

Job Satisfaction and Work – Family Conflict: A Comparative Study among School and College Teachers

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Abstract

The current paper explores the relationship between job satisfaction and work-family conflict among school and college teachers and to find out if there is any significant difference in job satisfaction and work-family conflict. This is a quantitative study and is administered to 100 participants (50 school teachers and 50 college teachers). Random sampling technique was used to draw the samples from the population. Instruments such as Job Satisfaction Scale (Scott Macdonald and Peter MacIntyre, 1997) and Work and Family Conflict scale (Divna Haslam, et. al., 2014) were used for the collection of data. Karl Pearson's correlation coefficient and independent t- test were used for the analysis of data. The result showed a significant negative relationship between job satisfaction and work-family conflict and there was no significant difference among school and college teachers in job satisfaction and work-family conflict

Keywords: Job Satisfaction, Work-Family Conflict, School and College teachers

Introduction

"Never get so busy making a living that you forget to make a life" - Dolly Parton

Teaching is the area of applying knowledge, skills and attributes tailored to give unique service to meet the educational needs of an individual and the society. The teaching profession has the authority to determine how a student learn by selecting the best methods to teach. Teaching is a profession that improve, empower and uplift the future of the both the students and that of a community. Teachers serve as instructors, scholars, trainers, educators, stimulators and guides for their students. A teacher develops moral principles and teaches pupils about

them. teachers play a significant positive role in a student's life. A teacher who is happy and connected with their work actively contributes to the happiness and satisfaction of the student. A teacher who is dissatisfied and not interested in their work can easily become irritable and can also create tension between them and the student. This can cause a negative impact on the learning process and can change the academic growth. Teachers are responsible for crafting and executing a curriculum that fosters holistic growth, encompassing emotional, intellectual and physical development. Teacher performance refers to the behavior of educators, which varies with changes in their environment, ensuring that when a specific task is assigned, they effectively execute it (Cheng and Tsui, 1998, Marsh, 1987, and Medley, 1982). The performance of teachers can be categorized into three main types: task performance, contextual performance and adaptive performance (Bakker and Bal, 2010; Cai and Lin, 2006). Task performance refers to the behaviors through which an employee identifies and understands the organizational goals that have been emphasized and examined (Cai and Lin, 2006). It encompasses the technical actions and activities related to an employee's job adaptive performance has emerged as a novel concept in performance evaluation, where learning is considered a key aspect of performance Adaptive performance includes aspects such as managing emergencies, coping with workplace stress, solving problems creatively, demonstrating interpersonal adaptability and exhibiting physical adaptability .In the context of teaching, contextual performance involves a set of regulated job behaviors that a teacher can execute. This includes teaching effectiveness, teacher-student interaction and the value of teaching The role of teaching is versatile in nature which opens a window to a world full of knowledge, information, experience and education. Effective teachers build strong relationships with the parents of the students they teach. They maintaining regular communication, treating them with respect and making them feel welcome in their classrooms.

Job Satisfaction

Job satisfaction is the degree to which people like their jobs. In other words, it refers to a subjective evaluation that the worker makes of her own job, either in its entirety or with respect to its different attributes. It is related to the sociological concept of alienation and the economic concept of the (dis)utility derived from work: with respect to them, job satisfaction has a more positive connotation which is defined in a more subjective way and has a stronger empirical orientation.

There are a few hypotheses that explain why teachers encounter conflict and discontent: Role Theory (Kahn et al., 1964) provides a framework for understanding the inter-role conflict that teachers face when trying to balance the demands of their work and family life. By defining people as being comprised of multiple roles, this theory provides a level of validation for the stress that teachers experience when their professional responsibilities, such as correcting answer sheets, conflict with their family time. Conservation of Resources theory (Hobfoll, 1989) gives a resource-based perspective on the psychological drain experienced by teachers when managing multiple life domains. The theory argues that stress is not only the result of the presence of conflict but also the loss or threat of loss of critical personal resources such as time, energy and emotional well-being. The Bidirectional Conflict Model (Bell, 1968) is of primary importance to this study since it attempts to go beyond the one-dimensional perspective of stress by recognizing the bidirectional nature of the tension that exists between a teacher's work and family life.

