

Work Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim

A Thesis Submitted

To

Sikkim University



In Partial Fulfilment of the Requirement for the
Degree of Doctor of Philosophy

By

Punam Chhetri

Department of Education
School of Professional Studies

December, 2021

Dedication

Lovingly dedicated to

My

Aama & Baba

for giving me

the

wings to fly

6 माइल, सामदुर, तादोंग - 737102
गंगटोक, सिक्किम, भारत
फोन-03592-251212, 251415, 251656
टेलीफैक्स - 251067
वेबसाइट - www.cus.ac.in



सिक्किम विश्वविद्यालय SIKKIM UNIVERSITY

6th Mile, Samdur, Tadong-737102
Gangtok, Sikkim, India
Ph. 03592-251212, 251415, 251656
Telefax : 251067
Website : www.cus.ac.in

(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित और नैक (एनएएसी) द्वारा वर्ष 2015 में प्रत्यापित केंद्रीय विश्वविद्यालय)
(A central university established by an Act of Parliament of India in 2007 and accredited by NAAC in 2015)

CERTIFICATE

This is to certify that Thesis titled, “**Work-Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim**” submitted to Sikkim University for partial fulfilment of the degree of Doctor of Philosophy in the **Department of Education**, embodies the result of bonafide research work carried out by **Punam Chhetri** under my guidance and supervision. No part of the dissertation has been submitted for any other Degree, Diploma, Association, and Fellowships.

All the assistance and help received during the course of investigation has been duly acknowledged by her.

I recommend this dissertation to be placed before the examiners for evaluation.

A handwritten signature in blue ink, appearing to read 'T.J.M.S. Raju', with a small arrow pointing upwards from the end of the signature.

Dr. T.J.M.S.Raju
Supervisor
Associate Professor
Department of Education
School of Professional Studies
Sikkim University

6 माइल, सामदुर, तादोंग - 737102
गंगटोक, सिक्किम, भारत
फोन-03592-251212, 251415, 251656
टेलीफैक्स - 251067
वेबसाइट - www.cus.ac.in



6th Mile, Samdur, Tadong-737102
Gangtok, Sikkim, India
Ph. 03592-251212, 251415, 251656
Telefax : 251067
Website : www.cus.ac.in

सिक्किम विश्वविद्यालय SIKKIM UNIVERSITY

(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित और नैक (एनएएसी) द्वारा वर्ष 2015 में प्रत्यापित केंद्रीय विश्वविद्यालय)
(A central university established by an Act of Parliament of India in 2007 and accredited by NAAC in 2015)

PLAGIARISM CHECK CERTIFICATE

This is to certify that plagiarism check has been carried out for the following Ph.D. thesis entitled "Work - Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim" with the help of **Ouriginal/Urkund Software and the result generated is 1% similarity index** which is within the limit (10% similarity index) permitted as per the norms of Sikkim University.

The above thesis is submitted by **Punam Chhetri** bearing Enrolment Number: **17PDED06**, under the supervision of **Dr. T.J.M.S. Raju** Associate Professor, **Department of Education, School of Professional Studies, Sikkim University.**

Signature of Scholar
(Punam Chhetri)

Counter signed by Supervisor
(Dr. T.J.M.S. Raju)

Verified by Librarian

पुस्तकालयाध्यक्ष
Librarian
केन्द्रीय पुस्तकालय Central Library
सिक्किम विश्वविद्यालय
Sikkim University

DECLARATION

I, **Punam Chhetri** bearing **Enrolment No: 17PDED06**, hereby declare that the present thesis entitled “**Work-Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim**” submitted to Sikkim University in partial fulfilment of the requirements for the **Degree of Doctor of Philosophy** is the result of work carried out by my effort and dedication. No portion of the work has been submitted earlier in any institution for the award of any degrees or certificates. Wherever other sources are used I have properly cited and acknowledged the source.

PUNAM CHHETRI

Registration Number: 17/Ph.D./EDN/06

Registration Date: 23.05.2018

Department of Education

School of Professional Studies

Sikkim University.

Contents

Dedication

Supervisor's Certificate

Plagiarism Check Certificate

Declaration

List of Tables.....	x
List of Figures.....	xii
Acknowledgements.....	xiv
Abstract.....	xvii
Chapter I.....	1
Theoretical Background.....	1
1.0 Introduction.....	1
1.1 Theories of Work-Life Balance.....	5
1.1.1 Work-Family Conflict.....	5
1.1.2 Work-Family Enrichment.....	11
1.1.3 Concept of Work-Life Balance.....	17
1.1.4 Changing Notion of Work-Life Balance.....	23
1.1.5 Work-Life Balance Challenges in a Teaching Profession.....	26
1.1.6 Factors Causing Work-Life Imbalances.....	28
1.2 Theories of Job Satisfaction.....	30
1.2.1 Motivator-Hygiene Theory of Job Satisfaction.....	30
1.2.2 Maslow's Hierarchy of Needs.....	33
1.2.3 Concept of Job Satisfaction.....	36
1.2.4 Importance of Job Satisfaction in a Teaching Profession.....	41
1.2.5 Determinants of Teachers' Job Satisfaction.....	43
1.3 Changes in the Nature of Teaching Profession.....	46
1.4 The Secondary Stage of Education.....	48
1.5 Secondary Education in Sikkim.....	50
1.5.1 Status of Secondary School Students in Sikkim.....	52
1.5.2 Present Status of Secondary School Teachers in Sikkim.....	56
1.6 Need and Significance of the Study.....	59
1.7 Statement of the Problem.....	62
1.8 Objectives of the Study.....	62
1.9 Null Hypotheses.....	63

1.10 Operational Definition of the Key Terms Used.....	65
1.11 Delimitation of the Study.....	66
1.12 The Layout of the Chapters.....	67
Chapter II.....	69
Review of Related Literature.....	69
2.0 Introduction.....	69
2.1 Studies Conducted in India on Work-life Balance.....	70
2.1.1 Level of Work-Life Balance.....	70
2.1.2 Work-Life Balance and Gender.....	71
2.1.3 Work-Life Balance and the Type of Management.....	73
2.1.4 Work-Life Balance and the Nature of Appointment.....	74
2.1.5 Work-Life Balance and Experience.....	74
2.1.6 Work-Life Balance and Subject Taught.....	75
2.1.7 Work-Life Balance and Work Interference with Personal Life.....	75
2.2 Studies Conducted Abroad on Work-Life Balance.....	75
2.2.1 Level of Work-Life Balance.....	76
2.2.2 Work-Life Balance and Gender.....	77
2.2.3 Work-Life Balance and Management.....	77
2.2.4 Work-Life Balance and Experience.....	77
2.2.5 Work-Life Balance and Subject Taught.....	78
2.2.6 Work-Life Balance and Work Interference with Personal Life.....	78
2.2.7 Work-Life Balance and Workplace Strategies.....	79
Summary of the Reviews on Work-Life Balance.....	80
2.3 Studies Conducted in India on Job Satisfaction.....	82
2.3.1 Job Satisfaction and Gender.....	83
2.3.2 Job Satisfaction and the Type of Management.....	83
2.3.3 Job Satisfaction and the Nature of the Appointment.....	85
2.3.4 Job Satisfaction and Experience.....	85
2.3.4 Job Satisfaction and the Subject Taught.....	86
2.4 Studies Conducted Abroad on Job satisfaction.....	86
2.4.1 Level of Job Satisfaction.....	86
2.4.1 Job Satisfaction and Various Dimensions.....	86
2.4.2 Job Satisfaction and Gender.....	88
2.4.3 Job Satisfaction and Type of Management.....	89
2.4.4 Job Satisfaction and Experience.....	90

2.4.6 Job Satisfaction and Subject Taught	91
Summary of the Reviews on Job Satisfaction.....	91
2.5 Reviews on Relationship Between Work-Life Balance and Job Satisfaction ...	94
2.6 Research Gap.....	97
Chapter III	100
Research Method and Procedure.....	100
3.0 Introduction	100
3.1 Research Design	100
3.1.1 Population	101
3.1.2 Sample.....	102
3.1.3 Tools Used	104
3.2 Justification for the Tool Used.....	111
3.3 Data Collection Procedure.....	112
3.4 Distribution of Questionnaire and Response Rate	113
3.5 Data Analysis.....	113
Chapter IV	116
Analysis and Interpretation	116
4.0 Introduction	116
4.1 Analysis of Data.....	118
Objectives	119
Objective 1	119
4.2 Null Hypotheses.....	120
4.2.1 Null Hypothesis 1	120
Null Hypothesis 2.....	123
Objective 2	127
4.2.3 Null Hypothesis 3	127
4.2.4 Null Hypothesis 4.....	131
Objective 3	135
4.2.5 Null Hypothesis 5.....	135
4.2.6 Null Hypothesis 6.....	138
Objective 4	142
4.2.7 Null Hypothesis 7	142
4.2.8 Null Hypothesis 8.....	146
Objective 5	151
4.2.9 Null Hypothesis 9.....	151

4.2.10 Null Hypothesis 10	154
Objective 6	158
Objective 7	167
4.2.11 Null Hypothesis 11	168
Objective 8	169
4.2.12 Null Hypothesis 12	170
Chapter V	172
Findings and Discussion.....	172
5.0 Introduction	172
5.1 Major Findings of Objective One.....	173
5.1.1 Gender and Work-Life Balance.....	173
5.1.2 Gender and Job Satisfaction	175
5.3.1 Nature of the Appointment and Work-Life Balance.....	182
Chapter VI.....	197
Summary, Recommendations, and Conclusion	197
6.0 Introduction	197
6.1 Summary.....	197
6.1.1 Summary of the Findings	199
6.2 Recommendations.....	202
6.4 Suggestions for Further Research.....	206
6.5 Conclusion.....	208
References.....	212
<i>Appendices</i>	
<i>Appendix-I Ouriginal Urkund Analysis Report</i>	
<i>Appendix-II Job Satisfaction Scale</i>	
<i>Appendix-III Work Life Balance Scale</i>	
<i>Appendix-IV Presentation & Publication Certificates</i>	

List of Tables

Table 1. 1 Secondary Education Indicators in Sikkim	54
Table 1. 2 Enrolment of Secondary and Senior Secondary Schools (All Management)	55
Table 1. 3 Enrolment of Secondary and Senior Secondary Schools (Government) ...	55
Table 1. 4 Programmes for Professional Development of Teachers	56
Table 3. 1 District Wise Population of School Teachers in Sikkim Based on Gender and Management.....	102
Table 3. 2 Sample of School Teachers in Sikkim Based on Gender and Management	103
Table 3. 3 The Population of Government and Private Schools in Sikkim and Selected Sample Schools.....	104
Table 3. 4 Distribution of Items in the Job Satisfaction Scale Across Different Dimensions.....	106
Table 3. 5 Scoring System of the Job Satisfaction Scale.....	107
Table 3. 6 Norms for Interpretation of Level of Job Satisfaction.....	108
Table 3. 7 Distribution of Items on Work-Life Balance Scale Across all Dimensions	109
Table 3. 8 Scoring System of Work-Life Balance Scale	110
Table 3. 9 Tests of Normality of Work-Life Balance and Job Satisfaction	114
Table 4. 1 Summary of the Profile of Selected Sample.....	117
Table 4. 2 Mean Comparison of Work-Life Balance Between Male and Female Teachers	120
Table 4. 3 Mean Comparison of Job Satisfaction Between Male and Female Teachers	123
Table 4. 4 Mean Comparison of Work-Life Balance Between Government and Private School Teachers	128
Table 4. 5 Mean Comparison of Job Satisfaction Between Government and Private School Teachers.....	131

Table 4. 6 Mean Comparison of Work-Life Balance Between Regular and Ad-hoc Teachers	136
Table 4. 7 Mean Comparison of Job Satisfaction Between Regular and Ad-hoc Teachers	138
Table 4. 8 Mean, Standard Deviation, and One-Way Analysis of Variance in Work-Life Balance and its Dimensions Across Teaching Experience Groups.....	143
Table 4. 9 Mean, Standard Deviation and One-Way Analysis of Variance in Job Satisfaction and its Dimensions Across Teaching Experience Groups	146
Table 4. 10 Mean, Standard Deviation and One-Way Analysis of Variance in Work-Life Balance and its Dimensions Across Teaching Subjects	151
Table 4. 11 Mean, Standard Deviation and One-Way Analysis of Variance in Job Satisfaction and its Dimensions Across Teaching Subjects.....	154
Table 4. 12 Cross-Tabulation Analysis of Level of Work-Life Balance and Demographic Variables.....	159
Table 4. 13 Cross-Tabulation Analysis of Level of Job Satisfaction and Demographic Variables.....	163
Table 4. 14 Descriptive Statistics and Correlations for Job Satisfaction and Work-Life Balance.....	168
Table 4. 15 Regression Coefficients of Work-Life Balance and its Dimensions on Job Satisfaction.....	170

List of Figures

Figure 1. 1 Directionality of Work-Family Conflict.....	7
Figure 1. 2 Types of Work-Family Conflicts	11
Figure 1. 3 Changing Notions of Work and Personal Life	25
Figure 1. 4 The Linkage between Dissatisfaction and Satisfaction.....	32
Figure 1. 5 Maslow’s Hierarchical Structure of Needs	35
Figure 3. 1 Graphical Representation of Normality of Work-Life Balance and Job Satisfaction.....	115
Figure 4. 1 Mean Scores of Male and Female Teachers in WLB	121
Figure 4. 2 Mean Scores of Male and Female Teachers in WIPL, PLIW, and WPLE	122
Figure 4. 3 Mean Scores of Male and Female Teachers in Overall Job Satisfaction	125
Figure 4. 4 Mean Scores of Male and Female Teachers in Dimensions of Job Satisfaction.....	126
Figure 4. 5 Mean Scores of Government and Private School Teachers in Work-Life Balance.....	129
Figure 4. 6 Mean Scores of Government and Private School Teachers in WIPL, PLIW, and WPLE	130
Figure 4. 7 Mean Scores of Government and Private School Teachers in Overall Job Satisfaction.....	133
Figure 4. 8 Mean Scores of Government and Private School Teachers in Dimensions of Job Satisfaction.....	134
Figure 4. 9 Mean Scores of Regular and Ad-hoc Teachers in WLB.....	137
Figure 4. 10 Mean Scores of Regular and Ad-hoc Teachers in WIPL, PLIW, and WPLE.....	137
Figure 4. 11 Mean Scores of Regular and Ad-hoc Teachers in Overall Job Satisfaction	140
Figure 4. 12 Mean Scores of Regular and Ad-hoc Teachers in Dimensions of Job Satisfaction.....	141
Figure 4. 13 Mean Scores of Teachers in WLB Across Teaching Experience.....	144
Figure 4. 14 Mean Scores of Teachers in WIPL, PLIW, and WPLE, Across Teaching Experience	145

Figure 4. 15 Mean Scores of Teachers in Overall Job Satisfaction Across Experience	148
Figure 4. 16 Mean Scores of Teachers in Dimensions of Job Satisfaction Across Experience	149
Figure 4. 17 Mean Scores of Teachers Teaching Different Subjects in WLB	152
Figure 4. 18 Mean Scores of Teachers Teaching Different Subjects in WIPL, PLIW, and WPLE	153
Figure 4. 19 <i>Mean Scores of Teachers Teaching Different Subjects in Overall Job Satisfaction</i>	156
Figure 4. 20 Mean Scores of Teachers Teaching Different Subjects in Dimensions of Job Satisfaction	157
Figure 4. 21 Graphical Representation of the Level of Work-Life Balance of Teachers and Demographic Variables.....	162
Figure 4. 22 Graphical Representation of the Level of Job Satisfaction of Teachers and Demographic Variables.....	167
Figure 4. 23 Scatter Plot of Linear Relationship Between Work-Life Balance and Job Satisfaction.....	169

Acknowledgements

At the outset, I would like to thank God for infinite blessings and benevolence upon me throughout my journey of research work, for sustaining in me the positive attitude to carry on even when moments of despair and hopelessness loomed around me.

The greatest gift that someone can offer you is their valuable time. This work would not have been possible without the meaningful contribution, priceless time, and help provided by the following people to whom I offer my sincerest gratitude and acknowledgement.

I offer my heartfelt thanks to my research supervisor, respected Dr. T.J.M.S. Raju for his guidance, patience, and faith in me throughout the research work. His confidence and trust in me continuously boosted my morale towards the successful completion of my research, and his empathetic attitude towards me kept me motivated towards my goal.

I want to take this opportunity to express my heartfelt gratitude to my respected teacher Dr. Yodida Bhutia for her endless support, encouragement, and guidance throughout writing my thesis. Her constructive suggestions, persistent encouragement, and continuous feedback were instrumental in shaping my thesis. I am genuinely indebted to her for laying down in me the foundation of doing quality research work. Her exacting research standards were awe-inspiring and remained the source of my inspiration and dedication throughout my Ph.D. journey. She is an icon of an exceptionally hardworking and dedicated person whom I was fortunate to meet and who completely changed my perspectives on the nuances of undertaking research.

My thanks are also due to my respected teachers Dr. Anju Verma, Dr. R SS Nehru, Dr. Vimal Kishore, Dr. Subhash Mishra, Dr. Aabriti Sharma, Dr. Kanagaraj K who always supported in providing suggestions and inputs whenever I approached them.

It is my privilege to acknowledge the immense help, suggestions, and directions of respected Sir, Dr. Krishna Murari, H.O.D. Department of Management, Sikkim University, whenever I approached him. Despite his engagement with work and numerous preoccupations, he always spared his time addressing my difficulties and doubts. His YouTube tutorials provided an effective medium for clarifying the fundamentals of data analysis and interpretation. I owe him a deep sense of gratitude and can't thank him enough.

This work would be impossible without the co-operation of teachers and Head of the Institutions of the visited schools. Therefore, I would sincerely like to acknowledge them for co-operating with me. They agreed to respond to my questionnaires despite their busy and hectic schedule. Their support and co-operation deserve great recognition and acknowledgment. I shall remain genuinely indebted to them in many ways.

Likewise, I am truly grateful to my friends and well-wishers for encouraging and motivating me to complete my research work. In particular, I would like to thank my dear friend and colleague Dr. Nar Maya Subba for her valuable guidance and help and for clearing many doubts encountered while preparing the research report.

It is an honour to thank Dr. B Muthupandian, sir, for his last-minute suggestions, which gave the final shape to my work without his critical evaluation of my work, my thesis would have suffered many inconsistencies and inconvenient facts. I shall remain ever humbled to him.

I sincerely acknowledge the academic facilities provided by Central Library Sikkim University, which boasts of a reservoir of study materials and references.

I am grateful to all the officials of the Education Department, Govt. of Sikkim for furnishing me with all the details demanded by my study.

The blessings and support of my parents, elders, well-wishers, and dear family members genuinely deserve mention here, for, without their prayers, love, and faith in me, this work would have remained a far cry. The virtues of sincerity, dedication, perseverance, consistency instilled in me by my parents have always guided me whenever I embark upon something new. Every time I was discouraged and sapped in energy, they stood by my side, encouraged me, and enthused me with new hopes, and I cannot think of any befitting word to express my gratitude to them.

Last but not least, I offer my heartfelt gratitude to my loving husband Dr. Ajay Chhetri and my darling son Aarav Chhetri for always being by my side and helping and supporting me in countless ways, and for being my greatest cheerleaders. There is no limit to the sacrifices they made along with me to bring my work to fruition. Their unwavering faith in my potential to complete the research was the real catalyst behind the materialization of this thesis.

Abstract

Work-life balance and job satisfaction are explored continuously with the realization that the achievements of schools' several goals and objectives, including teachers' well-being to a great extent, are determined by a certain degree of work-life balance, and job satisfaction teachers possess. With this understanding, the present study examined the level of work-life balance and job satisfaction among secondary school teachers of Sikkim. Moreover, the study also explored the difference in study variables across select demographic variables viz., gender, management, nature of appointment, experience, and subject taught, and traced the relationship between the study variables. The Board of Studies, Sikkim University, approved the studies and was carried out from 2018-2021. The study was essentially quantitative and adopted the Descriptive Research Method. Respondents included secondary school teachers ($N=337$) subcategorized as male ($n=151$), female ($n=186$), government school teachers ($n=324$), private ($n=13$), regular ($n=164$), ad-hoc ($n=173$), teachers with less than ten years of experience ($n=212$), between ten to twenty years ($n=68$), teachers with more than twenty years ($n=57$), science teachers ($n=132$), arts ($n=136$), language ($n=69$). A non-probability Convenience Sampling technique was used to draw the samples. Structured close-ended questionnaires, namely the Job Satisfaction Scale of Meera Dixit (2013) and the Work-Life Balance Scale of Jeremy Hayman (2005), were used for data collection. To understand the level of teachers' work-life balance and job satisfaction, Cross-tabulation was performed. Moreover, parametric tests, i.e., t -test, F test, and multiple regression, were used to test the null hypotheses. Findings revealed a moderate level of work-life balance and job satisfaction for the majority of teachers. There were no significant gender differences in work-life balance. In contrast, male and female teachers differed in their overall job satisfaction.

Furthermore, government and private schools' teachers did not differ in their overall work-life balance or job satisfaction; regular and ad-hoc teachers did not differ in their overall work-life balance but showed a difference in their job satisfaction. Teachers across different groups of teaching experience did not differ in their work-life balance but differed in job satisfaction. The study revealed no significant difference among teachers teaching science, arts, and language in their work-life balance and job satisfaction.

Moreover, the study found no significant relationship between work-life balance and job satisfaction, and predictors explained 4% variance in the outcome variable. Findings from the studies can guide the stakeholders in planning, designing, and implementing strategies at the school level. The study is essential in developing preliminary insights about work-life balance and job satisfaction among secondary school teachers, considering the absence of such studies in Sikkim.

Keywords: work-life balance, job satisfaction, secondary school teachers, gender, management, appointment, experience, subject.



Chapter 1

Chapter I

Theoretical Background

1.0 Introduction

A teacher designated in the Indian tradition by Guru is essentially a Sanskrit word dating back to more than twenty-five thousand years (Kale, 1970). In its rudimentary mention, Guru or teacher was the one who taught Vedas and shaped the moral behaviour, values, belief of pupils and had a great sense of devotion and non-attachment to hedonistic living (Kale, 1970). During Vedic and Upanishadic eras, teaching was considered a spiritual duty. Teachers had the two-fold responsibility of intellectual development and spiritual refinement of a small section of students privileged to receive an education. This allowed them a good social standing, recognition, and prestige. The idea of pupils' overall development as one of the many aims of ancient education inherently carried with it the reality that teachers performed many tasks besides sharpening learners' cognitive skills. This early evidence sufficiently establishes the complexities of the teaching profession. However, an absence of evidence surrounds the issues like their job satisfaction and work-life balance.

Contrary to the above situation, abundant literature suggests that teaching today has undergone a dramatic change due to changing times and resultant increased responsibilities. Education has undergone a rapid transformation due to social, political, and economic change (Eacute & Esteve, 2000). Furthermore, Eacute and Esteve (2000) specifically maintain that teachers are now mandated to deal with a large volume of mixed-ability students in contrast to a homogenous set of learners. In doing

so, teachers fail to remodel their teaching strategies. Parents' expectations have increased who expect children to learn finer aspects of life like moral values and virtues at school. This expectation is possibly linked to changing face of the workforce as women who hitherto assumed the primary role of caregiver and training young ones in values and virtues have started making inroads into the world of paid labour.

In any education scheme, the teachers are a fundamental resource upon which the quality of education rests. They are expected to translate into action the visions and special missions of the government and perform their numerous roles as per the demands of the changing era (Sahan, 2009). However, the last two decades have been a decade of survival for an overwhelming majority of teachers because of changes ushered in by new reforms, demands, and expectations (Day, 2000). Teachers have had to endure intense workloads while concurrently being paralyzed by threats of swelling class sizes, enhanced quality implying more work, and teacher redundancies across many countries (Day, 2000). Additionally, the technological pervasiveness in all spheres of life and its use in lesson delivery has exposed the teaching fraternity to newer realities previously unknown (Wheeler, 2001). After hours, rampant engagement in the digital learning environment significantly lowers teachers' work-life balance (Bauwens et al., 2020).

The changing nature of the teaching profession has by default made far-reaching repercussions for teachers regarding their ability to harmonise work and life demands on the one hand and job satisfaction on the other. Consequently, studies on many crucial themes associated with job satisfaction and teachers' work-life balance at all levels received overriding priority, particularly from the 1980s. While the research evidence suggests that increased workload among teachers culminates into high stress and other associated problems like poor performance, poor work-life balance, poor job

satisfaction, and adversely affects students' achievement (Nayor & White, 2010). On the other hand, the influence of teachers' acceptable level of job satisfaction and sound work-life balance in realizing the institutional goals is well documented in the international arena. In this regard, Shann (1998) opined that teachers' job satisfaction is strongly correlated with teacher commitment and retention and eventually increased school effectiveness.

Additionally, other researchers reported a significant relationship between teachers' job satisfaction and professional commitment (Bashir 2017; Basu, 2016). At the same time, some authors have identified a close association between job satisfaction and student achievement (Banerjee et al., 2017). Teachers' high job satisfaction consistently predicts more excellent students' achievement, professional commitment, and retention. Similarly, the sound work-life balance of teachers is linked with issues of teacher retention (Noor, 2011) and positively affects the professional commitment among teachers (Arif & Farooqi, 2014). Likewise, teachers' better work-life balance correlates with increased job satisfaction and high professional loyalty (Sorenson & McKim, 2014). Furthermore, some researchers have also established a definite association between the performance of teachers and the level of job satisfaction, and the status of their work-life balance (Abdirahman et al., 2018).

Teaching as a profession is thoroughly intellectual and taxing. Teachers have to engage in learning of their students, of their co-workers and at the same time require enough time for self-learning, which essentially implies that they have to enact many roles, i.e., scholars, mentors, leaders, researchers, and developers (Lieberman & Miller, 2005). Specifically, teachers at the secondary stage have to cater to adolescents at the crossroads of their lives and who require sufficient guidance and counselling to navigate through the numerous problems the transitional stage throws at them. Under changed

circumstances, it is now incumbent upon all teachers to perform a wide variety of tasks that often do not fall within the purview of their job description.

While international evidence has established that the teaching profession has withstood a radical transformation, the formations of several Commissions, Committees, and Policies in post-independent India with their visions of universalization, quality, affordability, accessibility, and equity have revolutionized teaching. Many authors analyzed these changing dynamics of teaching phenomena in the Indian setting and recognized that the face of education has certainly changed (Dey & Dutta, 2018; Gayen, 2017; Hussain & Sultana, 2017). Closer home in Sikkim, teachers are not immune to this alteration in the teaching-learning sphere and the emerging increased workload that often crosses the classroom boundaries. In this regard, Sharma (2019) maintains that teachers' engagement in preparing teaching aids and materials, organizing co-curricular activities, communicating with guardians, doing other administrative activities eventually results in working overtime and compounds the problem of stress.

Additionally, secondary sources inform us that schools throughout Sikkim are committed to achieving the missions of a clean and green campus, a plastic-free campus, organic farming, and a host of other activities that keep teachers busy throughout the year. Furthermore, newer methods of teaching that require teachers to develop teaching aids, including painting of walls and stairs of the schools with educational writings, imply that teachers are predisposed to the additional workload. In addition to this, most teachers in Sikkim serve in remote areas that lack basic facilities, are separated from their families, and are often appointed on an ad-hoc basis. From here arises the issue of job satisfaction and work-life balance in the absence of which teachers fail to deliver to the best of their potential. Therefore, exploring concepts like

teachers' job satisfaction and work-life balance in the Sikkimese setting is timely. The study will help in developing insights about their work-life balance situation and job satisfaction, plan some interventions, and ensure the best results in students' learning and fulfilling the institutional goals.

1.1 Theories of Work-Life Balance

The intersection between work and life has been viewed mainly in terms of conflict and enrichment perspective. Two dominant theories of work-life literature primarily inform the ongoing study, namely the Conflict Theory of Greenhaus and Beutell (1985) and the Enrichment Theory of Greenhaus and Powell (2006). The former claims that as individuals participate in multiple roles, they are bound to have conflicting experiences in each of these roles and can experience imbalance. The latter views this participation in numerous roles as enriching, since the experiences, skills, moods, etc., acquired in one domain may enrich one's performance in another realm. In the subsequent paragraphs, the investigator presents these two dominant theories of work-life literature.

1.1.1 Work-Family Conflict

Past literature suggests that work-family conflict theory owes its origin to the Role Balance Theory (Bellavia & Frone, 2005). Role theorists define the role as a set of activities or behaviour that an individual is expected to fulfill (Kahn et al., 1964) as cited in (Bellavia & Frone, 2005). In their seminal work, Mark and MacDermid (1996) presented a theory of Role Balance and identified and clearly distinguished between positive role balance and negative role balance. According to them, positive role balance can be equated to being fully engaged in multiple roles with complete care and

attention. Conversely, negative role balance can be conceptualized as an attitude of disengagement in all the functions.

Further, according to Marks and MacDermid (1996), "Role balance is both a behavioural pattern of acting roles in a certain way and a corresponding cognitive-affective pattern of organizing one's inner life of multiple selves." (p.421). Additionally, the Role Balance theory offers two opposite concepts, "Role Ease," which is the outcome of role balance, and "Role Strain," a fallout of imbalanced roles (Marks & MacDermid, 1996). Furthermore, Goode (1960) in Bellavia & Frone (2005) suggested that having multiple roles is challenging. When people have various roles to play, it invariably leads to the failure of an individual to comply with the expectations coming from numerous positions and ultimately results in an incompatible situation.

Besides, conflict perspective is also rooted in the Role theory of Kahn et al. (1964). While clarifying their Role theory, Kahn et al. (1964) maintained that a significant driver of how an individual behaves is determined by how others expect them to act. Moreover, when an individual is engaged in multiple roles, this expectation from others to conduct oneself in a specific manner result in inter-role conflict. Thus, the individual is constantly pressurised by the need to fulfill both the roles, familial and work. Additionally, the conflict arising from too many multiple positions has been termed the inter-role conflict (Kahn et al., 1964) as cited in (Bellavia & Frone 2005). This inter-role conflict also occurs because resources like time, energy, and commitment must be divided equally between competing roles. Based on this very idea of inter-role conflict, Greenhaus and Beutell (1985) proposed the following definition of work-family conflict:

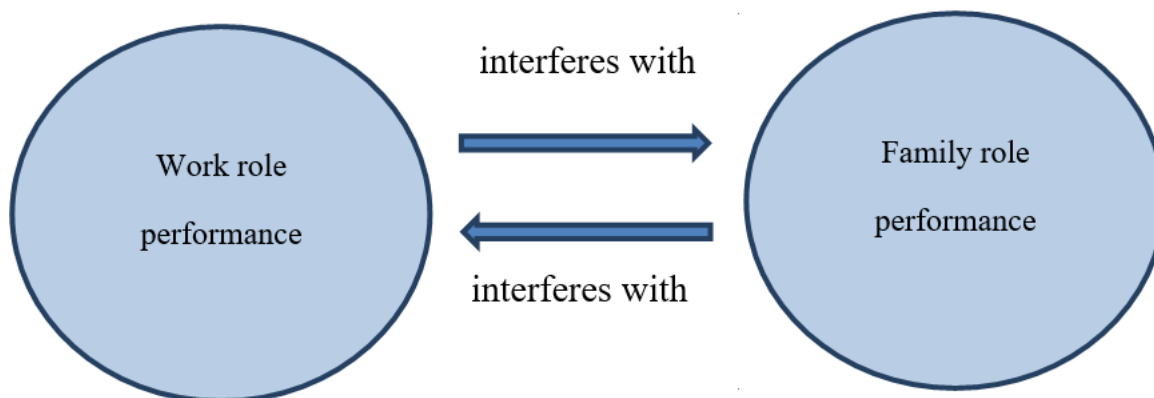
According to Greenhaus and Beutell (1985), "A form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by participation in the family (work) role" (p. 77).

Such a type of conflict operates in both directions, i.e., family life can interfere with work or, in other words (family-to-work conflict) or work life can interfere with family life (work-to-family conflict). For instance, a parent working overtime fails to be home on time to prepare healthy food for the family, such a parent experiences the phenomena of work interfering with personal life. On the contrary, when an employee seeks a day off from their professional errands to care for the ailing child, they will experience personal life interfering with work (Bellavia& Frone, 2005). Whatever the direction, both forms can result in a conflict situation and disturb the work-life balance situation.

The operation of conflict in both the direction as discussed above is shown figuratively below in Figure 1.1

Figure 1. 1

Directionality of Work-Family Conflict



Note. From Agarwala, p. 722

A similar situation, as suggested in Figure 1.1 may be encountered by a teacher every day. Pressures come from the home front and the school, resulting in a conflict-like situation that can thwart the balance.

Greenhaus and Beutell (1985) while exploring the phenomena of conflict have based their definition on the idea of role conflict and inter-role conflict of Kahn et al. (1964).

According to Kahn et al. (1964), "The simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other" (p.94).

This definition underlines the fact that we are bound to be engaged in many activities that demand simultaneous attention and participation in either of the actions, often results in role conflict.

Similarly, the second form of role conflict occurs when an individual, while participating in many roles, experiences a sense of confusion between these varied roles, which Kahn et al. (1964) explain as a type of role conflict that results because of dual pressures that come as a result of involvement in varied roles.

Evidence from the past thus points out that the Conflict Theory draws its principal support from the Role Theory of Kahn et al. (1964) and Resource Drain Theory (Edwards & Rothbard, 2000; Small & Riley, 1964) and Scarcity Hypothesis (Edwards & Rothbard, 2000). The fundamental premise upon which the Scarcity Hypothesis is based is that people operate under a finite number of resources such as energy. Therefore, engagement in multiple roles causes depletion of resources leading to insufficient resources available for other functions, which eventually results in conflicts (Edward & Rothbard, 2000; Rothbard, 2001) as cited in (Shein & Chen, 2011). Based on this scarcity approach, conflict theory suggests that life domains can be

incompatible resulting from different norms and requirements (Burke, 1986; Evans & Bartolome, 1984; Zedeck & Mosier, 1990) as cited in (Michel et al., 2013). Therefore, according to Michel et al. (2013), more incredible role performance in one sphere leads to reduced role performance in the other domain.

Further, work-family conflict operates in three dimensions- (i) time-based conflict, (ii) behavior-based conflict, and (iii) strain-based conflict (Greenhaus & Beutell, 1985). Time is a scarce resource; therefore, time-based conflict occurs when time demands from one role make it challenging to participate in another role. E.g., completing an assignment and being present at a family event in the same evening results in time-based conflict (Greenhaus & Parasuraman, 1977) as cited in (Pradhan, 2016). Time spent on activities within one role cannot be devoted to activities in another domain (Greenhaus & Beutell, 1985). As such, time-based conflict occurs when the amount of time dedicated either to work or family roles interferes with either of the domain roles, making it difficult to comply with family or work responsibilities (Netmeyer et al., 1996). Going further, Greenhaus and Beutell (1985) also suggested that time-based conflict takes two forms- firstly, time pressures associated with one role may make it challenging to comply physically with expectations from another role. Secondly, time pressures may also produce a mental preoccupation with one role when one may be physically attempting to fulfill another role's obligations. Based on the review of many empirical evidence, Greenhaus and Beutell (1985) concluded that time-based conflicts stem from both work-related sources of conflict and family-related sources of conflict. Work schedules and orientation, marital status, and dependent issues like nurturing of children, partners' work involvement create immense pressures forcing individuals to participate extensively in either of the roles that cause conflict.

The second form of conflict involves role-produced strain. It occurs when tensions, fatigue, irritability generated from one role often interfere with smooth functioning of the second one. Taking hints from many studies, Greenhaus and Beutell (1985) opined that strain-based conflict often results from the excessive time involved in a particular role when the roles are incompatible. Thus, either the work domain or the family domain that demands extreme time commitment results in strain. Based on this premise, one can claim that time-based conflict is a precursor of strain-based conflict. Work stressors can produce strain symptoms such as tension, anxiety, apathy, depression, irritability, fatigue (Brief et al., 1981; Ivancevich & Matteson, 1980) as cited in (Greenhaus & Beutell, 1985). For instance, a strain-based conflict for a teacher in school may occur when a bad day in school resulting in a bad mood or anger intrudes with one's family making it difficult to fulfill family roles peacefully.

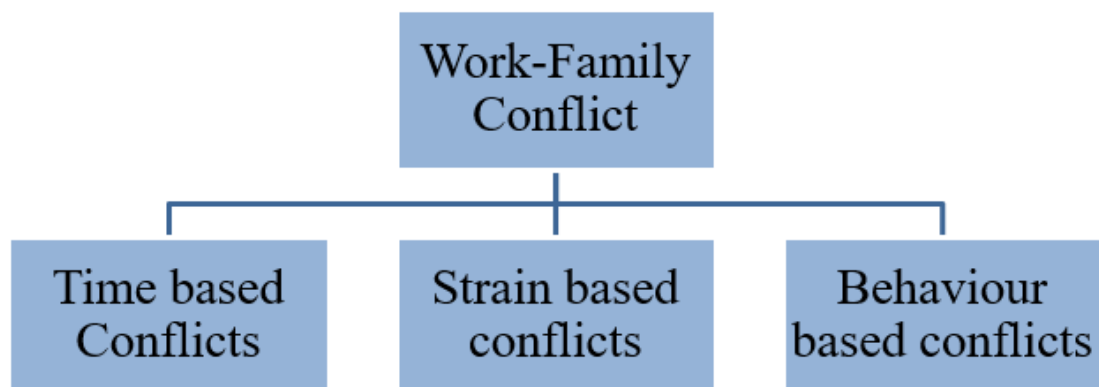
Lastly, behaviour-based conflict occurs when a specific behaviour pattern acceptable within a particular work environment seems incompatible with another set-up where other conduct is expected. Thus, a person who cannot adjust behaviour to comply with the expectations of different roles is likely to experience behaviour-based conflict (Greenhaus & Beutell, 1985). E.g., a self-reliant objective aggressive behaviour that is required in a workplace may seem out-of-place while dealing with family members who expect warm, emotional, nurturing behaviour from an individual (Greenhaus & Beutell, 1985). In a nutshell, behaviour-based conflict occurs when an individual fails to adjust his behaviour pattern per the expectations of different roles (Greenhaus & Beutell, 1985). For example, a teacher experiences a behaviour-based conflict when the authoritative attitude displayed in school collides with the expectations of family members where love and affection are expected.

As evident from the preceding discussion, the idea of conflict resulting from time, role-produced strain, and behaviour, the cornerstone of conflict theory, corroborates the views of Fisher (2001), whose conception of balance also revolved around four components, i.e., time, behaviour, strain, and energy. Thus, Conflict theory has been viewed mainly in terms of interference, which can be bi-directional, and resources like time, stress, behaviour, and energy split across two domains (Duxbury, 2004).

The different forms of conflicts as discussed above is displayed below in Figure 1.2.

Figure 1.2

Types of Work-Family Conflicts



Note. From Agarwala, p.721.

1.1.2 Work-Family Enrichment

Based on the evidence drawn from many studies, Greenhaus and Powell (2006) claimed that researchers have now shifted focus from a conflict perspective to how work and personal life are beneficial for each other (Shah, 2014). Thus, the conflict approach views the intersection between work and life from the perspective of the

scarcity hypothesis (Marks, 1977) as cited in (Baruch & Barnett, 1986). In contrast, the enrichment approach to the work-life interface is heavily influenced by the enhancement hypothesis that underlines the benefits ensued in the form of enhanced self-esteem, status, privileges while participating in multiple roles (Marks, 1977; Seiber, 1974) as cited in (Baruch & Barnett, 1986). Moreover, engagement in numerous roles, which Seiber (1974) terms as "role accumulation," challenges the outcome of participation in multiple roles that produce role strain. Therefore, Seiber argues that it leads to four merits viz., "role privileges, overall status security, resources for status enhancement and role performance, and enrichment of personality and ego-gratification" (Seiber, 1974, p. 569). Correspondingly, challenging the idea of scarcity approach, Marks (1977) offered the "expansion approach" and thus claimed that "under all conditions of daily activity, the energy potential of the body at any given moment is physiologically abundant rather than scarce" (p. 926). Therefore, during contemporary times, the focus of the researchers, particularly Greenhaus and Powell (2006), has been on considering work and family or, more broadly, life as an ally to each other. However, most of the studies continue to view this connection between work and life negatively in the form of stress and impaired well-being (Greenhaus & Powell, 2006).

Several terms indicate this positive relationship between work, and non-work domain, chief among them is positive spillover, facilitation, enhancement. However, the absence of a comprehensive theoretical framework to examine the positive effects of combining work and families has hindered further research in this area (Frone, 2003).

The examination of the theoretical literature also reveals the presence of some critical elements underlying the notion of enrichment; chief among them is role accumulation, role salience, expansion approach. As far as role accumulation is concerned, Marks and Seiber were the early pioneers who critically questioned the

conflict approach to the work-life interface. They upheld the belief that involvement in numerous characters termed role accumulation could be advantageous rather than being harmful (Shein & Chen, 2011). Thus, the central idea upon which role accumulation rests is that participation in multiple roles does not necessarily produce conflict and strain but accrue benefits like role privileges, status security, resources for role enhancement, and role gratification (Seiber, 1974). Seiber's argument acknowledges the benefit of participating in multiple roles that outweighs its harm to individuals. Likewise, Marks (1977), as cited in Shein and Chen (2011), stressing upon the expansion approach instead of scarcity viewpoint, argued that participation in multiple roles leads to increased energy.

Additionally, he maintained that individuals could probably use surplus energy in other areas instead of draining it, popularly believed by conflict theorists. Going further, Super's (1980) idea of the concurrence of multiple roles as cited in Shein and Chen (2011) and how these roles can be extensive, implying supportive rather than being exclusive, lends strong cadence to the earlier views of role accumulation and expansionist approach. Based on this particular standpoint, Super (1980,1990), as cited in Shein and Chen (2011), hypothesized the concept of Role Salience, which implies the amount of importance placed on a particular role by an individual. Going by the notion of role salience, proper facilitation of enrichment between multiple roles depends on how meaningfully and significantly an individual conceives a particular role. Following Super (1980) as cited in Shein and Chen (2011) Greenhaus and Powell (2006) upheld the idea that the more individual values their performance in a particular role the more is the likelihood of enrichment to occur, i.e., application of resources from one domain to another. Hence, founded on these fundamental concepts proposed by the

early researchers, Greenhaus and Powell (2006) have proposed the following definition of work-family enrichment,

According to Greenhaus and Powell (2006), "the extent to which experiences in one role improve the quality of life in the other role" (p.72).

Clarifying the concept of quality-of-life Greenhaus and Powell (2006) have further explained two elements- high performance and positive affect, rooted in the idea of Role Salience. Accordingly, the resources produced in Role A heightens the performance and generates positive affect in Role B to the extent that these resources are considered relevant to Role B in fulfilling specific requirements in Role B (Greenhaus & Powell, 2006). The enrichment theory also encompasses the notion of work and non-work domain enriching each other through the medium of resources shared between two roles by following a definite path, i.e., instrumental or affective. According to Greenhaus and Powell (2006), a role can generate five types of resources. They have identified these five resources as skills and perspectives, psychological and physical resources, flexibility, and material resources. They also maintain that there is a possibility of transferring these resources.

According to Greenhaus and Powell (2006), "Resources are an asset that may be drawn on when needed to solve a problem or cope with a challenging situation" (p. 80).

Greenhaus and Powell (2006), in their model of work-family enrichment, have defined each of these five resources in the following manner. First, skills have been defined as a wide range of intellectual inter-personal skills, coping skills, multi-tasking skills, wisdom, and knowledge related to tasks and are the results of experience derived from many roles (Greenhaus & Powell 2006). Second, perspectives are concerned with

the ability or the capacity with which an individual perceives the situation and confronts it (Greenhaus & Powell 2006). Third, psychological and physical resources are concerned with how optimistic an individual is about the future, self-appraisal, and a certain level of personal stamina (Greenhaus & Powell 2006). Fourth, social capital can be understood as the resources in the form of good relations due to one's social circle and its use productively (Greenhaus & Powell 2006). Fifth, flexibility relates to fulfilling role requirements in a given time, situation, and at the desired pace (Greenhaus & Powell 2006). Finally, material resources have been defined as monetary benefits accrued from professional or familial roles (Greenhaus & Powell 2006).

Furthermore, the authors theorized that these resources, i.e., skills and perspectives, psychological and physical resources, social-capital resources, flexibility, and material resources, are transferred from one role to another following two paths, i.e., instrumental and affective path. The instrumental path to enrichment implies that different resources generated in Role A are directly transferred to Role B and are therefore instrumental in improving performance therein (Greenhaus & Powell, 2006) as cited in (Shein & Chen, 2011). The second path to enrichment, i.e., affective path, according to Greenhaus and Powell (2006), implies affective responses such as positive moods and positive emotions that further performs two functions in two forms, as indicated below

"The effect of resources on positive affect in a role and the effect of positive affect in a role on functioning in the other role" (p. 82).

Put simply, affective path to enrichment occurs when a resource in Role A produces positive affect within that role and this positive affect is transferred to role B thereby enhancing performance and positive affect within role b (Greenhaus & Powell,

2006) as cited in (Shen & Chen, 2011). Greenhaus and Powell (2006) thus maintain the resources in the form of skills and perspectives, psychological and physical resources, social capital resources, flexibility, and material resources generated in Role A produce positive affect within that role leading to high performance in Role B as a result of positive affect produced in Role A.

Thus, the instrumental path to enrichment focuses on the generation of resources in one role and how these resources produced in that role are directly transferred to the second role. In contrast, affective response focuses on creating positive affective responses in one role and disseminating these positive affective responses to heighten performance in the second role.

As opposed to the idea of conflict, the enrichment perspective considers one's work and life as complementary to each other, and the interfering aspect often leads to enriching the experiences in both domains. Applying the same analogy in a teaching profession, we can say that one's experience gained in teaching, handling classes, dealing with superiors and colleagues, engagement in co-curricular activities can enhance and enrich an individual while dealing with family matters. Likewise, it is also possible that one's experience in dealing with the crisis at home, experience with one's children, and relationship with family members sufficiently equips an individual to face things at school.

Though considered as extremely opposite to each other, the common binding idea between these two theories appears to be the concept of bi-directionality. While it is true that conflict is bi-directional, i.e., work interferes with life, and so does personal life interfere with work. The idea of enrichment is also bi-directional, meaning that both work and personal life are sufficiently capable of enhancing each other.

1.1.3 Concept of Work-Life Balance

In the past, work and, more specifically, life were conceived narrowly, and the term 'work-family' was more used. However, the necessity of including those individuals who are not married and thus not bound by familial obligations but would like to spend their non-work time pursuing some hobbies like study, travel, or sports and thus seek a balance between and non-work domains (Kalliath & Brough, 2008) resulted in a terminological change. Therefore, in recent years, work-family literature has expanded its boundary beyond family to include the entire personal life of an individual. Therefore, now we have a more complete and inclusive term work-life balance (Agarwala, 2007).

In the following paragraphs, the investigator has attempted to present the essential definitions of work-life balance.

Work-family balance is defined as the degree to which an individual has equal engagement and equal satisfaction with both their work and non-work (Greenhaus et al., 2003). This definition is theoretically supported by the Role Balance Theory of Marks and Mac Dermid (1996). Two components inherent in this definition and which regulate the sound work-life balance are input and results. Inputs are the resources in the form of time, involvement, the energy that an individual invests in each role (Kirchmeyer, 2000) as cited in (Greenhaus et al., 2003). Outcomes or results are gauged in satisfaction derived from each role (Clark, 2000; Kirchmeyer, 2000; Kofodimos, 1993) as cited in (Greenhaus et al., 2003). This definition is broad enough to accommodate the knowledge that a perfect balance requires both engagement or commitment to work roles and family roles on the one hand, plus a sense of satisfaction resulting from both work role or family role. Arguably, based on this definition, a good work-life balance can be attained when an individual derives pleasure from the work

that they are engaged in. Further, we can infer from this definition that it is essential to devote equal time, involvement, and satisfaction to work and non-work roles to attain perfect balance.

Further, guided by the ideas of inputs and outputs and relying upon the Theory of Role Balance, Greenhaus et al. (2003) further identified three pre-requisites for sound work-life balance- time balance, involvement balance, and satisfaction balance. First, achieving a balanced time in both work and family roles calls for devoting an equal amount of time in both spheres. Similarly, Greenhaus et al. (2003) also add that a balanced work and life equation requires an equal involvement or engagement without undue emphasis laid in either domain. Lastly, sound work-life balance also necessitates an equal amount of contentment derived from both the roles. Thus, the idea of equality is central to this definition.

Similarly, according to Kalliath and Brough (2008) "Work-life balance is the individual perception that work and non-work activities are compatible and promote growth following an individual's current life priorities" (p. 326). As opposed to the idea of conflict this definition takes its clue from the enrichment perspective to work-life balance and suggests that both work and life are compatible and can enrich each other.

According to Agarwala (2007), "A good working definition of work-life balance may be meaningful daily achievement and enjoyment in each of the four quadrants of life- work, family, friends and self" (p.723).

In line with Agarwala (2007), it may be mentioned here that work-life balance, therefore, does not mean allotting an equal amount of time to one's work life and personal life, which may instead seem overarching and too ambitious. On the contrary, the focus should be more on achievement and enjoyment in both domains without

undue emphasis given to either of them. In order to have balance, it is necessary to have a sense of happiness in both fields; achievement without enjoyment is cumbersome.

Additionally, some authors view work-life balance in quite a different and flexible way. They opine that balance between one's personal and professional life does not remain static throughout one's life. Instead, it transforms with changing priorities and positions, and it differs individually even between employees working in the same organization (Agarwala, 2007).

Likewise, work-life balance is understood as the harmonious and holistic integration of work and non-work so that men and women can achieve their potential across the domains in which they play out their life roles (Bailly et al., 2001). This definition is broad enough to include the idea of work-life integration, which allows people to meaningfully fuse these two domains rather than considering them as separate entities and realize their potential in both spheres to maintain the balance. Thus, the definition outlined by Kalliath and Brough (2008) and the ideas of Bailly et al. (2001) take their major clue from the enrichment perspective of work-life balance.

Similarly, Fisher (2001), as cited in Walia (2011) theorizes that a proper work-life balance is based on four components- time, behaviour, strain, and energy. Thus, according to Fisher (2001) as cited in Walia (2011) individual's ability to prioritize time between work and non-work, behaviour directed towards achieving the goals of either domain, the tension experienced while negotiating between the demands of work and life and finally, the amount of energy set aside for both the spheres are all crucial in deciding the state of balance achieved by an individual. Since time is a limited resource, he maintains that how much time is spent at work and how much it is reserved for other activities plays a significant role in maintaining balance. Furthermore, Fisher

(2001) added that work-life balance, to a great extent, is driven by the need to accomplish the goals of both personal lives as well as professional life. Going further, he maintained that strain is experienced on account of the inter-role conflict, i.e., a clash in the demands coming from one's professional life and personal life, and the resultant strain produced can threaten the balance. Lastly, the right balance between work and life also depends upon energy; since energy is a limited resource like time, it has to be directed towards accomplishing goals in both domains to ensure balance without its depletion.

Furthermore, instead of considering purely from the conflict perspective and delineating a notion of interference in both directions, Fisher maintains that, as much as there is an interference of work into personal life and vice-versa, there is also a possibility of work personal life enhancement. (Fisher, 2001).

Similarly, Duxbury (2004) conceived work-life balance to be composed of role overload, work to family interference, and family to work interference. Role overload implies excess workload that one has to perform in the amount of stipulated time. Thus, according to Duxbury (2004) role overload results in difficulties in managing time, exhaustion, and strain. Furthermore, Duxbury (2004) added that the interference mechanism could work in both directions, i.e., work intrudes into personal life when work-related responsibilities make it difficult for an individual to adhere to familial responsibilities. On the other hand, family responsibilities and obligations meddle with work responsibilities making it difficult to realize professional tasks. In brief, Duxbury's idea of work-life balance can be summarized as the amount of workload that one is exposed to at a given time and how efficiently one handles the interfering effects of work and life on each other.

Work-life balance according to Grzywacz and Carlson (2007) is “The accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role-related partners in the work and family domains” (p. 458).

Grzywacz and Carlson (2007) have based their definition on the Role Balance Theory of Marks and MacDermid (1996). Accordingly, they conceive it as a social construct that focuses on fulfilling every role one must enact while maintaining an ideal relationship with every role partner.

Likewise, Greenhaus and Allen (2011) have proposed a recent definition of work-family/life balance in the following manner,

According to Greenhaus and Allen (2011), "Overall appraisal of the extent to which the individual's effectiveness and satisfaction in work and family roles are consistent with their life values at a certain point in time" (p. 174).

Greenhaus and Allen (2011) thus maintained that an individual's performance in each role is measured against the internal standards they hold. Furthermore, the degree to which the effectiveness and satisfaction are achieved in both work and family roles is compared with their standards that determine the work-life balance (Greenhaus & Allen, 2011).

More recently, Haar et al. (2014) have hypothesized work-life balance as “an individual's perceptions of how well his/ her life roles are balanced” (p.4). Hence the authors conceive work-life balance as the individual's ability to balance the different roles by setting priorities to each domain. According to them, work-life balance does not mean scheduling equal time or energy to both the fields, neither does it mean lack of conflict across these domains nor how one field enriches the other. They understand

work-life balance as an individual's concern and is determined by their values and priorities (Koseck et al., 2014) as cited in (Haar et al., 2014).

