

Job Satisfaction, Work-life Balance and Organisational Commitment of Higher Secondary School Teachers in Kerala.

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ABSTRACT

Job satisfaction, work-life balance, and institutional commitment are ever-researched topics in organizational psychology. Schools and colleges require satisfied teachers who are committed to their organization for the well-being of the students and society at large. The dedication and job satisfaction of educators are key factors in the development of educational institutions. Thus, school teachers' organizational commitment, work-life balance, and occupation cheerfulness have been seen as crucial elements for the growth of the educational system and the success of the educational institution. The current study concentrated on the organizational commitment, work-life balance, and job satisfaction of Kerala's higher secondary school teachers. It examines how sociodemographic characteristics affect higher secondary school teachers in Kerala's organizational commitment and work-life balance. A systematic questionnaire utilizing Google Forms has been used to gather data from 224 higher secondary teachers employed by the government and assisted sectors. For analysis, t-tests, ANOVA, etc. are employed. The study concludes that work-life balance and organizational commitment were not significantly correlated with age or gender, but that work-life balance and organizational categories were significantly correlated. Teachers in government higher secondary schools have a far better work-life balance than those in aided institutions.

Keywords: Higher Secondary, Job satisfaction, work-life balance, organizational Commitment.

1 Introduction:

In the field of education, a teacher's performance is crucial. The heart and soul of education are its teachers. "The quality of a nation depends upon the quality of its citizens, and the quality of its citizens depends upon the quality of their teachers," stated the American Commission on Teacher Education in 1974. Any educational organization's ability to succeed is largely dependent on the required attributes of its teachers. The quality of teachers is what creates quality at every stage of life. Teachers are essential to the nation's communal rehabilitation. They are inescapably involved, managing modifications rather than just disseminating facts and ideals. Therefore, educational experts seek to find ways to support and motivate teachers to continue in their careers. In addition to feeling inspired by their work, contented educators are given the freedom to strive for quality and progress in their teaching methods. Furthermore, in any educational setting, the achievement of objectives and goals is contingent upon the job satisfaction of teachers. According to Mullins (1999), job satisfaction is measured by how well an employee's needs and wants align with both the organization's requirements and what the worker actually receives. Numerous factors, including personality, age, education, marital status, intelligence, abilities, and work

orientation, influence the degree of job satisfaction. Other factors include social factors, which include relationships with coworkers, superiors, group work and norms, and opportunities for interaction; organizational factors, which include size, formal structure, personnel policies, and procedures, nature of work, supervision, and leadership style, management systems, and working conditions; cultural factors, which include attitudes, beliefs, and values; and environmental factors, which include economic, social, technical, and governmental influences. This study looks at the relationship between higher secondary school teachers in Kerala's institutional commitment, work-life balance, and job happiness. The ratio of the time you spend working to the time you spend with your family is known as work-life balance.

The "Cambridge Dictionary" defines work-life balance as the ratio of the amount of time spent on work to the time spent with family, friends, and personal interests and hobbies. In the fields of management and organizational behavior, the staff's dedication to their institution has garnered substantial attention. An employee's emotional connection to and involvement within the company are referred to as commitments. According to Weiner (1982), employees who are committed to the company are more likely to give their all during organizational activities. Teachers in educational institutions must be dedicated professionals who genuinely care about the success of both the school and the pupils. Teachers who are deeply committed to their work find fulfillment in it and give it their all. Devoted teachers make a significant effort above and above what is required of them for the benefit of the institution, fervently want to stay associated with it, and fervently believe in the institution's objectives and ideals (Mowday, 1982). A desirable teacher is one who identifies with the school, adopts school goals as one's own, and is willing to put forth extra effort (Hoy and Tarter, 1989).

Job satisfaction of higher secondary school teachers is examined by nine variables namely Salary and Other Benefits, Promotion, Transfer Norms, Office staff, Interpersonal Relations, Workload, Infra Structure, Students, and Career Advancement. The organizational commitment is analyzed using five variables namely I put extra effort and energy into the development of the school and students, I am willing to accept any responsibilities assigned by the superior, I am very much happy to tell others that I am part of this school, I was really inspired by the values and motivation received from the school and I always bothered about the objectives of my institution. The work-life balance was examined and analyzed by using the following five elements namely I have enough time to spare with my family, I get support from my family for fulfilling my official duties, I have enough leisure time to do other activities, I have participated in staff tours, and other trips from school, I enjoy both official and personal life.