Work-Family Conflict

When duties from work and family are incompatible, it can lead to work-family conflict, which is a form of inter-role conflict that adversely affects an employee's working environment. When duties from work and family are incompatible, it can lead to work-family conflict, which is a form of inter-role conflict that adversely affects an employee's working environment. Teachers are affected differently by the three different dimensions of work-family conflict, they include: Time-based Conflict: When engaging in family activities becomes challenging due to the amount of time spent on the teaching role. Strain-based Conflict: When a teacher becomes agitated or worn out at home due to stress from the classroom (such as dealing with challenging students).

Conflict based on Behavior

When certain behaviors that are necessary in a work environment (like exercising authority) are applied improperly in a family context.

Aim of the Study

The study intends to explore the relationship between job satisfaction and work – family conflict a comparative study among school and college teachers.

Objectives

- To find out the significant difference in Job Satisfaction among school and college teachers.
- To find out the significant difference in Work-Family conflict among school and college teachers
- To find out the relationship between Job Satisfaction and Work - Family conflict

Hypotheses

H1: There is a significant difference in job satisfaction among school and college teachers

H2: There is a significant difference in work-family conflict among school and college teachers.

H3: There is a significant relationship between job satisfaction and work-family conflict.

Method

Participants

The present study consisted of 100 teachers from India. Among them 50 were school teachers and 50 were college teachers with age ranging between 23 to 50. Random sampling method was used.

Variables

Independent Variable: Work-Family Conflict

Dependent Variable: Job Satisfaction

Measures

Job Satisfaction Scale (Scott Macdonald and Peter MacIntyre, 1997)

The Job Satisfaction scale is a self-report scale. It is a 5-point Likert scale ranging from strongly disagree to strongly agree. It consists of 10 items. The raw scores are summed to get a total of the participants. The total scores are interpreted as follows: 42 to 50 – very high, 39 to 41 – high, 32 to 38 – average, 27 to 31 – low and 10 to 26 – very low. The Cronbach's alpha reliability for this scale ($\alpha = .77$) was acceptable. The diversity of item themes likely reduced the reliability coefficient. The validity of the new scale was tested by examining the correlates of job satisfaction both within and outside the workplace.

Work and Family Conflict Scale (WAFCS) (Divna Haslam, et. al.,2014)

The Work and Family Conflict Scale is a self-report scale. It is a 7-point Likert scale ranging from very strongly disagree to very strongly agree. It consists of 10 items. The raw scores are summed to get a total of the participants. The total scores are interpreted as higher scores indicate higher levels of conflict. Due to the limitations associated with Cronbach's alpha coefficient when the assumptions of tau-equivalence and uncorrelated errors are violated, we assessed the internal consistency of the measures by calculating the H coefficient. The range and interpretations of H coefficient values is exactly the same as for the popular Cronbach's alpha coefficient. The H coefficient ranges from 0 to 1 with the values above 0.70 are considered good indicators of internal consistency.

Statistical Analysis

Analyses of data were done by Karl Pearson correlation and *t*-test.

Procedure

For collecting data, school and college teachers were selected. Data for the study came from an online survey on Google Forms. A Google form link was provided which gave the participants access to the questionnaire. The estimated time taken for the accomplishment of the questionnaire was around 20-25 minutes. Based on the scoring criteria provided in the manual for each questionnaire, the responses obtained were scored.

Results and Discussion

This chapter presents the result and discussion of the study acquired.

Table 4.1: Mean, SD and t value of job satisfaction among school and college teachers

Variable	Sample	N	Mean	S.D	t-value	Sig. (2tailed)
Job Satisfaction	School teachers	50	38.38	5.746	1.667	.099
Job satisfaction	College teachers	50	36.48	5.651	1.667	.099

***p<0.001**p<0.01*p<0.05

Table 4.1 shows mean, standard deviation and t value of job satisfaction among school and college teachers. On this variable, 38.38 and 36.48 are the mean scores obtained for the

samples school and college teachers respectively. From the table, it is seen that there is no significant difference in job satisfaction between school and college teachers. Therefore, the hypothesis (H1) is rejected. The rejection of this hypothesis suggests that the level of job satisfaction among teachers is more likely to be influenced by the intrinsic nature of the profession, as opposed to the institutional environment in which they are employed. According to Herzberg's (1966) two-factor theory, job satisfaction is directly linked to the nature of work, which in the case of teachers does not change at various levels of education, especially since the students are at different ages.