As a person performs a variety of roles every day, both professional and personal, interference between these equally competing domains is inevitable, which is experienced by all individuals engaged in any activity (Haldar & Sarkar, 2012). Although simplistic, maintaining equilibrium among these roles can be tricky and is approached by different persons differently. It naturally follows that one's work life and personal life are interconnected and equally important. The difficulties arise when responsibilities and obligations from both personal and professional life become incompatible and inevitable. Furthermore, strict compartmentalization between the work sphere and non-work sphere would be impossible, the viewpoints mentioned above can be explained in the light of Clark's Border Theory (2000) which postulates that individuals often cross the borders of work and home, and thus the boundaries between work and home should be permeable and the balance should be maintained by negotiating and managing between the roles and responsibilities of either domain. While it is true that individuals often shuttle between these two realms regularly, however, the constant struggle to maintain this balance between personal and work life creates serious repercussions for the individual (Haldar & Sarkar, 2012). The idea of balance thus calls for some sort of prioritization between the two domains. Any undue emphasis placed on either of these domains creates a great deal of stress in an individual's life. Therefore, while the failure to maintain a sound work-life balance may prove disastrous, the benefits of sound work-life balance can outweigh the ill effects of an improper work-life balance equation. This statement conforms with Haldar and Sarkar (2012) who opine that maintaining this balance can help them achieve their personal, professional, and organizational goals. In similar lines, Guest (2002) opines

that personal contentment, greater well-being at home and work, impartial behaviour, better performance, and consequently positive impression upon colleagues and family members are some of the potential merits of sound work-life balance

A close examination of these definitions points to differing viewpoints and that work-life balance may mean different things to different people. The ways and strategies individuals adopt to achieve work-life balance may also vary (Agarwal, 2007). Some authors have based their definition on prioritization and equal involvement in work and non-work roles (Greenhaus et al., 2003; Haar et al., 2014), while some believe in the idea of satisfaction derived from work non-work roles (Greenhaus et al., 2003). The terminological review also revealed that some authors have narrowly conceived it in terms of interference between life and work unanimously agreed to the bi-directionality of the conflict perspective, i.e., work interference with personal life and vice versa (Fisher, 2001; Duxbury, 2004). Whereas some have considered it from the holistic viewpoint and how these two domains can enrich each other (Bailyn et al., 2001; Kallitah & Brough, 2008). The strategies people adopt to achieve this balance too obviously varies. While others in terms of how it meets the internal standards of balance set by them (Greenhaus & Allen, 2011). Thus, the meaning varies, and so do the strategies one adopts for achieving the balance that varies.

1.1.4 Changing Notion of Work-Life Balance

Although the extant literature is replete with studies on work-life balance, the concept is not so old in origin. Some of the early attempts at devising strategies to balance work and life can be traced back to the nineteenth century, particularly in the western world when workers and unions protested against long durations of work in factories, and also maintained that reduction in working hours does not necessarily lower the production (Hogarth & Bosworth, 2009). Simultaneously a potential tactic of

achieving balance was conceived in terms of a decrease in working hours. Studies on work-life balance started gaining momentum sporadically around the 1960s when researchers realized that what you do at your workplace is ultimately tied up with your personal life and therefore needs attention. However, the perceived notion of 'work' and 'life' differed; researchers emphasised understanding it from a conflict perspective rather than an enrichment perspective. Conclusively, the terms 'work' and 'life' were looked upon as separate and independent, and it was expected that one's personal life should not intrude with their professional life. Since a clear-cut boundary was maintained between work and life, the organization often reacted indifferently to employees needs by reactions such as

According to Agarwala (2007), "What happens to you outside the office is your own business; what you do in the office is our business" (p.708).

Based on the above reaction, we can argue that such an indifferent attitude on the part of the organization probably led to numerous problems for the employees. Moreover, the lack of balance possibly compounded the problems of erratic attendance, turnover, and retention.

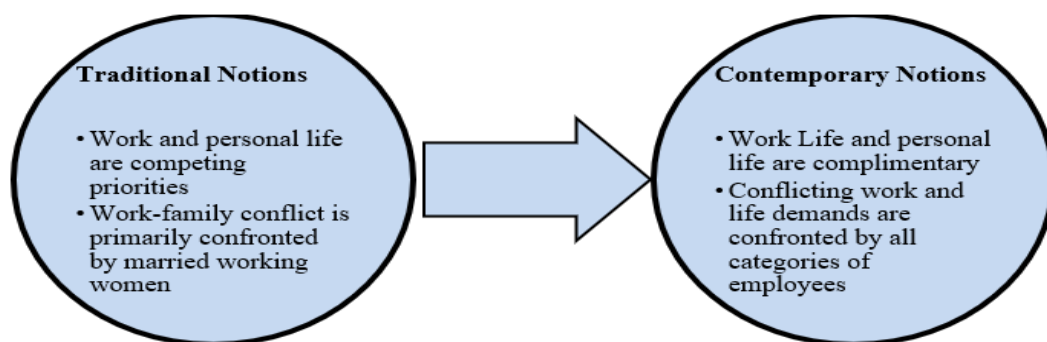
Reflection on past studies also draws our attention to the understanding that studies in work-life balance somewhat received much attention until the 21st century mainly due to two reasons. Firstly, male family members were the breadwinner, and secondly, due to the engagement of female family members in unpaid work like rearing and bearing of children and attending household chores (Crompton, 1999) as cited in (Shah, 2014). Such fixed and stereotyped gender role was often viewed as a solution to the problem of balancing work and life (Shah, 2014). However, the rise of women's involvement in paid work and the resultant increase in dual-earning couples gave a

significant fillip to studies on work-life balance. The spike in studies being conducted in this construct was witnessed as a natural result of this changing circumstance.

Additionally, in the wake of globalization, organizations were upbeat about the need for achieving quality and realized the value of the workforce and their fundamental role in realizing organizational excellence. Coupled with this, researchers felt a need to consider the employees' personal lives with the rise in dual-earning couples, especially with the rise of the female workforce. Towards this end, instead of considering work and personal life as separate entities, they were deemed to be complementary. Thus, the focus shifted towards the restoration of balance between these two domains. Now every organization believes in balancing one's work life and personal life as the ideal arrangement. Thus, recent years have witnessed the phenomenon that personal life and professional life complement each other rather than projecting themselves as competing priorities (Agarwala, 2007). These opinions shed light on how the concept has evolved from a conflict perspective to a more inclusive enrichment perspective.

Figure 1.3

Changing Notions of Work and Personal Life



Note. From Agarwala, p. 710.

The above Figure 1.3 depicts how the notions of work and life viewed earlier strictly from the conflict perspective have evolved to a more accommodating and acceptable viewpoint regarding work and life as allies.

1.1.5 Work-Life Balance Challenges in a Teaching Profession

In a world where fast pace, technological universality, and cut-throat competition seem to be guiding principles, achieving the balance between personal and professional areas in one's life is daunting (Haldar & Sarkar, 2012). More precisely, researchers have acknowledged the prevalence of work-life balance challenges in the teaching profession in the recent past. For instance, Germain (2014), based on some empirical evidence drawn from elementary and secondary level teachers, concluded the prevalence of work-life balance difficulties for teachers. He found that teachers encountered significant problems balancing their teaching responsibilities and responsibilities outside teaching, experienced stress, and expressed discontentment about how they would like to teach. Likewise, Oyebanji and Sanni (2016) opined teachers are challenged by the need for multiple roles that they are deemed to accomplish as it often surpasses the four walls of the classroom to encompass a wide range of co-curricular activities that they are required to perform.

Further, the authors point out that the familial and social pressures occurring with multiple workplace roles often influence the overall attitude towards the profession. Similarly, Vlems (2005), as cited in Oyebanji and Sanni (2016), argues that a hard day in school for teachers, especially female teachers, does not necessarily get over with the school day ending as a next shift awaits them when they return home. Likewise, Oyebanji and Sanni (2016) also maintain that work pressures can be a potent source of a threat that interferes with household chores on the one hand. On the other hand, familial obligations in the form of dependent care issues can seriously interfere

with one's work and impede success, leading to ill-health problems and absenteeism among teachers (Oyebanji & Sanni, 2016). Similarly, Hakanen et al. (2006) maintained that the academics' extreme work engagement leads to ill-health. These arguments are backed by the observed evidence of one study that reported that most female respondents faced health problems due to high workloads and could not maintain a proper work-life balance (Bhandare & Seethalexmy, 2018).

The teaching profession has endured tremendous change on account of many influences. In this connection, Akanni and Uduaran (2017) point out that the nature of academic work has changed as it has become more hectic for teachers who struggle to strike a balance between teaching, shouldering administrative responsibilities while simultaneously fulfilling the basic requirements regarding their promotion and vertical development. Thus, teachers, today play several non-academic roles besides teaching, which keeps them engaged even after school and during weekends. If probed deeper, the problem is further compounded when they fail to balance their personal lives and professional lives (Akanni & Oduaran, 2017). The above-mentioned evidence imply that academics are more likely to experience issues related to work-life balance as the nature of their work is open-ended (Wortman, et al., 1991) as cited in (Kinman & Jones, 2008).

Furthermore, transforming the teaching-learning process from a conventional, teacher-centric model to a constructivist and student-centric model has become the present-day reality (Sentilkumar, 2012) as cited in (Punithavathi, 2012). Under such circumstances, teachers allow students to construct their learning situation and respond to unexpected doubts and queries. On the contrary, teachers' priorities and needs are often relegated to backstage, who become victims of imbalanced work-life situations.

Based on the preceding grounds, it can be argued that the teaching profession has undergone a great deal of transformation and additionally is beset with many challenges that can threaten the work-life equation. Nevertheless, a teacher's success is gauged in their ability to control, negotiate, and respond to problems efficiently. Thus, the work-life balance for teachers could mean the achievement of the optimum balance between their personal and professional life (Marmol, 2019). As a way of addressing the emerging trend of shifts from the stereotypical role of teacher to a more accommodating part, the adoption of some strategies which promise to address this issue merits priority. In this connection, the National Union of Teachers' Report (2011), as cited in Renthlei (2016), maintains that to have a sound work-life balance, a teacher must combine their work with personal life and commitments to enable them to be more effective and satisfied. It naturally follows from here that the emphasis should then be on such measures, particularly teacher-centric ones that target the issues of both work and life to allow some balance. This can further facilitate better student learning and address the problem of poor teacher retention in schools. Considering the changing dynamics of the teaching profession, Miryala and Chiluka (2012) feel the need to adopt work-life policies and programs meant primarily for the teaching fraternity to balance professional and personal life needs which becomes realistic. Additionally, approaches in the form of relaxed leave strategies can tackle the problem of an imbalanced work-life state to a considerable extent (Uzome & Iziengbe, 2018).

1.1.6 Factors Causing Work-Life Imbalances

The issues associated with work-life imbalances can be viewed from work and home (Guest, 2002). Therefore, both personal and professional responsibilities play a certain role in realizing or non-fulfillment of work-life balance. Arguably, while workplace demands like pending syllabus and engagement in extra activities can be

quite challenging, household responsibilities can also be demanding. Requests from work, organizational culture in the form of support or the absence of it, long working hours can dampen teachers' spirits (Guest, 2002). On the other hand, home demands in the form of commitments, expectations of family members about family obligations, child care, care for the elderly are factors that affect work-life balance (Guest, 2002). Likewise, Madepelli et al. (2010), based on empirical evidence, cited both personal characteristics, including marital status, the support, and co-operation sought from spouse and family members as well as work-related factors comprising of a heavy workload, difficult working conditions as well as long working hours as quite potential in causing work-life imbalance among female teachers. Going further, Guest (2002) outlined individual factors in the form of orientation either to work or family, the need for achievement as equally important in determining work-life balance.

A common understanding is that a teaching profession has comfortable working hours and ample holidays (Zembylas and Papanastasiou (2004). However, the number of tasks they carry within this stipulated time often predispose them to a great deal of stress. Moreover, besides teaching, teachers are instructed to perform a wide variety of tasks which often leave them overwhelmed. The confusion arising out of these multiple roles leads to work-life imbalance. This argument is well supported by one case study of work-life imbalance among women teaching and non-teaching staff of a private school, which reported multiple role conflict as the most frequent factor responsible for causing an imbalance (Sankar, 2017). Likewise, extrinsic factors like poor pay, gender discrimination, hectic schedules, and lack of training culminate in stress and eventually weaken the work-life balance of teachers (Meharunisa, 2019).

Scrutiny of these factors thus reveals that a state of imbalance results when one's world of work and personal life collide, often posing difficulties in both domains.

Moreover, technological intrusion in every aspect of life has extended the possibility of working virtually. Additionally, it has increased individuals' hours spent at work and eventually negatively impacting the time spared for personal chores, thus making individuals vulnerable to instances of imbalanced work-life equation. More recently, the outbreak of the COVID-19 pandemic, which has spearheaded an era of work-from-home as the new normal, has made a strong impact even upon the teaching profession. Given these ongoing changes exploring the status of the work-life balance of individuals at a continuous interval demand urgency.

1.2 Theories of Job Satisfaction

Theories of job satisfaction can be classified under three heads- content or need theories (Abraham Maslow's Need Hierarchical theory 1954; Herzberg's two-factor theory 1966; Alderfer's ERG theory 1969; David McClelland's Three-Need Theory 1961;) process theories (Adam, 1965; Vroom,1964) and situational models of job satisfaction (Glassman, McAfee & Quarstein, 1992; Durick & Glisson, 1998) (Pattanayak, 2010). The present study is guided by the content theories of job satisfaction- Motivator-Hygiene Theory of Herzberg and Maslow's Hierarchy of Needs theory.

According to Pattanayak (2015), "Content theories are people-centered. They attempt to determine needs which energize and direct behavior" (p.173).

1.2.1 Motivator-Hygiene Theory of Job Satisfaction

One of the most crucial job satisfaction theories that is strongly related to teachers' job satisfaction is the Motivator-Hygiene Theory of Job Satisfaction proposed by Frederick Herzberg in 1959. Herzberg's search for the answer to the question "what

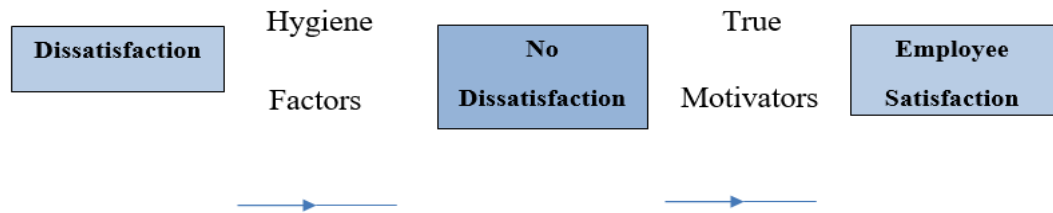
do people want from their job" led to the understanding that job satisfaction came from two sets of factors, hygiene factors and motivator factors (Pattanayak, 2010). The basic tenets of Herzberg's theory are quoted below:

"Herzberg's theory proposes that every employee has two sets of needs and requirements: motivator needs and hygiene needs. Motivator needs are associated with the actual work itself and how challenging it is. Job facets such as how interesting the work is, autonomy on the job, and the responsibility it affords satisfy motivator needs. Hygiene needs are associated with the physical and psychological context in which the work is performed. Job facets such as the physical working conditions (for example, the temperature and pleasantness of the surrounding), the nature of supervision, amount of pay, and job security, satisfy hygiene needs. When motivator needs are met employees are satisfied; when these needs are not met, employees will not be satisfied. When hygiene needs are met employees will not be dissatisfied; when these needs are not met, employees will be dissatisfied. (Herzberg, 1959) as cited in (George & Jones, 2009, p.88)"

Herzberg's idea of hygiene factors and motivators has been explained thoroughly by Pattanayak (2010), who contends that hygiene factors do not directly contribute to increased motivation. Nonetheless, they can remove discomfort and alleviate the employees' mental stature, and their absence contributes to dissatisfaction. On the other hand, motivators allow superior performance resulting in the growth and development of employees and eventually motivate people.

Figure 1.4

The Linkage between Dissatisfaction and Satisfaction



Note. From Pattanayak, p.177.

Herzberg's theory has far-reaching implications for the teaching profession. Herzberg's idea of motivator needs can be equated in terms of the nature of the teaching profession and how a challenging situation can motivate a teacher to work hard and contribute to job satisfaction. Similarly, motivators in the form of interest one has in their profession, autonomy in planning and managing classes, and a certain amount of responsibility one has towards the teaching profession are all crucial in determining job satisfaction. Teachers who lack interest in their career, are not given freedom in carrying out teaching activity and do not owe any responsibility towards their profession often find teaching dull and monotonous and are thus dissatisfied. Motivator needs, therefore, relate to the intrinsic aspects of the job where employees owe a certain amount of responsibility towards creating a sense of contentment with their job.

Similarly, Herzberg also posits that hygiene needs, i.e., extrinsic aspects of job facets like the physical and psychological context in which the work is performed, supervision, salary, job security, etc. must be simultaneously met for job satisfaction. For example, the atmosphere or environment where teachers work must be pleasant and be equipped with basic facilities. Likewise, good and healthy interpersonal relationships with colleagues and students, a decent salary proportionate to the amount

of work done, the security of tenure, etc., are external factors that must be met, leading to reduced absenteeism and increased job satisfaction.

Thinking alike, Herzberg (1959) Dehaloo (2011) also agrees on satisfying the motivator needs of the teachers and purports that motivated teachers whose needs are satisfied can create a sound social, psychological, and physical climate in the classroom that aids students' learning. In brief, Herzberg's theory sheds light on individuals' efforts to fulfill motivator needs. But on the other hand, hygiene needs depend on institutional support for deriving satisfaction from the job.

1.2.2 Maslow's Hierarchy of Needs

Another significant theory of motivation and job satisfaction is the hierarchy of needs theory put forward by Abraham Maslow in the year 1954.

"Maslow proposed that human beings have five universal needs they seek to satisfy: physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs. These needs can be arranged in a hierarchy of importance, with the most basic or compelling physiological and safety needs at the base. These basic needs must be satisfied before an individual seeks to satisfy needs higher up in the hierarchy. Maslow argued that once a basic need is satisfied, it is no longer a source of motivation. (Maslow, 1954) cited in (George & Jones, 2009, p.184)."

Maslow has further classified these five needs into higher order and lower order needs. While physiological and safety requirements are considered lower-order needs, love, esteem, and self-actualization form the higher-order needs. Maslow further says that lower-order needs can be satisfied by external means such as adequate wages

(Maslow, 1954) as cited in (Pattanayak, 2010). On the other hand, higher-order needs must be met internally, and their realization is integrally tied up with accomplishing lower-order needs (Maslow, 1954) as cited in (Pattanayak, 2010).

In simple language, Maslow theorizes that physiological needs that form the bottom of the hierarchy are basic or minimum needs on whose satisfaction depends on the survival of an individual. If these needs are not gratified, achievement of higher-order needs is out of the question. Although labelled as lower-order needs, the need for food, shelter, warmth, drink, sleep, relief from pain, and the need to eliminate bodily wastes are universal human needs felt by all humans alike. Every day individuals make efforts to satisfy these fundamental needs. Likewise, it is equally vital for an individual to feel safe and free from danger in any situation; thus, safety needs must also be fulfilled. E.g., if a working environment is constantly under some threat or danger, the employees working therein cannot feel safe. Such employees will not have much desire to achieve growth and prosperity in their profession, and as such, it produces dissatisfied workers. Going further, we can add that human beings are by nature gregarious and cannot think of survival in isolation. Therefore, the need to love and be loved, a sense of belongingness, feel accepted by a particular group are all crucial in the survival of an individual. This statement conforms with Pattanayak (2010), who opines that socially man desires to form an association, abide by group norms and work towards realizing the organizational goals. Maslow further theorizes that once the lower-order needs are fulfilled, an individual directs his/her attention towards fulfilling higher-order needs. In this regard, Pattanayak (2010) maintains that all individuals are driven by the need for having a certain amount of self-respect, freedom in carrying out things, achievement, recognition, and respect. Maslow terms the satisfaction of these

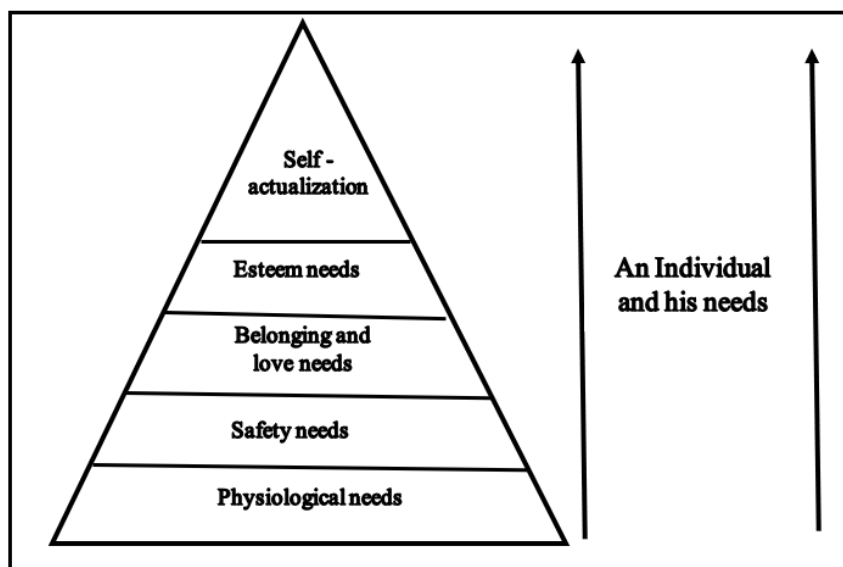
needs as esteem needs which makes an individual self-confident while simultaneously vesting him/her with some amount of power and control (Pattanayak, 2010).

Furthermore, nature has endowed human beings with specific skills and capabilities. The need for self-actualization, which forms the top of the pyramid, implies realizing one's skills and innate abilities to the fullest capacity. It is becoming someone what one is capable of being (Pattanayk, 2010). It demands an effort made by an individual rather than by external factors.

Figure 1.5 below depicts the structure of human needs as opined by Maslow.

Figure 1.5

Maslow's Hierarchical Structure of Needs



Note. From Mangal, p.151

Maslow's theory can be applied in the case of job satisfaction of teachers as well. For instance, as far as physiological need is concerned, it can be understood in terms of a minimum level of pay and proper working conditions, which fulfills the basic requirement of food, clothing, and shelter and also leads to job satisfaction among

teachers and increase the efficiency of teachers (Abdulrahman & Hui, 2018). Next in the hierarchy of needs is safety needs. For teachers, it can be understood as the provision of safe working conditions without any threat and job security that allows teachers to devote themselves to their work and increase their work performance (Abdulrahman & Hui, 2018). After safety needs come belongingness needs which is also essential for achieving true job satisfaction. For teachers, it is crucial to have a cordial and friendly relationship with colleagues, the head of the institution, administrative staff, and students. In this connection, Dehaloo (2011) claims that if teachers have strong friendship ties, informal workgroups, and professional membership, their social needs can be met. Esteem needs, which means feeling good about oneself, being respected and appreciated, and receiving acknowledgment and recognition, are essential to proper job satisfaction (George & Jones, 2009). Teachers must receive credit for their work and be rewarded accordingly; this satisfies their esteem needs and creates job satisfaction. High self-esteem that is maintained by the teachers, reward in the form of promotion in their work leads to satisfied workers. At the highest level is the need for self-actualization, which implies providing opportunities for teachers so that they can use their skills and abilities in a way that enables them to achieve optimum results within their job and lead to greater job satisfaction.

1.2.3 Concept of Job Satisfaction

The term job satisfaction, popularised by Hoppock as early as 1935, is the extent to which a person is confident to say that he/she is content with his/her job and is mainly the outcome of mental, bodily, and environmental setting in which the job is performed (Hoppock, 1935). It is one of the most investigated variables Spector (1997) as cited in

Ketsella (2017), especially in the disciplines of industrial and organizational psychology (Matheu, 1991). Conceived purely from the perspective of teaching, it never seems to be an obsolete area. It is closely linked with issues of teacher retention, improved well-being of teachers, fostering a sense of cohesion in schools, and upgrading the overall status of teachers (Toropova, et al., 2020). Additionally, research evidence suggests that job satisfaction is essential for deciding teachers' commitment to the job. It shares a positive relationship with the overall attitude of teachers towards their profession and their performance as well and is an essential precursor to teacher retention (Matheu, 1991; Ostroff, 1992; Knox & Anfara, 2015). Based on the above grounds, it can be argued that the be-all and end-all goal of teachers' job satisfaction is not securing contentment exclusively for teachers themselves. On the contrary, it covers a wide area ranging from institutional growth, students' progress, and overall well-being for teachers. Many consider teaching as a calling Hakanen et al. (2006) and is perceived to be highly rewarding Skaalvik and Skaalvik (2015); however, research suggests that teachers are stressed, overworked, and lack job satisfaction. Therefore, reference to the past literature highlights that the studies on teachers' job satisfaction have focused on covering certain themes identified as burnout Hakanen et al. (2006), stress Skaalvik and Skaalvik (2015) turnover intention intensified by poor job satisfaction Ingersoll (2001); Kafumbu (2019); Park and Johnson (2019); intention to leave the job Skaalvik and Skaalvik (2011) as these issues are a natural fallout of poor job satisfaction.

Job satisfaction is the sum of one's affective response towards a particular job determined by several intrinsic and extrinsic factors underplay. Many authors have tried to understand the concept of job satisfaction in the past; given below are some of the essential definitions of job satisfaction that are comprehensive enough to address the issue of teachers' job satisfaction.

Job satisfaction refers to the feelings, attitudes, performance, and a sense of contentment of individuals towards their job (Ketsella, 2017). This viewpoint leads us to the understanding that the concept of job satisfaction is broad and is rooted in the individual's affective response towards the job, as pointed out earlier. The kind of feeling and attitude an individual possesses strongly affects the performance of an individual, which in turn either leads to contentment or discontentment in the job.

According to Spector (1997), job satisfaction refers to how people feel about their job and its various aspects. Spector continues that it is the degree or the extent to which people like or dislike their job. The definition of Spector takes into account the factors associated with individuals. He measures job satisfaction in terms of the intrinsic aspect of the job, thus implying that job satisfaction depends on how people feel about their job, and whether they like or dislike the job affects the level of their job satisfaction. Along similar lines, Keith Davis and Newstrom, as cited in (Veluri 2010), also abide by the idea of satisfaction in terms of an intrinsic aspect of the job and thus define job satisfaction as a set of favourable or unfavourable feelings with which employees view their work. This definition also focuses on the type of affective responses people harbour towards their job.

Based on intrinsic factors, Vroom (1964) defines job satisfaction as how well an individual performs in relation to their work roles. This definition is based on performance, which leads towards either satisfaction or dissatisfaction in a job. Therefore, the core idea of Vroom relies upon a set of internal factors that determine how efficiently one performs in a specific job to meet the work roles assigned to him/her.

On the contrary, some authors have understood job satisfaction as factors that rest outside individuals but significantly contribute to job satisfaction (Martineau, 2006) as cited in (Ketsella, 2017). For example, factors like salary, training, the working environment, supportive supervision, and recognition significantly contribute to job satisfaction (Martineau, 2006) as cited in (Ketsella, 2017). The definition of Martineau equates with the idea of satisfaction of hygiene factors as posited by Herzberg.

In another comprehensive and recent definition provided by George (2008), as cited in Ketsella (2017), job satisfaction ranges from extreme satisfaction to extreme dissatisfaction. It refers to the collection of feelings and beliefs that people have about their current job. These feelings and attitudes encompass different job aspects like the kind or nature of the job, inter-personal relationship, pay, supervision, etc. in addition to having an overall perspective about their job (George, 2008) as cited in (Ketsella, 2017). This definition takes an inclusive approach in understanding job satisfaction. It focuses on different aspects like working conditions, salary, and school programs and policies that are all essential in achieving job satisfaction. In addition to this, job satisfaction also stems from the overall attitude maintained by a person, i.e., a sense of dedication, commitment, belongingness, and good performance to the best of ability (Woods, 2004) as cited in (Ketsella, 2017).

More precisely teachers' job satisfaction can be understood as the positive relationship between teachers' longing to teach and what they need from their role which is measured through their perceptions and is tied up with the roles they fulfil within the school setting (Lawler, 1973) as cited in (Khalid, 2014).

Ho and Au (2006) in Khalid (2014) understand teachers' job satisfaction as a blend of what teachers wish from a teaching job and what they accomplish. Similarly,

according to Zembylas and Papanastasiou (2006) in Ayele (2014) job satisfaction is the supposed association between what the teaching job offers and what is expected out of the job by a person. Both these definitions are based on the idea that sound job satisfaction is surely the fusion of what teachers desire out of teaching and what it actually offers.

Skaalvik and Skaalvik (2011) define teachers' job satisfaction as affective reactions to their work or their teaching role.

According to Evans (2000) teachers' job satisfaction can be perceived in terms of a mental state including the feelings which result, following the degree to which he/she perceives that his/her needs are met. Further, Evans (1997) in Malkolle (2015) adds that teachers' job satisfaction is measured in terms of realistic expectations and relative perspective. Realistic expectations simply imply teachers' job expectations and how such expectations are met Evans (1997) in Malkolle (2015). The relative perspective suggests the views and opinions teachers have toward teaching which is often shaped by experiences acquired in similar situations and circumstances in the past Evans (1997) in Malkolle (2015).

Job satisfaction in the context of education is defined as “The ability of the teaching job to meet teachers' needs and improve their performance in teaching.” (Ololube, 2006) as cited in (Dehaloo, 2011).

According to Hongying (2007), job satisfaction of teachers is determined in terms of their views and attitudes concerning the profession itself and how they feel about the working conditions prevailing in their workplace.

Collectively the above definitions reveal that job satisfaction in general and teachers' job satisfaction, in particular, is achieved and measured in terms of actual

performance and how well the implementation is rewarded. As human beings, we have expectations when we do something. As we feel that our expectations are being met, we experience a sense of complacency this very notion is intertwined in these definitions. A perusal of the above definitions also clarifies that job satisfaction depends upon many intrinsic and extrinsic factors and results from not just things at the workplace. It also requires the right attitude. We can also understand that having a favourable attitude or positive feeling does not contribute to job satisfaction. It is equally essential to have a proper working condition, salary, interpersonal relationship, a sense of adequacy in realizing one's needs, etc. All these contribute to developing a certain type of affective response towards one's job, which ultimately translates into either satisfaction or dissatisfaction towards the job.

1.2.4 Importance of Job Satisfaction in a Teaching Profession

One of the critical factors that underpin the success of any organization is its satisfied workers. The organization staffed with happy workers is more effective, and more content employees significantly improve organisational performance (Bakotic, 2016; Ostroff, 1992). Job satisfaction is a generic term, and a certain level of employees' satisfaction must be thus appropriately maintained in any workplace. Researchers have made constant efforts to trace the relation between teachers' job satisfaction and the realization of institutional goals. In this regard, Rao and Sridhar (2003), as cited in Sarkar and Guha (2018), believe that it is an essential requisite in the teaching-learning process; if teachers are satisfied, they can work towards the fulfillment of educational objectives as well as national goals.

Similarly, teachers' job satisfaction is of paramount importance as their attitude towards their job impacts the learning process of the students (Singh & Goyal, 2012). Teachers are an essential resource in any educational institution and promote quality

change desired in school. Quality education depends a lot upon teachers' quality, and their job satisfaction is ultimately tied up to quality education and better achievement of students (Ketsella, 2010). A professionally satisfied school teacher has certain favourable qualities like a friendly attitude, more tremendous enthusiasm, and a higher value pattern, which immensely contributes to the better educational attainment of learners. On the contrary, dissatisfied teachers are often found to be irritable, depressed, and display various other forms of mental illness that are powerful enough in doing great harm to the achievement of learners and institutions. This statement draws support from research conducted by Demirtas (2010), as cited in Gu (2016), which found that highly satisfied teachers in terms of their job were able to motivate students better and enable students to enjoy the process of learning, and eventually aid in students' success. Likewise, regarding the importance of teachers' job satisfaction at the secondary level, Makolle (2015) maintains that the extent to which students are prepared for post-secondary education depends significantly on the type of education received at the secondary level, which in turn depends on the kind of education upon the quality of teachers. Secondary school teachers have to work hard to prepare students for the future; if they are not given credit for their work, their satisfaction level decreases, and they will be unable to perform their duty properly (Singh & Goyal, 2012). Teachers' job satisfaction depends on salary, inter-personal relationships, infrastructural facilities, and other factors inherent in the workers like age, experience, qualification, overall attitude towards the profession. As teachers handle children and turn them into refined individuals, specific conditions that create satisfied and happy workers must be fulfilled.

The above discussion thus makes clear that teachers play an essential role in motivating students and guiding them towards goal achievement and thus lay the

foundation for excellence right from the formative age. However, despite this claim, the task of procuring the best quality of teachers has always been a challenge. The reason partly lies in frequent transfers and low hopes of regularization, especially in the Sikkimese context. Further, poor salary, students' indiscipline, lack of professional autonomy Zembylas and Papanastasiou (2006), especially in private educational institutions, and increasing workloads add to a sense of dissatisfaction among teachers. Conclusively, it becomes clear that understanding various factors associated with teachers' job satisfaction and whether teachers are truly satisfied with their job at the secondary level would be of immense value in any education system (Malkolle, 2015). Moreover, understanding this concept is imperative as it influences productivity, absenteeism and turnover, interpersonal relationship, employee dedication, commitment, and society's larger good (Veluri, 2010).

1.2.5 Determinants of Teachers' Job Satisfaction

Reference to the past literature enlightens us that an employee's job satisfaction in any organization, including teaching, is determined by many factors associated with the worker and the organization. These factors can thus be grouped into organisational factors and personal factors. Under personal determinants, important ones are personality, age, experience, and gender. For instance, an individual's personality influences the extent to which he/she has a negative or positive attitude towards the job (George & Jones 2009). Besides personality, past investigators have cited an attitude harboured towards the job as an essential antecedent to job satisfaction. In this regard, Veluri (2010) opines that a negative attitude towards the job leads to loss of interest and consequent dissatisfaction. Also, Veluri (2010) acknowledges a lack of proper knowledge, poor job skills as a strong predictor of poor job satisfaction. In accord with Veluri (2010), authors like Singh (2007) as cited in Velmurugan (2016), also found that

the job satisfaction of a teacher educator had a positive relationship with the attitude towards teaching.

Additionally, age and work experience are other significant determinants of job satisfaction (Veluri, 2010; Gesinde & Adejumo, 2012). Younger employees who are energetic are thus more satisfied; on the contrary, as they grow older, the level of their aspiration increases, and the inability to fulfill these aspirations lead to dissatisfaction (Veluri, 2010). Previous researchers have also reported gender as one of the essential personal determinants that affect job satisfaction. Women are more likely to have higher levels of job satisfaction than the male because women have a lower level of aspirations (Veluri, 2010). Likewise, in a study conducted by Ogedengbe, et al. (2018), they found a difference between male and female participants and the job satisfaction of teaching with varying lengths of experience.

Similarly, Toropova et al. (2020) pointed out that female teachers with more teaching experience had better job contentment. Another critical factor that determines the level of job satisfaction of teachers is the work situation. In this regard, Veluri (2010) posits that good, safe, and comfortable working condition is motivating for the employees as well as it aids in job satisfaction. The work situation includes work itself, working conditions, interpersonal relationship, nature of the job, employer. Thinking alike Veluri (2010), Sharma (2013), asserts that the extent to which job tasks are interesting is the inherent function of the work itself and is determined by the nature of the work i.e., how challenging or meaningful is the work, whether it offers flexibility and freedom to the workers and discretion in performing the job are ultimately tied up with job satisfaction. Studies conducted in the past have found a strong relationship between work situation and job satisfaction. Therefore, job satisfaction of teachers to a great extent depends upon some significant aspects of work situation like co-workers'

attitude, working environment, nature of the job, salary, relationship with colleagues and students, job security, recognition, training, and faculty development programs, students' indiscipline, etc. (Khanale & Vaingankar, 2006; Bhandari & Patil, 2009; Dave & Raval, 2014) as cited in (Velmurugan, 2016). Likewise, teachers perceive a strong sense of dissatisfaction towards their job in the absence of a decent salary, low student motivation, poor social status, lack of opportunities for professional development, etc. (Afshar & Doosti, 2016).

Similarly, the amount of teachers' workload, co-operation between colleagues, and issues of students' discipline, recognition received are strong predictors of teachers' job satisfaction (Nyamubi, 2017; Toropova et al. 2020). Correspondingly, employees' job satisfaction, including teachers, is also affected by other organizational factors like wages. Wages should be fair, equitable, and commensurate with the amount of work done; this leads to job satisfaction (Veluri, 2010). Also, Sirima and Poipoi (2010) in Nyambui (2017) assert that as far as income is concerned, teachers tend to appreciate their school if they get a salary that equals their level of education and the type of duties and responsibilities they hold in school. These investigators' claims are well supported by empirical studies conducted by researchers who have all concluded that salary or monetary benefits significantly affect teachers' job satisfaction (Malik et al., 2012; Sharma, 2013; Usman et al., 2015).

In addition to all this, Sharma (2013) has identified other factors affecting Job satisfaction like promotion opportunities, supervision, and co-workers. For example, a positive work environment with opportunities for advancement and broadening of one's skills, the competence of the authority in handling the work situation and maintaining relationships among employees, the extent to which co-workers are perceived friendly and competent are directly related to job satisfaction (Sharma, 2013).

1.3 Changes in the Nature of Teaching Profession

A teacher is one whose responsibility spans from teaching, training, instructing, guiding young minds while simultaneously preparing them for steady, mature life (Majasan, 1995), as cited in (Ayele, 2014). The role of a teacher thus crosses the boundaries of teaching to include moulding and shaping young learners and help in their character formation. Contemporary times are reeling under the twin pressures of mass education on the one hand and quality education on the other. Consistently, Eacute & Esteve (2000) postulate that education at present, globally, is characterized by compulsory education at primary and elementary level leading to an increased student population at the secondary level. Furthermore, the advent of mass education has compounded the problem in terms of quality. Subsequently, it has exposed teachers to incidences of increased workload and admittedly caused a great deal of stress for teachers, further intensifying the problem of increased absenteeism, less satisfaction, and more intensions of quitting the job (Borg & Riding, 1991). Moreover, rapid social changes and the advent of a technological era have affected the educational sector, so is teachers' role, which is witnessing a transformation from what it used to be at least two decades back (Eacute & Esteve, 2000).

Similarly, Robbards (2008) as cited in Lahti (2017) draws our attention to how the roles and responsibilities of teachers have escalated and maintain that teachers enable students to develop their identity by taking care of themselves and others and also motivate them to pursue their dreams. It logically follows from here that teachers are required to take care of multi-faceted aspects of students' personalities besides catering to their intellectual development, which has consequently increased teachers' workload and has led to instances of work-life imbalance. Similarly, the role of a teacher is rapidly changing globally. The traditional ways of handling things are

challenged as teachers are required to master certain skills to deal with things under a modified set-up recognized globally (Niemi et al., 2018).

Some authors justify the change in the nature of the teaching profession, as such they believe that the roles and responsibilities of teachers have changed because alongside the demands of teaching, they are required to take care of duties such as guiding, counselling, disciplining, and managing a heterogeneous group of students (Sirima & Poipoi, 2010) as cited in (Nyambui, 2017). Likewise, some authors meaningfully bring forward the mounting responsibilities for the teachers and point out that at present, teachers cannot limit their task to developing the cognitive aspect of pupils rather, they are expected to facilitate learning, be an efficient educators, create meaningful group works, take care of psychological equilibrium of pupils, help in their socialization, address to their need of health and sex education, educate them regarding drug abuse while simultaneously taking care of differently-abled students (Eacute & Esteve, 2000). In compliance with Eacute and Esteve (2000), Bubb and Earley (2004) opine that teacher divide their work into specific categories like teaching, lesson preparation, marking, non-teaching, contact with pupils and parents, school/staff management, administrative tasks, individual/professional development. Besides these professional chores, they have their domestic responsibilities to care for as well. Moreover, some researchers have also pointed out that teachers are expected to provide the skills and competencies to students to enable them to survive in the 21st century, which has expanded a load of teachers both in the classroom and beyond (Niemi et al., 2018). This also implies that teachers must equip themselves with the latest knowledge and developments in their area to guide their students properly.

The secondary stage of education is an essential link between higher education and elementary education. At the secondary level, teachers have the charge of preparing

students for the future; hence they must be given a due reward for their services in the absence of which their satisfaction level decreases and they will be unable to perform to their best (Singh & Goyal, 2012). As a result, the workload of teachers at the primary and secondary levels has increased. Teachers are expected to perform tasks that are omitted from their job description and to find enough time, they need to segregate functions in order of priority (Goksoy & Asdag, 2014) as cited in (Lathi, 2017).

Arguably, unlike other professions teaching profession demands a thirst for continuous learning and upgrading, which allows very little time to cater to different requirements. Moreover, the revolution in the sphere of teaching has increased the task of teachers manifold as teachers are expected to handle large volumes of students, which implies more assignments to check and a greater number of students to cater to. Owing to such rapidly developing trends in the teaching profession, issues related to teachers present a perennial source of investigation for researchers.

1.4 The Secondary Stage of Education

The secondary stage of education is a link to higher education and is considered a successive phase of a continuous learning process that must be accessible to all. It creates individuals with refined reasoning, critical thinking, problem-solving, and who can be trained to shoulder the occupational demands (Rani, 2007). Therefore, the secondary education stage is crucial as it carries the responsibility of teaching young people who either aspire to join the ladder of higher education or enter into some vocations. Naturally, it must invest the learners with basic skills and problem-solving abilities to handle the pressures emanating from the world of work or their personal lives. It invariably follows from here that the curriculum should be rich and varied to cater to the diversities of young learners. In this context, Reddy (2007) maintains that the curriculum should be relevant enough to address the needs of those who wish to

pursue higher education and those who desire to choose a vocation; it must equip them with cognitive abilities to handle the stresses of both the worlds. It also brings home the message that teachers occupy a central position in transforming young learners as Akhtar (2017) believes that the teachers are required to play multiple roles that of a counsellor, assessor, innovator, learner, manager. Teachers have more responsibility than lesson delivery; they are expected to step out of their conventional pedagogical practices and engage in different tactics. Moreover, the secondary stage is fraught with many problems as teachers have to handle young adolescents who are often rebellious if not appropriately handled. In this regard, the Report of the Sub- Committee of CIBE (2005) aptly points out that secondary education spreads over the years 15-16 and is marked by a great deal of transformation- physically, emotionally. The committee further adds that it is a stage of transition as many enter the world of work; thus, the schooling experience must be rich, varied, and commensurate with such transformation experienced by young adolescents.

Moreover, the secondary stage of education is crippled with many challenges, which can be briefly summarized under the following heads- teacher, students, infrastructure, leadership and administration, and community (Umesh & Shivkumar, 2018). As far as teachers are concerned, they lack motivation and competence in their subject, are averse to adopting innovative methods, and also do not owe accountability (Umesh & Shivkumar, 2018). Moreover, students have poor achievement due to a lack of teachers and their inability to transmit the content properly, leading to poor conceptual clarity. Students also suffer in terms of poor health, lack of support from family as in rural areas, they are expected to assist their parents at home (Umesh & Shivkumar, 2018). Furthermore, infrastructural barriers exist in terms of non-existent libraries, lack of safe drinking water, lack of separate toilets for boys and girls, lack of

safe boundaries in the school campus for ensuring the safety of students, lack of conveyance for students. Secondary schools in India also suffer poor leadership and administration, which could be attributed to limited finances, lack of qualified teaching and administrative staff, and ineffective leaders. Additionally, secondary schools also face the problem of poor community involvement in school affairs; failure on the part of parents to hold schools accountable in case of any dissatisfaction (Umesh & Shivkumar, 2018).

The discussion above points out that secondary education is vital and beset with many problems. Therefore, considering the significance of secondary education and addressing the difficulties, the focus should be on ensuring best efforts to improve the status of all the participants considering it as an integral part of the process of holistic development of students.

1.5 Secondary Education in Sikkim

The 22nd state of India, Sikkim, is the least populous state with a 610,577 population (Census, 2011). It is located in the Eastern Himalayan Range with 7096 sq. km (Annual Report, 2017-18). An independent Himalayan kingdom, it merged with India on 26th April 1975 and is home to three major ethnic communities - the Bhutias, the Lepchas and, the Nepalese; besides, business communities form an integral part of the state. It has diverse languages and dialects, cuisine, culture, customs and traditions, and religious practices. Nevertheless, the inhabitants have an underlying unity despite this diversity, and peace prevails throughout the state. Sikkim was the first Indian state to spearhead the bandwagon of organic farming. The mission of Clean and Green Sikkim allowed the state to carve out a unique niche in the Indian scenario. At the institutional level, efforts are directed towards banning single-use plastic, litter-free campus, clean campus, and a host of other activities which make it exemplary. And this

has directly contributed to strengthening the state's economy with a large inflow of tourists seeking to visit this Himalayan State every year. Around 75% of the Sikkimese population resides in rural parts with rough and challenging terrain and practice some form of agriculture (Census, 2011).

In the academic domain, the literacy rate of Sikkim is 81.42% (Census, 2011). The state has a long history of education, as some form of education, especially monastic education catering to the lamas as the dominant form of education, was prevalent in the pre-merger Sikkim. The opening of Bhutia Boarding School in 1906 and Nepali Boarding School in 1907 boosted formal education in Sikkim. These two schools were later merged into Sir Tashi Namgyal School in 1924, providing its service till today. In the meantime, several schools started emerging in every nook and corner of the state. The modern education system was introduced in Sikkim after it became a protectorate under the rule of the British Government in India (Annual Report, 2017-18). Following its merger with India in 1975, the state undertook hasty steps to upgrade education quality and quantity. Consistently, the literacy rate, which was a mere 17% in 1971, escalated to a whopping 81.42 % in 2011 (Census, 2011). There has been a phenomenal rise in the number of schools and students' enrolment during recent times, particularly at the secondary level. It is essential to mention here that the private education system runs parallel with the government education system and contributes a significant chunk to the overall education system in Sikkim.

In terms of educational administration, the power of management of government schools has been delegated to the School Management Committees (SMCs) at the lower primary and upper primary level and the School Management and Development Committee (SMDC) at the secondary level. School education in the state follows the 8+2+2 pattern, i.e., eight years of elementary education, two years of

secondary education, and two years of senior secondary education (Annual Report, 2017-18). Under the main roof of the Education Department in Sikkim, different Directorates are looking after different sections. The Directorate of Primary Education is solely responsible for primary education. The Directorate of Technical Education deals with technical education in the state, whereas the Directorate of School Education caters to Sikkim's secondary and senior secondary education.

Education is a fundamental right under the Right to Education Act, 2009, which came into force on 1st April 2010. Sikkim like its other counterparts have been dedicated to providing equal opportunities for educational access to all children aged 6-14. This ambitious government mission is noteworthy but somehow has expanded the duties and responsibilities of the stakeholders, including the teachers.

The Government of Sikkim has accorded the highest priority to the education sector by allocating twenty percent of the state budget to education. The central focus of the government is imparting quality education to children from the age as early as four years (Annual Report, 2014-15). Furthermore, the state has been sincerely undertaking many initiatives to cater to the need for training teachers, provision of teaching aids, and improving the infrastructural requirements of the schools. Furthermore, the value of teaching fraternity is well recognized by the state government. Therefore, it intends to provide many training facilities to the in-service teachers at regular intervals and offers the best salary structure.

1.5.1 Status of Secondary School Students in Sikkim

Rashtriya Madhyamik Siksha Abhiyan, from now on, (RMSA) a central initiative which was launched in 2009-10 for achieving universal secondary education and improvement of quality and access to secondary education was subsequently

implemented in Sikkim which deals with secondary and senior secondary schools in Sikkim (Annual Report 2014-15). The scheme is in full swing in the state. Its major thrust areas include providing secondary schools within a reasonable walking distance, focusing on universal access, and universal retention. The target group comprises economically backward children, girls, SCs, STs, and OBCs. Also, it takes care of the infrastructural requirements of the secondary schools to accommodate a large number of students. RMSA covered a total of 163 secondary and senior secondary schools and supplied in-service training of teachers; financial assistance in the form of minor repair grants, annual school grants, sports equipment, excursions (Annual Report 2014-15).

Furthermore, the Govt. of Sikkim is keen to improve the quality of education provided to students at the secondary level. In this regard, the state has undertaken several activities that cross the boundaries of conventional classroom delivery of lessons to include a whole gamut of co-curricular activities to address the holistic development of learners. For instance, the concept of organic farming is indigenous to Sikkim. It has been extended to the school level, where it is vigorously pursued as early as from the elementary stage onwards. Organic farming has been introduced in 79 secondary schools, and demonstrations on innovative practices in organic farming being organized simultaneously (Samagra Shiksha, Annual Report, 2018-19).

Moreover, to foster the spirit of scientific temper among students tinkering labs have been installed in ten secondary and senior secondary schools and along with this to enhance English speaking skills among students Unnati Training has been provided to 121 students covering all four districts of Sikkim, Student Exchange Programme, Movable Digital Library which can be accessed even in the absence of internet connection, Science and Math Kit, Library resources, Installation of Biometric Attendance to track the attendance of both teachers and students, sports facilities, the

supply of library books, twining programs targeting at minimising the regional imbalance between rural and urban students and to develop a bond between them, subject enrichment program which aims at supplying quality learning content especially for subjects like science and mathematics, were special activities undertaken in recent times mainly targeted to students at the secondary level (Samagra Shiksha, Annual Report, 2018-19). The information and Communication Technology (ICT) project is in full swing in the state, aiming to impart computer education to students at the secondary and senior secondary level. It has benefitted both the teachers and the students. Teachers have transformed their educational practices and have experienced effective teaching-learning methods (Annual Report, 2014-15). Similarly, to increase students' employability and orient them with skill-based education to aid in earning their livelihood, vocationalization of education has been emphasized. Accordingly, the vocational education scheme has been implemented in 184 secondary and senior secondary schools offering diverse vocational trades such as Information Technology, Travel and Tourism, Food Production, Retail, and Multi-Skill Foundation Conserve (Samagra Shiksha, Annual Report, 2018-19).

Table 1.1 below shows the various indicators of secondary education in Sikkim.

Table 1.1

Secondary Education Indicators in Sikkim

State	GER (Secondary level)	NER (Secondary level)	Dropout Rates (Secondary level)	Retention Rate (Secondary level)	Transition Rates (Classes VIII-IX)	Gender Parity Index (GPI)	Gender Gap	PT R Govt.	SCR Govt.
Sikkim	116	73	15.08	84.96	111.18	1.11	-5.19	15	12.51

Note. From Annual Report, 2017-18.

Tables 1.2 and 1.3 show students' enrolment status at the secondary stage in Sikkim's government and private schools.

Table 1.2

Enrolment of Secondary and Senior Secondary Schools (All Management)

District	Boys	Girls	Total (IX- X)	Boys	Girls	Total (XI- XII)	Boys	Girls	Total (IX- XII)
North	678	799	1477	478	610	1088	1156	1409	2565
West	2985	3487	6472	2010	2160	4170	4995	5647	10642
South	3062	3305	6367	1842	2419	4261	1904	5724	10628
East	5376	5836	11212	3653	4204	7857	9029	10040	19069
State	12101	13427	25528	7983	9393	17376	20084	22820	42904

Note. From UDISE 2017-18, in Annual Report, 2017-18.

Table 1.3

Enrolment of Secondary and Senior Secondary Schools (Government)

District	Boys	Girls	Total (IX-X)	Boys	Girls	Total (XI-XII)	Boys	Girls	Total (IX- XII)
North	495	614	1109	401	525	926	896	1139	2035
West	2550	3019	5569	1845	1958	3803	4395	4977	9327
South	2627	2921	5548	1451	2098	3549	4078	5019	9097
East	4233	4602	8835	3032	3306	6338	7265	7908	15173
Sikkim	9905	11156	21061	6729	7887	14616	16634	19043	35632

Note. From UDISE 2017-18, in Annual Report, 2017-18.

1.5.2 Present Status of Secondary School Teachers in Sikkim

The state government well acknowledges the value of the teaching fraternity, and towards this end, several workshops and training programs are organized year after year to address the need of updating teachers with the latest developments in the field of teaching-learning. In-service training being the major component of RMSA, provided training to 163 government school teachers of all four districts of Sikkim in 2014-15 (Annual Report 2014-15). The table below reflects some of the recent programs conducted by SCERT in upgrading the status of teachers teaching in Secondary and Senior Secondary Schools.

Table 1.4

Programmes for Professional Development of Teachers

Sl. No	Category of Training	Organized by	Participants	Nos
1	Content Enrichment (Science & Mathematics)	SCERT (Social Justice Dept.)	Teachers of EMRSs	08
2	Induction Training Programme of newly appointed GTs (Science & Mathematics)	SCERT	GTs (Math & Science) of South and West District	Total:101 Namchi:48 Soreng: 53
3	Workshop for teachers on Content and Pooling (DIKHSa)	SCERT	Teachers and Teacher Educator	Total:41 (School Teachers East :13, West:06, North: 08, South:08 SCERT: 06)
4	Content Enrichment (Mathematics)	SCERT	PGTs and Teacher Educators	Total:28

				PGTs: North:02, South:04, West:03, East:14 DIET Gangtok:01, SCERT:04
5	Content Enrichment and Laboratory Practice (Chemistry & Physics)	SCERT	PGTs (All Districts)	Total:77 (Chemistry: East:24, West:09, North:02 South:03 Physics: East:24, West:08, North:02, South:05
6	Content Enrichment (English & Social Science	SCERT	GTs (South & West Districts)	English:69 Social Science:64
7	Pedagogy and Content Enrichment (Social Science, Geography & History	SCERT	PGTs (East & North Districts)	Total:37 (Geography: East:15 North:05 History: East:13 North: 04
8	Pedagogy & Content Enrichment	SCERT	PGTs	30

Note. From Samagra Shiksha, Annual Report, 2018-19.