2 Objectives of the study.

1. To examine the job satisfaction of Higher secondary school teachers in Government and Aided schools in Kerala.
2. To measure work-life balance and organizational commitment of higher secondary school teachers in Kerala.
3. To analyze the impact variables such as age, experience, and types of institutions on work-life balance and organizational commitment of higher secondary school teachers in Kerala.

3 Research Methodology

The study is descriptive and analytical in nature. Primary data is collected by using a structured questionnaire using Google Forms in online mode. The sampling method adopted for this study is convenience sampling the sample size is 224 teachers from Government and Aided Higher secondary schools in Kerala. The tools used for analysis include percentage analysis, tables, Mean., Standard Deviation, t-tests, ANOVA, etc.

4 Review of Literature:

Amir Ali Chughtai (2000) observed the factors that influence teachers' job satisfaction and examined the connections between four variables: extrinsic factors connected to satisfaction, features of the teacher's background, characteristics of the college, and intrinsic aspects related to job satisfaction. Overall, the results showed that teachers in the private sector had much higher levels of job satisfaction than their counterparts in the public sector.

Gerald J. Brunetti (2001) has provided a detailed overview of the factors that drive teachers. Because they valued working with kids and teaching their topics, teachers survived and thrived in schools. Working with young people and watching them learn were identified by the study as the main sources of motivation. Other significant motivators included aspects of professional pleasure including having autonomy in the classroom, serving society, and having a strong enthusiasm for the subject matter. Practical variables such as vacation time, pay and benefits, job stability, and the advantages of a school timetable were rated the lowest by teachers as motivators.

Anilkumar A. K. (2002) found that instructors at higher secondary, high school, and primary schools did not significantly differ in how stressed they felt. Pay and fringe benefits work as a noteworthy element for the difference in job satisfaction between higher secondary and high school teachers. Deepthy, T. (2008) Examined the job satisfaction of primary school teachers in the school environment in Kozhikode district of Kerala. The researcher observed that the school environment had an important significant impact on teachers' job satisfaction. The study concluded that primary school teachers differ in their level of job satisfaction. Female teachers had more job satisfaction than male teachers. Urban teachers were more satisfied than rural teachers. The type of management and teaching experience did not influence job satisfaction.

Muhammad Asghar Ali et.al (2011) examined the job satisfaction of secondary school teachers working in the Sahiwal district of Punjab, Pakistan. It is evident from the results that the teachers had a high level of satisfaction with their working conditions, independence, pay, and creative freedom. Additionally, the survey shows that there were significant disparities between male and female teachers' levels of satisfaction.

Raja Babu (2013) analyzed the perceptions of teachers towards professional satisfaction at the primary level and the changes in between the perceptions of headmasters and assistant teachers about demographic variables such as gender, age, qualification, experience, type grade of schools, locale, etc., Teachers stated high perceptions of overall professional job satisfaction. Locality (urban/rural), age, management, gender, experience, etc. did not influence professional satisfaction meaningfully.

Rajareegam (2014) investigated and assessed future work satisfaction expectations of engineering college professors in Pudussery using several psychological variables. It discovered no significant variations in job satisfaction between teachers at engineering institutions and teachers at arts and science colleges, between teachers with incomes less and above Rs. 25000, and between teachers who obtained timely promotions and those who did not.

Muhammad Asghar Ali et.al (2011) examined the job satisfaction of secondary school teachers working in the Sahiwal district of Punjab, Pakistan. The sample size was 200 teachers and an MSQ questionnaire was used for collecting the data. The data was analyzed with the help of SPSS software. The findings demonstrate that teachers were extremely satisfied with their individuality, remuneration, creativity, appreciation, and working circumstances. The study also found significant disparities in the satisfaction of male and female teachers.