Table 4.2: Mean, SD and t value of work-family conflict among school and college teachers

Variable	Sample	N	Mean	S. D	t-value	Sig. (2tailed)
Work-Family conflict	School teachers	50	31.36	7.526	-.920	.360
Work-Family conflict	College teachers	50	32.92	9.328	-.920	.360

***p<0.001**p<0.01*p<0.05

Table 4.2 shows mean, standard deviation and t value of job satisfaction among school and college teachers. On this variable, 31.36 and 32.92 are the mean scores obtained for the samples school and college teachers respectively. From the table, it is seen that there is no significant difference in work- family conflict between school and college teachers. Therefore, the hypothesis (H2) is rejected. The rejection of this hypothesis implies that it is likely that work-family conflict is subject to the universal and systemic demands of teaching as a profession rather than the educational context. Greenhaus and Beutell (1985) established that inter-role conflict occurs when the requirements of one role are incompatible with another role and this is consistent in most teaching contexts.

Table 4.3: Correlation between variables job satisfaction and work-family conflict.

		Job Satisfaction	Work-Family Conflict
	Pearson Correlation	1	-.411**
Job Satisfaction	Sig. (2-tailed)		.000
	N	100	100

	Pearson Correlation	-.411**	1
Work-Family conflict	Sig. (2-tailed)	.000	
	N	100	100

** Correlation is significant at the level 0.01 level (2-tailed)

Table 4.3 shows correlation between variables job satisfaction and work-family conflict. It shows that job satisfaction and work-family conflict have a negative correlation. From the table, it is seen that there is perfect negative relationship between job satisfaction and work-family conflict between school and college teachers. Therefore, the hypothesis (H3) is accepted. The negative correlation found in this study shows that teacher's stress is not just a result of a heavy workload and that it comes from the intense psychological and physical resources. When teachers have to balance the demands of their professional and personal lives they often end up in a state of 'resource depletion.' This occurs mainly because the energy that should be directed towards effective teaching and guiding students is used to find balance between work and personal duties. Research of Netemeyer et al., (1996) shows that when boundaries between the roles of a teacher's life is blur, the resulting interference often leads to lower job satisfaction. For instance, if a teacher has to stay late for meetings that overlaps with their duty to spend time with their own children, resentment towards job increases.

Summary, Conclusion, and Implication of the Study

The fundamental implication of the study was to assess the relationship between job satisfaction and work-family conflict among school and college teachers. The result of the present study provide us with an overview of the importance of the work life balance, demonstrating that a perfect negative correlation exist where high work-family conflict reduces job satisfaction of teacher regardless of whether they teach in school or college. The present study points out the importance of institutional support, as both sector should support teachers of just expecting them to handle work and family issues on their own. A flexible and supportive work environment can mitigate work-family conflict and increase teacher satisfaction and performance. The findings of the study also help us provide effective measures for educational institutions to implement structural changes that uplift teachers equally across different sectors. The current study will provide supporting information for future research.

Limitations of the Study

In the present study only a limited sample size was included, further studies can be done on a larger sample size. Also, the present study focused on a single country and was conducted in a short duration. Further studies can include broader population and studies can also be longitudinal in nature. Analysis of the study was limited to a cross-sectional approach and quantitative data; these allow quantitative interpretation to be present rather than a detailed narrative interpretation of human perception. The primary flaw in the study was the reliance of self-report questionnaire, which make the accuracy depend on the honesty of the participants.

Scope for Further Research

The study could be extended to other educational sectors and further widened to include different geographical areas. The study could be carried out in a larger population to get a much more accurate analysis. Different professional groups such as nurses, industrial workers, or entrepreneurs and more than two variables can be added in further research, including extraneous factors like family structure, salary and travel duration, or by following a longitudinal design. Job satisfaction and work-family conflict influence teachers immensely. Their classroom performance, mental health, instructional quality and attitude toward students are all affected, making it essential to provide them with supportive institutional circumstances that eventually give a satisfied professional life. In this study, random sampling technique was used to examine the relationship between job satisfaction and work-family conflict among school and college teachers.

The participants were presented with the following tools: Job Satisfaction Scale by Scott Macdonald and Peter MacIntyre, 1997 and the Work-Family Conflict Scale (WAFCS) by Divna Haslam, et. al., 2014 to measure job satisfaction and work-family conflict, respectively. The Job Satisfaction Scale consisted of 10 questions and the Work-Family Conflict Scale (WAFCS) consisted of 10 questions. Both scales have adequate reliability and validity.

The testing of the hypothesis was based on statistical treatment of the data obtained from the sample. The current study used techniques like t-test and Pearson's correlation coefficient.

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