

Work-Life Balance and Job Satisfaction among College Teachers in Bihar: A Comparative Study of Public and Private Institutions

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Abstract

This study explores the work-life balance (WLB) and job satisfaction among college teachers in Bihar, focusing on the differences between public and private institutions. Recognizing the increasing demands placed on educators, the research aims to assess how these pressures impact their personal and professional lives. A structured questionnaire was distributed to 400 college teachers, with a response rate of 85%, yielding 340 valid responses. Descriptive statistics, correlation analysis, and regression analysis were employed to analyze the data. The results indicate that teachers in public institutions experience significantly higher levels of work-life balance (mean = 4.00) and job satisfaction (mean = 4.30) compared to their private institution counterparts (mean work-life balance = 3.50; mean job satisfaction = 3.70). Furthermore, a strong positive correlation ($r = 0.60$, $p < 0.01$) between work-life balance and job satisfaction was found, while workload was negatively associated with both constructs (work-life balance: $r = -0.48$, $p < 0.01$; job satisfaction: $r = -0.40$, $p < 0.01$). The study concludes that improving work-life balance is crucial for enhancing job satisfaction among college teachers, particularly in private institutions. Recommendations include institutional policy changes aimed at workload management and increased support for teachers. This research contributes to the ongoing discourse on educator well-being and emphasizes the need for targeted interventions to promote a healthier work-life balance in the academic sector.

Keywords: Work-life balance, job satisfaction, college teachers, public institutions, private institutions, Bihar.

1. Introduction

The concept of work-life balance (WLB) has become a critical issue in contemporary work environments, particularly in professions where individuals juggle multiple responsibilities. The teaching profession is one such area where the boundary between personal and professional life can easily blur due to high demands, long working hours, administrative duties, and an expectation of constant availability. For college teachers, achieving work-life balance is essential not only for their own well-being but also for their performance and, consequently, the quality of education delivered to students. In Bihar, the teaching profession has witnessed significant changes with the expansion of both public and private educational institutions. While public

institutions offer relatively stable working conditions, private institutions often demand longer hours and higher accountability without commensurate compensation or benefits. This situation raises questions about the quality of life for teachers in both sectors, particularly concerning their ability to balance personal responsibilities with their professional workload. A robust work-life balance is crucial in determining job satisfaction, which in turn influences factors such as retention, productivity, and overall morale. In this study, we investigate the work-life balance of college teachers in Bihar, focusing on a comparison between those working in public and private institutions. We examine how job satisfaction is affected by work-life balance and

assess the role of institutional factors, such as workload, support systems, and job autonomy. This research aims to shed light on the current state of teacher well-being in Bihar and provide actionable insights for educational policymakers. [1-4]

1.1. Objectives of the Study

- To assess the work-life balance among college teachers in Bihar.[5-7]
- To investigate the relationship between work-life balance and job satisfaction.
- To compare work-life balance and job satisfaction levels between public and private college teachers in Bihar.
- To provide policy recommendations to improve work-life balance and job satisfaction in the teaching profession.

These objectives are vital in understanding the factors contributing to teacher well-being and how these factors differ between public and private institutions. Additionally, this study aims to identify areas where intervention is needed to improve teachers' quality of life

2. Literature Review

The work-life balance of teachers has been a subject of academic inquiry for several decades, particularly as the demands of the teaching profession have grown more complex. Work-life balance refers to the ability of individuals to effectively manage the demands of their professional and personal lives. For teachers, this balance is crucial as the teaching profession often involves extended working hours, emotional labor, and significant administrative duties, all of which can lead to stress and burnout if not managed effectively (Mishra, 2019). Studies have consistently shown that poor work-life balance leads to low job satisfaction and high turnover rates. For instance, Tiwari (2015) found that teachers with a poor work-life balance were more likely to report job dissatisfaction, emotional exhaustion, and higher intentions to leave the profession. Similarly, Singh and Sharma (2018) highlighted the differences in work-life balance between public and private sector teachers, with private sector teachers reporting higher workloads and more stress due to performance-related pressures. The Job Demands-Resources (JD-R) Model has been frequently applied to studies of work-

life balance and job satisfaction. This model suggests that high job demands (e.g., workload, emotional demands) can lead to burnout, whereas job resources (e.g., autonomy, recognition, institutional support) can enhance job satisfaction and mitigate the negative effects of job demands (Bakker & Demerouti, 2007). The JD-R model provides a useful framework for analyzing how institutional factors in public and private colleges influence teachers' work-life balance and overall satisfaction. Moreover, studies focusing on teacher well-being in India have pointed to the importance of institutional support in maintaining work-life balance. Public institutions are generally seen to offer better job security, more regulated working hours, and additional benefits like pensions and professional development opportunities (Singh, 2016). On the other hand, teachers in private institutions often face higher workloads, more extended working hours, and lower job security, contributing to poorer work-life balance (Tiwari, 2015).

3. Hypotheses

Based on the literature review and objectives of the study, we propose the following hypotheses:

- **H1:** There is a significant positive relationship between work-life balance and job satisfaction among college teachers in Bihar.
- **H2:** Teachers in public institutions report higher levels of work-life balance compared to those in private institutions.
- **H3:** Teachers in public institutions report higher job satisfaction levels than those in private institutions.
- **H4:** Workload is negatively associated with work-life balance and job satisfaction.

