

## EXPLORING THE FACTORS INFLUENCING WORK LIFE BALANCE AND JOB SATISFACTION OF SCHOOL TEACHERS IN KERALA

**Bipin N B** Research Scholar, Department of fisheries management, Kerala University of Fisheries and Ocean Studies, Kochi, Kerala, India.

**Dr Paulachan KJ** Professor, Naipunnaya Business school, Koratty, Kerala, India.

**Dr Anoop K K**, Assistant professor – Kerala university of Fisheries and Ocean studies, Kochi, Kerala, India.

### Abstract

Work-life balance and work satisfaction are essential determinants affecting the well-being and productivity of employees, especially in the education sector. In Kerala, a state recognized for its elevated literacy rates and innovative educational policies, educators are essential in determining the future of society. Nonetheless, the difficulties encountered in reconciling professional obligations with personal life may substantially affect work satisfaction and overall performance. A standardized questionnaire was disseminated to collect quantitative data about variables affecting teachers' work-life balance and job satisfaction. Moreover, comprehensive interviews were performed to comprehend the subjective experiences of educators about the problems they encounter and the techniques they use to navigate work-life conflicts. The data indicate that a considerable proportion of teachers in Kerala have difficulties in attaining an acceptable work-life balance, mostly owing to excessive workloads, extended teaching hours, and escalating duties outside classroom instruction. Personal and familial responsibilities were identified as factors contributing to work-life imbalance, with several educators reporting challenges in balancing domestic chores with their professional commitments. Nonetheless, the research underscores the need of school administration assistance in alleviating these issues. Educators who indicated robust institutional support, including sufficient teaching resources, and collaborative work settings,

### Keywords:

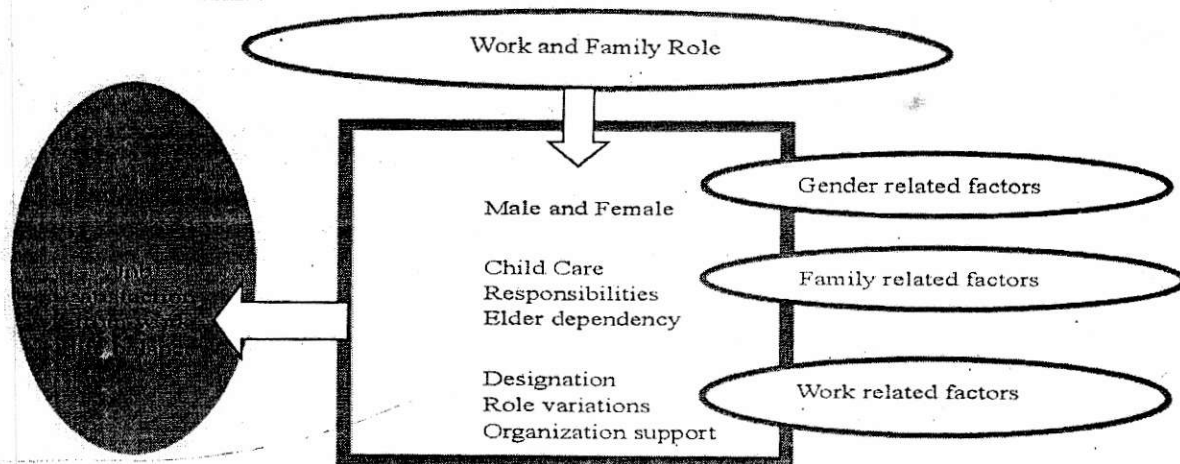
School Teachers, Kerala, Workplace Environment and Collaboration, Personal and Family Responsibilities, Teaching Resources and Infrastructure and Time Management

### Introduction

The study explores the impact of work-life balance on job satisfaction among school teachers in Kerala, focusing on how work-related stress and personal life demands intersect to affect teachers' overall job satisfaction. However, with the increasing demands of their professional responsibilities, teachers often struggle to maintain a balance between their work and personal lives. Prasad and Pasupathi's studies highlight the challenges faced by higher secondary school teachers, emphasizing how job satisfaction is closely tied to work-life balance, workload, and institutional support. Kumar and Velmurugan (2022) extend this inquiry to married women in self-financing colleges, identifying work-life stress as a significant factor affecting their quality of life and advocating for policies that enhance mental well-being. Joseph and Nirmala (2019) focused on women school counselors, revealing how intrinsic motivators can offset systemic barriers, while Manoharan et al. (2023) examine women in the IT sector, highlighting the impact of flexible work policies in mitigating societal and professional pressures. Priya and Ahamed (2024) addressed work-life balance challenges in the banking sector, proposing strategies like flexible hours and mental health initiatives. Ganapathi et al. (2023) explore stress management among women in higher education, emphasizing its role in improving job satisfaction. Eustace and Jacob (2022) introduce emotional intelligence as a critical factor in balancing professional and personal responsibilities among women teachers in public sector universities. Their findings indicate that high emotional intelligence significantly aids in managing stress and enhancing work-life harmony. Together, these studies underscore the importance of addressing gender-specific challenges, fostering supportive workplace cultures, and implementing flexible, inclusive policies to enhance job satisfaction, reduce stress