Also, teachers in Sikkim enjoy other benefits like six months of maternity leave and paternity leave for fathers.

As regards the pay and allowances granted to teachers, it is at par with other states. For instance, "The scales of pay and allowances, medical facilities, pension, gratuity, provident funds, and other prescribed benefits of teachers shall be that of regular teachers and at par for similar work and experience." (Sikkim Government Gazette, 2010, p. 16).

Sikkim is committed to the vision of quality education and, in this regard, has outlined several projects, particularly at the secondary and senior secondary levels. For instance, the ICT @ School Project was started in the year 2008 and currently is being implemented in 187 govt. and govt- aided secondary and senior secondary schools in

Sikkim with ICT instructors to carry out its functions. In this regard, 82 schools were covered in 2018-19 (Samagra Shiksha, Annual Report, 2018-19). Moreover, for smoothly operating the ICT devices, school-level training is conducted for ICT instructors supervised by the school Heads (Samagra Shiksha, Annual Report, 2018-19).

Inclusive Education for Disabled at Secondary Stage (IEDSS) is also operational in the state. It covers all children in the age group 14-18, studying in the secondary stage in government, local body, and government-aided schools with more than one disability such as blindness, low vision, leprosy cured, hearing impaired, locomotor disabilities, mental illness, autism, cerebral palsy, speech impairment, learning disabilities, etc. Similarly, to give skill-oriented knowledge to students at the secondary and senior secondary stage, the centrally sponsored scheme of vocationalization of secondary and higher secondary education has been implemented at 64 government senior secondary and 57 government secondary schools with four trades viz. Information Technology, Travel & Tourism, Retail Trades, and Food Production (Annual Report, 2017-18) in all of these schemes, teachers are provided in-service training and induction.

Based on the field observation, the investigator understood the prevalence of a clear-cut distinction between government-managed schools and private-managed schools in many vital aspects. Based on the information gathered from the secondary sources, precisely, Annual Reports and the Report of the Samagra Shiksha, it is evident that many efforts are made in providing induction training to teachers, particularly in terms of vocational education and successful handling of ICT devices. However, a significant lacuna has been that besides training programs for English graduate and post-graduate teachers, teachers teaching other languages like Nepali, Bhutia, Lepcha,

Limboo are seldom exposed to such training programs, which thus warrants consideration. The empirical investigation also enabled the investigator to realize that teachers teaching in private schools may be ahead of teachers of government schools in logistics. However, certain other facilities like an extended period of leave, financial superiority may not be availed by teachers of private schools, making them vulnerable to the problem of economic insecurity. However, a common binding factor has been that teachers across the state are exposed to heavy workloads with the initiation of new projects and schemes in the state.

Additionally, teachers are witnessing a drastic change in their roles, as it was evident from the field observation that teachers' roles are not confined within the four walls of the classroom. Amidst such differences, the field study also revealed the crucial understanding that the number of training and short-term courses organized for their up-gradation often left teachers with very little time to nurse their obligations. It was also apparent from the field investigation that with the need to remain abreast with the latest development in knowledge, many senior teachers were ill-adjusted as they lacked training, especially in handling modern technologies for content delivery. On the contrary, the research allowed the investigator to gain insight into the fact that the State Government has been extending its best support to teachers, at least when considering that most teachers teaching in government schools of Sikkim at any level are on an ad-hoc basis.

1.6 Need and Significance of the Study

Developed nations are witnessing the advent of virtual learning classrooms where the teacher's primary role is side-lined, and learners have the advantage of progressing at their own pace. The Indian education system, however, portrays a

different reality. A teacher is still a dominant figure in the Indian education system; delivery methods might have changed. Hence attempts must be made continuously to understand the dynamics of the teaching profession and the teacher.

The constructs work-life balance and job satisfaction have been studied expansively in the past. However, the presence of the bulk of literature in these areas does not essentially imply that there is no scope for further inquiry in that area. On the other hand, such thoroughly explored areas will have many sub-topics developed within them, which can be identified and thus analyzed (Gay et al., 2015). This viewpoint lends a strong rationale for the present study.

Earlier studies suggest that the Indian studies concerned with work-life balance have been conducted primarily on the corporate sectors, at the higher education level, and most frequently exclusively of female teachers, which is undoubtedly worthy. However, it is necessary to understand the work-life balance situation of teachers at the secondary level and how it varies in terms of gender, management, experience, subjects handled, and nature of the appointment. Moreover, very little research exists regarding teachers' work-life balance based on their academic affiliation and the nature of work; therefore, considered from this angle, the present study is highly noteworthy. Likewise, teachers' job satisfaction at all levels remains the most researched variable in the Indian context. However, changing times and the resultant demands it has imposed on the teaching fraternity have possibly affected teachers' job satisfaction as such job satisfaction studies deem necessary. Additionally, there is a need to explore the relationship between work-life balance and job satisfaction among teachers and understand whether sound work-life balance facilitates or hinders job satisfaction.

It is equally essential to mention that the secondary stage of education caters to adolescents troubled with many problems. For most, it is a terminal stage of formal learning. Secondary school teachers thus have to work hard to prepare young students for future uncertainties. To address these numerous problems of adolescents and provide counseling and enriching learning experience, we require balanced and satisfied teachers with their profession. Since teachers profoundly influence learners, studies focusing on teachers and their numerous problems can be justified.

Sikkim has been developing rapidly in all dimensions, including education. The quest for attaining quality has led to increased workload and long working hours for the workforce of all sectors. The inclusion of vocational education, ICT-enabled education, the introduction of organic farming within the school curriculum, Inclusive Education for the Disabled, etc., are some laudable efforts towards achieving educational excellence. However, it implies more work for the teachers as opposed to their conventional roles. On closer observation, we can find that most teachers appointed in Sikkim are on an ad-hoc basis who carry out an equal amount of academic and administrative responsibilities. Teachers thus appointed suffer from the insecurity of tenure, which seriously affects their job satisfaction and, in many instances, may lead to issues of work-life imbalance. Therefore, studies focusing on differences in job satisfaction and work-life balance of ad-hoc and regular teachers need attention.

As far as studies relating to teachers' work-life balance and job satisfaction in the Sikkimese context are concerned, although few attempts have been made in the past, it is still in its infancy. Additionally, studies focusing on the relationship between work-life balance and teachers' job satisfaction are inconspicuous in the context of Sikkim. Therefore, due to the scarcity of research in the said constructs, the researcher attempted to understand how demographic factors act upon teachers' job satisfaction and work-

life balance at the secondary level and trace the relationship between the two constructs. Hence, this study is significant as it will provide some insights on the job satisfaction and work-life balance of secondary school teachers of Sikkim and thus recommend the policymakers to formulate some strategies based on the findings. Therefore, dwelling upon the inconsistencies found in previous studies, the investigator attempted to understand the phenomena of work-life balance and job satisfaction, mainly of secondary school teachers. Thus, the study would accrue benefits to stakeholders in chalking out the truly deserved reforms.

1.7 Statement of the Problem

Teaching as a profession has become stressful due to various reasons. The inflexible ten to four routine and engagement of teachers in non-academic activities and teaching somehow leave the teachers with very little time to shoulder the mounting household responsibilities and personal care. Such a situation creates an imbalance in teachers' professional and personal domain and often results in dissatisfaction with their jobs. Additionally, pedagogical transformation, technology-enhanced learning where the clear-cut boundary between work and non-work seems non-existent, national goals and missions of providing universal education to all regardless of any consideration have eventually increased teachers' workload. As a result, their work-life balance and job satisfaction issues are often lost sight of, particularly in the Sikkimese context, where the studies to understand such matters of teachers are negligible. Hence, the problem is stated as "Work-Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim."

1.8 Objectives of the Study

The following objectives guided the present study:

1. To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on gender.
2. To determine the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on management.
3. To study the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on the nature of the appointment.
4. To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on teaching experience.
5. To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on teaching subjects.
6. To study the level of work-life balance and level of job satisfaction amongst secondary school teachers of Sikkim based on demographic variables.
7. To study the relationship between work-life balance and job satisfaction amongst teachers of secondary schools.
8. To find out the prediction of job satisfaction by the work-life balance of secondary school teachers of Sikkim.

1.9 Null Hypotheses

H₀₁ There is no significant difference in the mean scores of teachers in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between the gender.

H₀₂ There is no significant difference in the mean scores of teachers in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the gender.

H₀₃ There is no significant difference in the mean scores of teachers (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between the management.

H₀₄ There is no significant difference in the mean scores of teachers (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the management.

H₀₅ There is no significant difference in the mean scores of teachers in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between the nature of the appointment.

H₀₆ There is no significant difference in the mean scores of teachers in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the management.

H₀₇ There is no significant difference in the mean scores in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life

Enhancement (d) Overall Work-life Balance among the teachers with varied years of teaching experience.

H₀₈ There is no significant difference in the mean scores in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction among the teachers with varied years of teaching experience.

H₀₉ There is no significant difference in the mean scores in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance among the teachers teaching different subjects.

H₀₁₀ There is no significant difference in the mean scores in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction among the teachers teaching different subjects.

H₀₁₁ There is no significant relationship between work-life balance and job satisfaction among teachers of secondary schools.

H₀₁₂ There will be no significant prediction of job satisfaction by (a) work interference with personal life (b) personal life interference with work (c) work personal life enhancement among secondary school teachers of Sikkim.

1.10 Operational Definition of the Key Terms Used

The keywords used in the title of the study and which will be used in the main body of the report is operationally defined in the following manner:

Work-life balance in the present study has been explored in terms of the three dimensions of work-life balance, namely- work interference with personal life, personal life interference with work, and work personal life enhancement.

Job Satisfaction in the present study has been explored in terms of the various aspects of the job; chiefly- the intrinsic element of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, and relationship with colleagues.

Secondary school teachers refer to graduate teachers teaching in government and private schools at the secondary level (i.e., IX- X.)

1.11 Delimitation of the Study

The present study is descriptive, and the focus is only on teachers teaching in the secondary stage of education. The investigator delimited the sample for the present study to three hundred thirty-seven secondary school teachers. Thus the investigator excluded the Principals, Headmaster/headmistress, post-graduate teachers, and Primary teachers from the study. The primary data gathering instrument used is a close-ended questionnaire. A convenience sampling technique was used to select the required size of the sample. The study focused on studying the demographic differences among secondary school teachers in the two variables chosen for the study. However, the investigator delimited the demographic variables to gender, management, experience, subject taught, and nature of the appointment. The collected data were analysed using

descriptive and inferential statistics and was delimited to percentage analysis, computation of Mean, SD, 't' test, ANOVA, Correlation, and Regression Analysis.

1.12 The Layout of the Chapters

Chapter 1 attempts to situate the problem by presenting the study's theoretical background focusing on how changing times have imposed inevitable changes in teaching jobs, and justifies the need for examining teachers' work-life balance and job satisfaction. Additionally, the investigator also attempts to provide the study's objectives while simultaneously stating the null hypotheses and the rationale for conducting the study. The chapter also provides insight into the education scenario of Sikkim, especially at the secondary stage, focusing on teachers' status. Finally, the chapter also provides an overview of work-life balance and job satisfaction theories and how these theories are relevant to the study and teachers.

Chapter 2 focuses on the literature review carried out in India and abroad on the two constructs and traces the relationship between work-life balance and job satisfaction. Based on the review, the chapter brings forth the gaps found in past studies, although past literature is flooded with studies undertaken in work-life balance and job satisfaction. Such gaps found in past studies provide ample justification for undertaking the present study, especially in the context of Sikkim.

Chapter 3 describes the details of research design, methods adopted, tools used, and the justification for the tools used. The population of the study, sample, and their demographic profile have all been placed in chapter 3 of the study.

Data analysis and interpretation followed by a graphical representation of data in sequential order are placed in chapter 4 of the study. The chapter also attempts to analyse the data in terms of hypotheses stated in chapter 1 of the study. Finally,

decisions regarding retention or rejection of null hypotheses are mentioned in chapter 4.

Chapter 5 discusses the findings that ensued from the study and corroborates the findings with past studies. The investigator's insight and understanding of the reasons for the study's outcomes are also included in the chapter.

Chapter 6 summarises the study by revisiting the significance, the objectives, hypotheses, theoretical framework, literature review, research methods, data analysis and interpretation, main findings. The chapter also tries to provide a meaningful conclusion of the study and provides recommendations based on the study's main findings. Suggestions for further research owing to specific inadequacies and limitations encountered in the present study are also provided in this chapter.



Chapter 2

Chapter II

Review of Related Literature

2.0 Introduction

In quantitative research, a thorough review of literature often forms the crux of the study, which decides the type of hypotheses to be formulated, objectives to be framed, and the adoption of appropriate methodology for the successful empirical investigation of the underlying constructs. While the previous chapter aimed to introduce the study, the current chapter will present the literature review on teachers' work-life balance and job satisfaction. The chapter also shows the relationship between work-life balance and job satisfaction and the gaps found in previous studies.

A literature review is a written summary of journal articles, books, and other documents often arranged chronologically and thematically that provide the past and the current information on the topic chosen for the study (Creswell, 2018). Likewise, Gay et al. (2015) believe that a proper review of literature is composed of three inter-related steps: identifying the sources, locating and analyzing the sources to meaningfully arrive at what has been done, and what needs further inquiry. Such meticulously followed steps often lead to avoiding repetitive works and furnish the investigator with critical insights on the methodology adopted by previous researchers who have worked in similar areas. Additionally, a literature review provides a good starting point for undertaking quantitative research studies as it guides the researcher on similar studies conducted in the past on the selected topic. Hence, reviewing past studies can be highly beneficial and must be undertaken before the investigator ventures into the field for data collection. Finally, in quantitative analysis, the investigator carries out a literature review in the beginning mainly because it justifies the importance of the

research problem and provides a rationale for the study, research questions, and hypotheses (Creswell, 2018).

For the present study, the investigator has arranged the reviews thematically and chronologically. Furthermore, studies on teachers' work-life balance are placed in the first section and reviews on job satisfaction in the second section of the chapter. The third section deals with reviews on the relationship between work-life balance and job satisfaction. Studies conducted in India have been placed before foreign studies for both variables.

2.1 Studies Conducted in India on Work-life Balance

Literature suggests that most Indian studies on work-life balance have explored the construct, particularly in terms of female teachers. Likewise, some attempts have been made to understand teachers' work-life balance in terms of levels of work-life balance, experience, and management. However, there is scanty literature in teachers' work-life balance regarding their nature of the appointment, the subject taught, and how work negatively affects work and vice-versa or how work and life enrich each other, as evident from the subsequent discussion.

2.1.1 Level of Work-Life Balance

Some researchers have worked to explore the level of work-life balance of teachers; in this context, some authors reported that teachers were found to be stressed, tired, and depressed owing to work-related pressures (Shreyas, 2017; Senthilkumar & Cholasseri, 2017). Likewise, Narahariseti and Chinnadurai (2020) found through their study that teachers experience a tremendous amount of stress while harmonizing their professional and personal obligations. These findings hint at the existence of poor work-life balance among teachers. A review of past studies thus revealed that teachers are

vulnerable to balancing professional and familial life. Therefore, some researchers have felt the need to design workplace strategies to combat the pressures of tackling work-life balance challenges. In this regard, Miryala and Chilukha (2012) undertook a study to understand the status of the work-life balance of teachers teaching in schools, colleges, universities, and professional courses and found that although a majority of the teachers were able to harmonize their work and personal life successfully. However, all the respondents agreed to the need for designing work-life balance policies and programs to enable the teaching community to balance their work and life needs and thus be more effective. These suggestions highlight that the challenges of maintaining sound work-life status are experienced by teachers across all levels of education and under different management.

2.1.2 Work-Life Balance and Gender

Researchers in the past have heavily worked in understanding the work-life balance issues of female teachers. In this connection, researchers have all reported through their studies a strong relationship between the work-life balance of female teachers and the support received from family (Devi & Pandian, 2011; Maragathan et al., 2017). Conclusively, it becomes clear that good support received from the family enormously aids in maintaining a sound work-life balance. This particular finding of the researchers is also supported by the proposition of Greenhaus and Beutell (1985), who, based on the evidence drawn from many studies, concluded that a lack of family support results in work-family conflict. In terms of support received from family, Veluraj and Poomagal (2019) found no significant difference between government and private school teachers, which indicates the women teachers teaching in government and private schools receive a similar type of support from the family. However, a small sample size of only fifty-five teachers could have possibly affected the findings of their

study. Some authors have tried to understand the causes of poor work-life balance among female teachers. In this context, Ramanathan and Vanitha (2011) have cited inflexible workload, working hours, students' behaviour modification, and personal factors as chief causes of poor work-life balance and reported female teachers to be more prone to work-life balance challenges. Likewise, Petare (2013) concluded heavy work, lack of flexi-time, failure to prioritize time, lack of reduced working time, and other facilities at the workplace as severe impediments to the sound work-life balance of female teachers. Some authors identified that both personal and professional affected female teachers' work-life balance, especially those in private institutions (Singh & Negi, 2017).

The other demographic factors like age, marital status, number of children, and experience also significantly impact the work-life balance, particularly of female teachers. Therefore, researchers have made a continuous effort to understand the impact of demographic factors on the work-life balance of women teachers. In this connection, previous studies found a significant difference in the work-life balance of female teachers based on marital status, age, experience (Meenakshi & Ravichandran, 2012; Mittal, 2015; Attri & Neelam, 2016). In contrast, some studies reported no significant difference in teachers' work-life balance having a greater number of children and teachers without children (Padma & Reddy, 2013; Priya 2017). The selection of a small sample size of only fifty-four teachers of Padma and Reddy (2013) and the convenient sampling strategy adopted by Priya (2017) could perhaps explain the findings of these authors.

While researchers in the past have focused more on understanding the work-life balance challenges faced exclusively by women teachers, some researchers have compared the gender differences and consequently reported the positive influence of

gender on the work-life balance position (Sinha & Sinha, 2018). For example, the study of Saravan and Dharani (2014) reported female teachers have better work-life balance situations than their male counterparts. However, the findings can be generalized only in the case of private school teachers. On the other hand, the study of Sharma and Agarwal (2017) found male teachers to have sound work-life balance than female teachers; the findings might lack generalization as a sample of only fifty teachers was selected. However, a handful of studies found no significant difference in male and female teachers (Dnanya & Kinslin, 2016; Chhatrapati, 2017; Senthilkumar & Cholasseri, 2017; Muthulakshmi, 2018). Likewise, some researchers did not report any significant gender difference in any three dimensions of the work-life balance tool, i.e., work interference with personal life, personal life interference with work, and work personal life enhancement (Irfan & Azmi, 2015).

2.1.3 Work-Life Balance and the Type of Management

Researchers have also made some efforts in comparing the work-life balance of teachers working under government and private management. In this regard, the past studies have all found a significant difference between teachers teaching in government and private or autonomous and self-financing institutions in their work-life balance situation (Punia & Kamboj, 2014; Attri & Neelam, 2016; Dnanya & Kinslin, 2016; Navarathinam, 2016; Thomas & Paul, 2016; Rathee & Bhuntel, 2018). The findings from these studies revealed that teachers working under government management have comparatively better work-life balance positions than teachers under private management. However, in a more recent study, Shoba and Suganthi (2020) did not report any significant difference in teachers' work-life balance working in government and private schools. The study of Dnanya and Kinslin (2016) said that although there is a high level of work-life conflicts for teachers under self-financing institutions, the

teachers working in these institutions have also reported increased work to family facilitation. This finding indicates the positive spillover of work to life and highlights enrichment perspective of work-life balance. In contradiction to the above findings, Barik (2017) found no significant difference in the work-life balance position of female teachers based on the type of management in an exclusive study of female teachers. However, the study's findings cannot be generalized to all women teachers since the focus was only on married women teachers.

2.1.4 Work-Life Balance and the Nature of Appointment

A perusal of the extant literature revealed partial attempts in the past to understand teachers' work-life balance and how it varies regarding the nature of the appointment and the choice of academic stream. In this regard, Punia and Kamboj (2014) found that the nature of the appointment significantly contributes to the quality of teachers' work-life balance. Likewise, Attri and Neelam (2016) also found that married female teachers appointed on a contractual basis face more work-life conflicts than those married teachers selected regularly.

2.1.5 Work-Life Balance and Experience

Researchers in the past have also attempted to trace the relationship between work-life balance and the years of teaching experience. In this connection, some studies discovered a significant relationship between years of teaching experience and the ability to maintain sound work-life balance and concluded that a greater number of teaching experience equips teachers in better maintenance of work-life balance (Ramanathan & Vanitha, 2011; Meenakshi & Ravichandran, 2012; Priya, 2017; Muthulakshmi, 2018). However, in contrast to these authors, few studies reported no significant relationship between the years of teaching experience and the ability of the

teachers to maintain the work-life balance (Renthlei, 2016; Suryakumar & Suresh, 2018).

2.1.6 Work-Life Balance and Subject Taught

Literature review suggests the presence of scarce literature in terms of teachers' work-life balance according to the subject handled by them. In this regard, Punia and Kamboj (2014) reported a significant relationship between the quality of work-life balance and the academic stream of teachers. However, the authors did not reveal whether teachers' work-life balance across different academic streams differ or not.

2.1.7 Work-Life Balance and Work Interference with Personal Life

As far as work interference with personal life is concerned past studies found that work negatively interferes with personal life and therefore compels women teachers to complete pending school works at home, resulting in a poor relationship with spouses and missing quality family time (Devi & Pandian, 2011; Saha et al., 2016; Tresa & Manisha, 2016; Shreyas 2017).

2.2 Studies Conducted Abroad on Work-Life Balance

Literature is replete with studies conducted outside India in the area of work-life balance. The fundamental difference between the Indian studies and the foreign studies, as discovered by the investigator, is that the studies conducted in India have concentrated on analyzing teachers' work-life balance in terms of demographic factors. However, most of the studies conducted outside have focused on other pertinent issues like negative interference of work into personal lives, and how it has affected work-life balance and the availability of workplace flexibility, support received, and its impact

on work-life balance. Given below is a comprehensive review of studies conducted outside India.

2.2.1 The Level of Work-Life Balance

Past studies have also studied the issue of work-life balance against the amount of workload teachers are exposed to and its consequent impact on their work-life balance status. In this regard, some have analyzed the work-life balance from the angle of teachers' exposure to the intense workload that has produced over-worked faculties who struggle to prioritize time and thus experience role conflict resulting from poor work-life balance (Tanoi et al., 2012). Furthermore, some researchers have cited role ambiguity as an essential precursor to poor work-life balance (Gnawali, 2017). Some researchers found that teachers spend many hours at work and experience difficulty balancing work and life regularly, although some support exists for them (Rowland, 2016). Whereas, some researchers reported that work-life balance among teachers has gradually decreased on account of greater workload (Ching & Seok, 2018). Unlike these authors, Lahti (2017) reported that although teachers' workload in Finland has escalated, their work-life balance is still satisfactory. Likewise, Immanuel (2016) found that the teachers in matriculation schools can balance their work and life and are simultaneously satisfied. Similarly, Blackburn et al. (2017) reported that teachers are happy with their job, can balance their work, and experience less personal interference with their employment. In accordance with these findings, Marmol (2019) also found the work-life balance of teachers in the Philippines in all dimensions- efficiency, effectiveness, workloads, self-care, family welfare, support, etc. to be moderate.

2.2.2 Work-Life Balance and Gender

Previous studies also made some efforts to understand the gender difference in the work-life balance of teachers. In this regard, a study by Akanni and Oduaran (2017) reported no significant gender difference in teachers' work-life balance. The finding could be explained in the light of a selection of an unproportionate stratified sample of 148 male and 90 female teachers. On the contrary, few studies revealed a significant difference in male and female academics (Aliasgar, 2017; Helvaci, et al., 2017). In a similar vein, Aroosiya (2018) found that in an exclusive study of female teachers of Nintavur, Sri Lanka, the women teachers teaching in government schools have poor work-life balance. Similarly, Oteng (2017) studied the work-life balance of women teachers in Senior High schools and concluded that the sources of support that aided in balancing work and familial responsibilities existed. However, these women teachers were compelled to change their plans due to increased domestic and work-related obligations, disturbing their career growth (Oteng, 2017).

2.2.3 Work-Life Balance and Management

As far as school management is concerned, Aliasgar (2017) did not find any substantial difference in teachers' work-life balance in government, private aided, and private un-aided schools.

2.2.4 Work-Life Balance and Experience

Few researchers have also worked to explore the relationship between work-life balance and years of teaching experience. For instance, Aliasgar (2017), in a study of school teachers of Iran, found no significant difference in the quality of work-life

balance of teachers with less than ten years of teaching experience and more than ten years of teaching experience.

2.2.5 Work-Life Balance and Subject Taught

As far as the work-life balance and the subjects taught is concerned, Mukhtar (2012), studied the job satisfaction and work-life balance among faculties of Iowa State University, and found no significant difference in the work-life balance of academics belonging to different academic disciplines. Likewise, Helvaci et al. (2017) also reported that teachers' work-life balance did not vary in their academic position.

2.2.6 Work-Life Balance and Work Interference with Personal Life

Some studies conducted in the past have centered around the theory of conflict of Greenhaus and Beutell (1985). These studies have reported the harmful interference or spillover of work into personal lives. For instance, Kinman and Jones (2008), in a study of work-life balance and well-being among academics in the UK, reported that teachers work during weekends, resulting in poor work-life balance signaling the instances of work interference into personal life. The authors also noted that poor work-life balance predisposed them to poor health, poor job satisfaction, and higher intent to leave the job.

Likewise, Tanoi et al. (2012) in Japan found that inappropriate schedules coupled with long working hours caused role conflict among teachers and inadvertently resulted in work-life imbalance among them. Similarly, Uddin et al. (2013) attempted to explore the concept of the bi-directionality of conflict approach. They studied the work-life balance of female teachers of Bangladesh and found that 59% of female teachers reported job intrusion into personal life to a failure of devoting time to their family. The researchers also concluded that 44% of respondents said their familial life

was interfering with their job. Likewise, some researchers also reported that female teachers have poor time for family after working hours (Kumar, 2017). However, the findings from this study were drawn only from two colleges; hence it lacks generalizability.

Similarly, Germain (2014) attempted to understand the work-life balance among Canadian teachers and concluded the interference of work into personal life and vice-versa. Teachers were stressed in navigating through the pressures of teaching responsibilities and other responsibilities outside work. Additionally, the author reported that the intense workload allowed significantly less quality time spent with family and culminated in poor work-life balance, negatively affecting their teaching methods and leading to an insufficient commitment to teaching. These studies point that both personal and professional lives are affected due to work-life imbalance, and conflict operates in both directions, i.e., work to life and life to work. Similarly, Ching and Seok (2018), to understand the work-life balance of teachers in Malaysia, found that the teachers witness a great deal of negative spillover of work into personal lives, which have thwarted the sound work-life balance.

2.2.7 Work-Life Balance and Workplace Strategies

A perusal of the past studies also revealed that some researchers had studied work-life balance issues, especially intending to identify specific workplace strategies that can help the teachers achieve sound work-life balance. In this regard, few authors have felt the need for designing some workplace strategies and autonomy for teachers that can aid teachers in managing their work and life responsibilities (Noor & Sahibzada, 2012; Johanim et al., 2018).

Summary of the Reviews on Work-Life Balance

Reference to the past literature draws our attention to the understanding that work-life balance among teachers has been explored from many angles, with the primary emphasis being laid on understanding the work-life balance of female teachers exclusively (Devi & Pandian, 2011; Kumar, 2011; Ramanathan & Vanitha, 2011; Meenakshi & Ravichandran, 2012; Petare, 2013; Uddin et al., 2013; Mittal, 2015; Atti & Neelam, 2016; Saha et al., 2016; Immanuel, 2016; Renthlei, 2016; Tressa & Manisha, 2016; Barik, 2017; Chhatrapati, 2017; Gnawali, 2017; Maragathan et al., 2017; Oteng, 2017; Priya, 2017; Shreya, 2017; Singh & Negi, 2017; Aroosiya, 2018; Rathee & Bhuntel, 2018; Veluraj & Poomagal, 2019). Barring few exceptions, most of the studies have reported the existence of poor work-life balance situations for female teachers. Negative interference of work into life mainly experienced in the form of not sparing enough time to nurse their household responsibilities and their inability to spend quality time with their loved ones were the reasons cited for poor work-life balance. Petare (2013) identified heavy workloads, lack of flexi-time, inability to schedule time between work and life, and absence of facilities at the workplace as the cause of poor work-life balance. However, few studies have discovered that both personal and professional factors affect the work-life balance of female teachers (Uddin et al., 2013; Singh & Negi, 2017).

As a way of locating the causes of poor work-life balance, some studies found the nature of the job, heavy work, lack of flexi-time, failure to prioritize time, students' behaviour modification to be the causal factors of imbalanced work-life position (Ramanathan & Vanitha, 2011; Petare, 2013). Conclusively, the causes of poor work-life balance are deeply rooted in how things unfold at the workplace, and therefore

designing workplace strategies targeting the teachers merit attention. Hence, guided by this understanding, few authors have suggested a need for developing workplace policies and intervention strategies (Miriyala & Chilukha, 2012; Noor & Sahibzada, 2012; Mohanty, 2014; Johanim et al., 2018).

Researchers attempted to understand the gender difference in the work-life balance of teachers. These studies have reported a mixed result; however, these studies suffer in terms of the failure to point out the specific dimension in which male and female teachers differ (Saravan & Dharani, 2014; Irfan & Azmi, 2015; Dnanya & Kinslin, 2016; Akanni & Oduaran, 2017; Aliasgar, 2017; Helvaci et al., 2017; Chhatrapati, 2017; Sharma & Agarwal, 2017; Senthilkumar & Cholasseri, 2017; Muthulakshmi, 2018). On the other hand, few studies found no significant difference in the work-life balance of male and female teachers (Dnanya & Kinslin, 2016; Chhatrapati, 2017; Senthilkumar & Cholasseri, 2017; Muthulakshmi, 2018). According to management, some attempts in India were made to understand the variations in teachers' work-life balance. These studies reported a significant difference in the work-life balance of teachers belonging to the government and private schools, and teachers from government institutions reportedly enjoyed better work-life balance than their private counterparts (Punia & Kamboj, 2014; Dnanya & Kinslin, 2016; Attri & Neelam, 2016; Thomas & Paul, 2016; Barik, 2017; Rathee & Bhuntel, 2018; Veluraj & Poomagal, 2019).

Some studies found a significant relationship between years of teaching experience and the ability to maintain a sound work-life balance (Ramanathan & Vanitha, 2011; Meenakshi & Ravichandran, 2012; Priya, 2017; Muthulakshmi, 2018). In comparison, a couple of studies found no relationship between teaching experience and work-life balance (Renthlei, 2016; Aliasgar, 2017; Suryakumar & Suresh, 2018).

While the study of Punia and Kamboj (2014) reported a difference in teachers' work-life balance based on academic disciplines, on the other hand, few studies found no significant difference in the work-life balance of academics belonging to different academic disciplines (Mukhtar, 2012; Helvaci et al., 2017). The prevalence of scanty literature in this area suggests that there is still scope for understanding teachers' work-life balance as per their academic affiliation and, more specifically, for understanding the different disciplines in which the teachers differ. Likewise, only a couple of Indian studies attempted to understand teachers' work-life balance phenomena based on their nature of appointment (Punia & Kamboj, 2014; Attri & Neelam, 2016). Some authors have analysed teachers' work-life balance in terms of support received from family and have produced mixed results (Kinman & Jones, 2008; Devi & Pandian, 2011; Maragathan et al., 2017, Oteng 2017; Veluraj & Poomagal, 2019). Also, some studies attempted to understand the negative interference of work into personal life (Tanoi et al., 2012; Uddin, et al., 2013; Germain, 2014; Ching & Seok, 2018). Likewise, a handful of studies have analysed the work-life balance from the angle of exposure of teachers at all levels to the intense workload that has produced over-worked faculties who experience job-related stress, role conflict, and ambiguity leading to burnout and attrition among them (Noor & Sahibzada, 2012; Tanoi et al., 2012; Duxbury & Higgins, 2013; Immanuel, 2016; Rowland, 2016; Blackburn et al., 2017; Lahti, 2017; Gnawali, 2017; Ching & Seok, 2018; Marmol, 2019). At the same time, others reported the work-life balance of teachers to be satisfactory in terms of the workload (Blackburn et al., 2017; Lahti, 2017).

2.3 Studies Conducted in India on Job Satisfaction

Job satisfaction is an important construct continuously studied by researchers in the past and also during present times. Researchers explore teachers' job satisfaction to

comprehend how it varies in demographic factors and at different stages. Unfortunately, a lack of consensus among researchers about their findings rationalizes the volumes of literature in this area.

2.3.1 Job Satisfaction and Gender

Regarding gender differences among teachers, some researchers found a significant gender difference in teachers' job satisfaction (Ali, 2011; Basu, 2013; Jamir, 2016; Kumar 2016; Qusar, 2018). However, in contrast to these findings, many researchers reported no significant difference in the job satisfaction of male and female teachers (Raj & Lalita, 2013; Bhuyan & Mallick, 2015; Ghosh, 2015; Kumar & Rajendran, 2015; Rao, 2015; Bhakta, 2016; Bhuyan, 2016; Sharma, 2016; Bala, 2017; Gihar & Mishra, 2017; Sharma, 2017; Roy & Haldar, 2018; Bhat, 2018; Rai, 2018). At the same time, a couple of studies reported that female teachers had better job satisfaction (Subhdi 2002; Jyoti & Sharma 2006; Rao et al., 2019). However, Rao et al. (2019) found male teachers to be more content regarding salary, opportunities for promotion, and professional growth. Thus, a reflection on the past studies points out that gender difference in teachers' job satisfaction has been a popular area. Moreover, it continues to garner a fair share of researchers' attention until recent times. A literature review also draws our attention that the findings vary among researchers, and there is evidence of mixed results produced in the past. However, past studies have failed to understand the specific dimensions in which male and female teachers differ in their job satisfaction.

2.3.2 Job Satisfaction and the Type of Management

Likewise, besides gender, researchers have also attempted to understand the difference in the job satisfaction of teachers working in government and private

educational institutions. In this context, few works reported that private school teachers enjoyed comparatively better job satisfaction than their government counterparts (Subhdi, 2002; Jyoti & Sharma, 2006). Similarly, Rao et al. (2019) found private school teachers more satisfied with the school administration's cooperation. Jyoti and Sharma (2006) cited the presence of a warm and friendly atmosphere in the school as a reason for an increased level of job satisfaction among the teachers despite poor pay. The authors have attempted to understand the satisfaction of teachers in terms of Hygiene factors of Job satisfaction as outlined by Herzberg (1959). At the same time, some researchers reported a significant difference in teachers' job satisfaction teaching in government and private schools (Basu, 2013; Kumar, 2015). However, the authors failed to make any strong statements concerning whether the government school teachers fare well in terms of their job satisfaction than the private school teachers or vice-versa. On the other hand, some researchers did not find any significant difference in teachers' job satisfaction according to the management (Kumar, 2016; Rai, 2018). Likewise, some authors found government school teachers to have better job contentment than their private counterparts (Ghosh 2013; Dar, 2016; Sharma, 2016; Gahlawat, 2017; Sharma, 2017; Ruhela 2017).

Similarly, Rao et al. (2019) reported that government school teachers are much ahead in their satisfaction regarding salary, chances for promotion, and vertical development or professional growth. In comparison, some studies found no significant difference in the job satisfaction of the government and private school teachers (Ghosh, 2015; Kumar & Rajendran, 2015; Kumar, 2016; Bhat, 2018; Qusar, 2018; Raj & Lalitha, 2013; Shoba and Suganthi, 2020). On the perusal of these studies, it is clear that some researchers have reported a difference in the job satisfaction of government

and private school teachers. However, these studies have failed to point out the specific dimensions or aspects of teaching in which these teachers differ.

2.3.3 Job Satisfaction and the Nature of the Appointment

A review of the literature revealed the presence of scanty works centring around the job satisfaction of teachers based on the nature of their appointment. In this regard, an effort was made by Bhuyan and Mallick (2015) to explore the job satisfaction of secondary level teachers in terms of their appointment, and they found regular teachers to be more satisfied than temporary or contract ones. However, in contradiction to this finding, the research of Ghosh (2013) found para teachers to be more satisfied than regular counterparts. Similarly, Roy and Haldar (2018) also examined the impact of the nature of appointment on teachers' job satisfaction. They reported that the job satisfaction significantly differed among para, contractual and assistant teachers. However, the authors failed to identify the specific domains in which these teachers differed.

2.3.4 Job Satisfaction and Experience

Some researchers working in job satisfaction also focused on understanding the relationship between teaching experience and job satisfaction. In other words, whether more or fewer years of teaching experience impact the job satisfaction of teachers. In this regard, past studies did not find any significant impact of years of teaching experience on teachers' job satisfaction (Thakur, 2015; Sharma, 2017; Roy & Haldar, 2018; Rao et al., 2019). Likewise, Gihar and Mishra (2017), in their study of job satisfaction among secondary school teachers, did not report any significant difference in the job satisfaction of teachers with varying years of teaching experience. Likewise, Bala (2017) did not find any significant difference in secondary school teachers' job

satisfaction with less than ten years and teachers with more than ten years of teaching experience.

2.3.4 Job Satisfaction and the Subject Taught

Researchers in the past also made few attempts to study the job satisfaction of teachers, and if at all it varies across teachers teaching different subjects; in this context, few studies found a significant difference in the job satisfaction of teachers according to the subjects handled by them (Dey et al., 2016). Likewise, Kumar (2016) found less satisfaction for teachers teaching general subjects than teaching science subjects. On the contrary, some authors did not find any significant difference in teachers' job satisfaction per their teaching stream (Kumar & Rajendran, 2015; Thakur, 2015).

2.4 Studies Conducted Abroad on Job satisfaction

Job satisfaction of teachers has been studied extensively in the international arena as well. Foreign researchers have attempted to understand the impact of demographic factors on job satisfaction. Likewise, attempts have also been made to understand its determinants, as evident in the subsequent paragraphs.

2.4.1 Level of Job Satisfaction

Regarding the level of job satisfaction, the study of Demirtas (2010) found a reasonably satisfactory level of job satisfaction for teachers.

2.4.1 Job Satisfaction and Various Dimensions

Researchers in the past have attempted to understand the factors that affect the job satisfaction of teachers. In this context, Hean and Garrett (2001) found that contributing to the community's welfare, engaging with students, and building rapport with them are the main drivers of teachers' job satisfaction. In contrast, the sources of

dissatisfaction ranged from poor salary, workload, student behaviour, and their background. Similarly, Weiqi (2007) attributed teachers' job dissatisfaction to parents' lack of cooperation and poor students' behaviour. One striking similarity identified between these authors is that the extent to which the teachers derive satisfaction from work to a certain degree depends upon the rapport built with students and the teachers' ability to correct the misconduct of students and work in the direction of improving their quality. Mahmood et al. (2011) identified the major areas of teachers' dissatisfaction in advancement opportunities, poor human relation, working environment, and supervision. Likewise, Abdullah et al. (2009) found the job satisfaction is affected by pay and promotional avenues and working conditions. Xiafou and Qiwen (2007) tried to gauge teachers' job satisfaction with certain extrinsic aspects in one study. They concluded that fewer opportunities available for advancement and promotion in their career as the primary source of dissatisfaction among secondary school teachers. Likewise, George et al. (2008) attempted to understand teachers' job satisfaction and how intrinsic and extrinsic factors together determine the level of contentment. They found that the teachers had poor satisfaction in terms of how they perceive the job, their overall attitude towards the profession, and the competence developed in handling the intricacies of the teaching profession, collectively known as the intrinsic aspect of the job. In another similar study, Ketsella (2017) found that secondary school teachers were dissatisfied with most aspects of the job. Likewise, to locate the causes of teachers' dissatisfaction in their job, Mengistu (2012) attributed the chief reasons to factors like poor inter-personal relationships, unavailability of promotional opportunities and personal growth, poor salary, lack of opportunities in deciding, and inefficient management style. Likewise, Dehaloo (2011) found teachers' job satisfaction intensely dependent on their opportunities to express

their potentials and abilities. Moving along similar lines, in a more recent study, Toropova et al. (2020) investigated the relationship between working conditions available in schools and teachers' characteristics, especially professional and personal characteristics and teachers' job satisfaction. They discovered a close relationship between job satisfaction and working condition in school. The authors also reported that the amount of work done, cooperation received from colleagues, and challenges encountered in students' discipline were strong determinants of teachers' job satisfaction. The research evidence thus suggests that the teachers have expressed dissatisfaction towards their job time and again, which therefore should be properly addressed.

2.4.2 Job Satisfaction and Gender

International studies on job satisfaction have also investigated the relationship between job satisfaction and demographic factors like gender, experience, type of management, marital status, and age. In this connection, some researchers concluded a significant relationship between gender and job satisfaction and thus reported a significant difference between male and female teachers (Hean & Garrett, 2001; Mertler, 2002; Drukpa, 2010; Msuya, 2016, Odegenbe et al., 2018). However, the authors failed to express whether the male teachers had better job satisfaction than female teachers or vice-versa. In contrast, some researchers did not find any significant difference between male and female teachers in terms of overall job satisfaction and separate dimensions (Mabekoje, 2009). Likewise, Crossman and Harris (2001) did not find any significant effect of gender on the job satisfaction of teachers. Few studies concluded that male teachers had better job satisfaction than their female counterparts (Abdullah et al. 2009; Dehaloo, 2011; Aydin et al., 2012; Mukhtar, 2012; Mebrate & Lemma, 2017). Moreover, Dehaloo (2011) informed that male teachers had better

satisfaction than female teachers regarding institutional plans and policies, interpersonal relationships, and institutional organization. In contrast, many authors found female teachers to have better job satisfaction than their male counterparts (Njue, 2003; Mahmood et al., 2011; Iqbal & Akhtar, 2012; Ketsella, 2017; Wangai, 2012; Iqbal, Ali, Akhtar & Ahmed, 2013; Mebrate & Lemma, 2017; Mocheche et al., 2017; Nigama et al., 2018; Kume, 2020).

2.4.3 Job Satisfaction and Type of Management

Past studies conducted in job satisfaction have also tried to explore the difference in the job satisfaction of teachers belonging to the different types of management. In this regard, some studies found a significant relationship between the type of management and teachers' job satisfaction (Hean & Garrett, 2001; Crossman & Harris, 2006; Ketsella, 2017). However, the authors failed to state whether government school teachers had greater job satisfaction than private school teachers or vice-versa. Some authors did not find any significant relationship between the job satisfaction of teachers and the type of management that they belonged to (Akhtar, Hashmi & Naqvi, 2010; Nigama et al., 2018). However, Ketsela (2017) found government school teachers to be more satisfied regarding the availability of working conditions. In contrast, private school teachers were ahead of government school teachers in terms of compensation and recognition.

Likewise, Amjad and Qasim (2013), in an exclusive study of female teachers, found female teachers working in public schools to be more satisfied than those working in private schools. Similarly, few studies found public school teachers to be more satisfied than their private counterparts (Chugatil & Parveen, 2013; Ahmed,

2014). However, the findings drawn from these studies are limited as the authors failed to spell out the specific dimensions in which the teachers differed.

2.4.4 Job Satisfaction and Experience

Studies conducted abroad on teachers' job satisfaction also attempted to understand the relationship between job satisfaction and teaching experience. In this connection, few authors found a significant relationship between job satisfaction and teaching experience (Hean & Garrett, 2001; Drukpa, 2010; Msuya, 2016). In consonance with these authors, some studies reported that teachers' job satisfaction differed according to their teaching experience, indicating that teachers having a difference in their teaching experience exhibited different levels of job satisfaction (Wangai, 2013; Khalid, 2014; Odegenbe et al., 2018). In line with these authors, in more specific terms, some authors have reported that teachers having more years of teaching experience are comparatively better satisfied with their jobs than the freshers (Njue, 2003; Dehaloo, 2011; Menon & Reppa, 2011; Mengistu, 2012; Ketsela, 2017; Kume, 2020). Furthermore, the study of Dehaloo (2011) also informed that more experienced teachers displayed higher levels of satisfaction, particularly in terms of the physical aspects of the institution. However, quite opposed to these studies, some studies reported no significant relationship between job satisfaction and the teaching experience and also no impact of teaching experience on the job satisfaction of teachers (Crossman & Harris, 2006; Tillman & Tillman, 2008; Iqbal & Akhtar, 2012; Kadir, 2014; Iqbal & Akhtar, 2015; Kemunto, 2018). Whereas, some authors like Mertler (2002) reported that teachers who are fresh in their profession and on the verge of retirement demonstrated better job satisfaction.

2.4.6 Job Satisfaction and Subject Taught

Reference of the literature also revealed some attempts being made to explore teachers' job satisfaction according to their academic affiliation. In this regard, some researchers attempted to understand the job satisfaction of teachers and if at all, it varied as per their academic affiliation and did not find any significant difference in the job satisfaction of teachers teaching science and arts subjects (Iqbal & Akhtar, 2012; Iqbal et al., 2013; Kadir, 2014; Iqbal & Akhtar, 2015). Likewise, Mukhtar (2012) attempted to study the job satisfaction of university teachers and concluded no significant difference in job satisfaction among teachers belonging to different academic disciplines. At the same time, Khalid (2014) found a difference in teachers' job satisfaction according to subjects taught by them.

Summary of the Reviews on Job Satisfaction

Research evidence points to the existence of abundant literature in the area of teachers' job satisfaction. The construct has been thoroughly explored from many perspectives, and the studies have produced mixed results and conclusions. For example, an examination of literature discovered that Indian studies on teachers' job satisfaction have focused on understanding the demographic differences in teachers' job satisfaction. On the contrary, foreign studies have concentrated on understanding the antecedents of poor job satisfaction. They have thus tried to analyze the construct from the standpoint of Herzberg's Two Factor Theory and Maslow's Hierarchy of Needs Theory.

Majority of studies have worked in the direction of understanding gender differences in the job satisfaction of teachers and have produced varied results

(Crossman & Harris, 2001; Hean & Garrett, 2001; Mertler, 2002; Subhdi, 2002; Njue, 2003; Jyoti & Sharma, 2006; Abdullah et al., 2009; Drukpa, 2010; Ali, 2011; Dehaloo, 2011; Mahmood et al., 2011; Aydin et al., 2012; Iqbal & Akhtar, 2012; Mukhtar, 2012; Wangai, 2012; Basu, 2013; Raj & Lalita, 2013; Bhuyan & Mallick, 2015; Ghosh, 2015; Iqbal et al., 2015; Iqbal & Akhtar, 2015; Kumar & Rajendran, 2015; Rao, 2015; Bhakta, 2016; Bhuyan, 2016; Jamir, 2016; Msuya, 2016; Sharma, 2016; Bala, 2017; Gihar & Mishra, 2017; Sharma, 2017; Mocheche et al., 2017; Mebrate & Lemma, 2017; Nigama et al., 2018; Qusar, 2018; Roy & Haldar, 2018; Rao et al., 2019). Only a couple of studies reported the exact dimension in which the teachers differed (Dehaloo, 2011; Rao et al., 2019). Whereas the host of studies have failed to report the precise dimensions in which teachers' job satisfaction contrasted.

Past researchers have also worked in the direction of understanding the job satisfaction of teachers based on the type of school management and have produced varied results (Hean & Garrett, 2001; Subhdi, 2002; Crossman & Harris, 2006; Jyoti & Sharma, 2006; Akhtar et al., 2010; Basu, 2013; Chugatil & Parveen, 2013; Kumar, 2015; Ghosh, 2015; Kumar & Rajendran, 2015; Dar, 2016; Kumar, 2016; Sharma, 2016; Gahlawat, 2017; Ketsella, 2017; Sharma, 2017; Bhat, 2018; Nigama et al., 2018; Qusar, 2018; Rao et al., 2019). However, only a few studies reported the specific dimension in which the teachers from different management differed (Jyoti & Sharma, 2006; Ketsella, 2017; Rao et al., 2019).

Literature review revealed a few attempts being made by Indian studies on exploring teachers' job satisfaction based on the nature of the appointment. In this regard, some studies found a difference in teachers' job satisfaction following their nature of appointment (Bhuyan & Mallick, 2015; Roy & Haldar, 2018). However, these

studies have not made any conclusive statements regarding the exact aspects in which the teachers vary.

Many studies did not report any significant impact of teaching experience on the job satisfaction of teachers (Crossman & Harris, 2006; Tillman & Tillman, 2008; Iqbal & Akhtar, 2012; Kadir, 2014; Iqbal & Akhtar, 2015; Thakur, 2015; Sharma, 2017; Bala, 2017; Gihar & Mishra, 2017; Kemunto, 2018; Roy & Haldar, 2018; Rao et al., 2019). On the other hand, some studies found a significant relationship between job satisfaction and teaching experience (Hean & Garrett, 2001; Mertler, 2002; Njue, 2003; Drukpa, 2010; Dehaloo, 2011; Menon & Reppa, 2011; Mengistu, 2012; Wangai, 2013; Msuya, 2016; Ketsela, 2017).

As far as the job satisfaction of teachers handling different subjects is concerned, some researchers attempted to understand the job satisfaction of teachers and if at all, it varied as per their academic affiliation, and the researchers have reported mixed findings (Iqbal & Akhtar, 2012; Mukhtar, 2012; Iqbal & Akhtar, 2015; Iqbal, Ali, Akhtar & Ahmed, 2013; Kadir, 2014; Kumar & Rajendran, 2015; Kumar, 2016; Thakur, 2015; Mohakud, Dey & Pakira, 2016).

A perusal of the research also suggests the attempts being made to understand the factors affecting teachers' job satisfaction. In this context, some authors have quoted several reasons for the dissatisfaction of teachers' ranging from poor salary, role overload, lack of promotional opportunities, poor interpersonal relationship, student misconduct, and certain other intrinsic aspects of the job (Hean & Garrett, 2001; Jyoti & Sharma, 2006; Weiqi, 2007; Xiafou & Qiwen, 2007; George et al., 2008; Dehaloo, 2011; Mengistu, 2012; Velmurugan, 2016; Ketsella, 2017; Mondal & Saha, 2017; Toropova, et al., 2020).

2.5 Reviews on Relationship Between Work-Life Balance and Job Satisfaction

The work-life balance and job satisfaction of teachers share a very close bond. There is ample research evidence that advocates the idea that teachers' job satisfaction, to a great extent, is facilitated by their ability to harmonize the pressures of household compulsions and professional commitments. Likewise, past research also signals that a sound work-life balance sufficiently predicts greater job satisfaction. Many studies have found these constructs to be positively correlated and have concluded that a healthier work-life balance leads to greater job satisfaction. The arguments presented above are strongly substantiated by the availability of valid empirical investigations aimed at tracing the relationship between these variables. In the subsequent paragraphs, the researcher has attempted to present the findings of the earlier studies aimed at exploring the relationship between the two variables.

Some authors like Hafeez and Akbar (2014) opine that an employee's performance plays a vital role in determining the extent of success in any institution, and how the employees perform is tied up with many other issues. Additionally, the degree of satisfaction derived from work depends on the status of the work-life balance. Hafeez and Akbar (2014) point out that higher levels of job satisfaction have a strong foundation on sound work-life balance.

The research works of some authors have reported a positive and a significant correlation between work-life balance and job satisfaction of teachers (Sorenson et al., 2016; Mukhtar, 2012; Yadav & Dabhade, 2014; Saeed & Farooqi, 2014; Pandu & Sankar, 2018; Mercado, 2019). Some researchers thus reported that job satisfaction is affected by work-life balance (Dangar, 2018). Likewise, Jackson and Fransman (2018) attempted to understand the impact of work-life balance on job satisfaction of female

teachers and concluded work-life balance as a significant predictor of job satisfaction. Likewise, Nayeem and Tripathy (2012) attempted to understand the work-life balance of teachers of technical institutions, and the study revealed that sound work-life balance makes a positive and significant contribution to job satisfaction. The survey conducted by Oyebanji and Sanni (2016) corroborates these findings since the authors found a positive and meaningful relationship between teachers' work-life balance and job satisfaction. Furthermore, the authors found improved job performance, higher retention, and overall job satisfaction depend on the teachers' ability to schedule proper time between work and non-work domains. Similarly, Haar et al. (2014) found a strong positive relationship between work-life balance and job satisfaction. Higher levels of job satisfaction occurred concomitantly with higher levels of work-life balance. Likewise, the study conducted by Tavassoli and Sunyer (2018) found a positive relationship between work-life balance and job satisfaction. Their study concluded that individuals who can balance their different life roles have more job satisfaction and fewer intentions of leaving the job.

Likewise, Agha et al. (2017) correlated individual dimensions of work-life balance, i.e., work interference with personal life, personal life interference with work, and work personal life enhancement with job satisfaction. Again, the results revealed a significant positive correlation between work personal life enhancement and job satisfaction. In contrast, the correlation was not significant in the other two dimensions of work-life balance, i.e., work interference with personal life and personal life interference with work.

Similarly, in a study examining the relationship between the adoption of work-life balance policies and job satisfaction, Johari et al. (2018) also concluded a significant relationship between job satisfaction and work-life balance policies ranging

from flexibility, teachers' welfare, and job design, and less stringent leave policies. Based on this finding, the investigator argues that the policies and strategies for facilitating better work-life balance in workplace like flexibility, relaxed leave norms, programs aimed at teachers' welfare, etc., can inevitably contribute to increased job satisfaction among teachers. Furthermore, backed by substantial empirical evidence Varatharaj and Vasantha (2012), cited in Hafeez and Akbar (2015), uphold that the workers' ability to maintain the equilibrium between personal and professional life significantly contributes to the accomplishment of the institutional goals and subsequently leads to their increased job satisfaction.

