-1.696	.097
	Qualification	.095	.033	.250	2.838	.007
	Experience	.258	.129	.339	2.000	.052
	Monthly Income Level	-.032	.146	-.037	-.220	.827
	Gender	.363	.133	.285	2.725	.009
	Marital Status	.381	.160	.300	2.380	.022
	Age Group	.149	.067	.229	2.224	.032
	Type of family	-.106	.182	-.071	-.583	.563
a. Dependent Variable: Level of Work-life Balance						
b. Linear Regression through the Origin						

Source: Primary Data

The Qualification, Age Group, Gender, and Marital Status, are passed the criteria to influence the Work-life Balance.

The Designation, Monthly Income Level, Experience and Type of family, are not passed the criteria to influence the Work-life Balance. Therefore, H2 is supported that Selected demographic variables (Qualification, Age Group, Gender, and Marital Status) will influence the Work-life Balance.

### Discussion

The obtained results confirmed that WLB and Job Satisfaction negatively correlate with one another. Besides, some demographic variables of the respondents are altogether and positively influence the WLB and few demographic variables negatively influence WLB.

### Conclusion

Employees' high job satisfaction brings a greater motivation, inspiration, positive feeling, mentality and decreases turnover, absenteeism among them which empowers them to show the greatest exertion in accomplishing the organizational objectives. Since satisfaction can trigger prompt emotional responses. Accordingly, it's anything but a central part of the

improvement of teachers' overall performance. Thus apparently, WLB shapes and balances out fulfillment. Analyzing the work-life balance and job satisfaction of Educators can help the Education Institutions to identify factors that contribute to the individual as well as institutional development by improved performance as an outcome of successfully balanced work-life and job satisfaction and of the employee. It is suggested that researchers need to pay more attention to different other factors in future studies of work-life balance on job commitment and performance.

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