Figure: 1

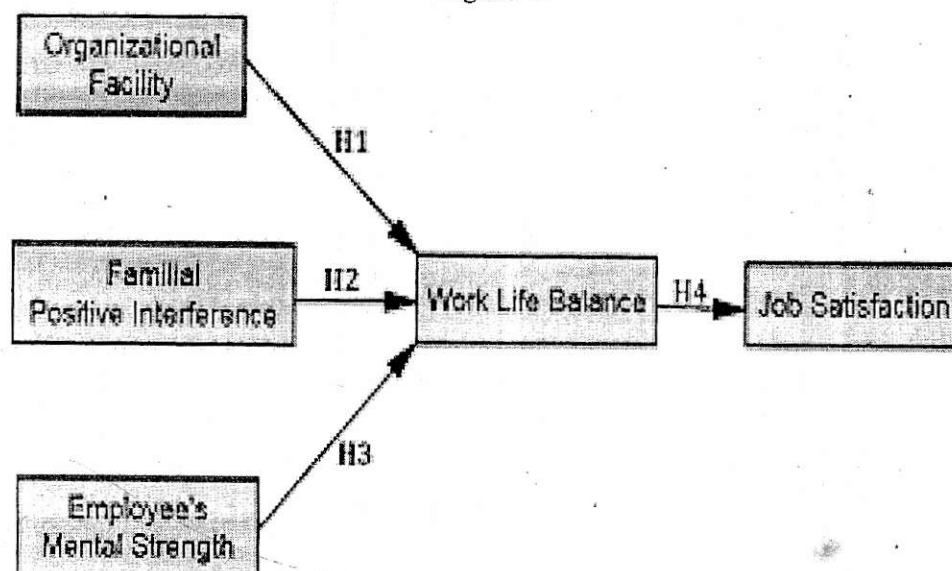
# EXPLORING THE FACTORS INFLUNCING WORK LIFE BALANCE AND JOB SATISFACTION OF SCHOOL TEACHERS IN KERALA



## Research Background

The unique challenges faced by educators, particularly in Kerala, have not been sufficiently studied. Previous research on teachers' job satisfaction has primarily focused on external factors like remuneration, administrative support, and professional development.. This gap in research calls for an 'in-depth study to understand how the work-life balance of teachers influences their satisfaction levels, motivation, and effectiveness in their roles. Pasupathi (2024) fosters higher organizational commitment, resulting in better teaching outcomes and improved job stability. The studies likely adopt a quantitative or mixed-methods approach, employing surveys and statistical analysis to examine the interplay among these variables. They emphasize that when teachers experience high levels of satisfaction and balance, their motivation and engagement in educational duties improve, ultimately benefiting student performance. Moreover, the research identifies potential barriers, such as heavy workloads, insufficient administrative support, and limited career growth opportunities, which may negatively affect these outcomes. By focusing on teachers in Kerala, the studies provide a region-specific understanding of these dynamics, offering valuable insights for policymakers and educational administrators. They advocate for strategies that promote a supportive work environment, flexible policies, and professional development opportunities, all aimed at fostering a conducive atmosphere for teacher satisfaction, balance, and commitment. These findings are crucial for addressing systemic issues in education and improving teacher retention. Prasad et al. (2025), highlighting the significance of supportive work settings and balanced personal-professional dynamics in shaping teacher morale and effectiveness. Their findings underscore that a positive work environment, characterized by clear communication, equitable workloads, and supportive leadership, greatly enhances teachers' job satisfaction, while work-life balance emerges as a critical determinant of their overall well-being.