These hypotheses aim to explore both the relational and comparative aspects of work-life balance and job satisfaction among college teachers in Bihar, focusing on the public-private institutional divide.

4. Research Methodology

4.1. Data Collection

This study follows a quantitative research design involving a structured questionnaire survey. A total of 400 college teachers from various public and

private institutions across Bihar were selected using stratified random sampling. The sample consisted of 240 teachers from public institutions and 160 from private institutions. The questionnaire was designed to capture information across four broad areas: demographic data, work-life balance, job satisfaction, and workload. The data was collected over a period of two months, with each participant providing responses to 30 questions on a Likert scale (1 = strongly disagree, 5 = strongly agree). The response rate was 85%, yielding 340 valid responses for analysis.[8]

4.2. Measurement Instruments

Work-Life Balance: Measured using a 5-point Likert scale assessing time management, the ability to fulfill personal commitments, and the impact of professional workload on personal life.

Job Satisfaction: A validated job satisfaction scale was used, which included questions on overall satisfaction, career development opportunities, and support from the institution.

Workload: This was measured by the number of hours spent weekly on teaching, grading, administrative duties, and student interaction.

4.3. Data Analysis

Data analysis was conducted using SPSS software, applying both descriptive statistics and inferential statistics. Descriptive statistics helped in summarizing the data on work-life balance, job satisfaction, and workload across public and private institutions. Correlation and regression analyses were used to test the hypotheses, specifically focusing on the relationships between work-life balance, job satisfaction, and workload. [09-10]

5. Results and Analysis

5.1. Descriptive Statistics

From the descriptive statistics, we observe that teachers from public institutions report higher levels of work-life balance and job satisfaction compared to their counterparts in private institutions. Public institution teachers have a mean work-life balance score of 4.00, while private institution teachers score 3.50. Similarly, job satisfaction is higher among public institution teachers (mean = 4.30) than private institution teachers (mean = 3.70). Interestingly, teachers in private institutions report working longer hours per week (mean = 51.0 hours) compared to public institution teachers (mean = 40.0 hours).[11-14]

Table 1 Public Institutions (Mean)

Variable	Mean	Public Institutions (Mean)	Private Institutions (Mean)	Standard Deviation
Work-Life Balance	3.80	4.00	3.50	0.90
Job Satisfaction	4.10	4.30	3.70	0.85
Workload (hours/week)	45.5	40.0	51.0	9.5

5.2. Correlation Analysis

The correlation analysis revealed a strong positive relationship between work-life balance and job satisfaction ($r = 0.60$, $p < 0.01$), supporting H1. There was also a significant negative correlation between workload and work-life balance ($r = -0.48$, $p < 0.01$), indicating that higher workloads are associated with poorer work-life balance. Descriptive statistics helped in delivered to students.

5.3. Regression Analysis

Regression analysis was conducted to explore the impact of workload, institutional type, and work-life balance on job satisfaction. The results are summarized in the table below: to report job dissatisfaction, emotional exhaustion, and higher intentions to leave the profession. Similarly, Singh and Sharma (2018) highlighted the differences in work-life balance.

Table 2 Regression Analysis Results

Hypothesis	Predictor	Dependent Variable	Coefficient (β)	p-value	Conclusion
H1	Work-Life Balance	Job Satisfaction	0.60	< 0.01	Supported. Higher work-life balance increases job satisfaction.
H2	Institution Type (Public)	Work-Life Balance	0.42	< 0.01	Supported. Teachers in public institutions report higher work-life balance.
H3	Institution Type (Public)	Job Satisfaction	0.37	< 0.01	Supported. Teachers in public institutions report higher job satisfaction.
H4	Workload (hours/week)	Work-Life Balance	-0.48	< 0.01	Supported. Higher workload negatively impacts work-life balance.
H4	Workload (hours/week)	Job Satisfaction	-0.40	< 0.01	Supported. Higher workload reduces job satisfaction.

6. Discussion

The results of this study highlight several important findings related to work-life balance and job satisfaction among college teachers in Bihar. First, the positive relationship between work-life balance and job satisfaction is consistent with previous studies (Singh, 2016; Tiwari, 2015), emphasizing that teachers who can balance their personal and professional lives are more likely to be satisfied with their jobs. Moreover, the results show that teachers in public institutions enjoy better work-life balance and job satisfaction compared to those in private institutions. This finding supports Singh and Sharma (2018), who argued that public sector jobs in India tend to offer more security, better working conditions, and regulated working hours, contributing to higher satisfaction levels. The negative impact of workload on work-life balance and job satisfaction further underscores the importance of managing teacher workloads to prevent burnout and dissatisfaction. Tiwari (2015) similarly found that excessive workload is a

significant predictor of teacher stress, leading to lower job satisfaction and increased turnover intentions.

Conclusion

This study provides important insights into the work-life balance and job satisfaction of college teachers in Bihar, with a specific focus on the differences between public and private institutions. The findings suggest that teachers in public institutions enjoy better work-life balance and higher job satisfaction due to more regulated working conditions and institutional support. In contrast, private institution teachers face greater challenges in managing their workloads, leading to poorer work-life balance and lower job satisfaction. To improve teacher well-being, educational institutions, especially in the private sector, should implement policies aimed at reducing excessive workload, promoting work-life balance, and providing better support systems. These changes are essential not only for improving job satisfaction but also for enhancing the overall quality

of education. [15-20]

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