5 Data Analysis and Results

5.1. Sample characteristics

The sample for the final analysis constituted 224 samples from teachers, out of which the majority were female teachers (51.8 %). The age group of the respondents revealed that only 8% of the teachers were below 35 years. The majority of the respondents were from the age group of 36-45 (49.6%). The sample profile also revealed that the majority of the respondents worked in Government Institutions (65.2 %). In terms of years of teaching experience, 31.7 % of respondents had experience of 15-20, This reveals that a vast majority of the respondents had ample teaching experience, which increases the generalisability of the study. The huge majority of respondents, 221 (98.7%), have a monthly income of at least 50,000 rupees. 166 teachers (74.1%) draw a monthly salary between 50,000 and 1,00,000 rupees, while 81 (36.2%) have a monthly salary between 75,001 and 100,000 rupees. 58 respondents (25.9%) of the 224 teachers under study have a monthly salary above 1,00,000 rupees. Finally, in terms of educational qualification, a huge majority of the respondents did not hold a Ph.D. (93.75 %). However, a vast majority had qualified for either the National eligibility test (NET) or the State eligibility test (SET) (73.21 %). Seventy-three percent of the respondents are HSSTs, 22.3% are HSST Junior and 4.46% are Principals in Higher Secondary Schools. Out of the 224 respondents, 34.83 % belong to Science Discipline, 20.08% belong to Commerce, 23.22% belong to Languages, 16.07% belong to Humanities and 5.80% belong to the discipline of computer science. The sample characteristics are provided in Table 1.

Table 1: Sample Characteristics

Characteristics	Category	Number	Percentage
Gender	Male	108	48.2
	Female	116	51.8
Age (in years)	26-35	18	8.0
	36-45	111	49.6
	46-55	89	39.7
	55 above	6	2.7
Marital Status	Unmarried	4	1.8
	Married	215	96.0
	Divorcee/Separated	1	0.4
	Widow/widower	4	1.8
Type of Institution	Government	146	65.2
	Aided	78	34.8
Teaching Experience	Less than 5 years	5	2.2
	5-10 years	43	19.2
	10-15 years	57	25.4
	15-20 years	71	31.7
	20-25 years	37	16.5
	More than 25 years	11	4.9
Monthly Salary	50000-75000	88	39.3
	75001-100000	81	36.2
	100001-125000	45	20.1
	125001-150000	7	3.1
	150001-175000	3	1.3
Educational Qualification	PG, B.Ed.	17	7.6
	PG, B.Ed. SET	136	60.7
	PG, B.Ed. NET	28	12.5
	MPhil	21	9.4
	PhD	11	4.9
	Med	11	4.9
Designation	HSST	164	73.2
	HSST Junior	50	22.3
	Principal	10	4.46
Discipline	Science	78	34.83
	Commerce	45	20.08
	Humanities	36	16.07
	Languages	52	23.22
	Computer Science	13	5.80

Table 2 Job Satisfaction of Higher secondary school teachers

Variables	Mean	Std. Deviation
Salary and other benefits	2.7493	.76629
Promotion	2.8646	.74369
Transfer norms	2.5045	.79984
Office staff	2.0949	.75554
Interpersonal relations	3.6711	.64481
Workload	2.4343	.78402
Infrastructure	2.8536	.83617
Students	3.8248	.60198
Career Advancement	2.8536	.83617
Overall job satisfaction	2.8536	.83617

As per Table 2, The overall job satisfaction of Higher secondary school teachers is not so good because the mean score is only 2.85. The lowest mean score is obtained for the variable ‘office staff’ with a mean of 2.09 since the higher secondary school teachers are suffering a lot from the lack of separate ministerial staff. The teachers have the extra burden of clerical work also. The workload of higher secondary school teachers is also very high, the teachers are not satisfied with the workload, and the mean score is only 2.43. The mean score for the variable salary is only 2.7493, which indicates that the perception of teachers regarding salary is not up to the mark. Similarly, the mean score of promotion is 2.86, Infrastructure 2.85, and career advancement 2.85, which means the teacher’s perception regarding promotion, infrastructure, and career advancement is not good. The teacher’s perceptions regarding interpersonal relations and rapport with students are good with mean scores of 3.67 and 3.85 respectively. It means the teachers of higher secondary schools are satisfied with interpersonal relationships and rapport with students.