Research evidence thus points out that work-life balance and job satisfaction are directly proportional to each other. While the maintenance of sound work-life balance leads to greater job satisfaction, it is equally valid that work-life imbalance can decrease job satisfaction. This statement dwells on the idea of Beauregard and Henry (2009), as cited in Lathi (2017), that poor work-life balance and work-life conflict lead to poor job satisfaction, stress, and burnout. Likewise, Hill et al. (2001), as cited in Karckay and Bakalim (2017), claimed that poor work-life balance leads to decreased job satisfaction and simultaneously lowers the quality of parental role that one has to enact. The study of Punithavathi (2014) aligns with these authors who opined that work-life balance is an essential ingredient of increased job satisfaction and job accountability among the workers as the poor work-life balance can lower job satisfaction and affect the workers' physical and mental health. Likewise, Malik et al. (2014) also reported that sound professional and personal balance significantly predicts better job satisfaction of teachers.

In contradiction to these findings, the study conducted by Hafeez and Akbar (2014) reported that the job satisfaction of school teachers is not much affected by their

work-life balance. However, the authors' quota sampling technique to generate the sample might have produced such a contradictory finding.

Jointly, these empirical evidences imply that an individual's overall success is the function of sound work-life balance maintained by workers and its resultant impact upon their job satisfaction. This argument draws its support from the idea forwarded by Punia and Kamboj (2014), who maintain that a good work-life balance is essential for every individual to be more efficient and effective, thereby attaining job satisfaction which in turn ensures success in their ventures. Therefore, researchers must note that a sound work-life balance is essential for job satisfaction and to derive success from work. Although maintaining a sound work-life balance may seem somewhat elusive, but it significantly contributes to job satisfaction.

2.6 Research Gap

On perusal of the reviews, it can be concluded that most of the studies concentrated upon studying the work-life balance problem faced exclusively by female teachers and teachers teaching at the higher education stage. The studies that aimed at locating gender differences suffer from the failure to point out the specific dimension in which male and female teachers differ. Based on the past studies, the investigator concludes that there has been an unsettling trend among the researchers in understanding the negative interference of work-life into teachers' personal lives. In contrast, the possibility of personal life interfering with work-life is less explored, which is equally possible since the conflict theory rests heavily on the notion of bi-directionality of conflict. Thus, this gap in terms of idea provides scope for further inquiry. Prevalence of scanty literature regarding the work-life balance of teachers teaching different subjects suggests that this area is under-explored. There is still scope

for understanding teachers' work-life balance as per their academic affiliation. Likewise, only a couple of Indian studies attempted to understand the phenomena of teachers' work-life balance based on the nature of the appointment, indicating a gap that needs to be addressed. Evidence from the past studies signals partial attempts being made at studying the work-life balance situation of teachers teaching at the secondary level. The past studies have focused more on teachers teaching at the higher education stage since secondary education forms a crucial step in the total education system, hence the study's urgency. It is also evident from the reviews that most researchers in the past have attempted to study the work-life balance problems teachers face in private schools. However, due to the shift in the education system from teacher-centric to student-centric, consequent reforms, and the quest for achieving national goals and missions, government school teachers' task has increased manifold. Researchers in the past focused primarily on understanding the phenomena of work-life balance from the conflict perspective. However, changing times have shifted the attention to the enrichment perspective, which points to a gap in theory. Therefore, the researchers could explore the possibility of work and personal life-enriching each other.

Locating the gender difference in teachers' job satisfaction has enjoyed a reasonable amount of researchers' attention in the past. However, in the Sikkimese context, such studies are hardly available. Conclusively, undertaking studies to explore the gender differences in job satisfaction would surely overcome this flaw. A review of the literature showed a dearth of studies being conducted regarding the nature of their appointment and teachers' job satisfaction hinting at a possible gap. Hence, it would be interesting to understand the difference in the job satisfaction faced by regular and ad-hoc teachers since it is common in Sikkim to make extensive appointments on an ad-

hoc basis. The inadequacy of past studies in terms of failure to understand teachers' job satisfaction across different academic disciplines merits closer attention.

Additionally, it was also evident from the research that past studies did not make many efforts to understand the job satisfaction of language teachers as the focus was mostly on arts and science teachers, which provides scope for further inquiry. Furthermore, one major limitation of the previous works on teachers' job satisfaction has been the lack of sufficient and precise findings of the exact dimension in which the demographic differences in the job satisfaction of teachers prevailed. Although the earlier studies reported on the prevalence of significant demographic differences in teachers' job satisfaction, these studies suffered in terms of failure in pointing out the specific dimensions in which the differences occurred, hinting at a possible gap that the prospective researchers could explore.

Although the literature is replete with studies on teachers' work-life balance and job satisfaction at different stages, the scarcity of studies conducted in Sikkim points to a noticeable gap that needs to be bridged. The need for conducting such studies can therefore be justified to overcome the deficiencies encountered in past studies. Moreover, the study will contribute to the wealth of knowledge by developing fundamental ideas regarding the work-life balance and job satisfaction of secondary school teachers in Sikkim, which would eventually benefit the aspiring researchers.



Chapter 3

Chapter III

Research Method and Procedure

3.0 Introduction

The researcher in any research activity has to be clear about the research method and other details like population, the sample, data collection procedure including the permission sought from concerned institutions, data gathering instrument, etc., required for the problem researched. Hence, the present chapter aims at discussing the details involved in data collection. The chapter provides the rationale for choosing a quantitative approach, selecting the survey to collect numerical data, justifies the tools used, and presents the data collection procedure. Similarly, the chapter also explains the normality tests conducted to decide the appropriate statistical tests to test the null hypotheses.

3.1 Research Design

A quantitative research approach is used in the study. Since the focus of the study was on describing the present status of secondary school teachers' job satisfaction and their work-life balance condition, the investigator considered a quantitative approach to be appropriate for the study. Within the broad spectrum of quantitative research approaches, there are different research methods, and to fulfill the objectives of the present research, Descriptive Research Method was employed. Since the Descriptive Method focuses on getting a clear picture of the present and can find out the current status of the phenomena, it appeared to be the most suitable method for the present study. Under descriptive research, the investigator chose the survey method to generate the required data. Survey studies aim at making a detailed investigation about the current status to justify the current conditions and make recommendations or

intelligent plans for improving the status (Koul,2007). Therefore, the intent of the investigator to comprehend the current level of work-life balance and job satisfaction of secondary school teachers of Sikkim rationalizes the selection of survey method. Furthermore, since the study targeted highly literate and mature secondary school teachers, the questionnaire was considered an appropriate instrument for collecting data in the present study.

Moreover, the investigator's decision to visit the schools personally instead of mailing the questionnaires lends strong cadence to using questionnaires as the primary data collection instrument. Therefore, the investigator has used a structured closed-form of questionnaires for data collection. As opposed to open-form questionnaires that permit respondents to generate their responses, lead to ambiguous replies, and are complex in terms of interpretation, are sometimes heavily influenced by the investigator's subjectivity, and therefore might not yield objective response. The study employed a close-ended questionnaire to enable the sample to respond quickly, ensure a high return rate, seek their total co-operation, and maintain objectivity in gathering data, scoring, and interpretation.

3.1.1 Population

The large group from which the researcher generates a sample for any research project and consists of all the possible units of the group is called population (Pathak, 2011). Thus, the population for the study comprised all the secondary school teachers of Sikkim. The total number of secondary school teachers in Sikkim is 2709, including male and female teachers and teachers teaching in government and private schools, as shown in Table 3.1 below. (Source: Annual Report, U-DISE, 2018-19, Education Department, Government of Sikkim).

Table 3.1

District Wise Population of School Teachers in Sikkim Based on Gender and Management

District	Government			Private			Population
	Male	Female	Total	Male	Female	Total	Total
East	440	580	1020	21	27	48	1068
West	365	333	698	17	16	33	731
South	276	407	683	11	16	27	710
North	96	94	190	5	5	10	200
Total	1177	1414	2591	54	64	118	2709

Note. From UDISE 2017-18, Annual Report, 2017-18.

Table 3.1 shows the population of government school teachers in Sikkim for all four districts and total. As evident from the table, 2591 teachers are teaching in government schools, and 118 teachers are teaching in private schools of Sikkim. East district has the highest number of teachers' population, indicating a large number of schools in East district. West district has a teacher population of 731, followed by the South district, which has 610 teachers. On the other hand, out of all the four districts North district has the least number of teachers. Although the largest district in terms of area, the upper reaches of the North Sikkim have extreme weather conditions, making human habitation difficult and, consequently, sparse educational institutions.

3.1.2 Sample

The selected part of the population, which is used to ascertain the characteristics of the large group, is called the sample (Pathak, 2011). The sample, in all probability, is considered to be a representative fraction of the Population.

Based on the total population of secondary school teachers of Sikkim, which is 2709, the sample comprised of 337 secondary school teachers as a sample as shown in Table 3.2, selected through a convenience sampling technique.

Additionally, the researcher determined the sample size using the Survey Monkey sample size calculator by taking a 95% confidence interval and 5% margin of error, thus based on this logic, a sample of 337 was selected.

Table 3.2

Sample of School Teachers in Sikkim Based on Gender and Management

District	Government			Private			Sample Total
	Male	Female	Total	Male	Female	Total	
East	54	76	130	2	3	5	135
West	45	42	87	2	2	4	91
South	35	49	84	1	2	3	87
North	12	11	23	1	0	1	24
Total	146	178	324	6	7	13	337

Note. Designed by Researcher.

With the anticipation of an 80 to 85% return rate, the investigator selected 400 samples, i.e., ten teachers per school. Further, sampling was done in two stages to avoid drawing a significant share of samples from one district or one demographic variable. In the first stage, based on the complete list of schools in Sikkim, which is 233 according to UDISE 2017-18 record, 40 schools were selected by lottery method from all the districts and both management. And in the second stage, ten teachers were selected from each school through convenience sampling technique. Details are presented in table 3.3 below:

Table 3.3

The Population of Government and Private Schools in Sikkim and Selected Sample Schools

District	Population			Selected Sample		
	Govt	Pvt	Total	Govt	Pvt	Total
East	65	22	87	11	04	15
West	58	10	68	11	01	12
South	53	07	60	09	01	10
North	17	01	18	02	01	03
Total	193	40	233	33	07	40

Note. From UDISE 2017-18 Annual Report, 2017-18.

Table 3.3 shows the Population of total secondary schools in Sikkim in all four districts and under government and private management, which is 233 (UDISE 2017-18). Additionally, the table also shows the number of selected schools. For example, from East Sikkim, the investigator selected 15 schools, from West 12, South 10, and North Sikkim 3 schools including both Government and Private schools.

3.1.3 Tools Used

An instrument or a tool in quantitative studies is often the first thing a researcher needs to choose (Creswell, 2018). It is used to generate four types of information: individual performance, individual attitude, individual behaviour, and factual information. It often includes checklists, inventory, assessment instruments, or a questionnaire and measures, observes, and document quantitative data (Creswell, 2018).

The present study utilized a structured close-ended questionnaire viz., Job Satisfaction tool constructed and standardized by Meera Dixit (2013) and the Work-

Life Balance tool of Jeremy Hayman (2005). Job Satisfaction Scale is a Likert type five-point scale with eight dimensions with fifty-two items. For example, the intrinsic aspect of the job has seven items, salary, promotional avenues, and service conditions has eight items, physical facilities has nine items, institutional plans and policies has six items. Further, satisfaction with authorities has six items, satisfaction with social status and family welfare has five items, rapport with students has six items, relationship with co-workers has five items. All the items in the scale are positively worded; hence the investigator maintained the same scoring system throughout. For example, for every strongly agree item, a score of five was awarded; likewise, for agree, four was awarded, for undecided, three was awarded, for disagree, two was awarded, and for strongly disagree one was awarded. No reverse scoring was done. The reliability of the scale was estimated by the split-half method. The test was divided into two halves, and the co-relation was calculated for these half tests. From the reliability of the half test, the self-correction of the whole test was calculated by using the Spearman-Brown Prophecy formula, and the reliability was estimated at 0.92 established by (Dixit, 2013). The test Re-test method also estimated high reliability for the scale, 0.86 (Dixit, 2013). Therefore, the scale was considered highly reliable for measuring teachers' job satisfaction in the study.

Item validity was found out by item test Correlation Method using Pearson's r taking 27% highest scores and 27% lowest scores and finally calculating 't' values for the items. Although initially, there were 58 items, after dropping out six insignificant items, fifty-two items were included in the final version of the test (Dixit, 2013). The tool details with the dimensions and number of items are presented in the following table.

Table 3.4*Distribution of Items in the Job Satisfaction Scale Across Different Dimensions*

	Job Factors	Item Numbers	Numbers
A	An intrinsic aspect of the job	1,11,25,30,35,46, 52	7
B	Salary, promotional avenues and service conditions	3,12,19,20,31,34,45,50	8
C	Physical facilities	2,10,24,29,36,43,48,49,51	9
D	Institutional plans and policies	4,13,26,38,40,47	6
E	Satisfaction with authorities	5,14,21,27,32,41	6
F	Satisfaction with social status and family welfare	8,9,17,18,23	5
G	Rapport with students	7,15,22,28,33,39	6
H	Relationship with co-workers	6,16,37,42,44	5
		Total	52

Note. As Per Manual.

Table 3.4 shows the distribution of items on the Job Satisfaction Scale of Meera Dixit. As evident from the table, there are 52 items on the scale shared among eight dimensions. The first dimension, i.e., the intrinsic aspect of the job, measures teachers' satisfaction regarding the inherent nature of the teaching job. The second dimension, i.e., salary, promotional avenues, and service conditions, focuses on measuring teachers' satisfaction in terms of remuneration, opportunities for advancement or promotion, and the prevailing service conditions in the institutions where they perform their duties. The third dimension, i.e., physical facilities, comprises nine items that

measure teachers' satisfaction concerning prevailing logistics in their institutions. The fourth dimension, namely, institutional plans and policies, consists of six items that measure teachers' satisfaction with the type of plans and policies in the schools for teachers. The fifth dimension, i.e., satisfaction with authorities, is intended to measure teachers' satisfaction concerning institutional heads and authorities. The sixth dimension, namely, satisfaction with social status and family welfare, consists of five items centered around measuring teachers' satisfaction in terms of the social standing which their job allows and satisfaction in terms of family welfare which their job entails. The sixth dimension, i.e., rapport with students, is mainly targeted to measure teachers' satisfaction and bonding with them. The last dimension, i.e., relationship with co-workers, includes five items that measure teachers' satisfaction as far as their relationship and rapport with their colleagues are concerned.

Table 3.5

Scoring System of the Job Satisfaction Scale

Alternatives	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
Scores	5	4	3	2	1

Note. As per the manual.

Table 3.5 shows the scoring system for items in the job satisfaction scale. The table indicates that the job satisfaction scale is a five-point Likert scale having five alternative responses for each item. Thus, for every strongly agree response, a score of five is to be awarded, for agree four, for an undecided answer, a score of three is to be granted, for disagreeing two, and for strongly disagree a score of one is to be awarded. The range of scoring was fixed at 52-260 (Dixit, 2013).

Table 3. 6*Norms for Interpretation of Level of Job Satisfaction*

Sl. No.	Range of z-Scores	Grade	Level of Job Satisfaction
1	+2.01 and above	A	Extremely High Satisfaction
2	+1.26 to 2.00	B	High Satisfaction
3	+0.51 to +1.25	C	Above Average Satisfaction
4	-0.50 to +0.50	D	Average/Moderate Satisfaction
5	-0.51 to 1.25	E	Below Average Satisfaction
6	-1.26to -2.00	F	Dissatisfaction
7	-2.01 and above	G	Extremely Dissatisfaction

Note. As Per the Manual.

For measuring the work-life balance of teachers, the investigator used the Work-Life Balance Scale of Jeremy Hayman (2005). The fifteen-item scale was adapted from the nineteen-item scale developed initially by Fisher McAuley et al. (2003), designed to capture employees' perception of work-life balance (Agha et al., 2017). This scale is also a seven-point Likert type consisting of three dimensions, i.e., work interference with personal life (WIPL), personal life interference with work (PLIW), and work personal life enhancement (WPLE). The scale has both negative and positive items, five positive items and ten negative items. There are seven items in the first dimension, out of which one to six are negatively worded, and the seventh is positively worded. According to Hayman (2005), as cited in Agha et al. (2017), the first dimension measures the work-related factors that impact an individual's life. The second dimension has four items which are all negatively worded and according to Hayman (2005), as cited in Agha et al. (2017), assesses the impact of one's personal life on work. It is the reverse of the first dimension. Finally, the third dimension also consists of four items worded positively. According to Hayman (2005) as cited in Agha et al. (2017), this dimension explains how work and life enhance or complement each other. The

scale is a Likert-type having seven alternative options, i.e., all the time, frequently, often, sometimes, rarely, seldom, not at all. For positive items, scores of 7, 6, 5, 4, 3, 2, 1, was maintained, and for negative items, the scoring was reversed. The reliability of the scale was established by using Cronbach Alpha Co-efficient (Cronbach, 1951) as cited in (Hayman, 2005), and it was found to be 0.93 for WIPL, 0.85 for PLIW, and 0.69 for WPLE.

Table 3.7

Distribution of Items on Work-Life Balance Scale Across all Dimensions

Sl. No	Dimensions of Work-Life Balance Scale	Items Numbers	Number of Items
1	Work Interference with Personal Life (WIPL)	1,2,3,4,5,6,7	7
2	Personal Life Interference with Work (PLIW)	8,9,10,11	4
3	Work Personal Life Enhancement (WPLE)	12,13,14,15	4
4	Total		15

Note. As Per Manual.

Table 3.7 indicates the distribution of items in the Work-Life Balance Scale. It is clear from the table that there are fifteen items on the scale shared among the three dimensions of the scale. The first dimension, namely, work interference with personal life, comprises seven items designed to measure respondents' balance status regarding how work intrudes in their personal life. This dimension tries to assess how vulnerable teachers are to incidences of work interfering in their personal lives. Personal life interference with work consists of four items that measure respondents' balance of personal life interfering with their work life. This dimension focuses on finding the balance status when there is a negative interference of personal lives into professional

lives. The third dimension, i.e., work personal life enhancement, comprises four items intended to understand respondents' work and personal life enrichment viewpoints. The central focus is measuring respondents' balance by combining work and life rather than viewing them as opposites.

Table 3. 8

Scoring System of Work-Life Balance Scale

Alternatives	All the time	Frequently	Often	Sometimes	Rarely	Seldom	Not at all
Item Numbers 1,2,3,4,5,6,8,9,10,11	1	2	3	4	5	6	7
Item Numbers 6, 12,13,14,15	7	6	5	4	3	2	1

Note. As Per the Manual.

Table 3.8 shows the scoring guidelines for work-life balance. The scale is a seven-point Likert-type scale having seven alternative responses for each item, i.e., all the time, frequently, often, sometimes, rarely, seldom, not at all. For positive items, a scoring pattern of 7, 6, 5, 4,3,2,1, is to be maintained, and for negative items, reverse scoring is to be done. For dimensions WIPL and PLIW, a high score indicates less interference, thus high balance, and a low score suggests high interference and, therefore, low balance. For dimension, WPLE, a high score indicates high enhancement, hence high balance, and a low score indicates low enhancement, thus low balance (Hayman, 2005).

3.2 Justification for the Tool Used

The tools used in the study are considered highly appropriate owing to some favourable explanations as outlined in this paragraph. The Job Satisfaction Scale used in the study is a composite one that includes multiple core issues that are all relevant in determining teachers' job satisfaction generally and in the context of Sikkim. Job satisfaction of teachers is frequently measured against the dimensions used in the scale. The scale consists of dimensions arranged in a hierarchical fashion having basic needs of the teachers and the highest ones, which are all essential in determining teachers' job satisfaction, thus conforming to Abraham Maslow's Theory of Hierarchy of Needs that supported the study. The statements are straightforward and demand direct responses on relevant issues and therefore keep the respondents engaged throughout responding. Thus, the scale attempts to measure teachers' job satisfaction from an extensive-angle as it is not limited to few issues. As far as Work-Life Balance Scale is considered, although it consists of fewer items compared to the Job Satisfaction Scale, it has essential dimensions that attempt to assess an individual's work-life balance situation. The Theory of Conflict and Enrichment, which provided a theoretical foundation in the present study, is truly reflected in the scale dimensions. The items in the scale are forthright, which serve the purpose for which they are framed. Given that it consists of few items, the investigator was confident that it would entail a complete filled-in response, thus allowing the investigator to understand the work-life balance situation of the teachers.

3.3 Data Collection Procedure

This section provides detail about the procedure adopted to collect data. Additionally, it provides information on the information sought from different institutions and individuals before entering the site to gather the data.

The data collection process spanned over seven months. At the outset, the investigator prepared a written application seeking permission from the Director of School Education to visit Sikkim's government and private secondary schools, duly signed by the Head of the Department, Education, Sikkim University, and the Research Supervisor. Secondly, after being permitted to visit the schools, the investigator personally visited all the selected samples of secondary schools of Sikkim. Upon reaching the designated schools, the investigator correctly explained the purpose of the study and the amount of time required in filling in the questionnaires making sure to convince the authority that the data would be used purely for research and the researcher would strictly maintain the anonymity of the respondents. Finally, after seeking permission from the Heads of the visited institutions, data collection began by administering a standardized questionnaire for job satisfaction and work-life balance. Again, the teachers were meaningfully explained the purpose of the study and were encouraged to fill in the questionnaires completely as partially filled-in questionnaires would cancel the questionnaires.

Furthermore, it was ensured not to disturb the teachers during their class periods which required long hours of waiting until all the teachers were available during their recess periods to extend their co-operation. Although filling in two questionnaires required less than an hour, considering teachers' preoccupation in the school and outside, sufficient time was permitted. From each school, one teacher-in-charge or the

headteacher was responsible for distributing and collecting the filled-in questionnaires and reverting as it was sometimes impossible for the investigator to revisit the schools. Finally, the investigator gave a few reminders to the teacher-in-charge about the urgency of sending back the questionnaires and understanding how far the teachers have responded.

The investigator sought factual information regarding the number of government and private secondary schools in Sikkim as well as the number of teachers serving in these schools from the Planning Monitoring and Evaluation (PME) section of the Education Department, Government of Sikkim, and U DISE records and by interacting with the officials of Directorate of School Education, Government of Sikkim.

3.4 Distribution of Questionnaire and Response Rate

Four hundred questionnaires were distributed, out of which 343 were filled and returned, which entailed a return rate of 86%. The remaining questionnaires were partially filled and, in some cases, not returned; thus, out of 343 returned questionnaires, the investigator selected responses from 337 questionnaires for analysis as per the sample size requirement.

3.5 Data Analysis

For proper analysis of data, first of all, the questionnaires were scored as per the scoring guidelines given in the tool manual. A caution was maintained to include only the completely filled-in questionnaires to minimize the problem of missing data. An item-wise entry followed this in SPSS version 20 for the ease of statistical computation. Additionally, the data collected were analyzed using both descriptive and inferential statistics. While the focus of descriptive statistics is on describing the trends in the data

and indicating the general spread of the scores, inferential statistics are employed for comparing two or more groups, relating two or more variables, and predicting the impact of a predictor variable on the outcome variable (Creswell, 2018). Hence, to address the study's objectives and hypotheses, the investigator conducted descriptive and inferential statistics. Secondly, after proper tabulation and organization of data, it was essential to check the normality of the sample data for deciding the appropriate test of null- hypotheses. For this reason, statistical tests of normality, both KS test and Shapiro-Wilk test, which the investigator carried out in SPSS for both work -life balance and job satisfaction, the results are tabulated below:

Table 3.9

Tests of Normality of Work-Life Balance and Job Satisfaction

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Work-Life Balance	.046	337	.078	.992	337	.080
Job Satisfaction	.032	337	.200	.995	337	.276

Note. $p > 0.05$ for both the KS test and Shapiro Wilk test.

Table 3.9 shows the results of the KS test and Shapiro-Wilk test for normality of sample data of work-life balance and job satisfaction. Regarding work-life balance, the p -value of 0.08 for both the KS test and Shapiro-Wilk test is > 0.05 , indicating the normality of the sample data for work-life balance. Likewise, for job satisfaction, a p -value of 0.20 for the KS test and a p -value of 0.28 for the Shapiro Wilk test indicates a value > 0.05 , which underscored the normality of the sample data. Therefore, assuming

the normality of the sample data, parametric tests, namely the t and F tests, were performed to test the null hypotheses of both work-life balance and job satisfaction.

Based on the results of normality tests, the study used parametric tests for testing the null hypotheses. Additionally, for realizing the study's objectives, cross-tabulation for percentage analysis, mean, SD, correlation, and multiple regression analysis was performed, which is presented in detail in the following chapter.

Figure 3.1

Graphical Representation of Normality of Work-Life Balance and Job Satisfaction

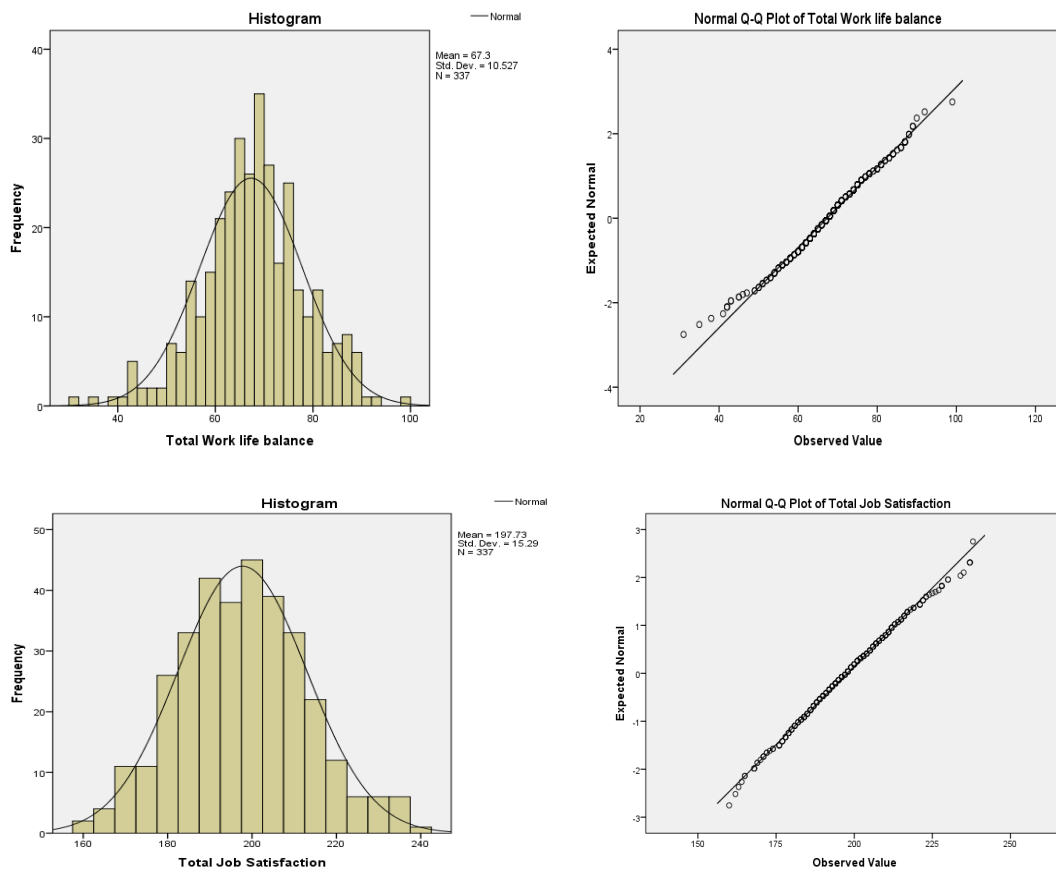


Figure 3.1 presents the visual summary of the normality of sample data in the form of histogram and Q-Q Plot for both work-life balance and job satisfaction.



Chapter 4

Chapter IV

Analysis and Interpretation

4.0 Introduction

This chapter attempts to present the statistical results of data ensuing from the study, followed by its interpretation in the light of hypotheses previously stated in the thesis. For this purpose, both descriptive and inferential statistics have been computed and assuming the normality of sample data, parametric tests have been performed for testing the null hypotheses. The chapter also tries to graphically represent the mean scores of the study variables corresponding to different dimensions of the tools as per the demographic variables. Additionally, the chapter presents the researcher's decision to reject or retain the null hypotheses based on the analysis results. Finally, results of the analysis are presented as per the objectives and null hypotheses formulated for the study.

Based on the field visit, the details of samples are shown in Table 4.1 below:

Table 4. 1*Summary of the Profile of Selected Sample*

Districts	Management	Gender	Subject			Experience in Years			Nature of Appointment	
			Arts	Science	Language	< 10	10-20	>20	Regular	Ad-hoc
of	[337]									
Sikkim										
East	Govt.	Male	16	25	13	29	10	15	31	23
[135]	[130]	[54]								
		Female	40	20	16	53	17	6	34	42
		[76]								
	Private	Male	0	2	0	0	2	0	2	0
	[05]	[02]								
		Female	0	3	0	0	2	1	3	0
		[03]								
West	Govt.	Male	12	26	7	27	11	7	20	25
[91]	[87]	[45]								
		Female	24	7	11	33	5	4	14	28
		[42]								
	Private	Male	0	1	1	1	0	1	2	0
	[04]	[02]								
		Female	1	0	1	1	0	1	2	0
		[02]								
North	Govt.	Male	4	7	1	7	1	4	7	5
[24]	[23]	[12]								
		Female	5	2	4	7	1	3	5	6
		[11]								
	Private	Male	1	0	0	0	1	0	0	1
	[01]	[01]								
		Female	0	0	0	0	0	0	0	0
		[00]								
South	Govt.	Male	10	20	5	18	7	10	21	14
[87]	[84]	[35]								
		Female	22	15	12	34	10	5	21	28
		[49]								
	Private	Male	0	1	0	1	0	0	1	0
	[03]	[01]								
		Female	1	0	1	1	1	0	1	1
		[02]								
Total	Total	337	136	129	72	212	68	57	164	173
[337]	[337]									
				337			337		337	

Note. Designed by the Researcher Based on Field Survey 2019.

Table 4.1 above shows the profile of the selected sample of 337 secondary school teachers across all demographic variables. The table indicates that out of 337 sample teachers, there were 151 male and 186 female teachers. Likewise, there were 324

teachers from government schools and 13 from private schools. In addition, there were 164 regular teachers and 173 ad-hoc. Regarding teaching experience, there were 212 teachers in the category of fewer than ten years of teaching experience, 68 between the range of ten to twenty years of experience, and 57 teachers above twenty years of teaching experience.

Regarding subjects, there were 132 teachers teaching science, 136 art teachers, and 69 language teachers. Based on Table 4.1 above, data analysis was performed, which is presented in the following paragraphs.

4.1 Analysis of Data

The raw data collected from the field through the administration of questionnaires or some other methods do not readily lend them to interpretation. Therefore, the first task here is to convert the raw scores into some meaningful form for quantification and interpretation. Therefore, this whole operation can be performed in three ways: organization, analysis, and interpretation. First, the organization calls for editing, classifying, and tabulating the information, checking the response's completeness, dividing the data into different categories, and tabulating the data in some quantified form (Pathak, 2011). Second, the organization is followed by a more rigorous step, i.e., data analysis, which implies giving some statistical treatment to data that have been properly organized in the first step. Finally, analysis of data employs both descriptive statistics and inferential statistics and both parametric and non-parametric tests, depending on whether the data is normally distributed or not.

According to Pathak (2011), "Analysis of data means studying the organized material to discover inherent facts" (p.114).

Further, the analysed data in themselves do not give any conclusive results. For deriving a proper understanding of the data, analysis must be followed by its interpretation which in layman's language means giving some meaning to statistical results of data. Interpretation of data requires a careful, logical, and critical examination of the analysed results (Pathak, 2011). Moreover, the strength of quantitative studies lies in making a detailed analysis of each of the categorical variables across different dimensions involved in the data gathering tools. And for this very purpose, in the present study, the investigator has made an effort to understand the demographic differences across all dimensions of tools and the total scores on work-life balance and job satisfaction. In short, the present chapter will dwell on the results of empirical investigation and graphical representation of statistical results. The details involved in the analysis of data corresponding to each null hypothesis and objective formulated for the study, accompanied by interpretation of the analysed data are presented in the subsequent paragraphs.

Objectives

Objectives in a research study help the researcher narrow down the focus of the research activity to achieve the required goals of the survey successfully. For the study, eight objectives were stated, which are presented in the consequent paragraphs.

Objective 1

The study intended to find out whether secondary school teachers of Sikkim differ in the overall and in terms of various dimensions of work-life balance and job satisfaction regarding gender, and therefore the following objective was stated:

To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on gender.

4.2 Null Hypotheses

To make an in-depth comparison between the demographic variables and understand the differences regarding the tools' different dimensions, the investigator formulated twelve null hypotheses. Parametric statistics, mainly 't' and F test, were computed for testing them. The results of the analysis are presented in the subsequent paragraphs.

4.2.1 Null Hypothesis 1

To realise objective one, the following null hypothesis was formulated:

H₀₁ There is no significant difference in the mean scores of teachers in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between the gender.

Table 4. 2

Mean Comparison of Work-Life Balance Between Male and Female Teachers

Variable	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
WIPL	Male	151	31.26	6.64	- 0.16	0.87
	Female	186	31.38	6.64		
PLIW	Male	151	20.47	4.91	- 3.09	0.00
	Female	186	22.02	4.11		
WPLE	Male	151	14.88	5.94	0.66	0.52
	Female	186	14.45	5.90		
WLB	Male	151	66.62	11.15	- 1.07	0.29
	Female	186	67.85	9.99		

Note. WIPL= Work Interference with Personal Life; PLIW= Personal Life Interference with Work; WPLE= Work Personal Life Enhancement; WLB= Work-Life Balance.

An independent samples *t*-test was performed to compare the work-life balance between male and female teachers regarding the various dimensions and overall work-

life balance, as shown in Table 4.2 above. There were no significant gender differences in the first dimension as the findings showed a non-significant mean difference with $t(335) = -0.16, p > 0.05$). Similarly, there were no significant gender differences in work personal life enhancement with $t(335) = 0.66, p > 0.05$). Further, the result exhibited a non-significant mean difference in overall work-life balance with $t(335) = -1.07, p > 0.05$). On the contrary, the table showed a significant gender difference concerning personal life interference with work with $t(335) = -3.09, p < 0.05$). Findings showed that female teachers exhibited higher mean scores ($M = 22.02, SD = 4.11$) than male teachers whose mean scores were ($M = 20.47, SD = 4.91$). Hence the H_{01} was not rejected for parts a, c, and d. On the contrary, it was rejected for part b.

The mean scores of male and female teachers in their overall work-life balance and different dimensions, as shown in Table 4.2, have been presented graphically in Figures 4.1 and 4.2 below.

Figure 4.1

Mean Scores of Male and Female Teachers in WLB

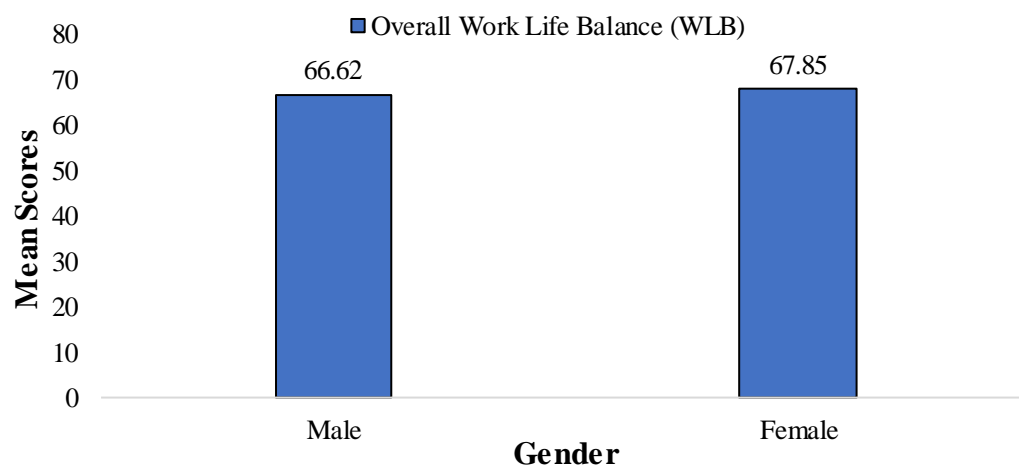


Figure 4.1 above shows the mean score of teachers in terms of overall work-life balance. The figure shows that female teachers showed a slightly higher mean score, ($M = 67.85$) as compared to male teachers who had a mean score of ($M = 66.62$) thus,

based on the mean scores, we can interpret female teachers to have a slightly better work-life balance as compared to their male counterparts. However, the difference was insignificant.

Figure 4.2

Mean Scores of Male and Female Teachers in WIPL, PLIW, and WPLE

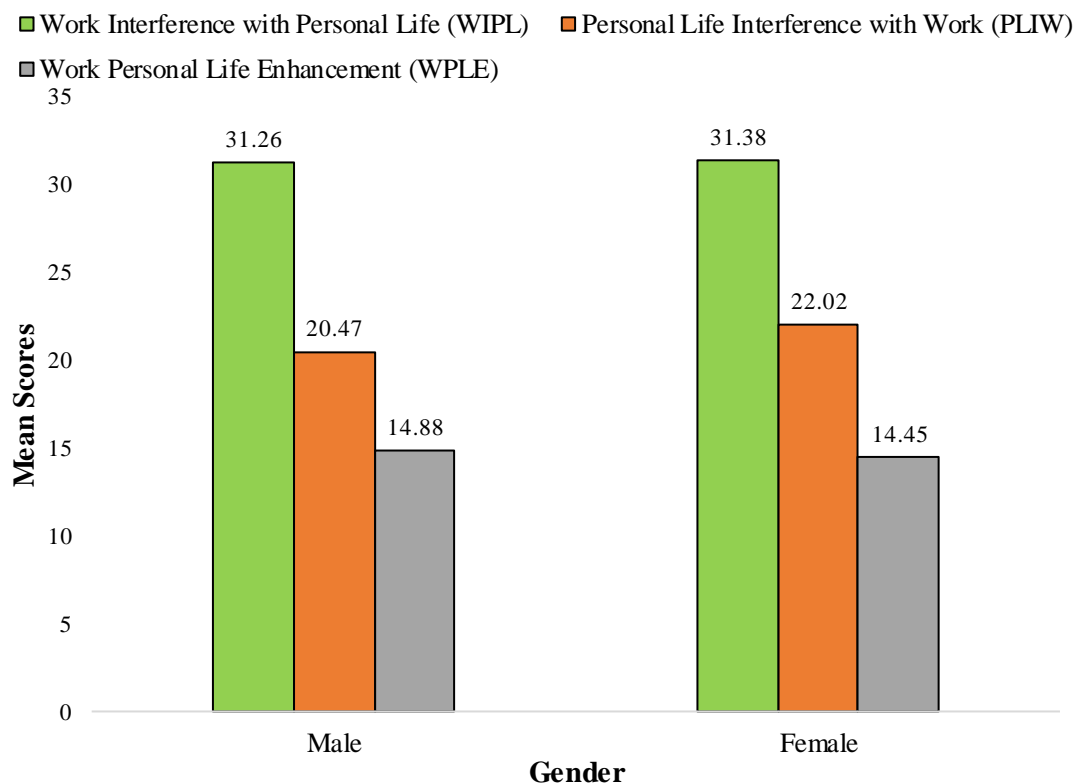


Figure 4.2 demonstrates the mean scores of Sikkim's male and female secondary school teachers in the three dimensions of work-life balance. The above figure shows that the mean score of male secondary school teachers in work interference with personal life is ($M=31.26$). For females, it is ($M=31.38$), which suggests a very negligible difference. Regarding personal life interference with work, female teachers with a higher mean score ($M=22.02$) faced less intrusion of personal life into their work than their male counterparts ($M=20.47$). In terms of work personal life enhancement, a very slight difference in the mean scores was reported between male ($M=14.88$) and female teachers ($M=14.45$).

4.2.2 Null Hypothesis 2

The investigator formulated the following null hypothesis to know if at all there exists a significant difference in the overall job satisfaction and various dimensions between male and female teachers teaching in secondary schools of Sikkim:

H₀₂ There is no significant difference in the mean scores of teachers in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the gender.

Table 4.3

Mean Comparison of Job Satisfaction Between Male and Female Teachers

Dimensions	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
JS1	Male	151	27.60	2.75	0.30	0.76
	Female	186	27.52	2.48		
JS2	Male	151	27.05	4.46	2.64	0.01
	Female	186	25.75	4.52		
JS3	Male	151	32.26	4.97	2.31	0.02
	Female	186	30.90	5.87		
JS4	Male	151	23.79	2.31	2.60	0.01
	Female	186	23.14	2.25		
JS5	Male	151	24.22	2.65	2.16	0.03
	Female	186	23.53	3.10		
JS6	Male	151	20.25	2.12	0.19	0.85
	Female	186	20.19	3.30		
JS7	Male	151	24.66	2.35	1.14	0.26
	Female	186	24.37	2.24		

JS8	Male	151	20.38	2.04	0.28	0.78
	Female	186	20.32	1.91		
Overall	Male	151	200.21	15.07	2.71	0.01
	Female	186	195.72	15.21		

Note. JS1= Intrinsic Aspect of the Job; JS2= Salary, Promotional Avenues and Service Conditions; JS3= Physical Facilities; JS4=Institutional Plans and Policies; JS5= Satisfaction with Authorities; JS6= Satisfaction with Social Status and Family Welfare; JS7= Relationship with Colleagues; JS8= Rapport with Students.

For testing the above null hypothesis, an independent samples *t*-test was calculated to compare the job satisfaction between male and female teachers. In terms of the intrinsic aspect of the job, there was no significant gender difference as the findings showed a non-significant mean difference with $t(335) = 0.30, p > 0.05$. Likewise, there were no significant differences regarding satisfaction with social status and family welfare with $t(335) = 0.19, p > 0.05$. The table revealed no significant gender difference regarding rapport with students with $t(335) = 1.14, p > 0.05$. Likewise, there was no significant difference between male and female teachers for the relationship with colleagues with $t(335) = 0.28, p > 0.05$. On the other hand, there were significant differences in salary, promotional avenues, and service conditions with $t(335) = 2.64, p < 0.05$. Findings showed that male teachers exhibited higher mean scores ($M = 27.05, SD = 4.46$) than female teachers whose mean scores were ($M = 25.75, SD = 4.52$). Similarly, a significant gender difference was found in terms of physical facilities with $t(335) = 2.31, p < 0.05$. Male teachers with ($M = 32.26, SD = 4.97$) surpassed the mean scores of female teachers with ($M = 30.90, SD = 5.87$). Likewise, there was a significant difference between male and female teachers regarding institutional plans and policies with $t(335) = 2.60, p < 0.05$. Male teachers with ($M = 23.79, SD = 2.31$) were ahead of female teachers ($M = 23.14, SD = 2.25$). The table also reveals a significant difference between male and female teachers regarding satisfaction with authorities with $t(335)$

=2.16, $p<0.05$). Male teachers exhibited higher mean scores ($M=24.22$, $SD=2.65$) than female teachers ($M=23.53$, $SD=3.10$). The table also revealed a significant difference between male and female teachers in their overall job satisfaction with $t(335)=2.71$, $p<0.05$). Male teachers exhibited a higher mean score ($M=200.21$, $SD=15.07$) than females ($M=195.72$, $SD=15.21$). Hence the H_{02} was rejected for b, c, d, e, and i. On the contrary, it was confirmed for a, f, g, and h.

The mean scores of male and female teachers regarding their overall job satisfaction and dimensions are presented graphically in Figures 4.3 and 4.4 below.

Figure 4.3

Mean Scores of Male and Female Teachers in Overall Job Satisfaction



Figure 4.3 shows the mean scores of male and female teachers in their overall job satisfaction. The figure indicates that male teachers have shown a higher mean score ($M=200.21$) than their female counterparts who have ($M=195.72$), suggesting a comparatively higher job satisfaction for male teachers.

Figure 4. 4

Mean Scores of Male and Female Teachers in Dimensions of Job Satisfaction.

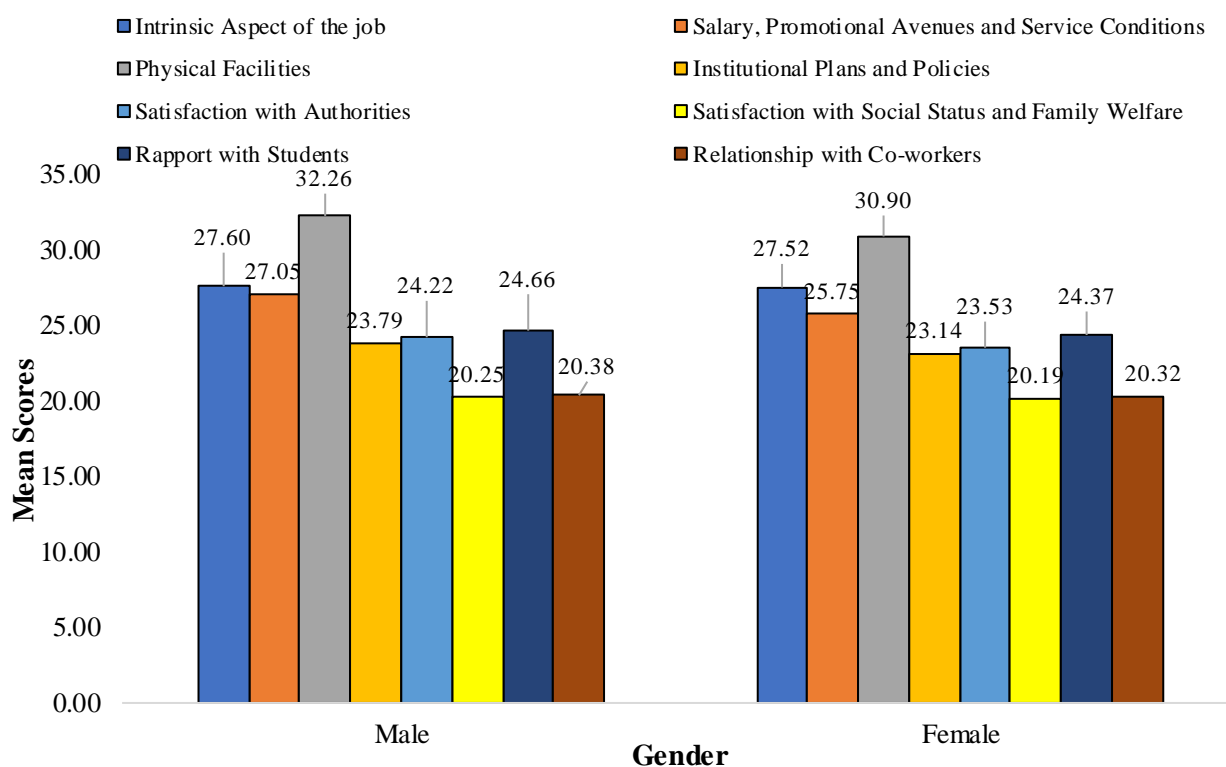


Figure 4.4 shows the mean scores of male and female teachers in their overall job satisfaction across all the dimensions. Based on the figure, we can say that male teachers have shown higher mean scores than their female counterparts in all the dimensions. Additionally, the difference was significant with regard to salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, and overall job satisfaction. Therefore, the higher mean scores for male teachers indicate a better job satisfaction than female teachers who exhibited a relatively low mean score in all the dimensions and overall job satisfaction, as evident from the Figure 4.4 .

Objective 2

In order to find out if secondary school teachers of Sikkim working in government and private schools differ in the overall and various dimensions of work-life balance and job satisfaction, the following objective was stated:

To determine the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on management.

To fulfill this objective following null hypothesis was formulated

4.2.3 Null Hypothesis 3

H₀₃ There is no significant difference in the mean scores of teachers in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between the management.

Table 4. 4

Mean Comparison of Work-Life Balance Between Government and Private School Teachers

Variable	Management	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
WIPL	Government	324	31.29	6.53	- 0.54	0.59
	Private	13	32.31	8.92		
PLIW	Government	324	21.27	4.55	- 1.17	0.24
	Private	13	22.77	4.13		
WPLE	Government	324	14.64	5.92	- 0.13	0.90
	Private	13	14.85	5.77		
WLB	Government	324	67.19	10.61	- 0.928	0.36
	Private	13	69.92	8.19		

Note. WIPL= Work Interference with Personal Life; PLIW= Personal Life Interference with Work; WPLE= Work Personal Life Enhancement; WLB= Work-Life Balance.

An independent samples *t*-test was performed to compare the dimension-wise and overall work-life balance between government and private school teachers, as shown in Table 4.4. There were no significant differences between government school teachers and private school teachers in any dimensions of work-life balance and overall work-life balance. For instance, in terms of work interference with personal life, *t* value was, $t(335) = -0.54, p > 0.05$, for personal life interference with work *t* value was, $t(335) = -1.17, p > 0.05$, similarly for work personal life enhancement $t(335) = -0.13, p > 0.05$. For overall work-life balance, *t* value was $t(335) = -0.92, p > 0.05$. The statistical results thus revealed no significant difference in any dimensions of work-life balance between government and private school teachers. Hence the H_{03} was confirmed, and it was concluded that there is no significant difference in the work-life

balance between government and private school teachers. The mean scores of governments and private school teachers regarding their overall work-life balance and dimensions are presented graphically in Figures 4.4 and 4.5 below.

Figure 4.5

Mean Scores of Government and Private School Teachers in Work-Life Balance

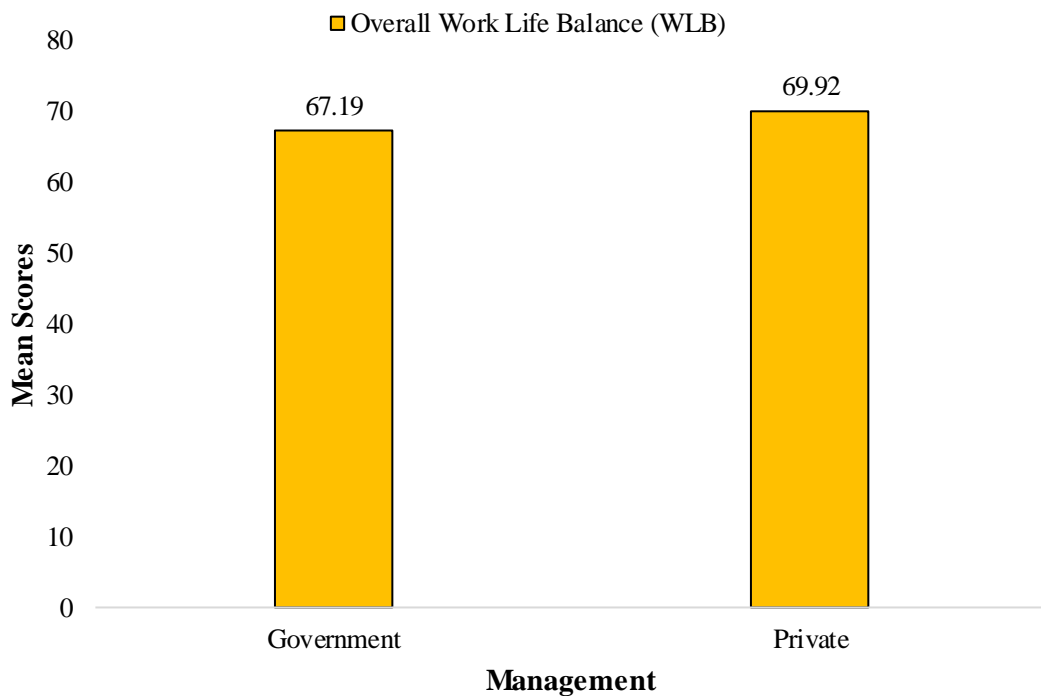


Figure 4.5 shows the mean scores for government and private school teachers in the overall work-life balance. The figure depicts that private school teachers have a slightly higher mean score of ($M=69.92$) than government school teachers ($M=67.19$). However, the mean difference was not significant statistically.