Figure: 2



### Literature review

Manoharan et al. (2023) shift the focus to the IT and ITeS sectors, examining perceptions of work-life balance among women professionals. The study reveals that while the IT industry offers flexible work arrangements, women often struggle with work-life integration due to societal expectations, dual-career challenges, and insufficient family support. Together, these studies highlight the gendered dimensions of job satisfaction and work-life balance in Kerala's diverse professional settings. They underscore the need for gender-sensitive workplace policies, mentoring programs, and systemic efforts to address the structural barriers women face. By fostering equitable work environments and supporting work-life balance, organizations can enhance women's contributions and well-being in both education and IT sectors. These challenges include high workloads, limited career advancement, and inadequate administrative support. The research underscores that enhancing job satisfaction through better policies can improve teacher retention and overall performance. Their study reveals that high levels of job stress—stemming from heavy workloads, administrative pressures, and challenging classroom dynamics—negatively impact teachers' satisfaction and professional commitment. Conversely, effective stress management and institutional support can mitigate these adverse effects, fostering greater job satisfaction and engagement. They advocate for strategic interventions, such as improved administrative policies, stress management training, and fostering supportive workplace cultures. These measures are essential for enhancing job satisfaction, reducing attrition, and promoting the overall quality of education within the region. The insights are valuable for policymakers, institutional leaders, and educators alike.

### Research Gap

Existing research on job satisfaction among school teachers in India largely focuses on factors like pay, job security, and working conditions. While some studies have touched on teacher stress, burnout, and well-being, a comprehensive analysis of work-life balance specifically linked to job satisfaction remains sparse. The study will also explore factors such as teaching workload, institutional support, and personal life responsibilities to determine their influence on overall job satisfaction. Joseph & Nirmala (2019) and Manoharan et al. (2023) research explores job satisfaction among women school counselors in Kerala, highlighting unique challenges they face, including role ambiguity, lack of recognition, and limited career advancement opportunities.

### Importance of the Study

The findings can help educational institutions, policymakers, and administrators implement strategies that support teachers in achieving a healthier work-life balance, thereby improving their job satisfaction and overall productivity. Similarly, Kumar and Velmurugan (2022) reveals that dual responsibilities of professional and domestic roles often lead to significant stress, adversely impacting their quality of life. They emphasize the importance of institutional policies that promote flexibility and mental well-being to mitigate stress and enhance life satisfaction. Joseph and Nirmala (2019) examine job satisfaction among women school counselors, finding that intrinsic motivators, like the emotional rewards of their work, counterbalance systemic challenges. Manoharan et al. (2023) shift the focus to the IT sector, showcasing how women professionals benefit from flexible work arrangements but still face societal and familial pressures that hinder effective work-life integration. Across all studies, a common theme emerges: addressing work-life balance, stress management, and creating supportive work environments are critical for fostering job satisfaction. These findings emphasize the need for tailored, gender-sensitive workplace interventions to improve productivity, well-being, and professional satisfaction across sectors in Kerala.

### Statement of Problem

Joseph and Nirmala (2019) address job satisfaction among women school counselors, emphasizing intrinsic motivators despite systemic challenges. Manoharan et al. (2023) delve into the IT sector, highlighting societal pressures and the potential of flexible work arrangements to alleviate work-life integration issues for women professionals. Priya and Ahamed (2024) extend this conversation to women in the banking sector in Idukki District, Kerala, identifying significant work-life balance



## EXPLORING THE FACTORS INFLUENCING WORK LIFE BALANCE AND JOB SATISFACTION OF SCHOOL TEACHERS IN KERALA

challenges and proposing resolution strategies such as flexible hours and mental health support. Meanwhile, Ganapathi et al. (2023), these studies stress the importance of addressing gender-specific workplace challenges, fostering supportive environments, and implementing flexible policies to improve job satisfaction, reduce stress, and enhance work-life balance. Such measures are crucial for empowering women professionals, boosting productivity, and ensuring sustainable growth across sectors in Kerala and beyond.

### Objectives

1. To investigate the correlation between balance between WLB and satisfaction with work among educators in Kerala.
2. To ascertain the primary elements that affect WLB among educators in Kerala.
3. To recommend strategies for improving work-life balance and enhancing job satisfaction among school teachers in Kerala.

### Research Methodology

The research will use a quantitative approach, gathering information from Kerala teachers by use of a survey form. Convenience sampling technique election will be used to choose participants from a range of institutions thereby guaranteeing a representative and varied sample. The poll will include demographic information, job satisfaction, stress, and work-life balance. Examining the relationships between job satisfaction and work-life balance as well as any significant differences that could be impacted by age, gender, years of experience, and type of institution can help statistical analysis. Practicality and efficiency in acquiring a large number of participants during a constrained period define convenience sampling.

### Analysis, findings and Results

#### The key factors that influence work-life balance among school teachers

Individuals reporting elevated levels of job satisfaction were more inclined to maintain equilibrium between their personal and professional life. Individuals with inadequate work-life balance often reported decreased job satisfaction, which subsequently affected their performance and well-being. Interestingly, job satisfaction among educators was shown to be affected by societal and cultural expectations on their responsibilities. Teachers in Kerala, particularly female educators, may experience societal pressure to excel both professionally and in domestic responsibilities, so compromising their work-life balance.