Table 3 Work-Life Balance and Organisational Commitment

Variables	Mean	Std. Deviation
Work-life balance	3.3554	.75748
Organizational commitment	3.8714	.57597

Table 4 Organizational Commitment

Variables	Mean	Std. Deviation
I put extra effort and energy into the development of the school and students	3.97	.624
I am willing to accept any responsibilities assigned by the superior	3.82	.768
I am very much happy to tell others that I am part of this school	3.94	.773
I was inspired by the values and motivation received from the school	3.73	.753
I always bothered about the objectives of my institution	3.91	.666
Overall Organisational Commitment	3.8714	.57597

The organizational commitment of higher secondary school teachers is good with a mean score of 3.87. The teachers in higher secondary schools in Kerala are committed to their institution.

Table 5 work-life balance

Variables	Mean	Std. Deviation
I have enough time to spare with my family	3.06	1.127
I get support from my family for fulfilling my official duties	3.49	.993
I have enough leisure time to do other activities	2.91	1.076
I have participated in staff tours and other trips from school	3.75	.842
I enjoy both my official and personal life	3.57	.963
Overall Work-life balance	3.3554	.75748

The overall work-life balance of higher secondary school teachers in Kerala is also good. The mean score is 3.35. The work-life balance of teachers is measured by using five variables. The lowest mean score 2.91 is obtained for the variable 'I have enough leisure time to do other activities', it indicates that the workload of higher secondary teachers is high, and they have only limited leisure time to do other activities.

To determine whether there is a major difference between genders in terms of organizational commitment, an independent samples t-test was performed. The results of the independent samples t-test indicated that there was no statistically significant difference in organizational commitment between genders ($t(184.641) = 0.170$, $p = .866$). No significant difference was observed between the mean organizational commitment score for males ($M = 3.9391$, $SD = .52935$) and females ($M = 3.9265$, $SD = .49274$).

To determine if there is a substantial difference between genders in terms of Work-Life Balance, an independent samples t-test was performed. Based on the results of the independent samples t-test, it can be concluded that there is no statistically significant difference in work-life balance between genders ($t(187.788) = 0.109$, $p = .913$). There was no significant difference observed between the mean work-life balance score for males ($M = 3.4152$, $SD = .66843$) and females ($M = 3.4041$, $SD = .73666$).

An independent samples t-test was used to see whether there is a significant difference in organizational commitment between different types of organizations. According to the results of the independent samples t-test, there was no statistically significant difference in the level of organizational commitment between different types of organizations ($t(98.697) = 0.706$, $p = .482$). There was no significant difference in the mean organizational commitment score for government schools ($M = 3.9511$, $SD = .48554$) and aided schools ($M = 3.8915$, $SD = .56118$).

To test whether there is a significant difference across the type of organization, in terms of work-life balance, an independent samples t-test was performed. The results of the independent samples t-test indicate a statistically significant variation in work-life balance among different types of organizations ($t(84.569) = 5.379$, $p < .001$). The study found that the average score for work-life balance in government organizations was 3.6015 with a standard deviation of .55939, which was significantly greater than the average score of 2.9831 with a standard deviation of .79939 for aided organizations. The study found a statistically significant difference in the mean work-life balance scores between the two groups, with a mean difference of .61848 (standard error = .11498) and a 95% confidence interval ranging from .38986 to .84710.

To test whether there is a significant difference in organizational commitment across different age groups, a one-way ANOVA was conducted. The statistical analysis using one-way ANOVA revealed that there was no statistically significant variation in organizational commitment among different age groups ($F(3, 186) = 0.796$, $p = .498$). The sum of squares between groups was 0.622, and it had 3 degrees of freedom, leading to a mean square value of 0.207. The sum of squares within groups was 48.436, and it had 186 degrees of freedom.

To test whether there is a significant difference in work-life balance across different age groups, a one-way ANOVA was conducted. An analysis of variance (ANOVA) with one directionality was performed to investigate the variations in work-life balance (WLB) among distinct age groups. The results propose that age has a remarkable influence on the balance between work and personal life, as evidenced by the significant main effect observed ($F(3, 186) = 2.706$, $p = .047$). The results of Tukey's post hoc test indicated that there was a statistically significant disparity was observed between the age group 36-45 and 46-55, with a p-value of .032., in such a way that mean_{age 36-45} = 3.28, mean_{age 46-55} = 3.58. The remaining pairwise comparisons did not yield statistically significant results, as indicated by p-values greater than .05. The findings suggest that age may have a bearing on achieving a balance between work and personal life, although its impact may not be statistically significant across all age cohorts.