Figure 4. 6

Mean Scores of Government and Private School Teachers in WIPL, PLIW, and WPLE

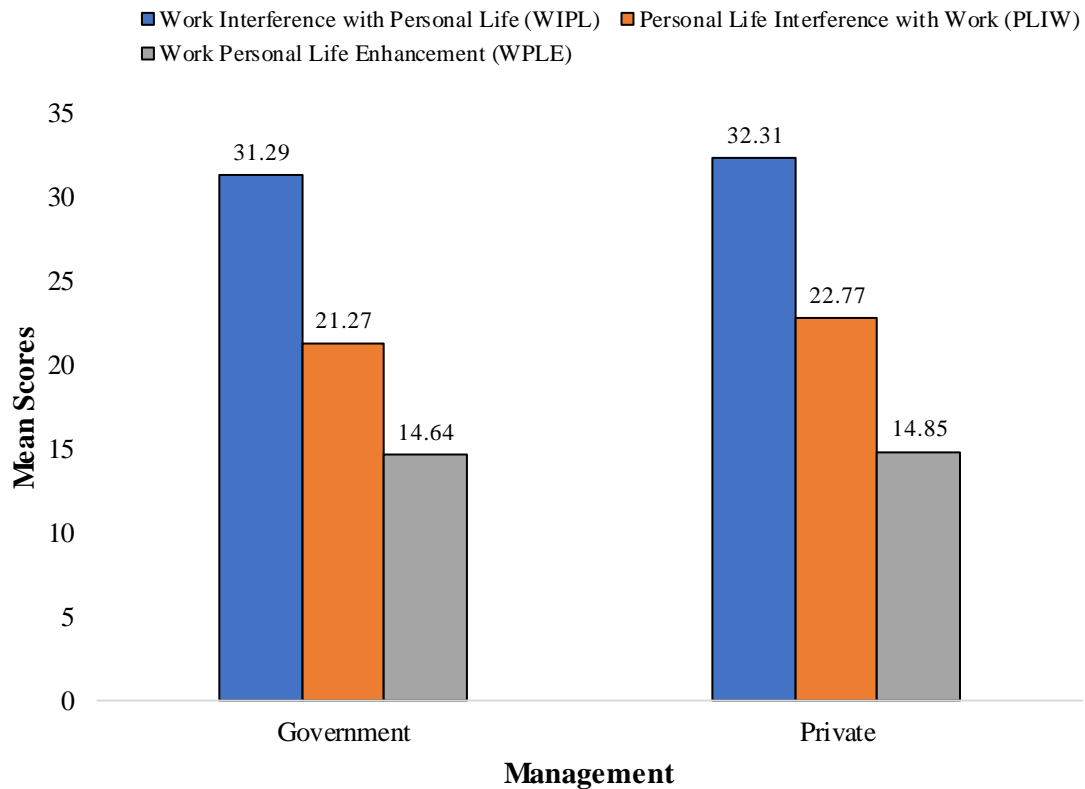


Figure 4.6 shows the mean scores for government and private school teachers in the different dimensions of work-life balance. As evident from the above figure, private school teachers with a mean of ($M=32.31$) for work interference with personal life are slightly ahead of teachers teaching in government schools with a mean score of ($M=31.29$). For personal life interference with work, private school teachers have a higher mean score, i.e., ($M=22.77$) than government school teachers who have a mean score of ($M=21.27$). Concerning work personal life enhancement, private school teachers have a mean of ($M=14.85$), and government school teachers have ($M=14.64$), indicating a very insignificant mean difference.

4.2.4 Null Hypothesis 4

The study also tried to study if there is any significant difference in the job satisfaction of secondary school teachers of Sikkim teaching in government and private schools. For this purpose, the following null hypothesis was formulated:

H₀₄ There is no significant difference in the mean scores of teachers in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the management.

Table 4. 5

Mean Comparison of Job Satisfaction Between Government and Private School Teachers

Dimensions	Management	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
JS1	Government	324	27.59	2.59	1.11	0.27
	Private	13	26.77	2.83		
JS2	Government	324	26.23	4.48	-2.11	0.04
	Private	13	28.92	5.19		
JS3	Government	324	31.37	5.49	-2.34	0.02
	Private	13	35.00	5.32		
JS4	Government	324	23.47	2.30	1.43	0.15
	Private	13	22.54	2.11		
JS5	Government	324	23.90	2.85	1.19	0.26
	Private	13	22.46	4.29		
JS6	Government	324	20.24	2.86	0.79	0.43
	Private	13	19.62	1.90		
JS7	Government	324	24.52	2.25	0.80	0.43

	Private	13	24.00	3.19		
JS8	Government	324	20.36	1.94	0.64	0.52
	Private	13	20.00	2.61		
Overall	Government	324	197.66	15.27	-0.38	0.70
	Private	13	199.31	16.25		
Job Satisfaction						

Note. JS1= Intrinsic Aspect of the Job; JS2= Salary, Promotional Avenues, and Service Conditions; JS3= Physical Facilities; JS4=Institutional Plans and Policies; JS5= Satisfaction with Authorities; JS6= Satisfaction with Social Status and Family Welfare; JS7= Relationship with Colleagues; JS8= Rapport with Students.

To compare the job satisfaction between government and private school teachers, an independent samples *t*-test was performed. There were significant differences as regards salary, promotional avenues, and service conditions with $t(335) = -2.11, p < 0.05$, private school teachers exhibited higher mean scores ($M = 28.92, SD = 5.19$) than Government ($M = 26.23, SD = 4.48$). Moreover, there was a significant difference concerning physical facilities with $t(335) = -2.34, p < 0.05$ teachers from private schools exhibited higher mean scores ($M = 35.00, SD = 5.32$) than their government counterparts ($M = 31.37, SD = 5.49$). However, for the intrinsic aspect of the job, there was no significant difference with $t(335) = 1.11, p > 0.05$, similarly for institutional plans and policies, no significant difference was found with $t(335) = 1.43, p > 0.05$. For satisfaction with authorities $t(335) = 1.19, p > 0.05$ was not significant, for satisfaction with social status and family welfare $t(335) = 0.79, p > 0.05$ was not significant. Likewise for rapport with students, $t(335) = 0.80, p > 0.05$ was insignificant, going further for relationship with colleagues, $t(335) = 0.54, p > 0.05$ was not significant statistically and finally in terms of overall job satisfaction $t(335) = -0.38, p > 0.05$ was not significant. Therefore, based on the statistical analysis results, H_{04} was not supported for parts b, c; however, it was supported for a, d, e, f, g, h, i.

The mean scores for government and private school teachers in their total job satisfaction and dimensions are shown in Figures 4.7 and 4.8 below.

Figure 4.7

Mean Scores of Government and Private School Teachers in Overall Job Satisfaction

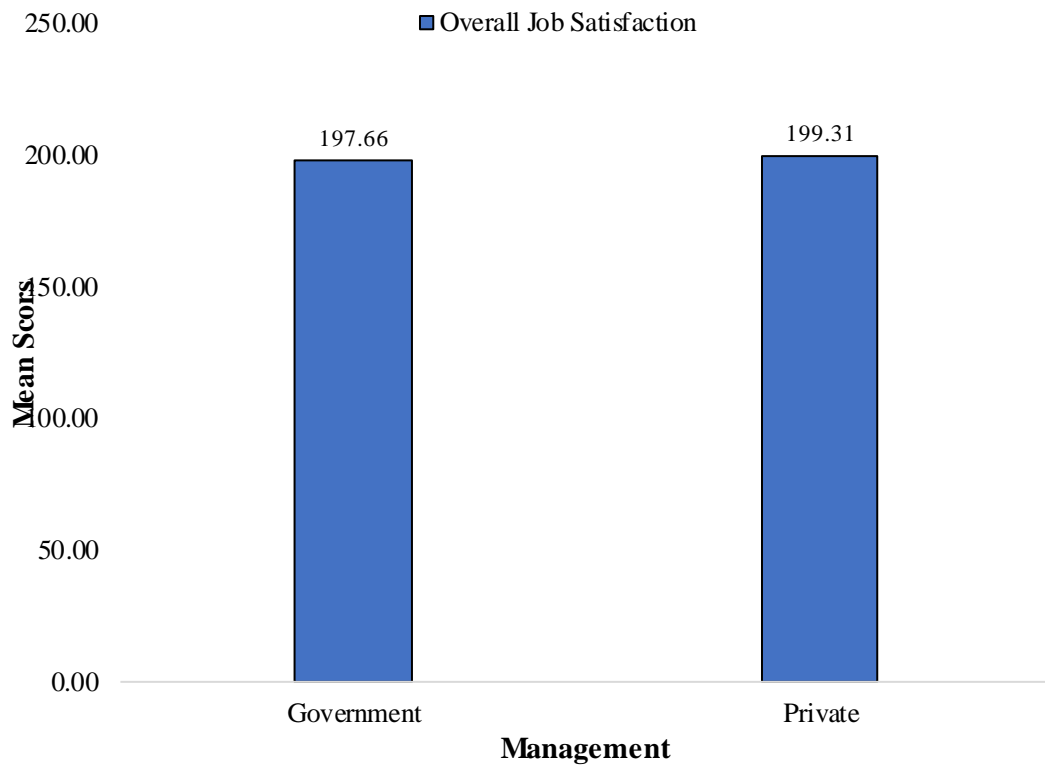


Figure 4.7 shows the mean scores for government and private school teachers of Sikkim in overall job satisfaction. A perusal of the figure indicates that although private school teachers' mean score ($M=199.31$) is higher than ($M=197.66$) for government school teachers, the difference was not significant, indicating that the difference was not statistically significant.

Figure 4. 8

Mean Scores of Government and Private School Teachers in Dimensions of Job Satisfaction

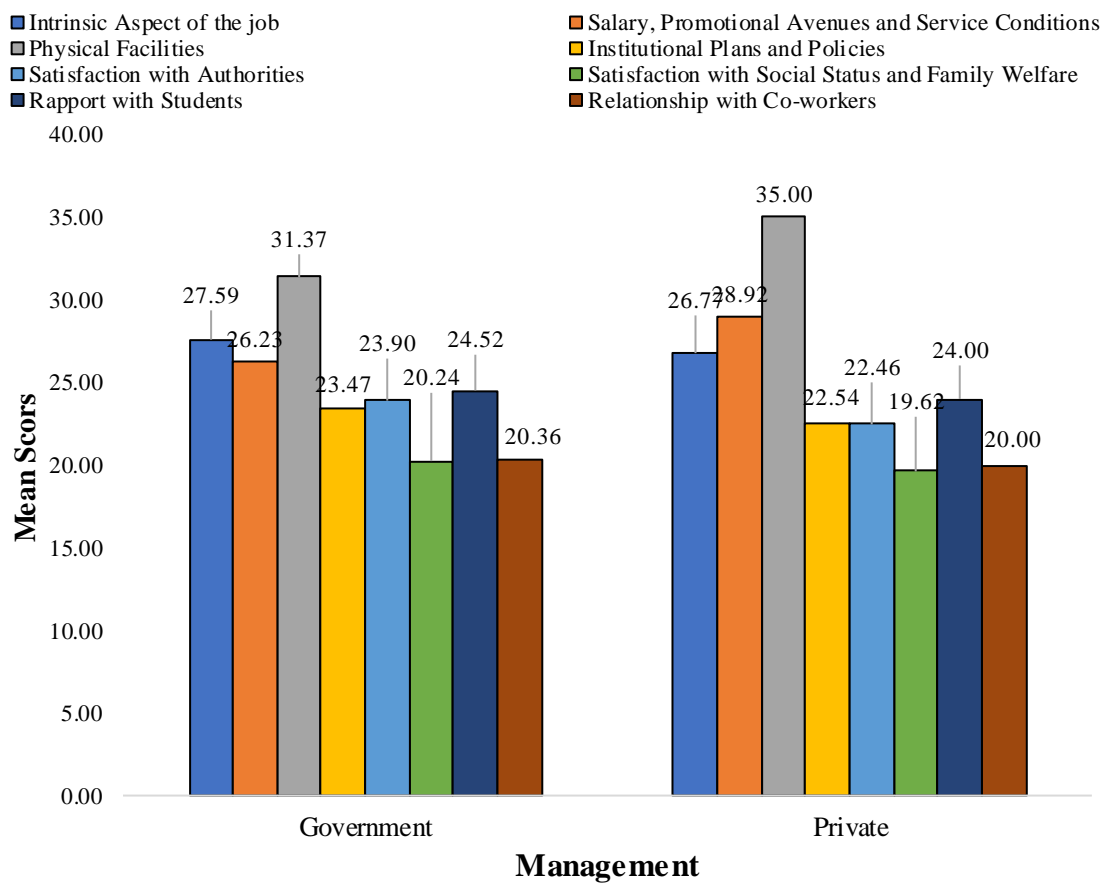


Figure 4.8 shows the mean scores for Sikkim's government and private school teachers in their various dimensions of job satisfaction. A perusal of the figure reveals that government school teachers have a mean of ($M=27.59$) regarding the intrinsic aspect of the job, which is a little higher than a mean score of ($M=26.77$) for private school teachers. Regarding salary, promotional avenues, and service conditions, private school teachers have higher mean scores, and this difference was significant. Similarly, for physical facilities, private school teachers with ($M=35.00$) were much ahead of teachers from government schools who reported a mean score of ($M=31.37$). For institutional plans and policies, government school teachers had a mean of ($M=23.47$) and private school teachers a mean score of ($M=22.54$). In terms of satisfaction with authorities mean score of ($M=23.90$) for teachers from government schools was slightly

higher than a mean score of ($M=22.46$) for private schools. Likewise, teachers working in government schools exhibited a little higher mean score than their private counterparts in terms of satisfaction with social status and family welfare, although the difference was insignificant. A very negligible mean difference was reported between the teachers from two management in terms of rapport with students with a mean of ($M=24.52$) for government school teachers and ($M=24.00$) for private school teachers. Likewise, a similar result was shown for relationship with co-workers with ($M=20.36$) for government school teachers and ($M=20.00$) for private school teachers.

Objective 3

For finding out the difference based on the nature of appointment in the overall and in various dimensions of work-life balance and job satisfaction the following objective was stated:

To study the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on the nature of the appointment.

In order to achieve this objective, the following null hypothesis was framed:

4.2.5 Null Hypothesis 5

H₀₅ There is no significant difference in the mean scores in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance between regular and ad-hoc teachers.

Table 4. 6*Mean Comparison of Work-Life Balance Between Regular and Ad-hoc Teachers*

Variable	Appointment	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
WIPL	Regular	164	31.57	6.60	0.66	0.51
	Ad-hoc	173	31.10	6.67		
PLIW	Regular	164	21.44	4.42	0.45	0.65
	Ad-hoc	173	21.21	4.66		
WPLE	Regular	164	15.41	5.46	2.36	0.02
	Ad-hoc	173	13.91	6.24		
WLB	Regular	164	68.43	10.37	1.93	0.06
	Ad-hoc	173	66.23	10.60		

Note. WIPL= Work Interference with Personal Life; PLIW= Personal Life Interference with Work; WPLE= Work Personal Life Enhancement; WLB= Work-Life Balance.

In order to test the above null hypothesis, an independent samples *t*-test was done. There were no significant differences in the first dimension as the findings showed a non-significant mean difference with $t(335) = 0.66, p > 0.05$). Similarly, there was no significant gender difference in personal life interference with work with $t(335) = 0.45, p > 0.05$). Further, the result exhibited a non-significant mean difference in overall work-life balance with $t(335) = 1.93, p > 0.05$). On the other hand, in the third dimension, i.e., work personal life enhancement, the result significantly differed between regular and ad-hoc teachers, with $t(335) = 2.36, p < 0.05$). Thus, there were significant differences in the mean score for Regular ($M = 15.41, SD = 5.46$) and Ad-hoc ($M = 13.91, SD = 6.24$). Hence the H_{05} was rejected for part c. On the contrary, it was confirmed for a, b, and d.

Mean scores of regular and ad-hoc teachers in work-life balance and its dimensions are represented in Figures 4.9 and 4.10 below.

Figure 4. 9

Mean Scores of Regular and Ad-hoc Teachers in WLB

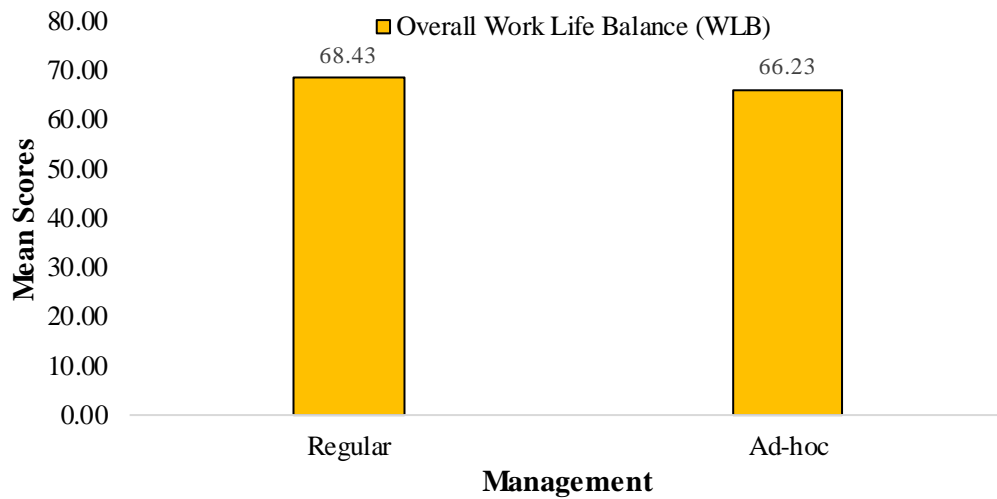


Figure 4.9 illustrates the mean scores of Sikkim's regular and ad-hoc secondary school teachers in their overall work-life balance. The figure indicates a mean score of ($M=68.43$) for regular teachers and ($M=66.23$) for ad-hoc teachers. Although regular teachers have shown a slightly higher mean score, the difference was not significant.

Figure 4. 10

Mean Scores of Regular and Ad-hoc Teachers in WIPL, PLIW, and WPLE

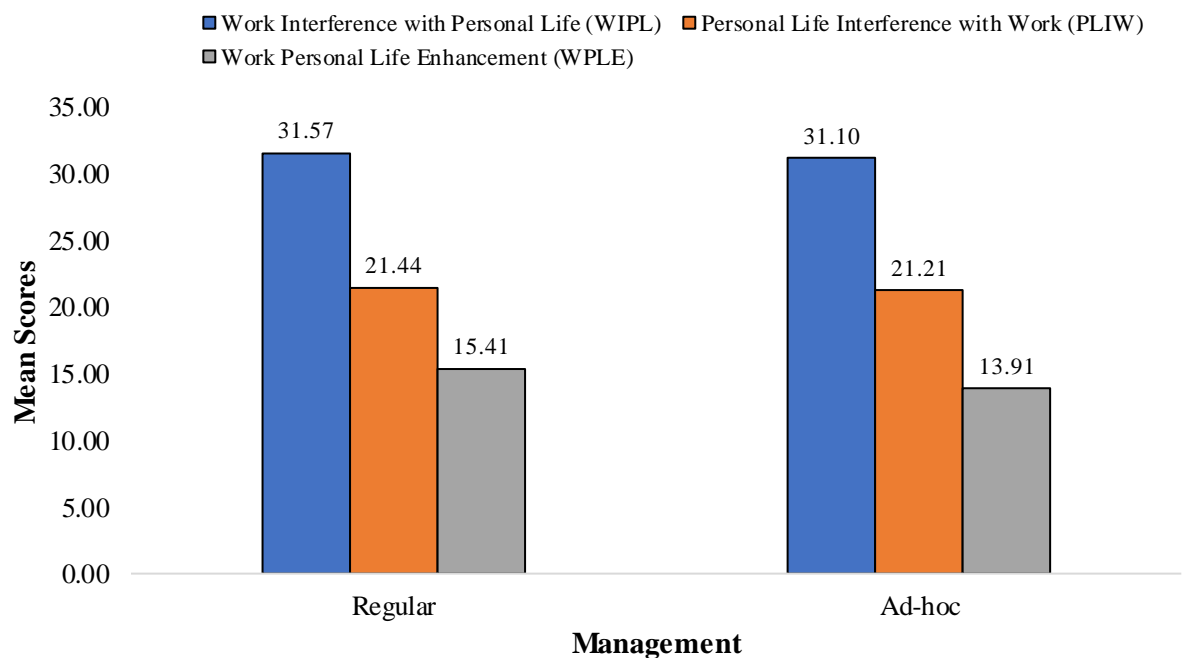


Figure 4.10 illustrates the mean scores of regular and ad-hoc secondary school teachers in all the dimensions of work-life balance. Although, from the figure, it is clear that regular teachers have shown higher mean scores in all the dimensions, nevertheless, the mean difference was significant only with regard to work personal life enhancement, as regular teachers with a mean of ($M=15.41$) are ahead than ad-hoc teachers who showed a mean score of ($M=13.91$) as evident in the figure. In other dimensions, the difference was non-significant.

4.2.6 Null Hypothesis 6

Likewise, to see if there is any significant difference in the job satisfaction and its dimensions between regular and ad-hoc secondary school teachers of Sikkim, the following null hypothesis was formulated:

H₀₆ There is no significant difference in the mean scores in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical Facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction between the management between regular and ad-hoc teachers.

Table 4.7

Mean Comparison of Job Satisfaction Between Regular and Ad-hoc Teachers

Dimensions	Appointment	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (335)	<i>p</i>
JS1	Regular	164	27.54	2.51	-0.13	0.90
	Ad-hoc	173	27.57	2.69		
JS2	Regular	164	28.37	3.62	8.97	0.00

	Ad-hoc	173	24.40	4.47		
JS3	Regular	164	31.69	5.21	0.58	0.56
	Ad-hoc	173	31.34	5.81		
JS4	Regular	164	23.32	2.36	-0.83	0.41
	Ad-hoc	173	23.53	2.24		
JS5	Regular	164	23.80	2.93	-0.25	0.80
	Ad-hoc	173	23.88	2.92		
JS6	Regular	164	20.37	2.20	0.92	0.36
	Ad-hoc	173	20.08	3.32		
JS7	Regular	164	24.24	2.26	-1.20	0.05
	Ad-hoc	173	24.74	2.30		
JS8	Regular	164	20.27	1.96	-0.69	0.49
	Ad-hoc	173	20.42	1.98		
Overall JS	Regular	164	199.59	14.65	2.19	0.03
	Ad-hoc	173	195.96	15.71		

Note. JS1= Intrinsic Aspect of the Job; JS2= Salary, Promotional Avenues, and Service Conditions; JS3= Physical Facilities; JS4=Institutional Plans and Policies; JS5= Satisfaction with Authorities; JS6= Satisfaction with Social Status and Family Welfare; JS7= Relationship with Colleagues; JS8= Rapport with Students.

An independent samples *t*-test was computed to compare the job satisfaction between regular and ad-hoc teachers in total job satisfaction and across its components. The results did not show any significant difference between regular and ad-hoc teachers with respect to the intrinsic aspect of the job with $t(335) = -0.13, p > 0.05$, a non-significant result was revealed in terms of physical facilities with $t(335) = 0.58, p > 0.05$. Similarly, $t(335) = -0.83, p > 0.05$ was insignificant for institutional plans and policies. Furthermore, satisfaction with authorities with $t(335) = -0.25, p > 0.05$ was insignificant. Also, there was no significant difference between regular and ad-hoc teachers in satisfaction with social status and family welfare $t(335) = 0.92, p > 0.05$. Further, the result also did not point out any significant difference based on the nature

of appointment with regard to rapport with students with $t(335) = -0.20, p > 0.05$, in a similar way $t(335) = -0.69, p > 0.05$ for the relationship with colleagues did not reveal any significant difference between regular and ad-hoc teachers. On the contrary, there were significant differences between regular and ad-hoc teachers for the dimension salary, promotional avenues, and service conditions with $t(335) = 8.97, p < 0.05$. The difference in the mean score of regular teachers ($M = 28.37, SD = 3.62$) and ad-hoc ($M = 24.40, SD = 4.47$) was highly significant. Likewise, in overall job satisfaction there was a significant difference between regular and ad-hoc teachers with $t(335) = 2.19, p < 0.05$. Additionally, there was a considerable difference in the mean score of regular teachers ($M = 199.59, SD = 14.65$) and ad-hoc ($M = 195.96, SD = 15.71$). Hence the H_{06} was rejected in terms of parts b and i. On the contrary, it was confirmed for parts a, c, d, e, f, g, and h.

Mean scores of regular and ad-hoc teachers in all the dimensions of job satisfaction and overall job satisfaction are presented in Figures 4.11 and 4.12 below.

Figure 4. 11

Mean Scores of Regular and Ad-hoc Teachers in Overall Job Satisfaction

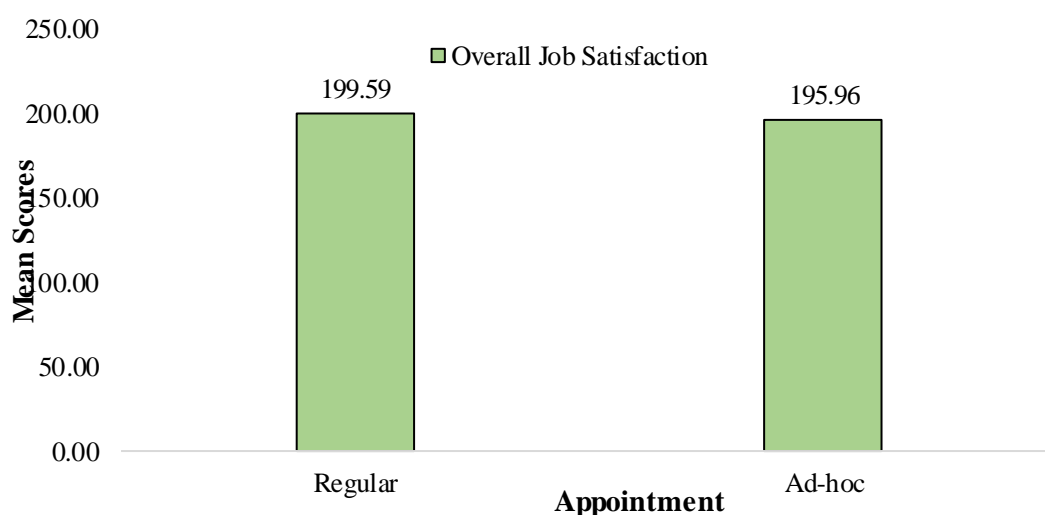


Figure 4.11 shows the mean scores of regular and ad-hoc teachers in their total job satisfaction. Concerning overall job satisfaction, regular teachers with ($M=199.59$) have surpassed the mean score of ad-hoc teachers ($M=195.96$), and this mean difference was statistically significant. The mean difference thus clearly indicates that regular teachers have better job satisfaction than ad-hoc teachers.

Figure 4.12

Mean Scores of Regular and Ad-hoc Teachers in Dimensions of Job Satisfaction

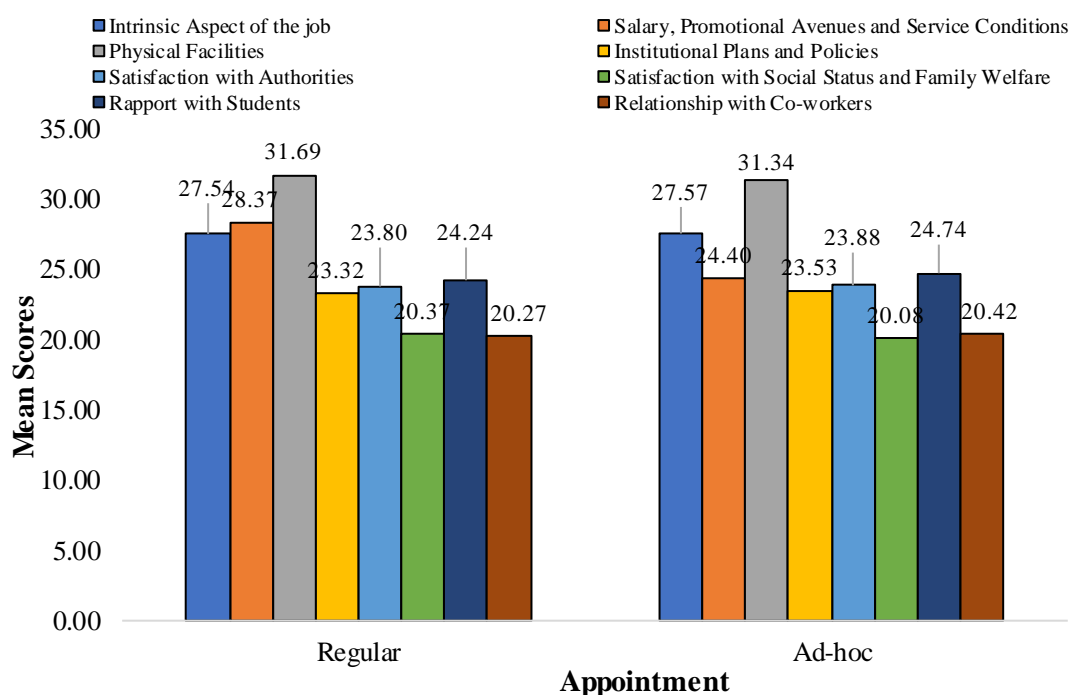


Figure 4.12 shows the mean scores of regular and ad-hoc teachers in the various dimensions of job satisfaction. The figure indicates that in terms of the intrinsic aspect of the job, regular teachers have ($M=27.54$) and ad-hoc teachers have ($M=27.57$). For physical facilities, regular teachers have a mean score of ($M=31.69$), and ad-hoc teachers have ($M=31.34$). Regular teachers have ($M=23.32$) in institutional plans and policies, and ad-hoc teachers have ($M=23.53$). Similarly, in terms of satisfaction with authorities, regular teachers have ($M=23.80$), and ad-hoc teachers have ($M=23.88$). For satisfaction with social status and family welfare, regular teachers have ($M=20.37$), and

ad-hoc teachers have ($M=20.08$). Likewise, regular teachers have shown a mean score of ($M=24.24$) for rapport with students and ad-hoc teachers ($M=24.74$).

Regarding the relationship with colleagues, regular teachers have a mean score of ($M=20.27$), and ad-hoc teachers have ($M=20.42$). Thus, based on the mean scores, we can say that there are very insignificant differences between regular and ad-hoc teachers with regard to these dimensions. However, in terms of salary, promotional avenues, and service conditions, regular teachers with ($M=28.37$) are ahead of ad-hoc teachers with a mean score of ($M=24.40$), and this difference was significant.

Objective 4

In order to locate the difference in overall and across dimensions of work-life balance and job satisfaction among secondary based on their teaching experience, the following objective was specified:

To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on teaching experience.

4.2.7 Null Hypothesis 7

The following null hypothesis was stated to achieve the above objective.

H_{07} There is no significant difference in the mean scores in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance among the teachers with varied years of teaching experience.

Table 4. 8

Mean, Standard Deviation, and One-Way Analysis of Variance in Work-Life Balance and its Dimensions Across Teaching Experience Groups

Variables	<10		10-		>20		<i>F</i> (2, 334)
	Years		20Years		Years		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
WIPL	31.44	6.66	30.09	6.66	32.39	6.34	1.96
PLIW	21.32	4.51	21.09	4.6	21.61	4.64	0.21
WPLE	14.41	6.01	16.06	4.82	13.82	6.5	2.69
WLB	67.17	10.6	67.24	10.77	67.82	10.11	0.09

Note. WIPL= Work Interference with Personal Life; PLIW= Personal Life Interference with Work; WPLE= Work Personal Life Enhancement; WLB= Work=Life Balance.

Table 4.8 shows the descriptive statistics and *F*- values for various dimensions of work-life balance and total work-life balance across various groups of teaching experience. Results indicated no significant difference across teaching experience groups in work interference with personal life with $F(2, 334) = 1.96, p > 0.05$. Similarly, for personal life interference with work, there was no significant difference across various groups of teaching experience with $F(2, 334) = 0.21, p > 0.05$. Likewise, with respect to work personal life enhancement, $F(2, 334) = 2.69, p > 0.05$ was insignificant. Finally, in terms of overall work-life balance, the result revealed no significant difference among teachers having varied years of teaching experience with $F(2, 334) = 0.09, p > 0.05$. Findings thus revealed that teachers having various years of teaching experience did not exhibit any significant difference concerning overall work-life balance and across the dimensions. Thus, the H_{07} was confirmed, and it was concluded that teachers across various groups of teaching experience do not differ in their work-life balance.

Figures 4.13 and 4.14 below show the mean scores of teachers with varied teaching experience in the various dimensions of work-life balance and the overall work-life balance.

Figure 4. 13

Mean Scores of Teachers in WLB Across Teaching Experience

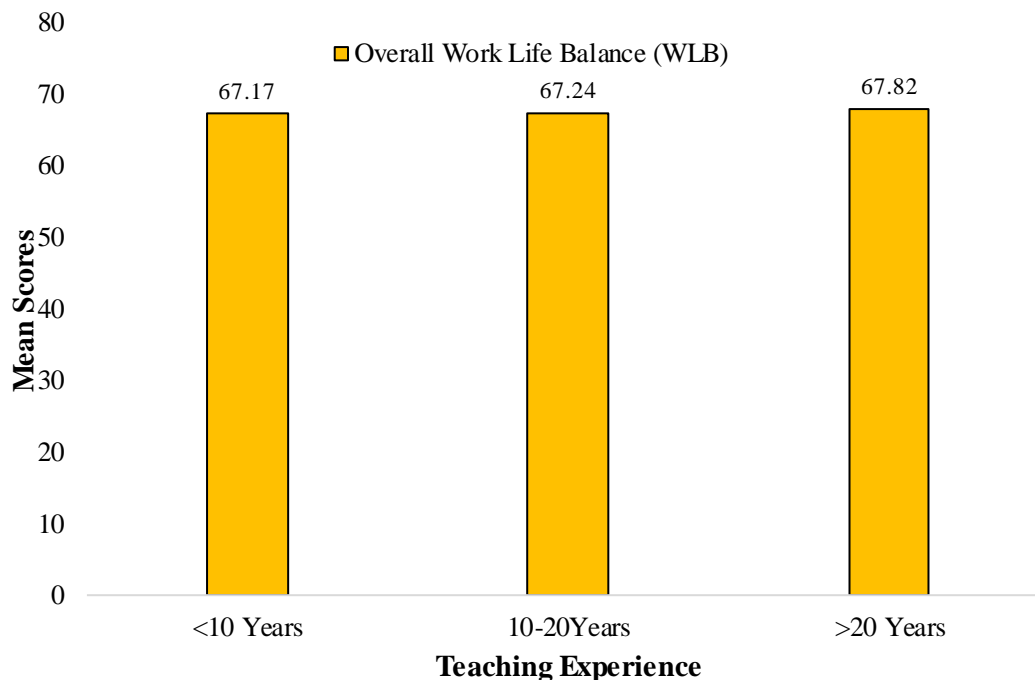


Figure 4.13 shows the mean scores of secondary school teachers of Sikkim having less than ten years, ten to twenty years, and more than twenty years of teaching experience in their work-life balance. With regard to the overall work-life balance, teachers with less than ten years of teaching experience have ($M=67.17$), teachers in the category of ten to twenty have ($M=67.24$) and teachers above twenty years of teaching experience have ($M=67.82$), which indicates that the mean difference is very negligible across the groups.

Figure 4. 14

Mean Scores of Teachers in WIPL, PLIW, and WPLE, Across Teaching Experience

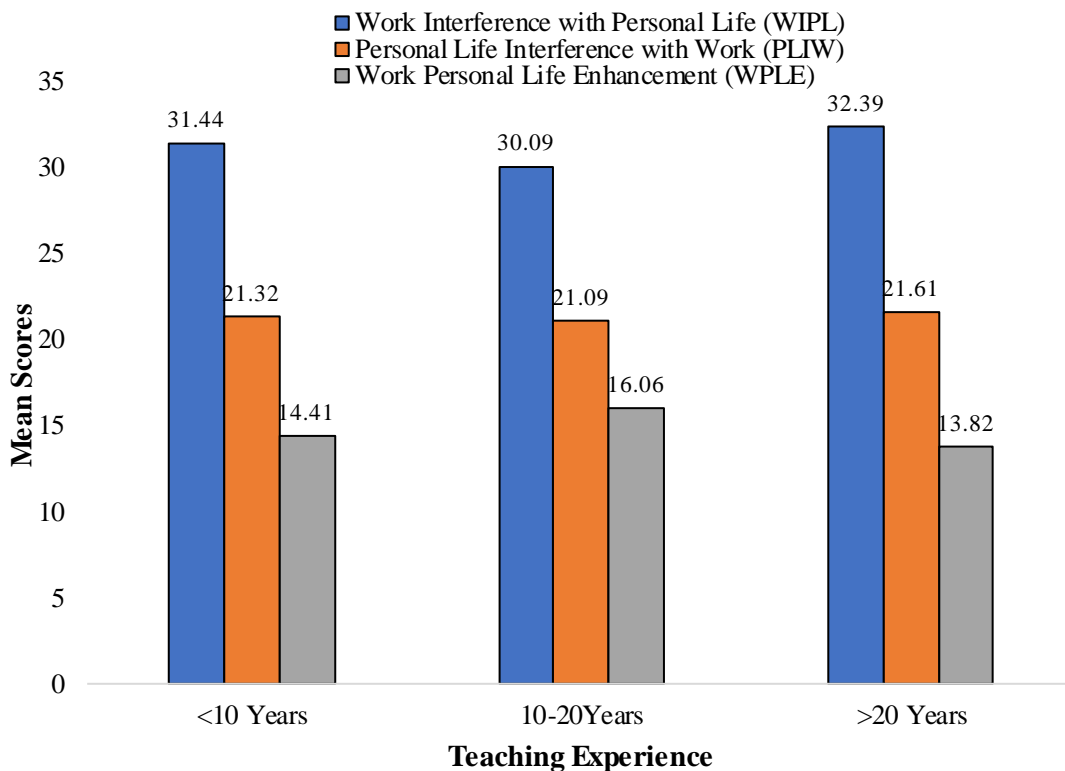


Figure 4.14 shows the mean scores of secondary school teachers of Sikkim having less than ten years, ten to twenty years, and more than twenty years of teaching experience in the dimensions of work-life balance. Based on the figure, it is clear that in terms of work interference with personal life, teachers with less than ten years of teaching experience have ($M=31.44$), teachers in the ten to twenty years have ($M=30.09$), and teachers above twenty years have ($M=32.39$). However, the difference was not significant. With respect to personal life interference with work, the first category of teachers has ($M=21.32$), the second category has ($M=21.09$), and the third category has ($M=21.61$), the mean difference is very subtle. In work personal life enhancement, the first category has ($M=14.41$), ($M=16.06$) for the second category and the third category has a mean score of ($M=13.82$), but the difference was not significant.

4.2.8 Null Hypothesis 8

H₀₈ There is no significant difference in the mean scores in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical Facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction among the teachers with varied years of teaching experience.

Table 4.9

Mean, Standard Deviation and One-Way Analysis of Variance in Job Satisfaction and its Dimensions Across Teaching Experience Groups

Variables	<10 Years [1]		10-20Years [2]		>20 Years [3]		F (2, 334)	Post-Hoc
	M	SD	M	SD	M	SD		
JS1	27.5	2.62	27.51	2	27.8	2.7	0.37*	1<2<3
JS2	25.08	4.52	27.29	3	29.8	3.78	31.5***	1<2<3
JS3	31.06	5.76	32.09	5	32.5	5.21	1.98*	1<2<3
JS4	23.43	2.29	23.18	2	23.7	2.35	0.93*	2<1<3
JS5	23.78	2.92	23.93	3	24	2.76	0.13*	1<2<3
JS6	20.06	3.12	20.07	2	21	2.1	2.63*	1<2<3
JS7	24.51	2.25	23.69	2	25.4	2.43	9.09***	2<1<3
JS8	20.33	1.94	20.26	2	20.5	2.08	0.22*	1<2<3
Overall JS	195.75	15.16	198.01	14	205	15.75	8.15***	1<2<3

Note. Square brackets represent the coded value of a category.

JS1= Intrinsic Aspect of the Job; JS2= Salary, Promotional Avenues, and Service Conditions; JS3= Physical Facilities; JS4=Institutional Plans and Policies; JS5= Satisfaction with Authorities; JS6= Satisfaction with Social Status and Family Welfare; JS7= Relationship with Colleagues; JS8= Rapport with Students.

* $p > 0.05$. *** $p < 0.01$.

In order to know if teachers vary in their total job satisfaction across varying years of teaching experience, an inferential statistic, namely the F test, was calculated. The results of One-way ANOVA revealed that the teachers across various groups of teaching experience did not differ significantly with respect to the intrinsic aspect of the job with $F(2, 334)=0.37, p>0.05$. A similar result was revealed in physical facilities with $F(2, 334)=1.98, p>0.05$. Statistical analysis also showed no significant difference with regard to the institutional plans and policies with $F(2, 334)=0.93, p>0.05$. A non-significant difference was shown regarding satisfaction with authorities with $F(2, 334)=0.13, p>0.05$. Results also indicated no significant difference across teaching experience groups in satisfaction with social status and family welfare with $F(2, 334)=2.63, p>0.05$. Teachers with varied years of teaching experience did not differ significantly concerning the dimension relationship with colleagues with $F(2, 334)=0.22, p>0.05$. Contradictorily, the mean scores of teachers across different categories of teaching experience differed significantly in terms of the dimension salary, promotional avenues, and service conditions with $F(2, 334)=31.5, p<0.05$. The findings indicated that teachers with more than twenty years of teaching experience expressed higher job satisfaction levels than teachers with less than ten and between ten to twenty years of experience. The post-hoc analysis revealed a significant difference in the mean scores across the groups. Likewise, the results also indicated a significant mean difference across the three groups of teaching experience concerning the dimension rapport with students with $F(2, 334)=9.09, p<0.05$. The findings indicated that teachers with more than twenty years of teaching experience exhibited better satisfaction than the other two categories of teachers. The post-hoc analysis revealed a significant difference in the mean scores across the groups. Results also indicated a significant difference in overall job satisfaction across different groups of teaching

experience with $F(2, 334) = 8.15, p < 0.05$. Teachers with more than twenty years of teaching experience were more satisfied than the other two groups. The post-hoc analysis revealed a significant difference in the mean scores across the groups. Therefore, based on the statistical analysis, H_{08} was confirmed for parts a, c, d, e, f, h. On the other hand, it was rejected for parts b, g, and i.

The mean scores of teachers with a varied length of teaching experience are shown in Figures 4.15 and 4.16 below.

Figure 4.15

Mean Scores of Teachers in Overall Job Satisfaction Across Experience

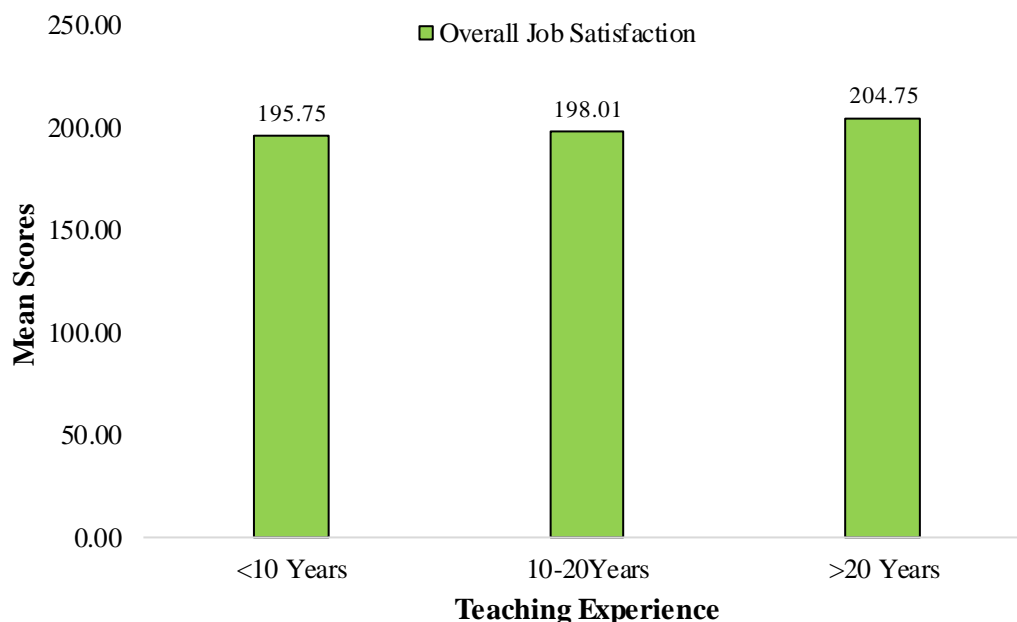


Figure 4.15 reveals the mean scores of teachers having less than ten years, ten to twenty years, and more than twenty years of teaching experience in their total job satisfaction. The figure indicates that teachers with less than ten years of teaching experience have a mean score of ($M=195.75$), teachers in the category of the ten to twenty years of experience have ($M=198.01$) and teachers above twenty years of

experience have ($M=204.75$). Therefore, the figure points out that the mean difference is significant, indicating a significant difference in the overall job satisfaction across teachers with varied teaching experience.

Figure 4. 16

Mean Scores of Teachers in Dimensions of Job Satisfaction Across Experience

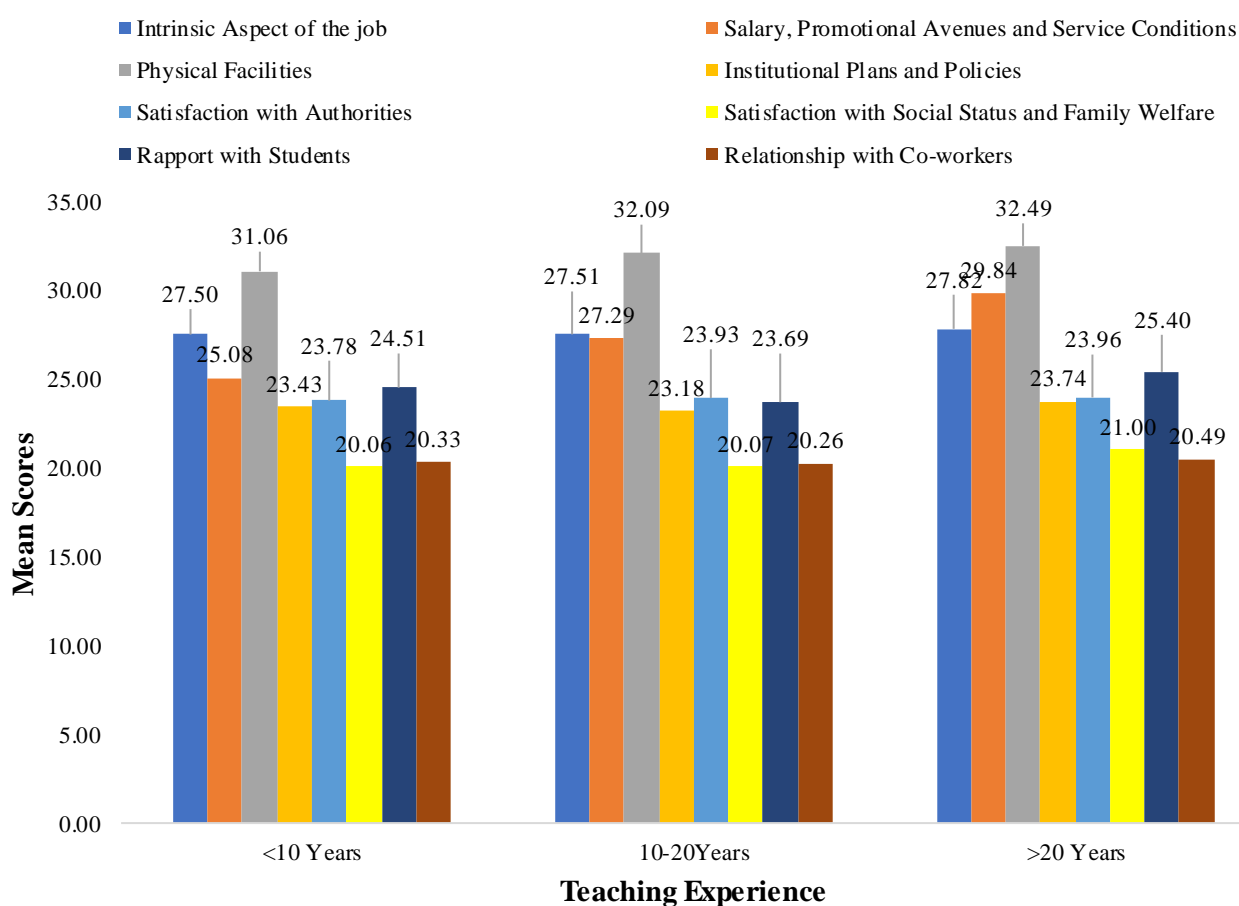


Figure 4.16 reveals the mean scores of teachers having less than ten years, ten to twenty years, and more than twenty years of teaching experience in the dimensions of job satisfaction. Based on the figure, it is evident that in terms of the intrinsic aspect of the job, the mean difference of ($M=27.50$) for teachers with less than ten years of teaching experience, ($M=27.51$) for ten to twenty years and ($M=27.82$) for more than

twenty years of teaching experience was significantly less. With regard to salary, promotional avenues, and service conditions, teachers with less than ten years of teaching experience have a mean score of ($M=25.08$), ten to twenty years of teaching experience have ($M=27.29$) mean score, and teachers with more than twenty years have ($M=29.84$) which indicates that the mean difference is significant. For physical facilities mean score of ($M=31.06$) for the first group, ($M=32.09$) for the second group, and ($M=32.49$) for the third group did not indicate a significant difference. For the dimension, institutional plans and policies, teachers with less than ten years of teaching experience have a mean score of ($M=23.43$), teachers between ten to twenty years of teaching experience have ($M=23.18$), and teachers above twenty years of experience have ($M=23.74$) which underscores a very slight mean difference. In terms of satisfaction with authorities, teachers having less than ten years of experience have ($M=23.78$), between ten to twenty years have ($M=23.93$), and above twenty years of experience have ($M=23.96$), indicating a very negligible difference.

Similarly, for satisfaction with social status and family welfare, the figure indicates a mean score of ($M=20.06$) for the first group, ($M=20.07$) for the second group, and ($M=21.00$) for the third group. In terms of rapport with students, teachers with less than ten years of experience have a mean of ($M=24.51$), between ten to twenty years have ($M=23.69$) and above twenty years have ($M=25.40$), which suggests a clear difference. In terms of relationships with colleagues, teachers having less than ten years of experience have ($M=20.33$), teachers between ten to twenty years have ($M=20.26$), and teachers above twenty years have ($M=20.34$), which indicates a very minimal difference.

Objective 5

In order to locate the difference among teachers with different academic orientations in overall and across dimensions of work-life balance and job satisfaction, the following objective was specified:

To explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on teaching subjects.

In order to fulfill the above objective, the following null hypothesis was framed.

4.2.9 Null Hypothesis 9

H₀ There is no significant difference in the mean scores in (a) Work Interference with Personal Life (b) Personal Life Interference with Work (c) Work Personal Life Enhancement (d) Overall Work-life Balance among the teachers teaching different subjects.

Table 4. 10

Mean, Standard Deviation and One-Way Analysis of Variance in Work-Life Balance and its Dimensions Across Teaching Subjects

Variables	Science [1]		Arts [2]		Language [3]		F (2, 334)	Post-Hoc
	M	SD	M	SD	M	SD		
WIPL	31.56	6.52	31.35	6.42	30.86	7.27	0.26*	3<2<1
PLIW	21.17	4.86	21.63	4.18	21.01	4.62	0.53*	3<1<2
WPLE	15.06	5.86	15.10	5.40	12.96	6.71	3.59**	3<1<2
WLB	67.8	10.58	68.07	9.71	64.83	11.70	2.43*	3<1<2

Note. Square brackets represent the coded value of a category.

WIPL=Work Interference with Personal Life; PLIW=Personal Life Interference with Work; WPLE= Work Personal Life Enhancement; WLB=Work-Life Balance.

* $p > 0.05$. ** $p < 0.05$.

In order to know if teachers handling different subjects vary in their total work-life balance, an inferential statistic, namely the F test, was calculated. The results revealed that the work-life balance scores of teachers teaching different subjects did not differ significantly in terms of work interference with personal life with $F(2, 334) = 0.26, p > 0.05$. Similarly, for personal life interference with work, the results did not reveal any significant difference among teachers handling different subjects with $F(2, 334) = 0.53, p > 0.05$. Likewise, as regards the overall work-life balance, teachers teaching science, arts, and language did not differ significantly with $F(2, 334) = 2.43, p > 0.05$. In contrast, teachers teaching science, arts, and language showed a significant difference in terms of work-personal life enhancement dimension with $F(2, 334) = 3.59, p < 0.05$. Findings thus hinted that the teachers teaching arts exhibited higher scores as compared to science and language teachers. The Post-hoc comparison showed a significant difference in the mean scores across science, arts and language teachers.

The mean scores of teachers teaching science, arts, and language in all the dimensions and overall work-life balance are shown below in Figures 4.17 and 4.18.

Figure 4. 17

Mean Scores of Teachers Teaching Different Subjects in WLB

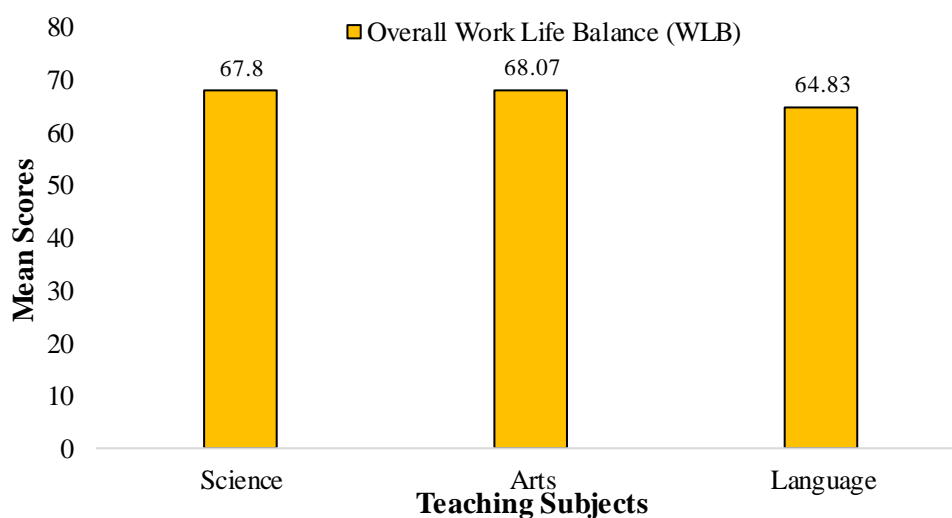


Figure 4.17 shows the mean scores of teachers teaching science, arts, and languages at the secondary level in work-life balance. Regarding overall work-life balance, arts teachers with a mean score of ($M=68.07$) are comparatively better than science teachers with a mean of ($M=67.80$) and language teachers with a mean of ($M=64.83$). However, statistical results did not reveal a significant difference across the different groups of teaching subjects.