Table 1: Descriptive Statistics factors the key factors that influence work-life balance among school teachers

| Sl.No. | Factors                                 | Mean | Std. Deviation | Mean Rank |
|--------|-----------------------------------------|------|----------------|-----------|
| 1.     | Workload and Teaching Hours             | 2.78 | .997           | 5.96      |
| 2.     | Support from School Management          | 2.01 | .909           | 4.45      |
| 3.     | Workplace Environment and Collaboration | 2.22 | 1.121          | 6.71      |
| 4.     | Personal and Family Responsibilities    | 3.54 | 1.457          | 5.09      |
| 5.     | Teaching Resources and Infrastructure   | 2.17 | 1.331          | 6.01      |
| 6.     | Time Management                         | 2.05 | 1.129          | 5.97      |
| 7.     | Stress Management Skills                | 2.21 | 1.356          | 5.85      |
| 8.     | Societal and Cultural Expectations      | 2.09 | 1.231          | 5.98      |
| 9.     | Job Security                            | 2.58 | 1.176          | 6.60      |
| 10.    | Remuneration                            | 2.11 | 1.282          | 6.19      |

**Personal and Family Responsibilities** (Mean: 3.54, Rank: 5.09) emerges as the most significant factor. The highest mean indicates a strong influence on respondents' experiences or satisfaction. **Workload and Teaching Hours** (Mean: 2.78, Rank: 5.96) is also significant, highlighting its impact on respondents' performance and satisfaction. **Job Security** (Mean: 2.58, Rank: 6.60) follows closely, underlining its importance in overall satisfaction. **Stress Management Skills** (Mean: 2.21, Rank: 5.85), **Workplace Environment and Collaboration** (Mean: 2.22, Rank: 6.71), and **Teaching Resources and Infrastructure** (Mean: 2.17, Rank: 6.01) hold moderate significance, reflecting

challenges in these areas. **Remuneration** (Mean: 2.11, Rank: 6.19) also shows up as a noteworthy concern. **Support from School Management** (Mean: 2.01, Rank: 4.45) has the lowest mean and rank, indicating relatively lower importance or fewer challenges in this area. **Personal and Family Responsibilities** (Std. Dev: 1.457) has the highest variability, reflecting a wide range of experiences among respondents. **Support from School Management** (Std. Dev: 0.909) has the least variability, suggesting more consensus among respondents.

Table 2: Friedman Test

|                  |         |
|------------------|---------|
| No.of Res        | 100     |
| Chi-Square value | 162.568 |
| difference       | 09      |

Chi-Square Value (162.568): This is the test statistic. A larger value indicates a stronger association between the variables being tested. In this case, the Chi-square value is quite high, suggesting a substantial relationship between the variables..

1. **Workload and Teaching Hours:** The number of teaching hours, administrative duties, lesson planning, grading, and extracurricular activities often lead to extended work hours. The heavier the workload, the more difficult it becomes for teachers to manage personal responsibilities; thus affecting their work-life balance.
2. **Support from School Management:** Adequate support from school leadership, including recognition, clear communication, and resources. Teachers who receive proper support are better able to manage their responsibilities and feel less stressed.
3. **Workplace Environment and Collaboration:** A collaborative and supportive work environment helps teachers share responsibilities and reduce individual stress. Positive relationships with colleagues and administrative support can ease workload pressure and improve the overall work-life balance.
4. **Personal and Family Responsibilities:** Teachers with family obligations (e.g., caregiving for children or elderly parents) may struggle to balance their professional and personal lives. Personal life responsibilities often compete for time and energy, impacting teachers' job satisfaction and well-being.
5. **Teaching Resources and Infrastructure:** Access to teaching resources, technology, and proper infrastructure can make a significant difference in how efficiently teachers can perform their tasks. Limited resources may increase stress and workload, while well-equipped classrooms can facilitate smoother teaching experiences.
6. **Time Management and Stress Management Skills:** Teachers who have strong time management skills and effective coping mechanisms for stress can better juggle the demands of their job and personal life. Professional development programs focusing on these skills can help alleviate pressure.
7. **Societal and Cultural Expectations:** In Kerala, where education is highly valued, there can be significant pressure on teachers to perform well academically. Societal expectations regarding the success of educational outcomes can add additional stress, complicating the work-life balance.
8. **Job Security and Remuneration:** Job insecurity and financial stress can also impact teachers' ability to maintain a healthy balance. Teachers who feel uncertain about their job stability or face low remuneration may experience heightened stress, which affects their personal lives.