To test whether there is a significant difference across the years of experience, in terms of organizational commitment, a one-way ANOVA was conducted. The study's findings suggest that there is no statistically significant variation in work-life balance across different age cohorts ($F(5, 184) = 0.739$, $p = .595$). The findings indicate that within the sample, years of experience do not exert a notable influence on organizational commitment.

Table 6-ANOVA

Dependent variable: work-life balance			
	Mean Square	F	Sig.
Age	1.30	2.70	.047
Years of experience	.998	2.079	.070

Table 7-ANOVA**Dependent Variable: Organisational commitment**

	Mean Square	F	Sig.
Age	.207	.796	.498
Years of experience	.193	.739	.595

Table 8-Results of the t-tests

	Institution type	N	Mean	t	Mean Difference	95% Confidence Interval of the Difference	
Organizational commitment	Govt.	131	3.95	.45	0.60	-.098	.21
	Aided	59	3.89				
Work-life balance	Govt.	131	3.60	6.13	.61	.41	.81
	Aided	59	2.98				
Organizational commitment	Male	92	3.93	.17	0.12	-.133	.158
	Female	98	3.92				
Work-life balance	Male	92	3.41	.91	.011	-.189	.212
	Female	98	3.40				

6 Results and Discussions

Teachers' job satisfaction about pay and benefits is low. Higher secondary teachers do not receive pay increases or benefits for obtaining advanced degrees like M.Phil and Ph.D. Although the majority of teachers are content with their pay, their happiness with DA and HRA is below average. There is a dearth of promotion chances for higher secondary teachers. Most people are unhappy with the promotion situation. Teachers are not happy with the workload, as indicated by the average mean score of 2.43 for the variable workload. The additional burden of workload falls on teachers. The principal is overburdened by administrative and instructional responsibilities, It draws attention to the excessive workload that Kerala's higher secondary school principals bear. Teachers also have relatively poor satisfaction with the office staff. In higher secondary, there is no separate office staff. The additional workload of secretarial and administrative tasks falls on the principal and teachers. Teachers at Government Higher Secondary are likewise not happy with the transfer policies; they feel under a lot of strain and are not happy about the transfer issue. The majority of teachers also mentioned that, occasionally, the demands of their professions cause them to feel really stressed out. The instructors added that there aren't many options for job advancement. It indicates that there are extremely few chances for continued development. In higher secondary, interpersonal relationships are good. The teachers are in good standing with the principal, other staff

members, and colleagues. With a mean score of 3.87, higher secondary teachers' organizational commitment is deemed to be good. Higher secondary educators are generally very devoted to their institutions and they have also a good work-life balance. The variable work-life balance yielded a mean score of 3.35. The independent samples t-test results showed that there was no statistically significant difference between the genders in terms of organizational commitment and work-life balance. While there was no statistically noteworthy variance found in the level of organizational commitment between the various types of institutions, there are notable variations in the work-life balance among the teachers in Government and Aided institutions. Teachers employed by the government have a better work-life balance than teachers working in Aided institutions. The findings suggest that age has a noteworthy impact on the equilibrium between job and personal life.

7. Suggestions:

To lessen the additional workload that administrators and teachers have, the authorities ought to make an effort to appoint sufficient ministerial personnel in higher secondary schools. Avoiding the practice of often moving teachers between schools will boost their confidence and sense of loyalty to the organization. To relieve principals of their dual responsibilities and allow them to focus on administration more effectively, the principal position ought to be converted into a purely administrative one. For advanced degrees like M.Phil. and Ph.D., teachers should be provided additional financial benefits in the form of increments.

8. Conclusion

The majority of teachers employed by Kerala's higher secondary schools express dissatisfaction with many aspects of their jobs, including workload, career advancement, supportive office staff, transfer norms, dearness allowance, and promotion prospects. The work-life balance and organizational commitment of Kerala's higher secondary school teachers are, nevertheless, commendable. The study concludes that work-life balance and organizational commitment were not meaningfully correlated with age or gender, but that work-life balance and institutional types were significantly correlated. Teachers in government higher secondary schools have a far better work-life balance than those in aided institutions.

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