Figure 4. 18

Mean Scores of Teachers Teaching Different Subjects in WIPL, PLIW, and WPLE

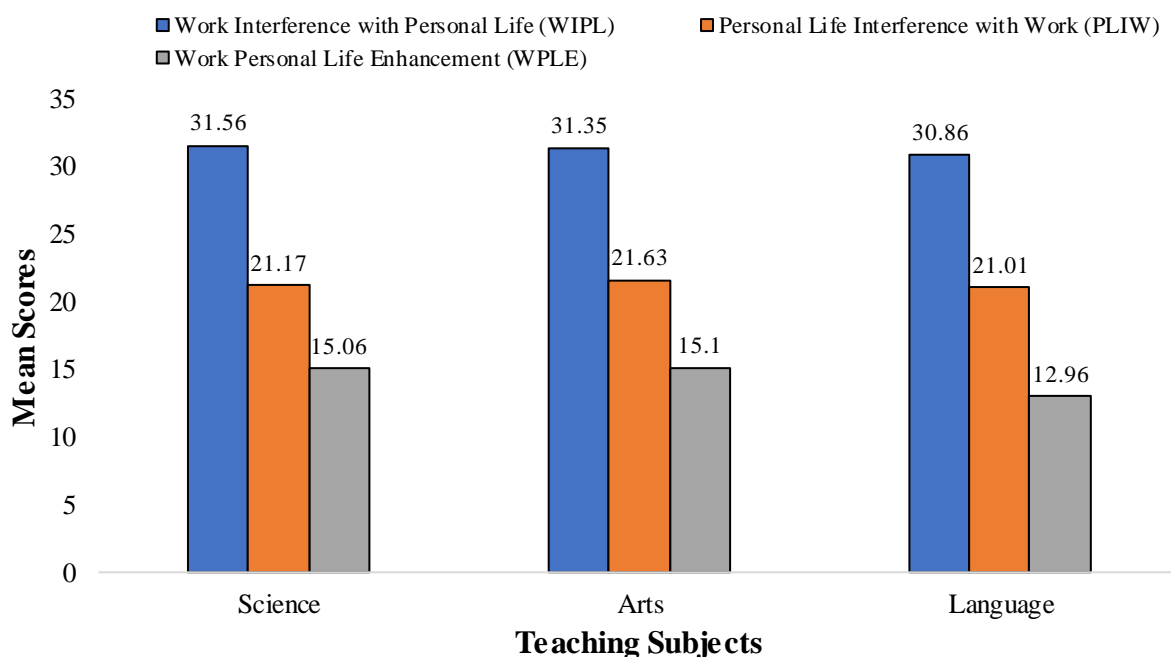


Figure 4.18 shows the mean scores of teachers teaching science, arts, and languages in all the dimensions of work-life balance. From the figure, it can be interpreted that teachers teaching science with a mean score of ($M=31.56$) have comparatively less work interference with personal life as compared to arts teachers with a mean of ($M=31.35$) and language teachers with a mean of ($M=30.86$). As regards personal life interference with work, the mean score of ($M=21.17$) for science teachers,

($M=21.63$) for arts teachers, and ($M=21.01$) for language teachers does not show any marked difference. However, in terms of work personal life enhancement, science teachers have a mean of ($M=15.06$) and are thus ahead of arts teachers with a mean score of ($M=15.10$) and language teachers with a mean of ($M=12.96$), and this mean difference was significant.

4.2.10 Null Hypothesis 10

H₀₁₀ There is no significant difference in the mean scores in (a) Intrinsic Aspect of the Job (b) Salary Promotional Avenues and Service Conditions (c) Physical Facilities (d) Institutional Plans and Policies (e) Satisfaction with Authorities (f) Satisfaction with Social Status and family Welfare (g) Rapport with Students (h) Relationship with Colleagues (i) Overall Job Satisfaction among the teachers teaching different subjects.

Table 4. 11

Mean, Standard Deviation and One-Way Analysis of Variance in Job Satisfaction and its Dimensions Across Teaching Subjects

Variables	Science		Arts		Language		<i>F</i> (2, 334)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
JS1	27.45	2.78	27.49	2.55	27.90	2.32	0.77*
JS2	26.77	4.27	26.04	4.75	26.07	4.58	1.01*
JS3	31.76	5.11	31.10	5.82	31.86	5.70	0.65*
JS4	23.73	2.37	23.16	2.26	23.38	2.18	2.13*
JS5	24.11	2.59	23.60	3.15	23.8	3.06	1.00*
JS6	20.56	3.58	19.99	2.20	20.03	2.22	1.59*
JS7	24.5	2.46	24.29	2.09	24.9	2.32	1.60*
JS8	20.27	1.95	20.26	1.98	20.65	1.96	1.06*
Overall JS	199.14	14.54	195.93	15.21	198.57	16.67	1.61*

Note. JS1= Intrinsic Aspect of the Job; JS2= Salary, Promotional Avenues and Service Conditions; JS3= Physical Facilities; JS4=Institutional Plans and Policies; JS5= Satisfaction with Authorities; JS6= Satisfaction with Social Status and Family Welfare; JS7= Relationship with Colleagues; JS8= Rapport with Students.

* $p>0.05$.

To find out whether teachers handling different subjects differed in the total job satisfaction, F test was considered, which showed that teachers did not differ significantly in any dimensions of job satisfaction and overall job satisfaction. For instance, in the job's intrinsic aspect, the results revealed a non-significant mean difference across various groups of teaching subjects with $F(2, 334) = 0.77, p > 0.05$. Likewise, for salary, promotional avenues, and service conditions, $F(2, 334) = 1.01, p > 0.05$ was insignificant. For physical facilities $F(2, 334) = 0.65, p > 0.05$ was not significant. A similar result was shown in terms of institutional plans and policies with $F(2, 334) = 2.13, p > 0.05$. The value of $F(2, 334) = 1.00, p > 0.05$ was not significant for the dimension satisfaction with authorities. Moving further, in terms of satisfaction with social status and family welfare $F(2, 334) = 1.59, p > 0.05$, teachers teaching different subjects did not differ significantly. With regard to rapport with students, $F(2, 334) = 1.60, p > 0.05$ did not reveal any statistically significant difference across teachers teaching different subjects. Similarly, $F(2, 334) = 1.06, p > 0.05$ was not significant regarding the relationship with co-workers. Moreover, in the overall job satisfaction, the results did not reveal any significant difference among teachers with different academic orientations as $F(2, 334) = 1.61, p > 0.05$ was insignificant.

Thus, based on the statistical analysis results, H_{010} was confirmed, and it was admitted that teachers teaching science, arts, and language do not differ significantly in their job satisfaction.

The mean scores of teachers teaching different subjects in their overall job satisfaction and dimensions are displayed in Figures 4.19 and 4.20 below.

Figure 4. 19

Mean Scores of Teachers Teaching Different Subjects in Overall Job Satisfaction

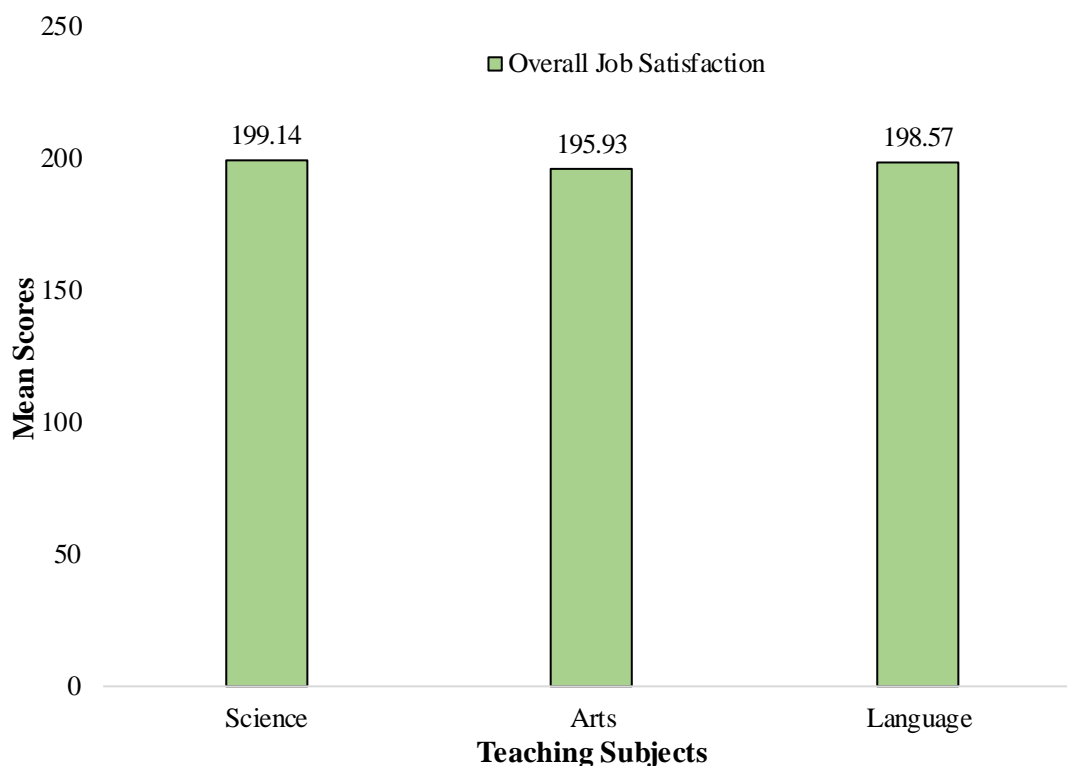


Figure 4.19 shows the mean scores of secondary school teachers teaching science, arts, and languages in overall job satisfaction. The figure displays that the mean score of science teachers is ($M=199.14$), teachers teaching arts have shown a mean score of ($M=195.93$) which is the lowest in comparison to science and language who have reported a mean score of ($M=198.57$). Thus, although the mean score of science teachers has surpassed the mean score of arts teachers, the difference was not considerable. Likewise, the mean difference between arts and language teachers was also not significant.

Figure 4. 20

Mean Scores of Teachers Teaching Different Subjects in Dimensions of Job Satisfaction



Figure 4.20 shows the mean scores of secondary school teachers teaching science, arts, and languages in all the dimensions of job satisfaction. As evident from the above figure, for the intrinsic aspect of the job, the mean score of teachers teaching science is ($M=27.45$), arts ($M=27.49$), and language is ($M=27.90$), suggesting that the mean difference is very negligible. In terms of salary, promotional avenues, and service conditions, science teachers have a mean score of ($M=26.77$), arts ($M=26.04$), and language ($M=26.07$), which also indicates a minimal difference which is not significant. For the dimension, physical facilities, the mean score of teachers teaching science is ($M=31.76$), arts ($M=31.10$), and language is ($M=31.86$), which also points to a very slight mean difference. Regarding institutional plans and policies, the mean score of

teachers teaching science is ($M=23.73$), arts ($M=23.16$), and language is ($M=23.38$), indicating a very minimal mean difference. Finally, for satisfaction with authorities, science teachers have a mean score of ($M= 24.11$), arts teachers have ($M=23.60$), and language teachers have ($M=23.80$). Although the mean scores indicate a slightly higher score for science teachers, this difference was not significant statistically. Concerning satisfaction with social status and family welfare, the mean score of teachers teaching science is ($M=20.56$), arts ($M=19.99$), and language is ($M=20.03$), which indicates a slightly lower mean score for arts teachers, but the difference was not significant. In terms of rapport with students, the figure shows that the mean score of teachers teaching science is ($M=24.50$), arts ($M=24.29$), and language is ($M=24.90$), which suggests a significantly less difference. As regards relationship with co-workers, science teachers have a mean score of ($M=20.27$), arts teachers ($M=20.26$), and language teachers ($M=20.65$), which also points to a very negligible mean difference.

Objective 6

The present study also aimed at finding out the level of work-life balance and the level of job satisfaction among secondary school teachers of Sikkim and hence the following objective was outlined:

To study the level of work-life balance and level of job satisfaction amongst secondary school teachers.

In order to fulfill this objective, a cross-tabulation analysis was performed to find out the frequency of responses among all the respondents concerning different levels of work-life balance and job satisfaction. Table 4.12 below displays the level of work-life balance among the respondents, and Table 4.13 shows the level of job satisfaction among secondary school teachers.

Table 4. 12*Cross-Tabulation Analysis of Level of Work-Life Balance and Demographic Variables*

Demographic Variables		Level				
		Extremely High	High	Average/ Moderate	Low	Extremely Low
Gender	Male	4 (2.60%)	18 (11.90%)	107 (70.90%)	15 (9.90%)	7 (4.60%)
	Female	2 (1.10%)	29 (15.60%)	129 (69.40%)	21 (11.30%)	5 (2.70%)
Management	Government	6 (1.90%)	45 (13.90%)	226 (69.80%)	35 (10.80%)	12 (3.70%)
	Private	0 (0.00%)	2 (15.40%)	10 (76.90%)	1 (7.70%)	0 (0.00%)
Appointment	Regular	3 (1.80%)	29 (17.70%)	113 (68.90%)	15 (9.10%)	4 (2.40%)
	Ad-hoc	3 (1.70%)	18 (10.40%)	123 (71.10%)	21 (12.10%)	8 (4.60%)
Teaching Experience (In Years)	<10	4 (1.90%)	27 (12.70%)	151 (71.20%)	21 (9.90%)	9 (4.20%)
	10 to 20	1 (1.50%)	13 (19.10%)	41 (60.30%)	11 (16.20%)	2 (2.90%)
	>20	1 (1.80%)	7 (12.30%)	44 (77.20%)	4 (7.00%)	1 (1.80%)
Teaching Subject	Science	3 (2.30%)	18 (13.60%)	96 (72.70%)	10 (7.60%)	5 (3.80%)
	Arts	2 (1.50%)	22 (16.20%)	96 (70.60%)	14 (10.30%)	2 (1.50%)
	Language	1 (1.4%)	7 (10.1%)	44 (63.8%)	12 (17.4%)	5 (7.20%)

Note. Designed by the Researcher Based on Field Survey 2019.

Table 4.12 shows the result of cross-tabulation analysis on the level of work-life balance among teachers across the demographic variables. A perusal of the table depicts that in terms of gender, 4(2.6%) male teachers had extremely high work-life balance, 18(11.9%) high balance, 107(70.9%) male teachers had average balance, 15(9.9%) exhibited low balance, and 7(4.6%) reported extremely low balance. Going further, 2(1.1%) female teachers demonstrated extremely high work-life balance, 29(15.6%) showed high balance, 129(69.4%) female teachers reported average balance, 21(11.3%) low balance, and 5(2.7%) reported extremely low balance.

Regarding the work-life balance of teachers teaching in government and private schools, the results indicated 6(1.9%) government school teachers reported extremely high balance, 45(13.9%) reported to have a high balance, a whopping 226(69.8%) teachers were found to have average balance. Moreover, 35(10.8%) teachers expressed low balance, and 12(3.7%) teachers reportedly had extremely low work-life balance. On the contrary, no (0%) teacher from private management had an extremely high work-life balance. Likewise, 2(15.4%) teachers reported high balance, 10(76.9%) teachers reported having an average work-life balance. Further, 1(7.7%) teacher had extremely low work-life balance, and no (0%) teachers reported extremely low balance.

In terms of the nature of the appointment, 3(1.8%) regular teachers expressed extremely high balance, 29(17.7%) high balance, 113(68.9%) teachers were found to have a moderate level of balance. Moreover, 15(9.1%) had a low level of balance, and 4(2.4%) teachers reported extremely low work-life balance. On the other hand, for ad-hoc teachers, the results revealed that 3(1.7%) teachers had extremely high balance, 18(10.4%) teachers with a high balance, 123(71.1%) teachers reported average work-

life balance. Likewise, 21(12.1%) low balance and 8 (4.6%) teachers had extremely low balance.

For teachers having a varied length of teaching experience, the analysis showed 4(1.9%) teachers with less than ten years of experience had extremely high balance, 27(12.7%) had high balance, 151(71.2%) teachers reported average balance. Additionally, 21(9.9%) teachers showed low balance, and 9(4.2%) teachers had extremely low work-life balance. For teachers having ten to twenty years of experience, the results showed that 1(1.5%) teacher had extremely high balance, 13(19.1%) high balance, 41(60.3%) teachers indicated average balance, 11 (16.2%) teachers reported low balance, and 2 (2.9%) teachers exhibited extremely low balance. Furthermore, in terms of teachers having more than twenty years of teaching experience, it was found that 1(1.8%) teacher had extremely high balance, 7 (12.3%) teachers reported high balance, 44(77.2%) teachers expressed average balance. Likewise, 4(7.0%) teachers reported low balance, and 1(1.8%) teacher showed extremely low balance.

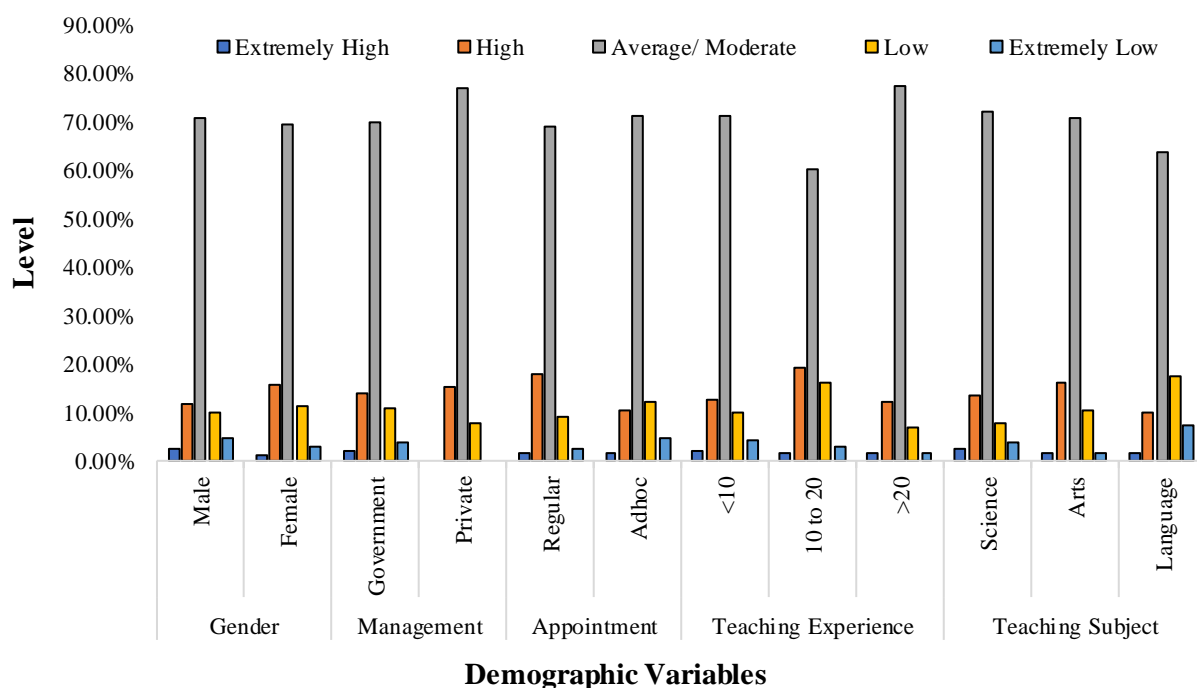
For teachers teaching different subjects, it was revealed that 3(2.3%) science teachers had extremely high balance, 18(13.6%) teachers had high balance, 96(72.7%) teachers had average work-life balance. Further, 10(7.6%) teachers expressed low balance, and 5(3.8%) teachers reportedly had extremely low balance. For teachers teaching arts, it was found that 2(1.5%) teachers reported extremely high balance, 22(16.2%) teachers reported high balance, 96(70.6%) teachers expressed a moderate level of work-life balance. Similarly, 14(10.3%) arts teachers reported low balance, and 2(1.5%) teachers exhibited extremely low balance. In terms of teachers teaching language, the results indicated that 1(1.4%) teacher had extremely high balance, 7(10.1%) teachers admitted to having a high work-life balance, 44(63.8%) teachers expressed a moderate level of work-life balance. Furthermore, 12(17.4%) teachers

expressed low balance, and 5(7.2%) teachers reportedly had extremely low work-life balance.

Graphically the level of work-life balance is displayed below in Figure 4.21

Figure 4. 21

Graphical Representation of the Level of Work-Life Balance of Teachers and Demographic Variables



Note. Colours represent the levels of work-life balance among the respondents across demographic variables.

Figure 4.21 shows the level of work-life balance among secondary school teachers of Sikkim. On perusal of the above graph, it is evident that the respondents have expressed a moderate level of work-life balance in terms of all the demographic variables, i.e., gender, management, nature of appointment, teaching experience, and subject. Hence, the figure indicates that most secondary school teachers have a moderate level of work-life balance.

Table 4. 13*Cross-Tabulation Analysis of Level of Job Satisfaction and Demographic Variables*

Demographic Variables		Level								
		Extremely High Satisfaction	High Satisfaction	Above Average Satisfaction	Average/Moderate Satisfaction	Below Average Satisfaction	Dis-satisfaction	Extremely High Dissatisfaction		
Gender	Male	6 (4.0%)	14 (9.3%)	34 (22.5%)	62 (41.1%)	27 (17.9%)	5 (3.3%)	3 (2.0%)		
	Female	13 (7.0%)	3 (1.6%)	31 (16.7%)	71 (38.2%)	43 (23.1%)	22 (11.8%)	3 (1.6%)		
Management	Govt	8 (2.5%)	26 (8.0%)	63 (19.4%)	129 (39.8%)	65 (20.1%)	27 (8.3%)	6 (1.9%)		
	Private	1 (7.7%)	1 (7.7%)	2 (15.4%)	4 (30.8%)	5 (38.5%)	0 (0.0%)	0 (0.0%)		
Appointment	Regular	5 (3.0%)	16 (9.8%)	32 (19.5%)	71 (43.3%)	32 (19.5%)	5 (3.0%)	3 (1.8%)		
	Ad-hoc	4 (2.3%)	11 (6.4%)	33 (19.1%)	62 (35.8%)	38 (22.0%)	22 (12.7%)	3 (1.7%)		
Teaching Experience (In Years)	<10	4 (1.9%)	13 (6.1%)	29 (18.4%)	82 (38.7%)	46 (21.7%)	24 (11.3%)	4 (1.9%)		
	10 to 20	2 (2.9%)	4 (5.9%)	12 (17.6%)	30 (44.1%)	17 (25.0%)	2 (2.9%)	1 (1.5%)		
Teaching Subject	>20	3 (5.3%)	10 (17.5%)	14 (24.6%)	21 (36.8%)	7 (12.3%)	1 (1.8%)	1 (1.8%)		
	Science	5 (3.8%)	9 (6.8%)	29 (22.0%)	54 (40.9%)	30 (22.7%)	3 (2.3%)	2 (1.5%)		
Language	Arts	0 (0.0%)	13 (9.6%)	26 (19.1%)	48 (35.3%)	29 (21.3%)	16 (11.8%)	4 (2.9%)		
	Language	4 (5.8%)	5 (7.2%)	10 (14.5%)	31 (44.9%)	11 (15.9%)	8 (11.6%)	0 (0.0%)		

Note. Designed by the Researcher Based on Field Survey 2019.

Table 4.13 shows the result of cross-tabulation percentage analysis on the level of job satisfaction among secondary school teachers. As regards gender, the results showed that 6 (4%) male teachers had extremely high job satisfaction, 14 (9.3%) were highly satisfied, 34 (22%) had above-average satisfaction, 62 (41.1%) were moderately satisfied. Similarly, 27(17.9%) reported below-average satisfaction, 5 (3.3%) were dissatisfied, and 3 (2%) were extremely dissatisfied with their job. As regards female teachers, 3 (1.6%) had extremely high job satisfaction, 13 (7%) were highly satisfied, 31 (16.7%) females had above-average satisfaction, 71 (38.2%) female teachers were moderately satisfied. On the other hand, 43(23.1%) reported having below-average satisfaction, 22 (11.8%) showed dissatisfaction, and the study found 3 (1.6%) extremely dissatisfied with their job.

Regarding management, the results revealed 8(2.5%) government school teachers revealed extremely high job satisfaction, 26 (8%) had high satisfaction, 63 (19.4%) had above average satisfaction. Likewise, 129 (39.8%) were moderately satisfied, 65 (20.1%) teachers reported having below-average satisfaction, 27 (8.3%) were dissatisfied, and 6 (1.9%) were extremely dissatisfied with their job. In contrast, 1 (7.7%) teacher from private schools had extremely high job satisfaction. Similarly, 1 (7.7%) high job satisfaction, 2 (15.4%) teachers reported above-average satisfaction, 4 (30.8%) reported to have a moderate level of job satisfaction, 5 (38.5%) private school teachers showed below-average satisfaction, no (0%) teachers were dissatisfied with their job. Likewise, no teacher was found to be extremely dissatisfied with their job from private schools.

With regard to the nature of the appointment, 5 (3%) regular teachers were found to have extremely high job satisfaction, 16(9.8%) teachers reported to have high satisfaction, 32(19.5%) of regular teachers reported above-average satisfaction,

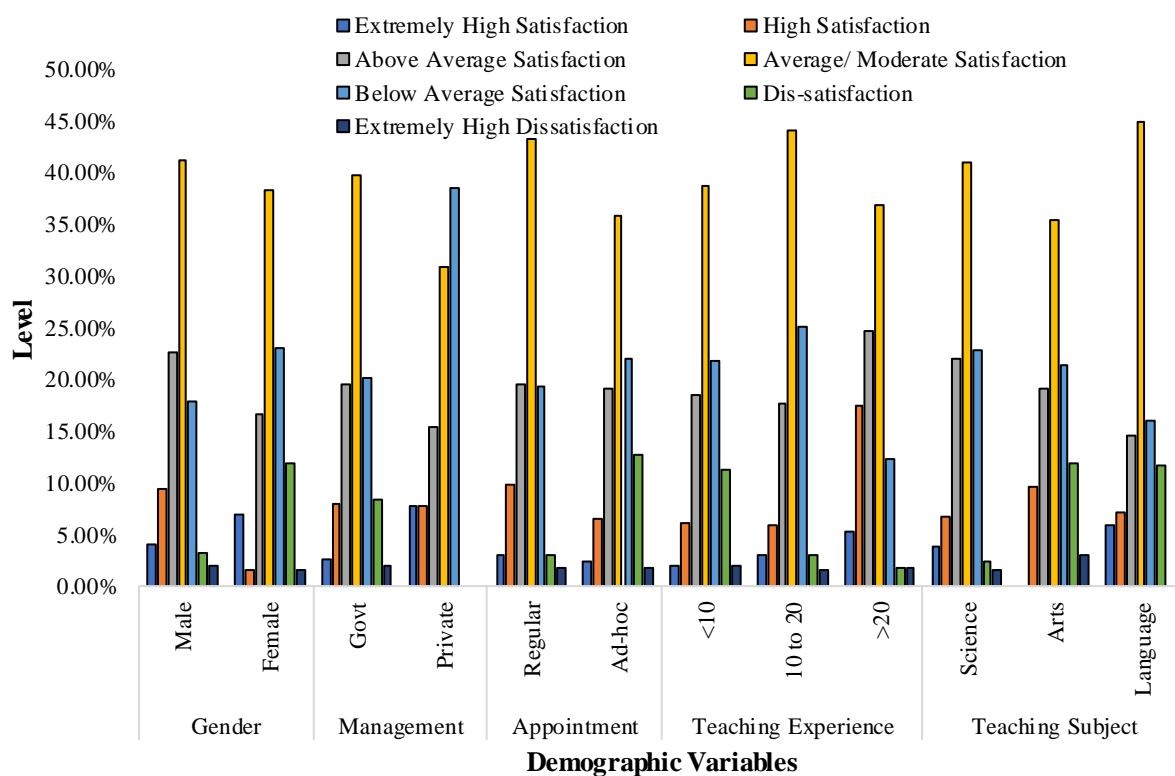
71(43.3%) teachers had a moderate level of job satisfaction. Likewise, the study found 32(19.5%) teachers having below-average job satisfaction, 5 (3%) teachers showed dissatisfaction, and 3(1.8%) regular teachers were found to be highly dissatisfied with their job. On the other hand, 4 (2.3%) teachers on an ad-hoc basis showed extremely high job satisfaction, 11 (6.4%) teachers were highly satisfied, moving further, 33(19.1%) teachers had above-average satisfaction, 62(35.8%) teachers reported moderate job satisfaction. Moreover, 38 (22%) ad-hoc teachers showed below-average job satisfaction, 22(12.7%) teachers were found to be dissatisfied with their job, and 3(1.7%) teachers were extremely dissatisfied with the job.

With respect to teaching experience, for teachers having less than ten years of teaching experience, the results revealed 4 (1.9%) were extremely satisfied, 13(6.1%) highly satisfied, 39(18.4%) reported above average satisfaction, 82(38.7%) moderate satisfaction, 46(21.7%) below average satisfaction, 24(11.3%) teachers were dissatisfied, and 4(1.9%) were extremely dissatisfied with the job. With regard to teachers in the category of ten to twenty years of experience, 2 (2.9%) teachers had extremely high job satisfaction, 4(5.9%) high satisfaction, 12(17.6%) above average satisfaction, 30(44.15) average satisfaction, 17(25%) teachers with below-average satisfaction, 2(2.9%) dissatisfaction and 1(1.5%) with extremely high dissatisfaction with the job. Additionally, for teachers having more than twenty years of teaching experience, the results showed, 3(5.3%) teachers reported extremely high satisfaction, 10 (17.5%) reported high job satisfaction, 14(24.6%) teachers exhibited above-average satisfaction, 21(36.8%) teachers had average satisfaction. Whereas 7(12.3%) teachers had below average satisfaction, and 1(1.8%) teacher reported dissatisfaction, and 1 (1.8%) also extremely high dissatisfaction.

For teachers handling different subjects, the cross-tabulation analysis revealed, 5(3.8%) science teachers had extremely high satisfaction, 9(6.8%) teachers with high satisfaction, 29(22%) teachers had above-average job satisfaction, 54(40%) average job satisfaction. Similarly, 30(22.7%) teachers reported below-average satisfaction, 3(2.3%) teachers were dissatisfied, and 2(1.5%) were extremely dissatisfied. For arts teachers, the results indicated, no (0%) teachers showed extremely high satisfaction, 13(9.6%) showed high satisfaction, 26(19.1%) with above-average satisfaction, 48(35.3%) were moderately satisfied, 29(21.3%) teachers exhibited below-average satisfaction, 16(11.8%) teachers were dissatisfied, and 4(2.9%) teachers reported extremely high dissatisfaction. Concerning language teachers, the results indicated that 4(5.8%) teachers expressed extremely high satisfaction, 5(7.2%) teachers reported high satisfaction, 10 (14.5%) teachers reported above-average satisfaction, 31(44.9%) teachers were found to have average satisfaction. Further, 11(15.9%) teachers had below the moderate level of job satisfaction, 8(11.6%) teachers showed dissatisfaction, and no (0%) teacher reported an extremely high level of dissatisfaction with the job.

Figure 4. 22

Graphical Representation of the Level of Job Satisfaction of Teachers and Demographic Variables



Note. Colours represent the levels of job satisfaction among the respondents across demographic variables.

The above Figure 4.22 shows the percentage of the level of job satisfaction of the respondents based on all the demographic variables. The figure indicates that most secondary school teachers have expressed a moderate level of job satisfaction in terms of all the demographic variables.

Objective 7

The study also intended to trace the relationship between the independent variable work-life balance and the dependent variable job satisfaction, and thus the following objective was framed:

To study the relationship between work-life balance and job satisfaction amongst teachers of secondary schools.

In order to find out the relationship between work-life balance and job satisfaction, the following null hypothesis was formulated:

4.2.11 Null Hypothesis 11

There is no significant relationship between work-life balance and job satisfaction among teachers of secondary schools.

Pearson's r (Product Moment Correlation) was calculated and interpreted respectively at a 0.05 level of significance to test the relationship between work-life balance and job satisfaction. The r -value for testing the null hypothesis was 0.02 at a 0.05 level of significance with a $df=3$, and results are tabulated below in Table 4.14 below

Table 4. 14

Descriptive Statistics and Correlations for Job Satisfaction and Work-Life Balance

Variables	n	M	SD	1	2
1 Job Satisfaction	337	67.30	10.53	-	
2 Work-Life Balance	337	197.73	15.29	.02	-

*Note. * $p>0.05$*

The above table reveals that the coefficient correlation between work-life balance and job satisfaction of secondary school teachers of Sikkim was not found to be positively and significantly correlated with each other with results of correlation as ($r=0.02, p>0.05$). Hence H_{011} was retained. The results imply that an increase in work-life balance would not affect job satisfaction among teachers.

Figure 4.23

Scatter Plot of Linear Relationship Between Work-Life Balance and Job Satisfaction

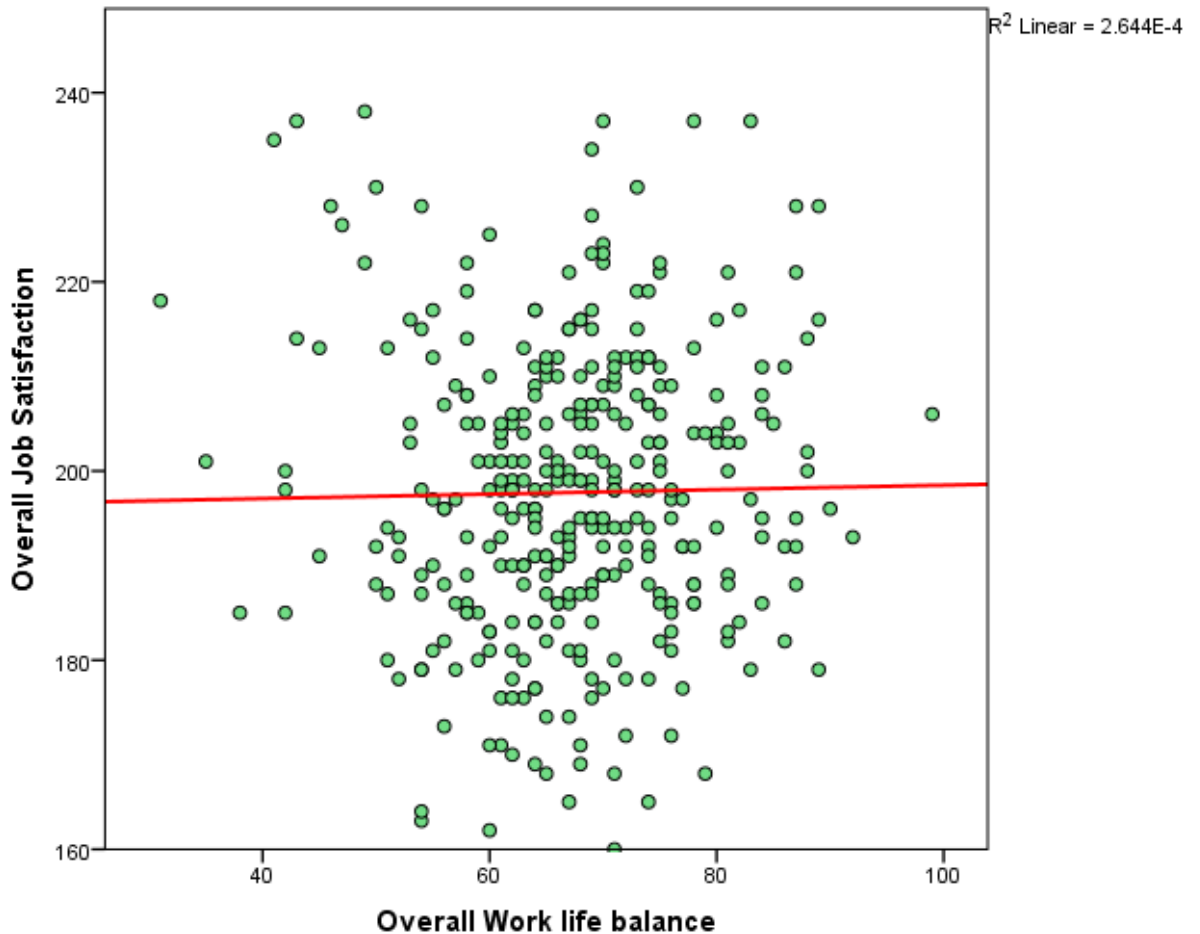


Figure 4.23 does not show any relationship between the dependent variable job satisfaction and the independent variable work-life balance.

Objective 8

The study also aimed at finding out how the various dimensions of the independent variable, i.e., work interference with personal life, personal life interference with work and work personal life enhancement predict the dependent variable job satisfaction and hence the following objective was stated:

To find out the prediction of job satisfaction by the work-life balance of secondary school teachers of Sikkim.

The following null hypothesis was stated for realising the above objective:

4.2.12 Null Hypothesis 12

There will be no significant prediction of job satisfaction by (a) work interference with personal life (b) personal life interference with work (c)work personal life enhancement among secondary school teachers of Sikkim.

Table 4. 15

Regression Coefficients of Work-Life Balance and its Dimensions on Job Satisfaction

Variables	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95%CI
Constant	195.77	5.35	36.61	0.000	[185.25,206.29]
WIPL	0.20	0.14	1.42	0.157	[-0.08,0.48]
PLIW	0.09	0.21	0.42	0.672	[-0.32,0.50]
WPLE	-0.43	0.14	-3.03	0.003	[-0.70, -0.15]

Note. CI = Confidence Interval; WIPL =Work Interference with Personal Life; PLIW= Personal Life Interference with Life; WPLE=Work Personal Life Enhancement.

Table 4.15 shows the impact of independent variables work interference with personal life, personal life interference with work, and work personal life enhancement on the outcome variable job satisfaction. Based on the above analysis, it is clear that the value of R^2 is 0.04, which reveals that the predictors explained 4% variance in the outcome variable with $F(3, 333) = 4.93, p < 0.05$. Results indicated that work interference with personal life failed to predict job satisfaction ($\beta = 0.09, p > 0.05$). Results also showed that personal life interference with work could not predict job satisfaction ($\beta = 0.03, p > 0.05$). Whereas work personal life enhancement positively

predicted job satisfaction ($\beta=-0.17, p<0.05$). Thus, H_{012} was retained for parts a, and b and it was rejected for part c.

Based on the above table regression equation was formulated as follows $JS=195.77-0.426(WPLE)+e$. The table shows that the unstandardized coefficient value of work interference with personal life was 0.201, personal life interference with work was 0.088, and work personal life enhancement was -0.426 units. Therefore, the results indicated that a one-unit change in work personal life enhancement would cause -0.426 units change in job satisfaction.



Chapter 5

Chapter V

Findings and Discussion

5.0 Introduction

The data analysis and interpretation provide numerical results obtained through the statistical treatment of data either in SPSS or Microsoft Excel. The results thus obtained are straightforward, indicating whether or not the study has entailed significant results or not and is followed by a graphical representation of data in bar graphs, histograms, or pie charts. Additionally, the results are discussed in the light of objectives and therefore presented in summary.

According to Creswell (2011), "A summary is a statement that reviews the major conclusions to each of the research questions or hypotheses" (p.198).

The study's primary objective was to understand the status of work-life balance and job satisfaction among secondary school teachers teaching in Sikkim. In addition, the study also aimed to investigate the demographic differences in the study variables. Therefore, in the present chapter, the investigator has attempted to present the study's main findings following the objectives stated in the thesis. Additionally, the chapter also explains the discussion and the researcher's perception and understanding of the study's conclusions. Finally, the findings are discussed and corroborated with the literature reviewed in chapter II of the thesis. Therefore, in the following paragraphs, the investigator presents the detailed discussion as per objectives.

5.1 Major Findings of Objective One

The study's first objective was to explore the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on gender. The findings and discussion are presented below:

5.1.1 Gender and Work-Life Balance

In terms of overall work-life balance, the study found no significant difference between male and female secondary school teachers of Sikkim. The finding supports the null hypothesis and correlates with some studies which also reported no significant difference between male and female teachers in terms of their work-life balance condition (Akanni & Oduaran, 2017; Aliasagar, 2017; Helvaci et al. 2017; Muthulakshmi, 2018; Irfan & Azmi, 2015; Sharma, 2017). On the other hand, it contradicts the studies which reported that gender influences work-life balance (Sinha & Sinha, 2018). Likewise, it is not in line with the studies which found female teachers who faced work-life balance problems and thus low work-life balance (Aroosiya, 2018; Kumar 2017; Ramanathan & Vanitha, 2011). Additionally, the finding also challenges the studies that reported female teachers having a better work-life balance (Maragatham et al., 2017; Saravanan & Dharani, 2014) and also the study of Sharma and Agarwal (2017) concluded male teachers to have better work-life balance than female teachers. Thus, the finding counters the popularly held viewpoint that assumes women teachers to have comparatively low work-life balance and frequent instances of work intrusion into personal life. The finding, however, implies that gender differences at the workplace in the form of unequal distribution of work, male supremacy, the intense workload for female teachers are relatively missing in Sikkim. At the home front, the finding suggests a positive picture that an equal amount of work is shared between the

spouses as such instances of work-life imbalances are perhaps not very much experienced by women. One possible explanation of this finding could be that although not a matriarchal state, Sikkim has positioned women in high regard, unlike many other states, and conclusively granted women freedom in making decisions and choices about family, career, and life. The argument corroborates with the understanding of Subba (2014), who maintained that Sikkimese women are in a comparatively better position than their contemporaries across other states.

Regarding work interference with personal life, the study found no significant difference between male and female teachers. The finding does not corroborate with some studies which reported teachers, particularly females, experienced a great deal of work interference with personal life (Ching & Seok, 2018; Devi & Pandian, 2011; Germain, 2014; Kinman & Jones, 2008; Kumar, 2017; Saha, et al., 2016; Shreyas, 2017; Tanoi, et al., 2012; Tresa & Manisha, 2016; Uddin, et al., 2013). Regarding personal life interference with work, the study found a significant gender difference; female teachers faced lesser instances of personal life interfering with work than their male counterparts. The finding supports the earlier studies which reported negative interference of personal life into work (Germain, 2014; Uddin, et al., 2013). On the other hand, it contradicts the study of Blackburn, et al. (2017), who found that the teachers could balance their work and faced less interference of family life in their work. Admittedly, it was beyond the study's purview to locate and identify the palpable reasons for such unexpected findings. However, support received from family and spouse in managing household chores, the nature of Sikkimese society where deep-seated notions of patriarchy is somewhat less pervasive presumably explains less personal life interference with work for female teachers. The argument is consistent with the finding of Bhutia (2018), who reported that working women adopt many

coping strategies in the form of support acquired from extended family and spouses. Moreover, they employ domestic help part-time, send children to private tuition centers, and adopt labour-saving modern-day gadgets to complete daily household chores to balance work and life.

Concerning work personal life enhancement dimension, the study revealed no significant difference between male and female teachers, which underlines that both male and female teachers are equally able to utilise the experience from either domain for the benefit of each other.

5.1.2 Gender and Job Satisfaction

In terms of job satisfaction, the present study found a significant gender difference in the overall job satisfaction of secondary school teachers of Sikkim. The study found male teachers with a higher mean score to be comparatively more ahead and thus more satisfied with the job than their female counterparts. The finding resembles some past studies that found male teachers have better job satisfaction than female teachers (Abdullah, et al., 2009; Aydin, et al., 2012; Dehaloo, 2011; Mebrate & Lemma, 2017; Mukhtar, 2012). On the contrary, the finding opposes the suppositions of many studies that reported female teachers to have better job satisfaction than male teachers (Ali, 2011; Basu, 2013; Ghosh, 2013; Iqbal & Akhtar, 2012; Iqbal & Akhtar, 2015; Iqbal, Ali, Akhtar & Ahmend, 2013; Jamir, 2016; Jyoti & Sharma, 2006; Ketsela, 2017; Kumar, 2015; Kume, 2020; Mahmood, et al., 2011; Mocheche, et al., 2017; Mondal, 2014; Njue, 2003; Rao, 2015; Subdhi, 2002; Wangai, 2012). Likewise, the finding is also not in tune with some studies that reported no significant difference in the job satisfaction of male and female teachers (Ahmed, 2014; Bala, 2017; Bhat, 2018;

Bhuyan, 2016; Ghosh, 2015; Menon &Reppa, 2011; Rai, 2018; Raj & Lalitha, 2013; Rao, 2015; Sharma, 2016).

This finding contradicts the null hypothesis and the investigator's expectations that female teachers are more satisfied with teaching, which permits them plenty of vacations and the absence of odd working hours, therefore, allowing them to nurse their personal and familial obligations. The findings thus hint at the incidence of low levels of job satisfaction for female teachers. The reason for this unexpected finding could be associated with the status of women in Sikkim. Sikkim being a small state, women have made their presence in almost all areas and have aspired to represent themselves in many non-conventional regions. This argument challenges the claims of Veluri (2010), who opined female teachers have a higher level of job satisfaction on account of low levels of aspiration. Subba (2014) confirmed the researcher's claims, who maintains that Sikkimese women have representation in many vital areas, including politics, cooperative societies, self-help groups, NGOs. Women's engagement in diverse fields certainly indicates that teaching is not the only option, possibly affecting job satisfaction.

Regarding the job's intrinsic aspect, the study revealed no statistically significant difference, indicating that both male and female teachers are reasonably satisfied with the inherent element of a teaching job and genuinely enjoy teaching and realize that teaching is the noblest profession. Moreover, the status and privileges that teachers enjoy in society, recognition from parents, especially in rural areas, and the absence of irregular working hours could perhaps explain their satisfaction with the intrinsic aspect of the job. In terms of salary, promotional avenues, and service conditions, the study found that male teachers were slightly more satisfied than female teachers; the discovery corroborates with the study of Abdullah, et al. (2009).

Similarly, the study found a significant difference regarding physical facilities. Male teachers were more satisfied than female teachers, which could be explained by the understanding that by nature, females have strong desires for finer things in life, while on the other hand, males are more adaptive and can adjust more quickly. Female teachers, especially those teaching in government schools, often miss out on proper physical facilities, which might have contributed to their lower satisfaction levels than male teachers. In terms of institutional plans and policies, the study found male teachers more satisfied than female teachers. The reasons can be possibly attributed to the incidence of less opportunity for female teachers to participate in school planning and policy framing matters and hence lower satisfaction.

Regarding satisfaction with authorities, social status, and family welfare, no significant difference was found between male and female teachers. The results imply that both male and female teachers are satisfied with the institutional authorities, the social status they enjoy, and how it contributes to the family's welfare. Additionally, it also implies that there is no gender discrimination in society among the teachers. There was no significant difference in rapport with students and co-workers, indicating that male and female teachers have good interpersonal relationships in schools. Such an amicable relationship with their colleagues and students is often reflected in how they carry out different academic and co-curricular activities in school.

5.2 Major Findings of Objective Two

The study's second objective was to determine the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on management. As regards this objective, the investigator presents the findings and discussion below:

5.2.1 Management and Work-Life Balance

The study revealed no significant difference in overall work-life balance between teachers based on management. The finding supports the null hypothesis and aligns with some studies that found no significant difference in teachers' work-life balance in government and private schools (Aliasgar, 2017; Barik, 2017). The finding contradicts the study of Rathee and Bhuntel (2018), which found a difference in the perception of work-life balance between teachers teaching in government schools and private schools. Likewise, it contradicts the study of Thomas and Paul (2016), which also reported a high work-life balance of teachers from government colleges than those from autonomous and aided colleges. Additionally, the finding opposes the study of Oteng (2017) that teachers are satisfied with their working hours in school, and there is support for teachers in school. However, work and family responsibilities force them to make changes in their plans, thus indicating poor work-life balance for teachers.

For individual dimensions of the tool, the results indicated no significant difference between teachers based on management across all the dimensions. The finding is in line with some studies that reported less family interference to work (Blackburn, et al., 2017; Immanuel, 2016; Lahti, 2017).

The findings could probably be attributed to fewer respondents from private schools compared to a large sample size drawn from government schools. However, the results underline a positive picture that teachers engaged either in government or private schools do not face issues of their professional work interfering with their personal life. Although during recent times, due to stress on quality enhancement and simultaneously increased workloads, teachers remain inclined to their work even during leisure periods, the existence of difference in teachers' work-life balance in the context

of management is reasonably missing. Moreover, based on the findings, the investigator asserts that teachers under both management efficiently unite their work and non-work domains for deriving maximum benefits and unanimously believe in the benefits that ensue from combining work and life priorities.

5.2.2 Management and Job Satisfaction

Regarding job satisfaction of teachers teaching in government and private schools, the study did not find a significant difference. The finding confirms the null hypothesis and contradicts many's viewpoints and popular ideas regarding higher job satisfaction of government school teachers. The finding is supported by the study of some researchers who reported no significant difference in teachers' job satisfaction based on management (Rai, 2018). However, the finding is not consonant with a couple of researchers whose studies reported private school teachers to have better job satisfaction than government school teachers (Jyoti & Sharma 2006; Subdhi 2002). Similarly, the present finding also challenges the findings of some studies which found government school teachers to have better job satisfaction than private school teachers (Chugatil & Parveen, 2013; Gahlawat, 2017; Ghosh, 2013; Ruhela, 2017; Sharma, 2016; Sharma, 2017).

The study thus discovered that government and private school teachers do not differ significantly in their overall job satisfaction. The finding thus challenges the popularly held perception that government school teachers have better job satisfaction than their private counterparts. The investigator critically examines this finding in light of the understanding that government school teachers have a better pay package than their private counterparts. On the other hand, private schools are ahead in terms of physical facilities, logistics, service conditions, pleasant working environment, and

better management, which significantly contribute to determining job satisfaction. The claims of Jyoti and Sharma (2006), who reported that teachers from private schools, despite poor salary, enjoy higher job satisfaction on account of pleasing workplace ambience, validates the investigator's claims. Furthermore, the core ideas of job satisfaction put forth by Martineau (2000) in Ketsella (2017) as training, working environment, supervision, and recognition as factors affecting job satisfaction lends support to the above statement of the investigator. Additionally, the result implies fulfilling Herzberg's idea of hygiene needs as an essential condition for job satisfaction.

Regarding the job's intrinsic aspect, the study revealed no significant difference between government and private school teachers, indicating that teachers from both management hold the teaching profession in high regard. However, the study found a considerable difference in salary, promotional avenues, and service conditions between them. The private school teachers expressed better satisfaction than their counterparts in government schools, which therefore did not match with the investigator's anticipation. However, the understanding that a better pay package is not the only yardstick for measuring job satisfaction as it is simultaneously tied up with numerous issues like service conditions in which private schools ahead could perhaps explain the finding. The argument aligns with the study of Mengistu (2012) who highlighted the chief sources of dissatisfaction among teachers to be salary, fringe benefits, promotion, management style, lack of decision making, lack of opportunities for personal development, and poor relationship with parents and principals. The author's claims point out many factors underplay in causing satisfaction and dissatisfaction among teachers with their job. The study found a significant difference between government and private school teachers concerning physical facilities; teachers from private schools were ahead of government school teachers. It is no surprise that private schools indeed

provide excellent physical facilities otherwise unavailable in government schools and hence poor satisfaction for government school teachers in this regard. The study found no significant difference between teachers teaching in government and private schools regarding institutional plans and policies. The finding hints at a satisfactory level of contentment among teachers regarding the programs and policies of their schools. Additionally, the finding suggests teachers have the opportunities to participate in decision-making matters of the institution.

The study found no significant difference between teachers of government and private schools regarding satisfaction with authorities. The finding suggests that teachers under both types of management are relatively satisfied with authorities who are considerate towards all the staff's needs and difficulties, all the staff share an amicable relationship, and democratic practices prevail in secondary schools of Sikkim. Likewise, the study did not reveal any significant difference between government and private school teachers regarding satisfaction with social status and family welfare. The result indicates that teachers from both management have equal satisfaction regarding their social status and how teaching aids in family welfare and is treated equally and with dignity in society. Similarly, teachers from government and private schools did not reveal any significant difference in rapport with students and colleagues. These findings signal that the teachers teaching in both types of management have a similar bonding with the students and their co-workers, pointing to a healthy and cordial relationship among secondary school teachers in Sikkim and the fact that students' misconduct, severe indiscipline is conspicuously low.

5.3 Major Findings of Objective Three

The third objective of the study was to analyze the overall and dimension-wise difference in work-life balance and job satisfaction among secondary school teachers based on the nature of the appointment. The findings are discussed in the subsequent paragraphs.

5.3.1 Nature of the Appointment and Work-Life Balance

Regarding the overall work-life balance of regular and ad-hoc teachers, the study did not find a significant difference between teachers. Thus, the finding supports the null hypothesis; however, it is inconsistent with the investigator's expectation and does not align with the studies of Punia and Kamboj (2014), who reported that the nature of appointment affects teachers' work-life balance. Likewise, the finding also challenges the study of Attri and Neelam (2016), who concluded that contractual married female graduate teachers had more work-life conflicts than regular married graduate female teachers.

The finding suggests that regular and ad-hoc teachers do not differ significantly in their overall work-life balance. Additionally, it underscores that both regular and ad-hoc teachers work harmoniously, manage time and resources efficiently, and have an equal distribution of professional responsibilities among them.

About the different dimensions of work-life balance, the study did not show any significant difference between regular and ad-hoc teachers regarding work interference with personal life and personal life interference with work dimensions. However, there were significant differences between regular and ad-hoc teachers in terms of work personal life enhancement. Regular teachers are generally older than ad-hoc ones and have more or less settled in their family matters. Their experience of working for long

years might have presumably equipped them with skills and experiences in combining work and non-work to maintain a satisfactory balance between work and non-work, perhaps substantiates the finding. On the other hand, ad-hoc teachers are mostly young and untrained, in some cases, just begun their family life. Moreover, they often lack the required competency in harmonizing work and non-work pressures and are thus regularly torn between personal and professional demands. This understanding explains the finding to a certain extent. The study of Subba and Bhutia (2016) aligns with the researcher's claim, which reported that huge appointments are made on ad-hoc capacity in Sikkim. However, such teachers lack the required dedication and motivation to pursue their careers, which thwarts their work-life balance.