### Implications

The findings of this study have important implications for educational policymakers, school administrators, and human resource professionals. This might include policies related to work hours, stress management programs, and professional development opportunities aimed at improving teachers' overall well-being. The study's results can also inform the design of teacher support programs that focus on improving WLB, reducing burnout, and enhancing job satisfaction. Furthermore, the findings may influence teacher retention strategies, particularly in areas where teacher attrition is a growing concern.

### Recommendations and Suggestions

Policymakers should also consider introducing measures to prevent teacher burnout, such as mandatory vacation periods or mental health support. Schools in both urban and rural areas should be encouraged to create environments that foster collaboration and mutual support among teachers, which could reduce feelings of isolation and stress. First, schools should implement flexible working hours

## EXPLORING THE FACTORS INFLUENCING WORK LIFE BALANCE AND JOB SATISFACTION OF SCHOOL TEACHERS IN KERALA

or provide adequate time for teachers to recharge after school hours. Second, reducing administrative burdens and increasing support from school management can help teachers focus more on teaching and less on peripheral tasks. Additionally, offering workshops and resources on stress management, time management, and work-life balance could empower teachers to cope with their responsibilities more effectively.

### Conclusion

The findings highlight the critical importance of teaching resources, job security, and remuneration in improving satisfaction and performance. Challenges like workload, personal responsibilities, and societal expectations are significant but not as dominant. Stress management skills appear to be a lesser concern overall. Addressing the highest-ranked factors could lead to substantial improvements in the area under consideration. WLB is a critical factor influencing job satisfaction among school teachers in Kerala. This study highlights the need for a better understanding of how teachers manage the demands of their profession while maintaining personal well-being. The study concludes by recommending several strategies to improve work-life balance and job satisfaction for school teachers in Kerala. These include increasing institutional support, providing stress management programs, fostering a collaborative work environment, and offering flexible work hours where possible. Additionally, addressing societal and cultural expectations and promoting gender equity in the workplace can help reduce the pressure on teachers, particularly women, thus improving their overall job satisfaction. By addressing these factors, educational institutions in Kerala can enhance the quality of life for teachers, leading to a more productive and motivated workforce dedicated to the education of future generations.

### Reference

1. Pasupathi, G., & MP, B. M. (2024). Job Satisfaction, Work-life Balance and Organisational Commitment of Higher Secondary School Teachers in Kerala. *Library of Progress-Library Science, Information Technology & Computer*, 44(3).
2. Prasad, C. V. (2024). Job Satisfaction, Work-life Balance and Organisational Commitment of Higher Secondary School Teachers in Kerala. *Library Progress International*, 44(3), 14383-14391.
3. Prasad, C. V., & Pasupathi, G. (2025). Exploring the Influence of Work-Life Balance and Work Environment on Job Satisfaction among College Teachers. *Public Organization Review*, 1-20.
4. Beegum, S., & Bindu, T. V. (2022). Job satisfaction and job stress of primary school teachers in Kerala. *Strad*, 8(7), 29-34.
5. Joseph, S., & Nirmala, D. (2019). A study on job satisfaction among women school counselors in Kerala. *Journal of Information and Computational Science*, 9(9-2019), 561-569.
6. Manoharan, G., Ashtikar, S. P., Smitha, V., Sundaramoorthi, S., & Krishna, I. M. (2023). Work-life balance perceptions of women in the IT and ITeS Sectors in Kerala: A research study. *Journal of Pharmaceutical Negative Results*, 3363-3375.
7. Prasad, C. V., & Pasupathi, G. Challenges and Job Satisfaction of Higher Secondary School Teachers in Kerala.
8. Kumar, A. V., & Velmurugan, V. P. (2022). Work-life Stress and Life Quality of Married Women among Self Financing College Teachers in Kerala. *Webology*, 19(1), 521-534.
9. Priya, K., & Ahamed, S. I. (2024). Work Life Balance: Challenges and Resolution Strategies: A Descriptive Study among Women Employees in Banking Sector of Idukki District, Kerala. *International journal of health sciences*, 6(S5), 9117-9126.
10. Ganapathi, P., Aithal, P. S., & Kanchana, D. (2023). Impact of Work-Life Balance and Stress Management on Job Satisfaction among the Working Women in Higher Educational Institutions in Namakkal District. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 7(4), 281-293.
11. Prasad, C. V., & Pasupathi, G. Challenges and Job Satisfaction of Higher Secondary School Teachers in Kerala.
12. Eustace, N., & Jacob, P. M. (2022). Emotional intelligence and work-life balance: a study of working women teachers in public sector universities in kerala. *Vaidakthya* 2022, 32.