5.3.2 Nature of Appointment and Job Satisfaction

In terms of job satisfaction, the study found a significant difference between regular and ad-hoc teachers. Regular teachers were comparatively more satisfied with the job than ad-hoc teachers. The finding does not confirm the null hypothesis but conforms to the researcher's belief. It is consistent with the finding of Bhuyan and Mallick (2015), which also found regular teachers to have more job satisfaction than contract ones. Additionally, the study of Roy and Haldar (2018) that reported a significant difference in job satisfaction among para, contractual, and assistant teachers support the finding. However, the finding contrasts the study of Ghosh (2013), who concluded para teachers to be more satisfied than regular teachers.

The finding thus sufficiently establishes that regular teachers have far better job satisfaction than ad-hoc teachers. Salary, chances of promotion and avenues for continuous professional development, job security, better opportunities for participation in decision-making, greater years of teaching experience, etc., could be

cited as some factors contributing to a sense of heightened satisfaction among regular teachers. On the other hand, lack of financial security, uncertain occupation, poor representation of ad-hoc teachers in critical institutional matters, absence of training facilities for their continuous update might result in poor job satisfaction of ad-hoc teachers. Moreover, during recent times in Sikkim, protests staged by ad-hoc teachers year after year fuelled by tensions arising out of authorities' delay in decision-making regarding their service extension to a great extent validates their low job satisfaction. Elsewhere in India, some researchers, based on evidence, reported contract teachers forming associations and pressuring the government for their regularisation (Goyal & Pandey, 2013). Thus, the predicament of ad-hoc teachers sufficiently documents that the job satisfaction of contract/ ad-hoc teachers is abysmally poor in other parts of the country.

In terms of the intrinsic aspect of the job, the study found no significant difference between regular and ad-hoc teachers indicating that teachers are genuinely satisfied with the teaching job. However, the study revealed a significant difference in salary, promotional avenues, and service conditions between them. The findings fit the researcher's expectations and also align with viewpoints held among scholars and researchers. Their dissatisfaction in this regard, in all probability, is linked with job insecurity, poor salary, and lack of avenues for promotion. On the contrary, regular teachers fare well in this aspect which explains their enhanced satisfaction. Hence the investigator argues that ad-hoc teachers are dissatisfied with the salary and other allied services. Likewise, the study found no significant difference between regular and ad-hoc teachers concerning physical facilities. The finding is obvious as all the teachers working in a particular institution will not be discriminated against regarding the physical facilities. As far as institutional plans and policies are concerned, there was

no significant difference between them, indicating equal satisfaction between regular and ad-hoc teachers. Correspondingly, the study found no significant difference between regular and ad-hoc teachers regarding satisfaction with authorities. The researcher claims that regular and ad-hoc teachers genuinely perceive institutional plans and policies to be satisfactory based on the findings. The finding also reveals that officers are not partial in their treatment of teachers and both regular and ad-hoc teachers are treated and represented equally in institutional matters. There were no significant differences in terms of satisfaction with social status and family welfare, indicating that teachers enjoy a high social status and can contribute their service for the family welfare. The study found no significant difference between regular and ad-hoc teachers in terms of rapport with students.

Regarding the relationship with co-workers, the study reported no significant difference between them, indicating that ad-hoc teachers are treated with equal respect by their colleagues and students. The investigator thus argues that ad-hoc teachers are genuinely satisfied and happy with how things unfold at the workplace in terms of relationships with colleagues, students, authorities, social status and bear favourable attitude towards the profession. The findings also imply that both regular and ad-hoc teachers are able to strike a healthy and positive relationship amongst themselves with students and issues of professional rivalry, students' misconduct and discipline are fairly missing. This finding contradicts some studies that reported student misbehavior and indiscipline as antecedents of poor job satisfaction (Hean & Garrett, 2001; Weiqi, 2007).

5.4 Major Findings of Objective Four

The fourth objective of the study was to explore the overall and dimension wise difference in work-life balance and job satisfaction among secondary school teachers

based on teaching experience; in this regard, the findings and discussion are presented below:

5.4.1 Experience and Work-life Balance

Regarding work-life balance and experience, the study found no significant difference among teachers having varied years of teaching experience. The finding supports the null hypothesis. It also conforms to Renthlei (2016), who found no relationship between teachers' experience and work-life balance. Similarly, Aliasgar (2017) also reported no significant difference in teachers' work-life balance having less than ten years and more than ten years of teaching experience. On the other hand, the finding contrasts the claims of some researchers who reported a significant impact of teaching experience in teachers' work-life balance (Meenakshi & Ravichandran, 2012; Muthulakshmi, 2018). The finding also does not align with some researchers who found a significant difference in the work-life balance of teachers having varying years of teaching experience and teachers with more years of teaching experience to be more balanced (Priya 2017; Ramanathan & Vanitha 2011).

Arguably, the work-life balance of teachers is not affected by the years of teaching experience. The finding implies that teachers with different years of teaching experience essentially maintain a similar work-life balance experience and share the work-related responsibilities equally, which permits them to maintain the desired balance. Based on the finding, the investigator claims that greater years of teaching experience do not affect the work-life balance position, nor do the lesser years weaken the balance. The discovery also hints at the possibility that senior and junior teachers share the work-related responsibilities equally, which permits them to maintain the desired balance. Moreover, work-life balance or conversely imbalance is a condition or

situation that individuals can experience at any point in their life or career. Therefore, having more years of experience neither guarantees sound work-life balance nor weakens it. Likewise, fewer years of teaching experience neither predisposes an individual to an imbalanced work-life equation nor a sound work-life balance.

5.4.2 Experience and Job Satisfaction

As regards job satisfaction and experience, the study found a significant difference among secondary school teachers having less than ten years, between ten to twenty years, and more than twenty years of teaching experience. The study found that teachers with greater teaching experience had comparatively better job satisfaction than junior teachers. The finding contrasts the null hypothesis. However, the result parallels with many studies which reported that years of teaching experience had a strong relationship with job satisfaction of teachers, and additionally, many researchers in the past found more experienced teachers to have better job satisfaction than less experienced teachers (Dehaloo, 2011; Drukpa, 2010; Hean & Garrett, 2001; Kadir, 2014; Ketsela, 2017; Khalid, 2014; Kume, 2020; Njue, 2003; Mengistu, 2012; Menon & Reppa, 2011; Msuya, 2016; Odegenbe, et al., 2018; Wangai, 2012). The finding, however, contradicts few studies which reported no significant impact of years of teaching experience on the job satisfaction of teachers (Bala, 2017; Crossman & Harris, 2006; Iqbal & Akhtar, 2015; Kemunto, 2018; Sharma, 2017; Thakur, 2015).

Based on the finding the researcher asserts that years of teaching experience significantly affect the job satisfaction of teachers, which further indicates that the lesser the years of teaching experience, lesser the satisfaction, and the more the years of teaching experience higher the job satisfaction. Perhaps, young teachers with less experience do not find teaching jobs promising and lucrative and thus have

comparatively poor job satisfaction. The argument draws support from Symeonidis's (2015) perception, who reported that young people do not find teaching attractive, negatively affecting job satisfaction. The investigator links the reasons for higher levels of job satisfaction for more experienced teachers to factors like job security, better pay, higher prestige and acknowledgment, greater representation in institutional affairs. On the other hand, teachers with few years of teaching experience are appointed in provisional capacity in most cases. Additionally, they are uncertain about teaching prospects, have fewer opportunities to voice their opinions in school matters, lack professional autonomy, encounter difficulties in handling students' misbehaviour, and might not get due recognition in some cases. Therefore, all the aforesaid issues could be the probable reasons for lower levels of job satisfaction for teachers with lesser teaching experience.

In terms of experience and different dimensions of job satisfaction, the study found no significant difference between teachers having varying years of teaching experience in terms of the job's intrinsic aspect. Thus, the finding indicates that teachers belonging to different experience slots are genuinely happy with the teaching profession. The present study found a significant difference between teachers regarding salary, promotional avenues, and service conditions. Poor pay, especially in the case of ad-hoc teachers, poor service conditions, and low hopes of regularization, create a higher sense of dissatisfaction among them; this possibly explains the dissatisfaction of junior teachers in terms of salary and similar issues. The study also found no significant difference between teachers with varying years of teaching experience in physical facilities. All teachers have access to similar types of physical setup in schools and hence no difference. The finding challenges the claims of Dehaloo (2011), whose study reported that teachers with more than twenty-six years of experience exhibited better

satisfaction in terms of physical aspects than teachers with less teaching experience. As far as institutional plans and policies are concerned, the study did not yield any significant difference between teachers having a difference in teaching experience, suggesting that teachers across all teaching experience groups are reasonably content in the plans and policies of the institution. Likewise, the study found no significant difference between teachers with varied years of teaching experience regarding satisfaction with authorities and satisfaction with social status and family welfare. The finding again signals that all categories of teachers are equally respected and treated equally in the schools and society. The study found a significant difference between teachers having less than ten years, between ten to twenty years, and more than twenty years of teaching experience in terms of rapport with students. Perhaps on account of their extended service, senior teachers are accustomed to dealing with diverse student-related issues. At the same time, their own experience as parents easily permits them to blend with students and therefore develop a positive relationship. The study found no significant difference in relationships with co-workers among teachers with varying years of teaching experience, which underlines that all teachers have developed a healthy and friendly relationship amongst themselves.

5.5 Major Findings of Objective Five

The fifth objective of the study was to explore the overall and dimension wise difference in work-life balance and job satisfaction among secondary school teachers based on teaching subjects; in this respect, the findings are discussed below:

5.5.1 Subject Taught and Work-life Balance

The study found no significant difference in the overall work-life balance of secondary school teachers teaching either science, arts, or language. The finding

confirms the null hypothesis and bears similarity with a couple of studies that reported no significant difference in the work-life balance of faculties belonging to different academic disciplines and fields (Helvaci, et al., 2017; Mukhtar, 2012). However, the finding contradicts the studies of Vandana and Kamboj (2014), who had reported a difference in the work-life balance of teachers belonging to different academic streams.

The finding thus indicates that work-life balance is not affected according to the different subjects handled by teachers. A similar work-life balance is experienced by teachers teaching other subjects in Sikkim at the secondary level. The finding also implies that work-life balance or conversely imbalance results from how things unfold at the workplace like the amount of workload, pending works, time crunch, and how these professional responsibilities intrude into personal life in one hand. On the other hand, factors such as household pressures like dependent care issues, lack of support received from family, lack of time and space to nurse personal obligations can meddle with professional requirements creating imbalance.

Regarding individual dimensions, the study found no significant difference between teachers teaching science, arts, and language regarding work interference with personal life and personal life interference with work. However, the study pointed to a significant difference in the third dimension of work-life balance, i.e., work personal life enhancement; the difference was thus significant between teachers teaching arts and language and teachers teaching arts and science. Based on this finding, the investigator asserts that secondary school teachers teaching different subjects have different opinions on how work and personal life affect each other.

5.5.2 Subject Taught and Job Satisfaction

As far as the job satisfaction of teachers teaching different subjects is concerned, the study revealed no significant difference in their overall job satisfaction and the dimensions. Thus, the finding confirms the null hypothesis and the study of Mukhtar (2012), which concluded no significant relationship between faculties belonging to different academic disciplines and job satisfaction. Likewise, the discovery is also in tune with some researchers' studies that reported no significant difference in teachers teaching arts and science subjects support the finding (Akbar & Ahmed, 2013; Iqbal, Ali; Kadir, 2014). On the contrary, the present finding does not align with Thakur (2015), whose findings revealed that science teachers have better job satisfaction than those teaching general subjects. The finding also contradicts the studies of few researchers who informed a significant difference in teachers' job satisfaction teaching different subjects (Khalid 2014; Mohakud, Dey & Pakira, 2016).

Arguably, secondary school teachers teaching different subjects in Sikkim do not differ in job satisfaction which indicates that all three categories of teachers have a similar level of satisfaction, indicating they are satisfied with the essential characteristic of a teaching job. A similar salary scale and the same type of opportunities for promotion and service conditions explain no difference in salary and promotional avenues. All the categories of teachers are equally satisfied with the infrastructural facilities available for them in their schools. Teachers teaching different Subjects essentially belong to the same institutions and hence have similar facilities available. The finding also implies that teachers teaching other academic streams have equal opportunities to participate in the institution's plans and decision-making. No difference in terms of satisfaction with authorities and social status indicates an atmosphere of fairness and equality prevailing in schools of Sikkim teachers are dealt with similarly

by the authorities and enjoy equal rights and entitlements. No difference in satisfaction with social status indicates that all categories of teachers experience a similar social status and reputation. Similar experience with students and co-workers suggests that teachers teaching different subjects are equally satisfied in terms of rapport with students, which underlines the message that there is a close relationship between teachers and students in the schools of Sikkim. Likewise, secondary school teachers in Sikkim are bound together by a spirit of cordial and mutual relationship despite the difference in their academic streams and specialization.

5.6 Major Findings of Objective Six

The sixth objective of the study was to study the level of work-life balance and level of job satisfaction amongst secondary school teachers of Sikkim based on demographic variables.

5.6.1 Level of Work-Life Balance

Regarding the level of work-life balance, the results indicated that most teachers across all the demographic variables expressed a moderate level of work-life balance. Very few teachers reportedly had an extremely high balance or extremely low balance. Additionally, a small number of teachers reported having high balance and also low balance. Thus, the finding was uniform for all the study demographic variables. The result is consistent with the conclusions made by some researchers who claimed that although the amount of workload has increased, teachers can maintain moderate levels of work-life balance (Blackburn, et al., 2017; Immanuel, 2016; Lahti, 2017; Marmol, 2019). In comparison, it contradicts the claims of some researchers who reported that teachers experienced great stress in negotiating with the demands of personal and professional life and consequently experienced low work-life balance (Ching & Seok

2018; Gnawali 2017; Narahariseti & Chinnadurai 2020; Rowland 2016; Tanoi, Mizumoto & Okubo 2012).

The results thus underscore that secondary school teachers in Sikkim do not have extremely low work-life balance. With a few exceptions, most secondary school teachers in Sikkim can balance their work and life priorities and thus experience less intrusion of work and personal life upon each other. The finding equally indicates that although teachers' work-life balance is moderate, the imbalanced work-life situation is not altogether absent. The study of John and Paul (2018), who contradicted the claims that the teaching profession is clear of work-life balance issues and reported that although in moderation, work-life balance challenges are prevalent among the academics, supports the investigator's insights. The reasons for low balance for some teachers could be partly attributed to their marital status. Moreover, young parents with dependent care issues posted in far-flung areas often find difficulty in handling the pressures of personal and occupational domain and, by default, experience high interference, and low balance. In this regard, the work of Suryakumar and Suresh (2018), which reported that dependent care issues lower teachers' work-life balance, strongly supports the investigator's claim. Likewise, Madepelli, et al. (2010), who noted that marital status affects teachers' work-life balance, proves the argument. Additionally, teachers who regularly shuttle between their workplace and residence and spend a lot of time traveling might experience a comparatively poor work-life balance. This understanding could substantiate the finding.

5.6.2 Level of Job Satisfaction

In terms of the level of job satisfaction among secondary school teachers of Sikkim, the study found that most secondary school teachers had average or moderate

job satisfaction. Although a substantial number of secondary school teachers reported having below-average job satisfaction, the study also found a good number of teachers to have above-average job satisfaction. Similarly, a small section of teachers showed high job satisfaction; on the other hand, a small portion of teachers was dissatisfied with their job. Finally, few teachers were extremely satisfied, and likewise, a handful was extremely dissatisfied with their job. The finding was consistent among the teachers across all the demographic variables.

The finding corroborates with Demirtas's (2010) study, whose study also reported that the secondary school teachers had a moderate level of job satisfaction.

Consistent with the study's finding, the investigator claims that a significant portion of secondary school teachers in Sikkim are reasonably satisfied with their job. Job security, good salary structure, healthy inter-personal relationship, continuous programmes for professional development of teachers, and absence of odd working hours profoundly impact enhancing teachers' job satisfaction. However, the finding also revealed that a small section of teachers was not satisfied with the job. Low hopes of regularization and resultant financial uncertainty, poor infrastructural facilities, particularly in government-managed schools, could be perhaps cited as the plausible explanations for some teachers' low levels of job satisfaction.

5.7 Major Findings of Objective Seven

The study also attempted to trace the relationship between the study variables work-life balance and job satisfaction, in this regards the findings and discussion are presented below:

5.7.1 Correlation Between Work-Life Balance and Job Satisfaction

The study did not find a positive and significant correlation between work-life balance and job satisfaction among secondary school teachers of Sikkim. The finding confirms the null hypothesis and the studies of Akbar and Hafeez (2015), Maeran, et al. (2013), whose study also concluded a negative correlation between work-life balance and job satisfaction support it. On the other hand, it challenges some of the past findings that reported a positive relationship between work-life balance and job satisfaction (Haar et al., 2014; Jackson & Fransman, 2018; Johari et al., 2018; Krishnakumar, 2013; Mercado, 2019; Mukhtar, 2012; Nayeem & Tripathy, 2012; Oyebanji & Sanni, 2016; Pandu & Sankar, 2018; Saeed & Farooqi, 2014; Sorenson et al., 2016; Yadav & Dabhade, 2014). Additionally, the present finding also confronts the claims of Dangar (2018), who concluded that job satisfaction is significantly affected by work-life balance. Likewise, the conclusion does not corroborate with some studies that reported work-life balance as a strong predictor of job satisfaction (Hill et al., 2014).

This finding indicates that sound work-life balance and job satisfaction are not mutually related. Arguably, teachers who have sound work and life balance conditions may not always have better job satisfaction. Likewise, it may also be possible for teachers with poor work-life balance to be content with their job. In a nutshell, the finding indicates that job satisfaction depends on many tangible factors that produce a certain amount of satisfaction or dissatisfaction among the teachers.

5.8 Major Findings of Objective Eight

The final objective of the study was to predict job satisfaction by the three dimensions of work-life balance. In this regard, the investigator discusses the findings below.

5.8.1 Prediction of Job Satisfaction by Work-Life Balance Dimensions

In this regard, the results exhibited that the predictors explained a 4% variance in the outcome variable. The study revealed that work interference with personal life failed to predict job satisfaction. Likewise, personal life interference with work could not predict job satisfaction. Whereas work personal life enhancement positively predicted job satisfaction. The finding corroborates some findings that showed similar results, i.e., job satisfaction is affected by work personal life enhancement. In contrast, work interference with personal life and personal life interference with work does not predict job satisfaction (Agha, et al., 2017). Thus, the finding supported the null hypothesis for parts a, and b whereas it was rejected for part c.

The finding thus underscores that job satisfaction depends on how work and personal life enhance each other. Therefore, if there is high work interference into personal life, it does not guarantee better job satisfaction. Similarly, the high intrusion of personal life into work also does not contribute to job satisfaction. At the same time, the more a person can fuse these two opposite domains better the job satisfaction.



Chapter 6

Chapter VI

Summary, Recommendations, and Conclusion

6.0 Introduction

The investigator in the ongoing chapter briefly summarises the study in terms of objectives and hypotheses formulated for the study. The chapter also briefly discusses the study's theoretical framework, research methods adopted, and data analysis and interpretation techniques. Additionally, the chapter will provide the survey findings and give some recommendations and implications based on the conclusions arrived at.

6.1 Summary

The research attempted to study the work-life balance and job satisfaction amongst secondary school teachers of Sikkim. For this purpose, the investigator delimited the study to three hundred and thirty-seven secondary school teachers of Sikkim from all the four districts selected through the Convenience Sampling technique. In addition, the conflict Theory of Greenhaus and Beutell (1985), and Enrichment Theory of Greenhaus and Powell (2006) for work-life balance and Motivator-Hygiene Theory of Job Satisfaction proposed by Frederick Herzberg (1959), and Hierarchy of Needs Theory put forward by Abraham Maslow (1954) lent theoretical support to the study.

Studying the work-life balance and job satisfaction of secondary school teachers concerning five demographic variables guided the investigator. Other objectives included tracing the relationship between work-life balance and job satisfaction and predicting the relationship between work-life balance. Besides, the researcher formulated twelve null hypotheses for the study. For this purpose, the researcher reviewed the relevant related literature of Indian and International studies and arranged

it based on themes and chronological order. A review of the literature revealed that past studies explored both constructs from diverse angles in the past. However, the review also highlighted the scarcity of studies at the secondary level, especially regarding work-life balance. The past studies focused more on the work-life balance of mostly female teachers and work-life balance in the higher education sector and corporate sectors.

Additionally, the literature review also highlighted the gaps due to categorical variables' choice as just a couple of studies considered the nature of appointment while undertaking the study. A perusal of past studies indicated a lack of comprehensive studies conducted in Sikkim regarding teachers' work-life balance and job satisfaction. Driven by these inadequacies prevailing in past studies, the investigator deemed it urgent to undertake the study to develop insights about teachers' work-life balance and job satisfaction status and eventually contribute to the vast existing literature.

The present study adopted the quantitative approach and followed the descriptive research. Thus, the survey was the primary data gathering instrument. As far as data collection is concerned, the researcher used standardized tools, i.e., structured close-ended questionnaires. For example, for work-life balance, the Work-Life Balance Scale of Jeremy Hayman (2005). In addition, for exploring job satisfaction, the investigator used the Job Satisfaction Scale constructed and standardized by Meera Dixit (2013). The questionnaires were self-administered to ensure a high return and response rate. For statistical treatment of data, the study used descriptive and inferential statistics. Additionally, assuming the normality of the sample data, parametric tests were used for testing the null hypotheses, which the investigator carried out in SPSS version 20.

6.1.1 Summary of the Findings

The study found that the majority of teachers had a moderate or average level of work-life balance. A smaller number of teachers reported low harmony and high balance, and still, a smaller number of respondents had extremely low balance. Likewise, the majority of secondary school teachers in Sikkim admitted to having average job satisfaction. A good number of secondary school teachers reported having below-average job satisfaction and above-average job satisfaction. Similarly, a few teachers showed high job satisfaction. Very few teachers were extremely satisfied, and similarly, few were extremely dissatisfied with their job.

The study found no significant difference in the overall work-life balance of male and female teachers. However, male and female teachers differed significantly in the second scale dimension, i.e., PLIW. In the other two dimensions, the difference was not significant.

The study found a significant difference between male and female teachers regarding their overall job satisfaction, where male teachers exhibited better satisfaction. Male and female teachers did not differ significantly in few dimensions viz. intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, and relationship with co-workers. However, the study found a significant difference between the genders regarding salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities.

The study did not find any significant difference between government and private school teachers in their overall work-life balance. However, government school teachers differed comparatively from private school teachers in WPLE; however, the

teachers from two management did not significantly differ in other dimensions, i.e., WIPL and PLIW.

Teachers from two types of management also showed no significant difference in terms of their overall job satisfaction. Government and private school teachers differed significantly in salary, promotional avenues and service conditions, and physical facilities. At the same time, the difference between them was not significant in terms of the intrinsic aspect of the job, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, and relationship with co-workers.

The study revealed no significant difference in the overall work-life balance of teachers based on the nature of the appointment. At the same time, the teachers did not differ significantly in terms of work interference with personal life and personal life interference. On the contrary, teachers under two management significantly differed in terms of work personal life enhancement.

The study found a significant difference in the overall job satisfaction of regular and ad-hoc teachers. Regular teachers had better job satisfaction than ad-hoc teachers. The difference was apparent regarding salary, promotional avenues and service conditions, and rapport with students. However, regarding the intrinsic aspect of the job, physical facilities, satisfaction with social status and family welfare, institutional plans and policies, satisfaction with authorities, and relationship with co-workers, regular and ad-hoc teachers did not differ significantly.

The study reported no significant difference in the overall work-life balance of secondary school teachers with varying lengths of teaching experience and the individual dimensions of work-life balance.

The study reported a significant difference in the overall job satisfaction of secondary school teachers having less than ten years, between ten to twenty years, and more than twenty years of teaching experience. In addition, the difference regarding salary, promotional avenues and service conditions, and rapport with students was more pronounced. However, in terms of an intrinsic aspect of the job, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare rapport with students, and relationship with co-workers' teachers with a varied length of teaching experience did not show any significant difference.

Regarding teachers' work-life balance handling different subjects, the study entailed a significant difference in work personal life enhancement. Still, there was no significant difference in overall work-life balance and work interference with private life and personal life enhancement with work.

The study found out that teachers teaching different subjects also did not differ in overall job satisfaction and the separate dimension of the scale.

The study did not find a correlation between the two main variables as the results found no significant and positive correlation between them.

The study found that work personal life enhancement produced 4% of the variability in job satisfaction; however other two dimensions could not explain the outcome variable.

6.2 Recommendations

The research revealed a satisfactory level of work-life balance and job satisfaction. However, keeping in mind the findings arrived at by the present study, the investigator proposes the following recommendations that can effectively target the issues and challenges encountered by secondary school teachers and improve the existing state of affairs.

1. The study indicated a gender difference in teachers' job satisfaction regarding physical facilities. This finding guided the investigator to recommend improving physical facilities in schools and creating a proper working atmosphere in schools, which can contribute to job satisfaction. The investigator recommends improving working conditions and maintaining basic conveniences in the schools can positively target the differences in job satisfaction between male and female teachers.
2. It is essential to consider programs including yoga, meditation, and other stress management techniques in schools for both teachers and students to address the issues of personal life interference with work. Such programs provide healthy avenues for tackling the stresses and strains of everyday life, aid in making realistic and attainable goals focusing on proper time management, and offer a holistic approach for dealing with personal issues often encountered at home, thus minimizing the incidences of personal life interference with work.
3. The study revealed a difference in teachers' job satisfaction in government and private schools regarding physical facilities, salary, promotional avenues, and service conditions. Thus, the study recommends that the concerned authorities ramp up the quality of existing physical facilities in all government schools of

Sikkim. It is essential to mention that installing ICT devices in government schools is undoubtedly praiseworthy; however, these devices quickly become morbid and obsolete. Moreover, senior teachers on the verge of retirement often lack the required skill and competence in handling these resources and are thus complacent with the conventional teaching strategies. Therefore, it is important to orient them with the fundamental skills in using them and motivate them to make these devices an integral part of the teaching-learning adventure. Furthermore, regular monitoring of the functioning of these devices, repair, and maintenance needs attention. Likewise, proper infrastructural facilities in terms of sufficient desks and benches, lavatories, sound laboratory equipment, sports equipment, and continuous update of library resources in all government schools deserve priority; government schools often have to compromise on these basic amenities.

4. The study pointed out that ad-hoc teachers who make up a bulk of the population of the teaching fraternity are victims of poor job satisfaction; in this regard, the following recommendations can be practical to resolve their issues:
 - i. To deal with these problems, the stakeholders must devote urgent attention to conducting interviews at regular intervals instead of when required. Moreover, during the interview, teachers who are already teaching rather than recruiting new ones may be preferred; this practice can address the issue of job insecurity to some extent.
 - ii. Likewise, some fringe benefits and incentives must be given to them considering their service length to address financial insecurity. Similarly, efforts must be made to minimize the salary gap between

regular and ad-hoc teachers, given that they share an equal amount of workload.

- iii. It is essential to involve ad-hoc teachers in training programs that cater to regular teachers only. A large number of teachers appointed on an ad-hoc basis are devoid of training and consequently less motivated and equipped to handle the complexities of the profession. Hence, their inclusion in such programs can boost their confidence and provide them with the latest pedagogical practices, directly impacting their performance.
 - iv. It is equally important to acknowledge the work and responsibilities that they shoulder. For this reason, the officials can mandate ad-hoc teachers to maintain annual academic reports like regular teachers, and their weightage must be considered at the time of the interview.
5. Efforts must be directed towards the greater involvement of teachers in decision-making matters because this is directly related to teacher retention and increased teacher productivity. In addition, it is essential to allow female teachers to represent in decision-making matters pertaining to institutional plans and policies, which could minimize the gender differences in terms of satisfaction with authorities as reported by the study.
 6. The study indicated the existence of a harmonious relationship between teachers and also between teachers and students. Teachers who enjoy their time in school become more productive and effective. To sustain this spirit among teachers and between teachers and students, the administration must find ways of involving

teachers and students in leisure time activities that can free them from boredom and strengthen inter-personal ties.

7. The study recognized that when work and personal life are properly blended, it invariably results in increased job satisfaction. Founded on these understanding, the study recommends that the schools adopt specific strategies like proper planning, prioritizing time, flexible work culture that can strengthen work-life balance and lead to heightened job satisfaction.

6.3 Implications of the Study

The study intended to understand the work-life balance and job satisfaction of secondary school teachers of Sikkim with regard to select demographic variables. The findings are not necessarily unique compared to the vast amount of literature surrounding these two constructs. Considering the scantiness of studies in the context in which the researcher undertook the study, it is certainly one of a kind. The study could address the stated problem and, to a certain extent, bridged the gaps encountered in the previous studies. The findings from the study will have specific practical implications as enlisted below:

The study has established poor job satisfaction of government school teachers compared to private school teachers. The finding bears implications for stakeholders to understand and identify the causal factors of poor job satisfaction to be correctly addressed.

Finding from the study hint at the existence of poor physical facilities and service conditions in government schools, which implies the need for addressing these infrastructural barriers that hinder the smooth functioning of schools, particularly under government management.

Another important implication of the study was felt in terms of poor job satisfaction of ad-hoc teachers. The problem of ad-hoc teachers surfaces every year who stage protests demanding job security; thus, the study is timely as it has again proven their precarious situation and the need to devise strategies for resolving their issues. Hence, the finding benefits the authorities and policymakers in developing intervention strategies and effective ways to address their problems.

The finding from the study bear implications for the head of the schools to develop some insights on the kind of problems and predicaments that their staff undergo and therefore adopt more teacher-friendly and liberal approaches in dealing with numerous issues of teachers.

Collectively the findings from the study indicate to policymakers and key stakeholders like Directorate of School Education, Education Department Government of Sikkim to understand the underlying issues and problems of teachers and develop specific mechanisms to address the issues of especially government school teachers and teachers appointed on ad-hoc capacity.

6.4 Suggestions for Further Research

In the present study, the investigator attempted to understand the status of work-life balance and job satisfaction of secondary school teachers of Sikkim, and the findings indicated many crucial facts. However, sheer lack of knowledge about the reasons for some of the significant conclusions limits the results; since it was beyond the scope of the study to locate the causes of the conclusions drawn, hence the investigator suggests the prospective researchers consider reinvestigating the factors causing the difference to generalise the findings. Given that Sikkim is a tiny state, the present study intended to understand the work-life balance and job satisfaction of

teachers teaching in all four districts, which is undoubtedly commendable. However, further in-depth investigation taking limited study areas and using both quantitative and qualitative approaches would become even more meaningful and effective, which prospective researchers may consider in the future. Moreover, specific findings from the study contradict the standard views and opinions held popularly amongst scholars and researchers; such dubious results may always be verified and reinvestigated. Likewise, the researcher could not explain some findings from the study, which underlines the need to replicate such studies to confirm the hypothetical arguments and speculations proposed by the researcher and pinpoint the specific causes for understanding some unexpected findings.

Similarly, the lack of concrete empirical evidence to support the researcher's claims could severely restrict the acceptability and applicability of the investigator's arguments, which underscores a severe need to conduct a further inquiry to arrive at a more acceptable and appropriate explanation well-documented. The investigator heavily relied upon questionnaires for generating data which offered a limited and objective response but failed to understand the reasons for the answers provided by teachers. Future researchers can explore the possibility of using an interview that permits greater depth of the information and thus clear understanding, which may not be otherwise available to the investigator while using a questionnaire. Additionally, studies directed towards understanding the job satisfaction and work-life balance of teachers teaching at other stages of education may be considered given the unavailability of such studies in the Sikkimese setting.

6.5 Conclusion

The secondary stage of education forms a crucial learning stage for learners. In a country like India, it is often terminal for most students as they must shoulder household responsibilities and engage in some income-generating activities to supplement the family income. Such a scenario implies that they acquire essential skills and knowledge while at school, which will be instrumental in carrying out the job and vocations, simultaneously equipping them with the tactics of handling the challenges of everyday life. The task of preparing the young learners with needed skills and competencies by default partly falls upon the shoulders of teachers who are seen as role models for students and thus held in high regard. The work of secondary school teachers is complicated as they have to handle adolescents at this stage who are fraught with many problems. Similarly, adolescents lack understanding about many vital issues related to their transforming physique and are unaware of others' expectations from them now that they are mature. Understandably, teachers at the secondary stage are charged with complex issues besides academic responsibilities. For proper discharge of their roles, they are expected to have a certain amount of equilibrium with their work and life and derive some satisfaction from their job to perform their manifold duties.

Thus, the research aimed to understand the work-life balance and job satisfaction amongst secondary school teachers of Sikkim in terms of a few demographic variables. Based on the quantitative analysis of data, it can be concluded that secondary school teachers of Sikkim do not differ significantly in their work-life balance based on gender. However, a significant gender difference exists among them regarding their job satisfaction. It can also be concluded from the study that a substantial difference exists among teachers under a different type of management in both work-life balance and job satisfaction. Based on the analysis, it can be concluded that while

the teaching experience does not make any significant impact upon the work-life balance of secondary school teachers, on the other hand, it certainly affects their job satisfaction. Based on the study, it can be concluded that one's academic affiliation or the subjects handled neither affects their work-life balance nor their job satisfaction. The nature of teachers' appointments significantly affects their work-life balance as well as their job satisfaction. From the study results, the investigator concludes that a significant and positive correlation exists between teachers' work-life balance and job satisfaction. Additionally, sound work-life balance is a predictor of high job satisfaction.

Based on the study, the investigator observed certain similarities and common binding factors between the teachers. All categories of teachers unanimously believe the non-interference of work into personal life, suggesting that teachers in Sikkim are dedicated enough to finish the assigned work while at school, thus making sufficient time available for family and themselves. The investigator also discovered a sense of agreement among teachers about how work and personal life enhance each other, which conforms to the idea of enrichment or enhancement proposed by Greenhaus and Powell (2006). Teachers throughout Sikkim are satisfied with the intrinsic aspect of the job, which implies that they are genuinely happy with their choice of the teaching profession and bear a favourable and positive attitude towards it. The insight supports the finding of Toney (2015), who reported teachers working in both government and private schools generally believed teaching was a noble profession that ultimately resulted in the betterment of society. Likewise, this discovery is in line with Gligorovic et al. (2014), whose study reported teachers to be genuinely satisfied with the nature of the teaching profession. Herzberg's idea of motivator needs thus seems to be fulfilled to a great extent in the context of Sikkim.

On the other hand, the investigator noticed differences in salary, service conditions, social status, promotional avenues, and physical facilities, hinting at the possible non-fulfillment of hygiene needs advocated by Herzberg and the proposed non-fulfillment of self-actualization needs by Maslow. Furthermore, the investigator discovered that teachers in Sikkim have a strong rapport with co-workers, and the study also reported that teachers are having a cordial relationship with students. The finding is akin to the conclusion drawn by Toney (2015) who found the satisfaction induced by working with children and to see them progress in the course of time as an important parameter that attracted them to the teaching profession. Thus, the prevalence of good relationships with students and co-workers hint at a congenial learning environment in schools that fulfils the idea of satisfaction of belongingness needs, which is one of the core needs outlined by Maslow.

Considering the study's primary objective as finding out the present status of work-life balance and job satisfaction of secondary school teachers of Sikkim, the descriptive research method and questionnaire as a tool of generating the data was highly effective. However, based on the analysis results, it becomes pertinent that future researchers take up more qualitative data to identify the underlying reasons for some of the study's significant findings and make more intelligent plans and policy interventions in the future. Likewise, more studies should follow to confirm some of the unexpected results of the study and enrich the present findings by locating the real reasons for the findings so arrived. Considered from the theoretical standpoint, the findings confirm the notion of bi-directionality of conflict and enrichment perspective. Regarding job satisfaction, the findings revealed that the lower order needs and hygiene needs seem to remain unfulfilled as the analysis showed that teachers expressed their dissatisfaction in terms of basic aspects.

The present study is fairly successful in terms of arriving at some general ideas regarding the work-life balance and job satisfaction of secondary school teachers. Moreover, it has undoubtedly contributed to understanding the status of work-life balance and job satisfaction of teachers in Sikkim because such studies are almost non-existent in the Sikkimese context, although the extant literature is flooded with such studies in the global context.



Appendices

References

- Abdirahman, H. I.H., Najeemdeen, I.S., Abidemi, B.T., & Ahmad, R.B. (2018). The relationship between job satisfaction, work-life balance and organizational commitment on employee performance. *Academic Journal of Economic Studies*, 4(3), 12-17. <https://www.ceeol.com/search/article-detail?id=696047>
- Abdulrahman, A.S., & Hui, X. (2018). Implication of motivation theories on teacher's performance in the context of education system in Tanzania. *International Journal of Secondary education*, 6(3), 46-53.
<https://doi.org/10.11648/j.ijsedu.20180603.11>
- Abdullah, M.M., Uli, J., & Parasuraman, B. (2009). Job satisfaction among secondary school teachers. *Jurnal Kemanusiaan*, 13, 11-18.
<https://core.ac.uk/download/pdf/11784587.pdf>
- Afshar, H.S., & Doosti, M. (2016). An investigation into factors contributing to Iranian secondary school English teachers' job satisfaction and dissatisfaction. *Research Papers in Education*, 31(3), 274-298.
<https://doi.org/10.1080/02671522.2015.1037335>
- Agarwala, T. (2007). *Strategic human resource management*. Oxford University Press.
- Agha, K., Azmi, F.T., & Khan, S.A. (2017). Work-life balance scale development and validation. In Heras, M.L., ChinChilla, N. & Grau, M. (Eds.), *The work-family balance in the light of globalisation and technology* (pp.109-130). Cambridge Scholars Publishing.
www.researchgate.net/publication/320960866

- Ahmed, O. (2014). Job satisfaction of teachers at public and private secondary schools. *Bangladesh Journal of Psychology*, 2014(20), 21-31.
<https://www.researchgate.net/publication/320554991>
- Akanni, A.A., & Oduaran, C.A. (2017). Work-life balance among academics: Do gender and personality traits really matter? *Gender and Behaviour*, 15 (4), 10143-10154.<http://hdl.handle.net/10394/27733>
- Akhtar, A. (2017). The role and challenges of school teachers in contemporary India. *Learning Curve* (26), 60-63.
<https://www.researchgate.net/publication/322819985>
- Akhtar, S.N., Hashmi, M.A., & Naqvi, S.I.H. (2010). A comparative study of job satisfaction of public and private school teachers at secondary level. *Procedia Social and Behavioural Sciences*, 2(2), 4222-4228.
<http://doi.org/10.1016/j.sbspro.2010.03.668>
- Aliasgar, S. (2017). Quality of work-life: Perception of school teachers- Case study: School teachers in Kermanshah, Iran. *European Journal of Economic and Financial Research*, 2(1), 132-142. <http://doi.org/10.5281/zenodo.571902>
- Ali, M.A. (2011). A study of job satisfaction of secondary school teachers. *Journal of Education and Practice*, 2 (1), 32-37.
<http://www.iiste.org/Journals/index.php/JEP/article/view/1666>
- Amjad, N., & Qasim, S. (2013). Job satisfaction among female teachers in public and private schools. A cross sectional study. *International Journal of Applied Research*, 2, 88-97.
https://www.researchgate.net/publication/344450536_JOB_SATISFACTIO

N_AMONG_FEMALE_TEACHERS_IN_PUBLIC_AND_PRIVATE_SECTORS_A_CROSS-SECTIONAL_STUDY

Arif, B., & Farooqi, Y.A. (2014). Impact of work-life balance on job satisfaction and organizational commitment among university teachers. A case study of university of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 24-29.

<http://www.ijmse.org/Volume5/Issue9/paper5.pdf>

Aroosiya, M. F. (2018). A study of work-life balance of working women with special reference to government schools and divisional secretariat in Nintavur.

Global Journal of Business and Management Research B: Economics and Commerce, 18 (6), 61-68.

<https://journalofbusiness.org/index.php/GJMBR/article/download/2604/2505/>

Attri, A.K., & Neelam (2016). Work- family conflicts among female teachers in relation to type of school, their nature of job and job satisfaction.

International Journal of Educational Research Studies, 2 (10), 792-800.

<http://www.srjis.com/pages/pdfFiles/14938040508.%20ajay%20attri.pdf>

Aydin, A., Uysal, S., & Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: A meta-analysis study. *Procedia- Social and Behavioral Sciences*, 46(2012), 356-362. <http://doi.org/10.1016/j.sbspro.2012.05.122>

Ayele, D. (2014). *Teachers' job satisfaction and commitment in general secondary schools of Hadiya zone, in southern nation nationality and people of regional state* [master's thesis]. Jimma University.

[https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/5340/CD_finally_reseach_Desta_edpm%20\(3\).pdf?sequence=1](https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/5340/CD_finally_reseach_Desta_edpm%20(3).pdf?sequence=1)

Bailyn, L., Drago, R.W., & Kochan, T. A., Massachusetts Institute of Technology.

(2001). *Integrating work and family life: A holistic approach*. Massachusetts Institute of Technology, Sloan School of Management.

<http://web.mit.edu/workplacecenter/docs/WorkFamily.pdf>

Bakotic, D. (2016). Relationship between job satisfaction and organisational performance. *Economic Research*, 29(1), 118-130.

<https://doi.org/10.1080.1331677X.2016.1163946>

Bala, R. (2017). Job satisfaction of secondary school teachers. *The International Journal of Indian Psychology*, 4 (4), 122-126.

<http://doi.org/10.25215/0404.054>

Banerjee, N., Stearns, E., Moller, S., & Mickelson, R.A. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaborations in school. *American Journal of Education*, 123(2), 203-241 <https://doi.org/10.1086/689932>

Barik, P. (2017). Work-life balance of married female teachers in government and private schools of Raipur, Chhattisgarh. *IOSR Journal of Humanities and Social Science*, 22 (11), 38-46. <http://doi.org/10.9790/0837-2211043846>

Baruch, G.K., & Barnett, B.R. (1986). Role quality, multiple role involvement, and psychological well-being in mid-life women. *Journal of Personality and Social Psychology*, 51 (3), 578-

585. <https://pdfs.semanticscholar.org/b41c/66b7de4298f79fdda18e56e503235784ba00.pdf>

- Bashir, L. (2017). Job satisfaction of teachers in relation to professional commitment. *The International Journal of Indian Psychology*, 4 (4), 52-59.
<https://doi.org/10.25215/0404.007>
- Basu, S. (2013). A study on stress and job satisfaction among secondary school teachers. *Journal of Educational Chronicle*, 4 (1), 21-25.
<https://www.academia.edu/11998429/JEC>
- Basu, S. (2016). Professional commitment and job satisfaction among secondary school teachers. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 7(3), 255-259. <https://doi.org/10.5958/2230-7311.2016.00046.5>
- Bauwen, R., Muylaert, J., Clarysse, E., Audenaert, M., & Decramer, A. (2020). Teachers' acceptance and use of digital learning environments after hours: Implications for work-life balance and the role of integration preference. *Computers in Human Behaviour*, 112(2020), 1-9.
<https://doi.org/10.1016/j.chb.2020.106479>
- Bellavia, G.M., & Frone, M. R. (2005). Work-family conflict. In J. Baring, E.K. Kelloway & M. R. Frone (Eds.), *Handbook of Work Stress* (pp.113-146). Sage Publications, Thousand Oaks.
https://www.researchgate.net/publication/259177072_Work-Family_Conflict
- Bhakta, K. (2016). Job satisfaction of primary school teachers in Howrah district. *Imperial Journal of Interdisciplinary Research*, 2 (10), 124-129.
<https://www.onlinejournal.in/IJIRV2I10/019.pdf>
- Bhandare, U.V., & Seethalexmy, N. (2018). Work-life balance and employees' health: A study of the degree college teachers. *International Journal of Academic*

Research and Development, 3 (1) 204-207.

<http://www.academicjournal.in/download/1250/3-1-102-802.pdf>

Bhat, A.A. (2018). Job satisfaction among high school teachers. *International Journal of Indian Psychology*, 6(1), 45-53. <http://doi.org/10.25215/0601.027>

Bhutia, W. (2018). *Working women in urban Sikkim: A study on changing roles and relations*. [Unpublished doctoral dissertation]. Sikkim University.

<http://14.139.206.50:8080/jspui/bitstream/1/7127/1/Winkeyla%20Bhutia-PhD-Sociology.pdf>

Blackburn, J. J., Bunch, J.C., & Haynes, J.C. (2017). Assessing the relationship of teachers' self-efficacy, job satisfaction and perception of work life balance of Louisiana agriculture. *Journal of Agricultural Education*, 58 (1), 14-35.

<http://www.jae-online.org/attachments/article/2025/2017-01-02-Blackburn.pdf>

Bhuyan, S. (2016). Job satisfaction of secondary level school teachers of Sivasagar district of Assam: An analysis. *Journal of Advances in Social Science-Humanities*, 2 (5), 43-47. <http://dx.doi.org/10.15520/jassh20557>

Bhuyan, S., & Mallick, B.P. (2015). Job satisfaction of contract teachers and regular teachers in relation to gender at secondary level. *Scholarly Research Journal for Humanity Science and English Language*, 2(9), 2274-2282.

<http://www.srjis.com/pages/pdfFiles/146824023612>

Borg, M.G., & Riding, R.J. (1991). Occupational stress and satisfaction in teaching. *British Educational Research Journal*, 17(3), 263-281.

<https://www.jstor.org/stable/pdf/1500739>

- Bubb, S., & Earley, P. (2004). *Managing teacher workload, work-life balance and wellbeing*. Paul Chapman Publishing.
- Census of India (2011). Sikkim.
https://www.censusindia.gov.in/2011census/dchb/1100_PART_A_DCHB_SIKKIM.PDF
- Chhatrapati, S. (2017). Work -life balance of female school teachers: An empirical study of Chittorgarh. *International Journal of Research in Management and Business Studies*, 4(4), 22-25. <http://ijrmb.com/vol4issue4/sahdeep.pdf>
- Ching, P.L., & Soek, P.B. (2018). Challenge hindrance appraisal job and work life balance among teachers: A conceptual paper. *Malaysian Journal of Social Sciences and Humanities*, 3(3), 104-116.
<https://pdfs.semanticscholar.org/62c9/fb352c191f0839af30bb431c4c08e01cb527.pdf>
- Chugatil, F.D., & Parveen, U. (2013). A study of teachers' workload and job satisfaction in public and private schools at secondary level in Lahore city Pakistan. *Asian Journal of Social Sciences and Humanities Institute of Education and Research*, 2 (1), 202-214. [http://ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2\(1\)/AJSSH2013\(2.1-22\).pdf](http://ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2(1)/AJSSH2013(2.1-22).pdf)
- Clark, S.C. (2000). Work family border theory: A new theory of work/family balance. *Human relations*, 53, 747-770. <https://doi.org/10.1177/0018726700536001>
- Creswell, J. W. (2018). *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Pearson India Education Services Pvt. Ltd.

- Crossman, A., & Harris, P. (2005). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, 34(1), 29-46.
<https://pdfs.semanticscholar.org/1c87/f370cc726ccd59e197c43c85f1e9bdbd98c8.pdf>
- Dar, M.D. (2016). Job satisfaction among teachers working in government and private Schools at elementary Level. *International Journal of Science and Research*, 5(3), 172-176. <https://www.ijsr.net/archive/v5i3/NOV161790.pdf>
- Dangar, B.G. (2018). Work-life balance and job satisfaction: a study of teachers in B.Ed. college of Gujarat. *Research Guru: Online Journal of Multidisciplinary Subjects (Peer Reviewed)*, 12(2) 117-124.
<http://www.researchguru.net>
- Dey, B., & Dutta, S.K. (2018). Changing role of teachers. *International Journal of Research and Analytical Reviews*, 5(3), 16-19.
http://ijrar.com/upload_issue/ijrar_issue_1807.pdf
- Dehaloo, G. (2011). *Motivation and job satisfaction of secondary school teachers in Kwazulunatal: An education management perspective* [Unpublished doctoral dissertation]. University of South Africa.
<https://core.ac.uk/download/pdf/43168590.pdf>
- Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioural Science*, 9 (2010), 1069-1073.
<https://doi.org/10.1016/j.sbspro.2010.12.2.87>
- Devi, R.S., & Pandian, P.S. (2011). Work life balance of women school teachers at Virudhunagar district. *Journal for Bloomers of Research*, 4 (1), 367-381.

https://www.researchgate.net/publication/312385528_WORK_LIFE_BALANCE_OF_FEMALES_EMPLOYEES_A_CASE_STUDY

Dey, R., Pakira, J., & Mohakud, L. L. (2016). Job satisfaction among secondary school teachers: A study in Hooghly district of West Bengal. *The Scholar, 1* (2), 9-19. <http://journal.fakirchandcollege.org/wp-content/uploads/2016/01/JURNAL-PDF-2.pdf>

Dixit, M. (2013). Job Satisfaction Scale. National Psychological Corporation. Agra.

Dnanya, J. S., & Kinslin, D. (2016). A study on work life balance of teachers in engineering colleges in Kerala. *Journal of Chemical and Pharmaceutical Sciences, 9*(4).2098-2104.
[https://www.jchps.com/issues/Volume%209_Issue%204/jchps%209\(4\)%2053%20Dhanya%202098-2104.pdf](https://www.jchps.com/issues/Volume%209_Issue%204/jchps%209(4)%2053%20Dhanya%202098-2104.pdf)

Drukpa, S. (2010). *Job satisfaction of secondary school teachers in Thimpu district of Bhutan*. [master's thesis]. Mahidol University.
https://books.google.co.in/books/about/Job_Satisfaction_of_Secondary_School_Tea.html?id=BbbeXwAACAAJ&redir_esc=y

Duxbury, L. (2004). *Dealing with work-life issues in the workplace: Standing still is not an option*. The 2004 Don Wood Lecture in Industrial Relations.
https://irc.queensu.ca/wp-content/uploads/articles/articles_dwls-2004-linda-duxbury-dealing-with-work-life-conflict-issues-in-the-workplace-standing-still-is-not-an-option.pdf

Duxbury, L., & Higgins, C. (2013). The 2011/12 National Study on Balancing work, Life and Caregiving in Canada: The situation for Alberta Teachers. Alberta Teachers' Association. http://archive.org/stream/ERIC_ED546884/djvu.txt

- Edwards, J. R., & Rothbard, N. P. (2000). Mechanisms linking work and family: Clarifying the relationship between work and family constructs. *The Academy of Management Review*, 25(1), 178–199. <https://doi.org/10.2307/259269>
- Eacute, J., & Esteve, M. (2000). The transformation of teachers' role at the end of the twentieth century: New challenges for the future. *Educational Review*, 52(2), 197-207. <http://doi.org/10.1080/713664040>
- Evans, L. (2000). The effect of educational change on morale, job satisfaction and motivation. *Journal of Educational Change*, 1(2), 173-192. <https://doi.org/10.1023/A:1010020008141>
- Fisher, G.G. (2001). *Work/Personal Life Balance: A Construct Development Study* [doctoral dissertation]. Bowling Green State University, USA.
- Frone, M. R. (2003). Work-family balance. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of Occupational Health Psychology* (pp.143-162). American Psychological Association. <https://doi.org/10.1037/10474-007>
- Gahlawat, S. (2017). Mental health and job satisfaction of government and private secondary school teachers. *International Journal of Applied Research*, 3(7), 1179-1182. <http://www.allresearchjournal.com/archives/2017/vol3issue7/PartQ/3-7-138-328.pdf>
- Gay, L.R., Mills, G.E., & Airasian, P.W. (2015). *Educational research competencies for analysis and application*. Pearson India Education Services Pvt. Ltd.

- Gayen, S. (2017). Role of teachers in the changing scenario in Indian society. *Harvest (Online) Bi-annual*, 2 (2017), 81-83. <http://www.harvestjournal.net/wp-content/uploads/2017/12/Srabanti-1.pdf>
- Gnawali, A. (2017). Work-family balance and its outcome among female teachers in Nepal. *International Journal of Research in Business Studies and Management*, 4(6), 23-29. <http://www.ijrbsm.org/papers/v4-i6/3.pdf>
- George, E., Louw, D., & Badenhorst, G. (2008). Job satisfaction among urban secondary school teachers in Namibia. *South African Journal of Education*, 28 (2), 135-154. <https://files.eric.ed.gov/fulltext/EJ1149977.pdf>
- George, J.M., & Jones, G.R. (2009). *Understanding and managing organizational behaviour*. Dorling Kindersley Pvt. Ltd.
- Germain, B.F. (2014). Work-life balance and the Canadian teaching profession.pp1-16. <https://www.ctf-fce.ca/Research-Library/Work-LifeBalanceandtheCanadianTeachingProfession.pdf>
- Gesinde, A. M., & Adejumo, G.O. (2012). Effect of age and work experience on job satisfaction of primary school teachers: Implications for career counselling. *International Journal of Asian Social Science, Social Asian Economic and Social Society*, 2(3), 302-309. <https://ideas.repec.org/a/asi/ijoass/2012p302-309.html>
- Gihar, G., & Mishra, D.K. (2017). Job satisfaction among secondary school teachers: A study. *Scholarly Research Journal for Humanity, Science and English Language*, 6 (29), 8168-8173. <http://oaji.net/articles/2017/1201-1540029364.pdf>

- Gligorovic, B., Terek, E., Glusac, D., Sajfert, Z., & Adamovic, Z. (2014). Job satisfaction and gender differences in job satisfaction of teachers in Serbian primary schools. *Journal of Engineering Management and Competitiveness*, 4(2), 94-100. <http://www.tfzr.uns.ac.rs/jemc/files/Vol4No2/V4N22014-05.pdf>
- Ghosh, M. (2013). Job satisfaction of the teachers working at primary school. *International Journal of Humanities and Social Science Invention*, 2 (7), 1-5. [http://www.ijhssi.org/papers/v2\(7\)/Version-2/A02720105.pdf](http://www.ijhssi.org/papers/v2(7)/Version-2/A02720105.pdf)
- Ghosh, S. M. (2015). Job satisfaction among government and private school teachers of Ranchi. *The International Journal of Indian Psychology*, 2 (2), 88-93. <http://oaji.net/articles/2015/1170-1427637511.pdf>
- Govt. of Sikkim (2014-2015). *Annual Report for 2014-2018*. Human Resource Development Department, Government of Sikkim. <http://www.sikkimhrdd.org/GeneralSection/UploadedFiles/AnnualReport/8.pdf>
- Govt. of Sikkim (2017-2018). *Annual Report for 2017-18*. Rashtriya Madhyamik Shiksha Abhiyan, Human Resource Development Department, Government of Sikkim. <http://www.sikkimhrdd.org>
- Govt. of Sikkim (2018-2019). *Samagra Shiksha: Annual Report for 2018-19*. Education Department. Government of Sikkim.
- Goyal, S., & Pandey, P. (2013). Contract teachers in India. *Education Economics*, 21(5), 464-484. <https://doi.org/10.1080/09645292.2010.511854>

- Greenhaus, J., Collins, K., and Shaw, J. (2003). The relation between work family balance and quality of life. *Journal of Vocational Behaviour*, 63(2003) 510–531.
http://shodhganga.inflibnet.ac.in/bitstream/10603/107366/9/09_chapter1.pdf
- Greenhaus, J., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *The Academy of Management Review*, 10(1), 76-88.
https://www.researchgate.net/publication/259309989_Source_of_Conflict_Between_Work_and_Family_Roles
- Greenhaus, J.H., & Powell, G.N. (2006). When work and families are allies: A theory of work family enrichment. *Academy of Management Review*, 31(1), 72-92.
<https://www.jstor.org/stable/10.2307/20159186>
- Greenhaus, J.H. & Allen, T. D. (2011). Work-family balance: A review and extension of the literature. In Quick & Tetrick (Eds.), *Handbook of Occupational Health Psychology* (pp. 165-183). American Psychological Association.
- Grzywacz, J.G., & Carlson, D.S. (2007). Conceptualizing work-family balance: implications for practice and research. *Advances in Developing Human Resources*, 9(4), 455-471. <http://doi.org.10.1177/1523422307305487>
- Guest, D.E. (2002). Perspectives on the study of work-life balance. *Social Science Information*, 41(2), 255-279. <http://doi.org/10.1177/0539018402041002005>
- Gu, X. (2016). *Teacher job satisfaction in public schools: The relation to the years of teaching experience*. [master's thesis]. State University of New York.
https://digitalcommons.buffalostate.edu/elmed_theses

- Haar, J.M., Russo, M., Sune, A., & Malaterre, A.O. (2014). Outcomes of work-life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behaviour*, 8 (3), 361-373.
<http://doi.org/10.1016/j.jvb.2014.08.010>
- Hafeez, U., & Akbar, W. (2015). Impact of work-life balance on job satisfaction of school teachers of 21st century. *Australian Journal of Business and Management Research*, 4(11), 25-37.
<https://www.researchgate.net/publication/289915954>
- Hakanen, J.J., Bakker, A.B., & Schaufeli, W.B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 46(2006), 495-513. <http://doi:10.1016/j.jsp.2005.11.001>
- Haldar, U.K., & Sarkar, J. (2012). *Human resource management*. Oxford University Press.
- Hayman, J. (2005). Psychometric Assessment of an Instrument Designed to Measure Work Life Balance, *Research and Practice in Human Resource Management*, 13(1), 85-91.
<https://rphrm.curtin.edu.au/2005/issue1/balance.html>
- Hean, S., & Garrett, R. (2001). Sources of job satisfaction in science secondary school teachers in Chile. *Compare*, 31 (3), 363-379.
<http://pdfs.semanticscholar.org/1c87/f370cc726ccd59e197c4385f1e9bdb98c8.pdf>
- Helvaci, M.A., Bakalim, O., Can, V., & Akkoyun, U. (2017). The work-life balance of academics. *The Online Journal of New Horizon in Education*, 7(4), 80-85.
<https://www.tojned.net/journals/tojned/articles/v07i04/v07i04-09.pdf>

- Hogarth, T., & Bosworth, D. (2009). Future horizons for work-life balance.
<https://www.researchgate.net/publication/266268558>
- Hongying, S. (2007). Literature review of teacher job satisfaction. *Chinese Education and Society*, 40 (5), 11-16. <http://doi.org/10.2753/CED1061-1932400502>
- Hoppock, R. (1935). *Job satisfaction*. New York.
- Human Resource Development Department. (2010). *Sikkim Government Gazette*.
 (411).
<http://righttoeducation.in/sites/default/files/Sikkim%20RTE%20Rules%2C2010.pdf>
- Hussain, M.A., & Sultana, S. (2017). Changing roles of teachers in the society and the present scenario of teacher education in India. *International Journal of Multidisciplinary Research*, 6(3), 90-98.
[http://ijmer.s3.amazonaws.com/pdf/volume6/volume6-issue3\(4\)-2017.pdf#page=102](http://ijmer.s3.amazonaws.com/pdf/volume6/volume6-issue3(4)-2017.pdf#page=102)
- Immanuel, S.J.D. (2016). Work life balance of women teachers in matriculation schools: An empirical investigation. *International Journal of Research-Granthaalayah*, 4(7), 5-9.
http://granthaalayah.com/Articles/Vol4Iss7/02_IJRG16_SE07_02.pdf
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1093&context=gse_pubs

- Iqbal, A., Ali, M.S., Akhtar, M.S., & Ahmed, S. (2013). A comparison of the perception of secondary school teachers' satisfaction about their Job. *IOSR Journal of Humanities and Social Science*, 7(5), 92-98.
<http://www.iosrjournals.org/iosr-jhss/papers/Vol7-issue5/M0759298.pdf>
- Iqbal, A., & Akhtar, S. (2012). Job satisfaction of secondary school teachers. *Abasyn Journal of Social Sciences*, 5(1), 49-65.
<http://ajss.abasyn.edu.pk/admineditor/papers/V5I1-4.pdf>
- Irfan, A., & Azmi, F.T. (2015). Work life balance among teachers: An empirical study. *IOSR Journal of Business and Management*, 17(2), 1-11.
<http://doi.org/10.18178/ijssh.2017.V7.813>
- Jackson, L.T.B., & Fransman, E.I. (2018). Flexi work, financial well-being, work-life balance and their effects on significant experiences of productivity and job satisfaction of females in an institution of higher learning. *South African Journal of Economic and Management Sciences*, 21 (1), 1-13.
<https://doi.org/10.4102/sajems.V21i1.1487>
- Johanim, J., Fee, Y. T., & Zulkarnain, Z.I.T. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- John, K., & Paul, M. (2018). Work and life balance among school teachers. *Asian Journal of Management*, 9(1), 565-568. <https://doi.org/10.5958/2321-5763.201800089.6>

- Jamir, K. (2016). Job satisfaction among male and female teachers in Faridabad. *International Journal of Indian Psychology*, 3 (4), 43-47.
<http://www.ijip.in/Archive/v3i4/18.01.081.20160304.pdf>
- Johari, F.S., Ruslani, M.R., Samudin, N.M.R., Zolkapli, N.M., & Basirun, S.N. (2018). Understanding teachers' job satisfaction through work-life balance policies. *Journal of Academia UITM Nigeri Sembilan*, 6(1), 112-119.
https://nsembilan.uitm.edu.my/joacns/images/v6_n1/pdf/FarahShazlin_6_1_A14.pdf
- Jyoti, J., & Sharma, R. D. (2006). Job satisfaction among school teachers. *IIMB Management Review*, 18 (4), 349-363.
<http://www.researchgate.net/publication/289442567>
- Kadir, M.A. (2014). Job satisfaction levels of secondary school Physics, Chemistry and Biology teachers. *Educational Research and Reviews*, 9(22), 1173-1181.
<https://eric.ed.gov/?id=EJ1047524>
- Kafumbu, F.T. (2019). Job satisfaction and teacher turnover intentions in Malawi: A Quantitative assessment. *International Journal of Educational Reforms*, 28(2), 207-226. <https://doi.org.10.1177/1056787919841501>
- Kahn, R.L., Wolfe, D.M., Quinn, R.P., Snoek, J.D., & Rosenthal, R. A. (1964). *Organisational stress: Studies in role conflict and ambiguity*. John Wiley.
<http://doi.org/10.1177/002218566500700211>
- Kale, P. (1970). The guru and the professional: The dilemma of the secondary school teachers in Poona, India. *Comparative Education Review* 14(3), 371-376.
<https://www.jstor.org/stable/1186149>

- Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the construct balance. *Journal of Management and Organization*, 14 (3) 323-327. <https://doi.org/10.5172/jmo.837.14.3.323>
- Karckay, A.T., & Bakalim, O. (2017). The mediating effect of work-life balance on the relationship between work-family conflict and life satisfaction. *Australian Journal of Career Development*, 26(1), 3-13. <http://doi.org/10.1177/1038416216682954>
- Kemunto, M.E. (2018). Influence of teaching experience on job satisfaction of secondary school teachers in Kenya. *International Journal of Research in Social Sciences*, 8 (9), 668-687. https://www.ijmra.us/project%20doc/2018/IJRSS_SEPTMBER2018/IJMRA-14422.pdf
- Ketsella, E. (2017). *Job satisfaction of teachers in some selected secondary schools of Addis Ababa* [master's thesis]. Addis Ababa University. <http://etd.aau.edu.et/bitstream/handle/123456789/10998/Elleni%20Ketsela.pdf?sequence=1&isAllowed=y>
- Khalid, A. T. (2014). *Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia*. [Unpublished doctoral dissertation]. University of York. <https://etheses.whiterose.ac.uk/6191/1/White%20rose%20K-Altayyar%20PhD%20final%20thesis%20submission.pdf>
- Kinman, G., & Jones, F. (2008). A life beyond work? job demands, work life balance, and well-being in UK academics. *Journal of Human Behaviour in the Social environment*, 17(1-2), 41-60. <http://doi.org/10.1080/10911350802165478>

- Krishnakumar, S. (2013). Significance of job satisfaction among academicians. *Journal of Management*, 4 (1), 40-45.
<http://informaticsjournals.com/index.php/sdmimd/article/viewFile/3963/3040>
- Knox, J.A., & Anfara, V.A. (2015). Understanding job satisfaction and its relationship to student academic performance. *Middle School Journal*, 44(3), 58-64.
<https://doi.org/10.1080/00940771.2013.11461857>
- Kumar, A. (2015). Job satisfaction among female teachers: A comparative study. *International Journal of Core Engineering and Management*, 2, (5), 50-63.
<http://ijcem.in/wp-content/uploads/2015/09/Paper-on-Female-School-teacher.pdf>
- Kumar, A.C.L. (2016). Job satisfaction of higher secondary school teachers. *International Journal of Computational Research and Development*, 1 (1), 62-65. <https://zenodo.org/record/159964#.W0p7udVKjIU>
- Kumar, A.J.P. (2017). Work-life balance of women employees with reference to teaching faculties. *International Journal of Innovative Research in Science, Engineering and Technology*, 6 (7), 13271-13276.
<http://doi.org/10.15680/IJIRSET.2017.0607067>
- Kumar, C.A., & Rajendran, K.K. (2015). Job satisfaction among higher secondary school teachers. *Scholarly Research Journal for Interdisciplinary Studies*, 4(26), 2803-2813. <http://oaji.net/articles/2016/1174-1478938531.pdf>
- Kumar, V.S. (2015). A study on job satisfaction of higher secondary school teachers at Trichy. *IOSR Journal of Business and Management*. 17(7) 12-16.
<http://doi.org/10.9790/487X-177312>

- Kume, E. (2020). Demographic factors and job satisfaction among teachers in lower secondary schools in Albania. *European Journal of Education and Pedagogy*, 1(1), 1-5. <https://doi.org.10.24018/ejedu.2020.1.1.8>
- Lahti, A. (2017). *The perceived impact of flexible working hours on work-life balance in the education sector in Finland* [bachelor's thesis]. Aalto University, School of Business. <https://aaltodoc.aalto.fi/handle/123456789/26026>
- Lieberman, A., & Miller, L. (2005). Teachers as leaders. *Educational Forum*, 69(2), 151-162. <https://doi.org/10.1080/00131720508984679>
- Mabekoje, S. O. (2009). Gender differences in job satisfaction among secondary school teachers. *African Journal of Research in Personnel and Counselling Psychology*, 1 (1), 99-108.
https://www.researchgate.net/publication/214503851_Gender_Differences_in_Job_Satisfaction_among_Secondary_School_Teachers
- Madepalli, S., Sarma, V.S.V., & Chinnappaiah, Y. (2010). Factors causing work-life imbalance among working women- A study of school teachers. *The Indian Journal of Industrial Relations*, 48 (4) 621-633.
https://iproxy.inflibnet.ac.in:2096/stable/pdf/23509819.pdf?ab_segments=0%252Fdefault-2%252Fcontrol&refreqid=excelsior%3A5286edf08f7afc2804256d517f0fd9e1
- Maeran, R., Pittarelli, F., & Cangiano, F. (2013). Work life balance and job satisfaction among teacher. *Interdisciplinary Journal of Family Studies*, 8(1), 51-72. http://ijfs.padovauniversitypress.it/system/files/papers/18_1_04.pdf

- Mahmood, A., Nudrat, S., Asdaque, M.M., Nawaz, A., & Haider, N. (2011). Job satisfaction of secondary school teachers: A comparative analysis of gender, urban and rural schools. *Asian Social Science*, 7(8), 203-208.
<http://www.ccsenet.org/journal/index.php/ass/article/view/11506>
- Malik, M.E., Danish, R.Q., & Munir, Y. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of Economics, Special issue*, 6-9.
<http://doi.org/10.5923/j.economics.20120001.02>
- Malik, M., Wan, D., Dar, L., Akbar, A., & Naseem, M.K. (2014). The role of work life balance in job satisfaction and job benefit. *The Journal of Applied Business Research*, 30(6), 1627-1638.
<https://clutejournals.com/index.php/JABR/article/view/8879/8845>
- Mangal, S.K. (2006). *Advanced educational psychology*. Prentice Hall of India Private Limited.
- Maragatham, B., Amudha, R., & Motha, L.C.S. (2017). Work-life balance of married women teachers in higher education in Kumbakonam town. *International Journal of Economic Research*, 14(5), 329-337.
<http://www.serialsjournals.com/serialjournalmanager/pdf/1504613286.pdf>
- Marks, S.R. (1977). Multiple roles and role strain: Some notes on human energy, time, and commitment. *American Sociological Review*, 42, 921-936.
<https://www.jstor.org/stable/2094577>
- Marks, S.R., & MacDermid, S.M. (1996). Multiple roles and the self: A theory of role balance. *Journal of Marriage and Family*, 58(2), 417-432.
<https://www.jstor.org/stable/pdf/353506.pdf>

- Marmol, A.D. (2019). Dimensions of teachers' work-life balance and school commitment. *IOER International Multidisciplinary Research Journal*, 1(1), 110-120. https://issuu.com/internationalresearch8/docs/12_-_dimensions_of_teachers__work-l
- Matheu, J.E. (1991). A cross level no recursive model of antecedents of organizational commitments and satisfaction. *Journal of Applied Psychology*, 76(5), 607-618. <https://psycnet.apa.org/fulltext/1992-07328-001.pdf>
- Mebrate, S., & Lemma, S. (2017). The effect of gender and school climate on job satisfaction of government secondary school teachers in Sidama Zone, Snnpr. *IOSR Journal of Humanities and Social Science*, 22(2), 25-32. <http://doi.org/10.9790/0837-2202042532>
- Meenakshi, S.P., & Ravichandran, K. (2012). A Study on work life balance among women teachers working in self-financing engineering institutions. *International Journal of Research in Commerce, IT and Management*, 2(3) 51-55. https://www.researchgate.net/profile/Stella-M/publication/342492031_PERFORMANCE_APPRAISAL_SYSTEM_IN_TEXTILE_INDUSTRY_WITH_SPECIAL_REFERENCE_TO_TIRUPUR_AN_EXPLORATORY_STUDY/links/5ef6e66c92851c52d6006925/PERFORMANCE-APPRAISAL-SYSTEM-IN-TEXTILE-INDUSTRY-WITH-SPECIAL-REFERENCE-TO-TIRUPUR-AN-EXPLORATORY-STUDY.pdf#page=57
- Meharunisa, S. (2019). Work-life balance and job stress among female faculties in India's higher education institutions. *International Journal of Recent*

Technology and Engineering, 8, (2S11), 846-852.

<http://doi.10.35940/ijrte.B1139.0982S1119>

Mengistu, G. K. (2012). *Job Satisfaction of Secondary School Teachers in Ethiopia*.

[Unpublished doctoral dissertation]. University of South Africa, Pretoria.

<http://uir.unisa.ac.za/handle/10500/9742>

Menon, M.E., & Reppa, A.A. (2011). Job satisfaction among secondary school

teachers: The role of gender and experience. *School Leadership and*

Management, 31(5), 435-450. <http://doi.org/10.1080/13632434.2011.614942>

Mercado, J.O. (2019). Work life balance and level of satisfaction among women

teachers assigned in the northernmost part of the Province of Surigao Del

Sur, Philippines. *The South East Asian Journal of Management*, 13 (2), 140-

150. <http://doi.org/10.21002/seam.v13i2.11344>

Mertler, C.A. (2002). Job satisfaction and perception of motivation among middle and

high school teachers. *American Secondary Education*, 31(1), 43-53.

[https://www.semanticscholar.org/paper/Job-Satisfaction-and-Perception-of-](https://www.semanticscholar.org/paper/Job-Satisfaction-and-Perception-of-Motivation-among-Mertler/9098131e13c2067f71c5fdb0156e32bac5a88d6c)

[Motivation-among-Mertler/9098131e13c2067f71c5fdb0156e32bac5a88d6c](https://www.semanticscholar.org/paper/Job-Satisfaction-and-Perception-of-Motivation-among-Mertler/9098131e13c2067f71c5fdb0156e32bac5a88d6c)

Michel, J. S., Clark, M. A., & Beiler, A. A. (2013). Work-life conflict and its effects.

In D. A. Major & R. Burke (Eds.), *Handbook of work–life integration among professionals: Challenges and opportunities*, (pp. 58-76). Edward Elgar

Publishing. <http://dx.doi.org/10.4337/9781781009291.00012>

Mittal, K. (2015). An exploratory study on the work-life balance of female teaching

professionals in colleges in Punjab. *Journal of Indian Management, Research*

and Practices, 1(1), 178-183.

<http://khoj.mitsom.edu.in/index.php/KHOJ/article/viewFile/107672/75820>

- Miryala, R.K., & Chiluka, N. (2012). Work life balance amongst teachers. *The IUP Journal of Organizational Behaviour*, 11(1), 37-50.
https://papers.ssrn.com/sol3/papers.com/abstract_id=2148284
- More, A. K. (2014). Study on work-life balance among the teaching professional in higher education system in reference to rural area. *International Journal of Marketing Financial Services and Management Research*, 3 (12), 209-221.
<http://indianresearchjournals.com/pdf/IJMFSMR/2014/December/22.pdf>
- Mocheche, E.K., Bosire, J., & Raburu, P. (2017). Influence of gender on job satisfaction of secondary school teachers of Kenya. *International Journal of Advanced and Multidisciplinary Social Science*, 3(2), 40-48.
<http://doi.org/10.5923/j.jamss.20170302.02>
- Mohanty, K., & Mohanty, S. (2014). An empirical study on the employee perception on work-life balance in hotel industry with special reference to Odisha. *Journal of Tourism and Hospitality Management*, 2(2), 65-81.
<http://doi.org/10.15640/jthm.v2n2a5>
- Mondal, A., & Saha, B. (2017). Job satisfaction of secondary school teachers in relation to personality and emotional intelligence. *American Journal of Educational Research*, 5 (10), 1097-1101. <http://doi.org/10.12691/education-5-10-11>
- Mondal, B. C. (2014). Job satisfaction of secondary school teachers in relation to gender, educational level and residence. *American International Journal of Research in Humanities, Arts and Social Sciences*, 8 (2), 211-216.
http://www.academia.edu/9710713/Job_Satisfaction_of_Secondary_School_Teachers_in_Relation_to_Gender_Educational_level_and_Residence

- Msuya, O.W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. *International Journal of Educational Administration and Policy Services*, 8(2), 9-16.
<http://doi.org/5897/IJEAPS2015.0435>
- Mukhtar, F. (2012). *Work-life balance and job satisfaction among faculty at Iowa State University*. [graduate theses and dissertation, 12791]. Iowa State University.
<https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3798&context=etd>
- Muralidharan, K., & Kremer, M. (2007). Public and private schools in rural India. 1 - 27
<https://citeseerx.ist.psu.edu/viewdoc/download?doiMura=10.1.1.716.22&rep=rep1&type=pdf>
- Muthulakshmi, C. (2018). A study of work life balance among the teaching professionals of Arts and colleges in Tuticorin district. *ICTACT Journal on Management Studies*, 4(1), 657-662. <http://doi.org/10.21917/ijms.2018.0089>
- Najar, I.A., & Dar, W. A. (2017). A study on job satisfaction of rural and urban high school teachers. *International Journal of Multidisciplinary Education and Research*, 2 (6), 7-9. www.educationjournal.in/download/248/2-6-14-313.pdf
- Naraharisetti, S.S.V., & Chinnadurai, P. (2020). A study on work-life balance among the higher education teachers. *International Journal of Advanced Science and Technology*, 29(11), 1215-1219.
<http://sersec.org/journals/index.php/IJAST/article/view/20812>
- Navarathinam, K. (2016). A study on work -life balance among the PG school teachers in Madurai city. *Shanlax International Journal of Management*,

3(4), 46-53.

http://www.shanlaxjournals.in/pdf/MGT/V3N4/MGT_V3_N4_006.pdf

Nayeem, M.A., & Tripathy, M.R. (2012). Work-life balance among teachers of technical institutions. *Indian Journal of Industrial Relations*, 47 (4), 724-736.
<http://www.jstor.org/stable/23267373>

Naylor, C., & White, M. (2010). *The work life of BC teachers in 2009: A BCTF study of working and learning conditions*. British Columbia Teachers' Federation.
<http://www.bctf.ca/uploadedfiles/public/issues/WorklifeWorkload/2009/fullreport.pdf>

Neimi, H., Toom, A., Kallioneimi, A., & Lavonen, J. (2018). The teaching profession amidst changes in the educational ecosystem. In H. Neimi, A. Toom, A. Kallioneimi, & J. Lavonen (Eds.), *The teachers' role in the changing globalizing world: Resources and challenges related to the professional work of teaching* (pp.141-149). Brill Sense.
<https://doi.org/10.1163/9789004372573-010>

Netmeyer, R.G., Boles, J.S., & Murrian, M.C. (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology*, 81(4), 400-410. <http://doi.org/10.1037/0021-9010.81.4.400>

Nigama, K., Selvabaskar, S., Surulivel, S.T., Alamelu, R., & Joice, D.U. (2018). Job satisfaction among school teachers. *International Journal of Pure and Applied Mathematics*, 119 (7), 2645- 2654. <https://acadpubl.eu/jsi/2018-119-7/articles/7c/80.pdf>

- Njue, C.W. (2003). *Job satisfaction among secondary school teachers in Nairobi Province*. [master's thesis]. University of Nairobi.
<http://erepository.uonbi.ac.ke/handle/11295/18294>
- Noor, K.M. (2011). Work-life balance and intention to leave among academics in Malaysian public higher education institutions. *International Journal of Business and Social Science*, 2 (11), 240-248.
[http://ijbssnet.com/journals/Vol._2_No._11_\[Special_Issue-June_2011\]/34.pdf](http://ijbssnet.com/journals/Vol._2_No._11_[Special_Issue-June_2011]/34.pdf)
- Nyamubi, G.J. (2017). Determinants of secondary school teachers' job satisfaction in Tanzania. *Education Research International*, 2017, 1-7.
<https://doi.org/10.1155/20177282614>.
- Odegenbe, E.O., Adekun, T.O., Eyengho, T.T., Ogunleye, S.M., & Bankole, K.M. (2018). The influence of gender on job satisfaction of teachers in Ile-Ife, Osun State, Nigeria. *Bulgarian Journal of Science and Education Policy (BJSEP)*, 12 (1), 48-62. <http://bjsep.org/getfile.php?id=258>
- Ohide, A.D. F., & Mbogo, R.W. (2017). Demographic factors affecting teacher's job satisfaction and performance in private primary schools in Yei Town, South Sudan. *IRA- International Journal of Education and Multidisciplinary Studies*, 8 (1), 142-148. <http://doi.org/10.21013/jems.v8.n1.p14>
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77(6), 963-974. <https://psycnet.apa.org/fulltext/1993-15350-001.pdf>

- Oteng, R. (2017). *Work-life balance of female teachers in Senior High Schools in (S.H.S.) in the Kumasi Metropolis*. [M.Phil. thesis]. University of Education, Winneba. <http://ir.uew.edu.gh/bitstream/handle/>
- Oyebanji, O.J.A., & Sanni, O.A. (2016). Work-life balance and teachers' job satisfaction in Lagos State secondary schools. *The African Symposium: An Online Journal of The African Educational Research Network*, 15(3), 84-93. <http://www.tas.theafricanresearch.org/index.php/TAS/article/view/19/39>
- Padma, S., & Reddy, M.S. (2013). Impact of child care responsibility on work life balance of school teachers. *International Journal of Advanced Research in Business and Management*, 1 (1), 57-63. <http://www.isrjournals.org>
- Pandu, A., & Sankar R. (2018). The relationship between work life balance and job satisfaction: Empirical evidence from married women IT employees and school teachers in Chennai. *ANWESH International Journal of Management and Information Technology*, 3 (2), 1-9. <http://www.publishingindia.com/anwesh>
- Park, K.A., & Johnson, K.R. (2019). Job satisfaction, work engagement and turnover intention of CTE health science teachers. *International Journal for Research in Vocational Education and Training (IJRVET)*, 6 (3), 224-242. <https://doi.org.10.13152.IJRVET.6.3.2>
- Pattanayak, B. (2010). *Human resource management*. PHI Learning Private Limited. Baba Barkha Nath Printers
- Pathak, R.P. (2011). *Research in Education and Psychology*. Dorling Kindersley (India) Pvt. Ltd.

- Petare, P. (2013). A study of work-life balance of women working in teaching profession at Kohlapur. *Online International Interdisciplinary Research Journal*, 3(4), 199-204. <https://ssrn.com/abstract=2786495>
- Pradhan, G. (2016). *Conceptualising Work Life balance*. (Working Papers No. 368). <http://www.isec.ac.in/WP%20368%20-%20Gayathri%20Pradhan%20-%20Final.pdf>
- Priya, J.J. (2017). An investigation on balance between professional and personal work of women teachers. *I-Manager's Journal on Educational Psychology*, 10(3), 39-45. <https://files.eric.ed.gov/fulltext/EJ1138677.pdf>
- Punithavathi, V.K. (2014). *A study of work-life balance of women teachers in engineering, arts and science and polytechnic colleges with special reference to Tiruvannamalai, Vellore and Villupuram districts*. [Unpublished doctoral dissertation]. Manonmaniam Sundararar University, Abishekapatti, Tirunelveli, Tamil Nadu, India. https://shodhganga.inflibnet.ac.in/bitstream/10603/95642/1/01_title.pdf
- Punia, V., & Kamboj, M. (2014). Quality of work life balance among teachers in higher education institutions. *Learning Community*, 4 (3), 197-208. <https://doi.org/10.5958/j.2231-458X.4.3.010>
- Qusar, N. (2018). A study of job satisfaction among male and female teachers working in government and private schools. *International Journal of Current Advanced Research*, 7(4) 11985-11988. <http://dx.doi.org/10.24327/ijcar.2018.11988>
- Rai, A. (2018). *A study on the job satisfaction and job stress of secondary school teachers of east and south districts of Sikkim*. [M.Phil. thesis]. Sikkim

University.

<http://14.139.206.50:8080/jspui/bitstream/1/6074/1/ally%20rai.pdf>

Raj, T., & Lalitha (2013). Job satisfaction among teachers of private and government school: A comparative analysis. *International Journal of Social Science and Interdisciplinary Research*, 2 (9), 151-158. <http://www.i-scholar.in/index.php/ijssir/article/view/44241/0>

Ramanathan, V., & Vanitha, A. (2011). A study on teachers' attitude about their work-life balance in India with special reference to secondary grade level. *Journal of Commerce and Management Research*, 1 (3), 95-111. http://data.conferenceworld.in/DHRUV_10JULY17/P388-391.pdf

Rani, P.G. (2007, January 5-7). *Secondary education in India: Determinants of development and performance* [Paper presentation]. 43rd Annual Conference of the Indian Econometric Society (TIES), Indian Institute of Technology, Mumbai. https://www.researchgate.net/publication/23778564_Secondary_Education_in_India_Determinants_of_Development_and_Performance

Rao, J.V.R.C. (2015). Job satisfaction among secondary school teachers. *International Journal of Academic Research*, 2 (5), 92-96. [http://ijar.org.in/stuff/issues/v2-i2\(5\)/v2-i2\(5\)-a012.pdf](http://ijar.org.in/stuff/issues/v2-i2(5)/v2-i2(5)-a012.pdf)

Rao, A., Shailashri, V.T., Chaudhuri, M.S., & Kumar, K.S. (2019). Job Satisfaction among school teachers in Mangalore, Karnataka. *A Journal of Composition Theory*, 12(11),990-1005.

https://www.researchgate.net/publication/338501457_Job_satisfaction_among_school_teachers_in_Mangalore_Karnataka

Rathee, R., & Bhuntel, R. (2018). Factors affecting work-life balance of women in education sector. *International Journal of Social Science and Economic Research*, 3(3), 830-857. http://ijsser.org/2018files/ijsser_03__58.pdf

Reddy, A. N. (2007). Secondary education in India. *ANTRIEP, Newsletter*, 13(1). https://www.researchgate.net/publication/303486887_Secondary_Education_in_India

Renthlei, L. (2016). *A study on the work-life balance of women teachers in private unaided schools of Aizawl city in Mizoram*. [Unpublished doctoral dissertation]. Mizoram University, Mizoram, Aizawl. [http://mzuir.inflibnet.ac.in/bitstream/123456789/151/1/Lalhmingliana%20Renthlei%20\(Management\).pdf](http://mzuir.inflibnet.ac.in/bitstream/123456789/151/1/Lalhmingliana%20Renthlei%20(Management).pdf)

Rowland, K.H. (2016). *Work-life balance for agricultural educators in Kentucky*. [Master's thesis]. University of Kentucky. <http://dx.doi.org/10.13023/ETD.2016.347>

Roy, R. R., & Halder, U.K. (2018). Job satisfaction of secondary school teachers. *International Journal of Innovative Research and Studies*, 8(4) 288-292. https://www.researchgate.net/publication/327237921_Job_Satisfaction_of_Secondary_School_Teachers/download

Ruhela, R. (2017). A study of job satisfaction among secondary school teachers in Kumaun Region. *International Journal of Science and Research*, 6 (1), 351-353. <https://www.ijsr.net/archive/v6i1/ART20164036.pdf>

- Saeed, A., & Farooqi, Y. A. (2014). Examining the relationship between work life balance, job stress and job satisfaction among university teachers (a case of University of Gujarat). *International Journal of Multidisciplinary Sciences and Engineering*, 5(6), 9-15.
<http://www.ijmse.org/Volume5/Issue6/paper2.pdf>
- Saha, A.K., Chaudhuri, S., & Majumdar, S.S. (2016). Work-life balance of women teachers in West Bengal. *Indian Journal of Industrial Relations*, 52 (2), 217-229. <https://web.b.ebscohost.com>
- Shah, S.S. (2014). *The role of work- family enrichment in work-life balance and career success: A comparison of Indian and German managers*. [Unpublished doctoral dissertation]. Ludwig- Maximilians- University, Munich, Germany. https://edoc.ub.uni-muenchen.de/16634/1/Shah_Shakala.pdf
- Sahan, H.H. (2009). Teachers' changing role and their self-evaluation regarding roles expected of them by the renewed curricula. *Procedia Social and Behavioral Sciences*, 1 (2009), 2738-2747. <https://doi.org/10.1016/j.sbspro.2009.01.486>
- Sankar, R. (2017). A case study of work-life imbalance among women teaching and non-teaching staff of a private school in Puducherry. *International Journal of Research in Engineering, IT and Social Sciences*, 7(7), 52-57.
http://indusedu.org/pdfs/IJREISS/IJREISS_1247_12544.pdf
- Saravanan, S.S., & Dharani, P. (2014). A study on factors influencing work life balance of school teachers in Coimbatore. *Paripex-Indian Journal of Research*, 3 (4). <http://doi.org/10.15373/22501991/APR2014/2>

- Sarkar, S., & Guha, A. (2018). Job satisfaction of scheduled caste and scheduled tribe teachers at secondary level. *International Journal of Research in Social Sciences*, 8(1), 1047-1057.
https://www.academia.edu/35956272/Job_Satisfaction_of_Scheduled_Caste_and_Scheduled_Tribe_Teachers_at_Secondary_Level
- Seiber, S.D. (1974). Toward a theory of role accumulation. *American Sociological Review*, 39 (4), 567-578. <http://doi.org/10.2307/2094422>
- Senthilkumar, R., & Cholasseri, S. (2017). Work life balance of college teachers in Malappuram city Kerala state- A descriptive study. *IJARIE*, 3 (2), 2842-3854. <http://www.ijarie.com>
- Shann, M.H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2),67-73.
<https://doi.org/10.1080/00220679809597578>
- Sharma, H. (2019). *A cross-cultural study on occupational stress, depression and psychological wellbeing among school teachers of Sikkim*. [M. Phil thesis]. University of Mizoram.
<http://mzuir.inflibnet.ac.in/bitstream/123456789/925/1/Hemlata%20Sharma,%20PSY.pdf>
- Sharma, S. (2015). *Organisational Behaviour*. Tata Mc Graw Hill Pvt. Ltd.
- Sharma, A. (2016). A study of job satisfaction of secondary school teachers. *Sai Om Journal of Art and Education, a Peer Reviewed International Journal*, 3(3), 7-12. http://abhinavjournal.com/journal/index.php/ISSN-2348-3520/article/view/1013/pdf_30

- Sharma, P. K., & Agarwal, P. (2017). Gender and work-life balance: A study of school teachers. *Inspira- Journal of Commerce, Economics and Computer Science*, 3(4), 182-184.
<http://www.inspirajournals.com/uploads/Issues/1388097630.pdf>
- Sharma, R. (2017). A study of job satisfaction amongst government and private school teachers in Delhi. *Asian Journal of Management*, 8 (1), 30-36.
<http://doi.org/10.5958/2321-5763-2017.00006.3>
- Shein, J., & Chen, C.P. (2011). *Work-family enrichment: A research of positive transfer*. Sense Publishers.
- Shoba, D., & Suganthi, G. (2020). Work-life balance and job satisfaction- An empirical analysis using structural equation modelling. *International Journal of Advanced Science and Technology*, 29(4), 1265-1272.
<https://ekbharat.gov.in/images/InstituteActivities/Documents/35072/suganthi paper.pdf>
- Shreyas, B. (2017). Work –life balance of married female teaching staff of selected schools of Dakshina Kannada district. *International Journal of Commerce, Business and Management*, 6(1), 8-10.
<http://www.iracst.org/ijcbm/papers/vol6no12017/2vol6no1.pdf>
- Singh, N., & Goyal, V. (2012). A study of job satisfaction of secondary school teachers in NCR, India. *International Journal of Trends in Business Administration*, 1 (6), 120-127.
http://shodhganga.inflibnet.ac.in/bitstream/10603/173873/18/18_publications .pdf

- Singh, R., & Negi, G. (2017). A conceptual framework of work –life balance of female faculties in private higher education institutions. *Abhinav National Monthly Refereed Journal of Research in Commerce and Management*, 6(6), 101-109. http://abhinavjournal.com/journal/index.php/ISSN-2277-1166/article/viewFile/1362/pdf_281
- Sinha, D., & Sinha, S. (2018). Understanding work-life balance: A case of schools in West Delhi India. *Malaysian Management Review*, 52 (2), 75-85. https://www.researchgate.net/publication/325595808_Understanding_Work-Life_Balance_A_Case_of_Schools_in_West_Delhi_India/link/5b17a41ea6fdcce2de06e237/download
- Skaalvik, E.M., & Skaalvik, S. (2011). Teachers' feeling of belonging, exhaustion and job satisfaction: The role of school role structure and value consonance. *Anxiety, Stress and Coping*, 24 (4), 369-385. <https://doi.org/10.1080/10615806.2010.544300>
- Skaalvik, E.M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in teaching profession-What do teachers say? *International Education Studies*, 8 (3), 181-192. <https://doi.org/10.5539/ies.v8n3p181>
- Sorenson, T.J., &McKim, A.J. (2014). Perceived work-life balance ability, job satisfaction and professional commitment among agriculture teachers. *Journal of Agriculture Education*, 55(4), 116-132. <http://doi.org/10.5032/jae.2014.04116>
- Sorenson, T.J., McKim, A.J., & Velez, J.J. (2016). A national study of work-family balance and job satisfaction among agriculture teachers. *Journal of*

Agricultural Education, 57(4), 146-159.

<https://files.eric.ed.gov/fulltext/EJ1132896.pdf>

Spector, P.E. (1997). *Job Satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA, Sage Publications, Inc.

Subba, B. (2014). Women quest for empowerment in Sikkim's society. *International Journal of Scientific and Research Publications*, 4(9), 282-286.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.656.1128&rep=rep1&type=pdf#page=283>

Subba, N.M., & Bhutia, Y. (2016). Status of elementary education in the state of Sikkim. *Indian Journal of Elementary Education*, 5(2), 17-27.

<https://doi.org/10.11648/j.ijeeedu.201620502.11>

Subhdhi, B. (2002). Job satisfaction of secondary school teachers: A microscopic study. *M.D. University Research Journal (Arts)*, 1(2).

http://shodhganga.inflibnet.ac.in/bitstream/10603/175941/8/08_chapter2.pdf

Suryakumar, R., & Suresh, V. (2018). Influence of demographic variables on work-life balance among school teachers. *International Journal of Indian Psychology*, 6 (4), 31-35.

<http://doi.org/10.25215/0604.084>

Symeonidis, V. (2015). *The status of teachers and the teaching profession. A study of education unions' perspectives*. Education International Research Institute.

https://www.researchgate.net/publication/305947470_The_Status_of_Teachers_and_the_Teaching_Profession_A_study_of_education_unions'_perspectives

- Tanoi, M., Mizumoto, N., & Okubo, I. (2012). Work-life balance of junior high school teachers in Japan. *Journal of Home Economics of Japan*, 63(11), 725-736. https://www.jstage.jst.go.jp/article/jhej/63/11/63_725/_article/-char/en
- Tavassoli, T., & Sune, A. (2018). A national study on antecedents and outcome of work-life balance in Iran. *PEOPLE: International Journal of Social Sciences*, 3(3), 1616-1636. <https://dx.doi.org/10.20319/pijss.2018.33.16161636>.
- Thakur, V.M. (2015). Job Satisfaction of secondary school's teachers. *International Journal of Science and Consciousness*, 1(1), 26-31. http://www.ijsc.net/docs/issue1/Job_Satisfaction_Secondary_School%E2%80%99s_Teachers.pdf
- Thomas L., & Paul, R. (2016). Work-life balance of female college teachers in Thrissur district. *International Journal for Innovative research in Multidisciplinary Field*, 2(10), 26-32. <http://www.ijirmf.com/wp-content/uploads/2016/11/201610003.pdf>
- Tillman, W.R., & Tillman, C.J. (2008). And you thought it was the apple: a study of job satisfaction among teachers. *Academy of Educational Leadership Journal*, 12(3), 1-19. <http://www.semanticscholar.org>
- Tony, L. (2014). *Government and private primary schooling in rural Sikkim: Understanding perceptions and problems*. School for International Training Graduate Institute. https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=3230&context=isp_collection
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: The importance of school working conditions and teacher characteristics.

Educational Review, 73(1),71-97.

<http://doi.10.1080/00131911.2019.1705247>

Tressa, S.A.D., & Manisha, C.K. (2016). Work life balance: A study of female teachers of Kendriya Vidyalaya in Uppal, Hyderabad. *Anveshana 's International Journal of Research in Regional Studies, Law, Social Sciences, Journalism and Management Practices*, 1 (8), 18-24.
<http://publications.anveshanaindia.com/wp-content/uploads/2016/09/WORK-LIFE-BALANCE-A-STUDY-OF-FEMALE-TEACHERS-OF-KENDRIYA-VIDYALAYA-IN-UPPAL-HYDERABAD.pdf>

Uddin, M.R., Mamun, A.M.A., Hoque, N., & Hoque, M.S. (2013). Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh. *European Journal of Business and Management*, 5(13), 10-17.
<https://www.iiste.org/Journals/index.php/EJBM/article/view/5618/5730>

Umesh, P., & Shivkumar, N. (2018, November). *Key challenges faced by secondary education in India: A meta study*. [Conference session]. International Scientific Conference on Cultural Social and Ethical Determinants of Business, Economy, Management and National Security, Politechnika Opolska, Poland.
https://www.researchgate.net/publication/329554012_KEY_CHALLENGES_FACED_BY_SECONDARY_EDUCATION_IN_INDIA-A_META_STUDY

Usman, S., Akbar, M.T., & Ramzan, M. (2015). Effect of salary and stress on job satisfaction of teachers in district Sailkot, Pakistan. *IOSR Journal of Humanities and Social Science*, 15(2), 2279-0845.
<http://www.iosrjournals.org/iosr-jhss/papers/Vol15-issue2/J01526874.pdf>

- Uzoma, N., & Iziengbe, U. B. (2018). Strategies for improving teachers' work-life balance in secondary school in Edo State. *European Journal of Research and Reflection in Educational Sciences*, 6(2), 63-71.
<https://www.idpublications.org/wp-content/uploads/2018/06/Full-Paper-STRATEGIES-FOR-IMPROVING-TEACHERS%E2%80%99-WORK-LIFE-BALANCE-IN-SECONDARY-SCHOOLS.pdf>
- Velmurugan, R. (2016). Job satisfaction of teachers. *Journal of research in Humanities and Social Sciences*, 1 (1), 20-23.
https://www.researchgate.net/publication/315572301_Job_Satisfaction_of_Teachers
- Veluraj, R., & Poomagal, J. (2019). A comparative study on WLB among married female government and private school teachers of Puducherry. *International Journal of Advance Research Ideas and Innovations in Technology*, 5(3), 892-894. <https://www.ijariit.com/manuscripts/v5i3/V5I3-1589.pdf>
- Veluri, S.V.S. (2010). *Organisational behavioural an interactive learning approach*. Pashupati Printers PVT. Ltd.
- Venkatesh, K. (2016). Job satisfaction among primary school teachers with regard to age, gender and experience. *The International Journal of Indian Psychology*, 3(2), 89-94, <http://oaji.net/articles/2016/1170-1459011022.pdf>
- Vroom, V. H. (1964). *Work and motivation*. John Wiley and Sons.
- Walia, P (2011). *Work life balance of working professionals: A study of IT and ITES professionals*. [Unpublished doctoral dissertation]. University of Panjab, Patiala.
https://shodhganga.inflibnet.ac.in/bitstream/10603/3692/1/01_title.pdf

- Wangai, M.M. (2012). Factors Affecting Job Satisfaction among Secondary School Teachers of Mwatate District, Kenya (Paper presentation). In partial fulfilment for the requirement of the award of certificate in senior management course, Gtiambu, Kenya.
https://profiles.uonbi.ac.ke/mwareriwangai/files/project_smc__212012_final.pdf
- Weiqi, C. (2007). The structure of secondary school teacher job satisfaction and its relationship with attrition and work enthusiasm. *Chinese Education and Society*, 40 (5), 17-31. <http://10.2753/CED1061-1932400503>
- Wheeler, S. (2001). Information and communication technologies and the changing role of the teachers. *Journal of Educational Media*, 26(1), 7-17.
<https://doi.org/10.1080/135816500120069292>
- Xiaofou, P., & Qiwen, Q. (2007). An analysis of the relation between secondary school organizational climate and teacher job satisfaction. *Chinese Education and Society*, 40(5), 65-77. <http://doi.org/10.2753/CED1061-1932400507>
- Yaday, R.K., & Dabhade, N. (2014). Work life balance and job satisfaction among the working women of banking and education sector-A comparative study. *International Letters of Social and Humanistic Sciences*, 21, 181-201.
<https://doi.org/10.18052/www.scipress.com/ILSHS.21.181>
- Zembylas, M., & Papanastasiou, E.C. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357-374.
<https://doi.org/10.1108.09578230410534676>












Appendix - I



Document Information

Analyzed document	Work-Life Balance and Job Satisfaction amongst Secondary School Teachers of Sikkim- Punam Chhetri-17PhDEDN06.docx (D116951328)
Submitted	2021-10-31 07:00:00
Submitted by	
Submitter email	tjmsraju@cus.ac.in
Similarity	1%
Analysis address	tjmsraju.sikkim@analysis.orkund.com

Sources included in the report

W	URL: https://core.ac.uk/download/pdf/29136342.pdf Fetched: 2021-10-31 07:01:00	 1
W	URL: http://www.mrp.ase.ro/no34/f7.pdf Fetched: 2021-10-31 07:01:00	 1
W	URL: http://repository.out.ac.tz/1575/1/GERALD_NTAGAHALI_SHONJE.pdf Fetched: 2021-10-31 07:01:00	 1
W	URL: http://ir.jooust.ac.ke/bitstream/handle/123456789/2539/Bosire_Influence%20of%20gender%20on%20job%20satisfaction%20of%20secondary%20school%20teachers%20in%20Kenya.pdf?sequence=1&isAllowed=y Fetched: 2021-10-31 07:01:00	 5
W	URL: https://uir.unisa.ac.za/bitstream/handle/10500/9742/thesis_gedefaw%20kassie%20mengistu.pdf?sequence=1 Fetched: 2021-10-31 07:01:00	 1
SA	Variables of Job Satisfaction.docx Document Variables of Job Satisfaction.docx (D18320203)	 1
W	URL: https://www.researchgate.net/publication/342419220_WORK-LIFE_BALANCE_AND_TEACHERS_JOB_SATISFACTION_IN_LAGOS_STATE_SECONDARY_SCHOOLS Fetched: 2021-10-31 07:01:00	 16
W	URL: https://www.researchgate.net/publication/315572301_Job_Satisfaction_of_Teachers Fetched: 2021-10-31 07:01:00	 3
SA	THESIS Adeeba Irfan (GH2580).docx Document THESIS Adeeba Irfan (GH2580).docx (D25249005)	 3
W	URL: http://oaji.net/pdf.html?n=2017/1201-1540029364.pdf Fetched: 2021-10-31 07:01:00	 3
SA	Kiyar JemaL.docx Document Kiyar JemaL.docx (D44328217)	 1

Appendix - II

Work-Life Balance Scale by Jeremy Hayman (2005)**General information of the respondent***Please fill in the following information*

Date

--	--	--	--	--	--	--	--	--	--

Name: _____

Name of the Institution: _____

District: _____ Gender: Male Female

Teaching Experience: _____ years

Teaching Subject: Science Arts Language Management: Government Private Nature of appointment: Regular Ad-hoc **INSTRUCTIONS**

Given below are fifteen items designed to assess three dimensions of work - life balance, i.e. work interference with personal life (WIPL) with seven items, personal life interference with work (PLIW) with four items and work personal life enhancement (WPLE) with four items. Each item has seven alternative response of I= all the time II= Frequently III= Often IV= Sometimes V= Rarely VI= Seldom VII= Not at all. There are no correct or incorrect responses you are free to express your response by ticking in any of the seven options. All the information and responses provided by you will be kept confidential and your cooperation is highly solicited.

Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit

General information of the respondent

<i>Please fill in the following information</i>		Date	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name: _____									
Name of the Institution: _____									
District: _____					Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>				
Teaching Experience: _____ years									
Teaching Subject : Science <input type="checkbox"/> Arts <input type="checkbox"/> Language <input type="checkbox"/>									
Management: Government <input type="checkbox"/> Private <input type="checkbox"/>									
Nature of appointment: Regular <input type="checkbox"/> Ad-hoc <input type="checkbox"/>									

INSTRUCTIONS

Given below are fifty two items designed to assess eight dimensions of job satisfaction i.e. intrinsic aspect of the job, salary promotional avenues and service conditions, physical facilities, institutional plans and policies satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers. There are five cells against each statement indicating strongly agree, agree undecided, disagree and strongly disagree. You are requested to tick in any of the five options to express your response for each statement. The answers and information given by you will be kept confidential.

4 | Consumable Booklet of JSST-DM

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree	Score
39.	You are able to help pupils in building their character and developing good study habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
40.	Besides teaching-learning programme there is scope for you to participate in games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
41.	You like the way the Head of your institution takes care of complaints brought to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
42.	Your co-workers regard you as their equals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
43.	Your classrooms are suitably furnished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
44.	Your colleagues opt you to perform any responsible work so that you might feel elevated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
45.	This is good that transfers are avoided in your job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
46.	You have opportunities for advancement of your professional qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
47.	Besides games you have occasion to participate in various co-curricular activities in your institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
48.	Audio-visual aids are readily available for your use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
49.	Your institution is within easy reach of your residence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
50.	On retirement pension/provident fund/insurance benefits are available to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
51.	The classrooms of your institution have adequate space for the students to be seated comfortably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
52.	You feel a sense of dignity in the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

FACTORS	A		B		C				D		E	F	G	H	
ITEM	46	52	45	50	43	48	49	51	40	47	41	-	39	42	44
SCORE															

© 2013. All rights reserved. Reproduction in any form is a violation of Copyright Act.
Consumable Booklet of Job Satisfaction Scale (Primary and Secondary Teachers) (JSST-DM) English. RP

INTERNATIONAL CONFERENCE

June
04 & 05
2021

ON
INNOVATIONS AND SUSTAINABLE PRACTICES IN
COMMERCE, MANAGEMENT AND SOCIAL SCIENCES:
FUTURE PROSPECTS AND CHALLENGES
(ICCMSS VIRTUAL-2021)



MANIBEN NANAVATI WOMEN'S COLLEGE
Mumbai, Maharashtra



INSPIRA RESEARCH ASSOCIATION-IRA
Jaipur, Rajasthan

CERTIFICATE

This is to certify that

PUNAM CHHETRI

RESEARCH SCHOLAR, SIKKIM UNIVERSITY, GANGTOK

has participated in the conference. He/She has also presented a paper entitled

**"A COMPARATIVE STUDY OF WORK LIFE BALANCE OF SCHOOL
TEACHERS OF SIKKIM"**

Prof. S.S. Modi
Conference Director
President, IRA, Jaipur

Dr. Rajshree P Trivedi
Conference Director
Principal, MNWC, Mumbai

Dr. Chai Ching Tan
RICE, Rajamangala University of
Technology Rattanakosin, Thailand

Prof. Anil Mehta
Vice President, IRA





JOINTLY ORGANISED BY

**CENTRAL TRIBAL UNIVERSITY OF ANDHRA PRADESH,
VIZIANAGARAM, A.P, INDIA.**

&

**UNIVERSITY COLLEGE OF EDUCATION,
ADIKAVI NANNAYA UNIVERSITY, RAJAMAHENDRAVARAM, A.P, INDIA.**

E-Certificate

This is to Certify that **Mr/Ms Punam Chhetri**
Sikkim University

has participated in International E-Conference on
“Challenges of Virtual Teaching for Students from Tribal Areas” jointly organised by Central Tribal
 University of Andhra Pradesh, Vizianagaram & University College of Education, Adikavi Nannaya
 University, Rajamahendravaram from 16th to 18th, December, 2020.

He/she has presented a paper entitled **Work Life Balance of Secondary School Teachers Teaching in**
North Sikkim

J. Rajamani

Co-Ordinator

Smt. Juttuka Rajamani
Assistant Professor

Adikavi Nannaya University

Sayanarajamma

Organising Secretary

Dr.N.V.S.Suryanarayana
Administrative Officer

Central Tribal University of AP

S. Dora

Convener

Dr.R.S.Varahala Dora
Assistant Professor,

Adikavi Nannaya University

K. Subba Rao

Chairman

Prof.K.Subba Rao
Principal

Adikavi Nannaya University

G. Ganga Rao

Registrar

Prof.Battu Ganga Rao
Adikavi Nannaya University

UGC APPROVED
CARE LISTED JOURNAL

ISSN - 2229 - 3620

GOVT. OF INDIA RNI NO. - UPBIL/2015/62096



SHODH SANCHAR BULLETIN

JOURNAL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

AN INTERNATIONAL MULTIDISCIPLINARY QUARTERLY BILINGUAL PEER REVIEWED REFEREED RESEARCH JOURNAL

Ref. No. SSB/2020/LLS12

Date : 24-12-2020

Certificate of Publication

Punam Chhetri

Research Scholar

Department of Education, Sikkim University

TJMS Raju

Associate Professor

Department of Education, Sikkim University

TITLE OF RESEARCH PAPER

**STUDY OF WORK-LIFE BALANCE OF SECONDARY
SCHOOL TEACHERS OF EAST SIKKIM**

This is certified that your research paper has been published in
Shodh Sanchar Bulletin, Volume 10, Issue 40, October to December 2020

Editor in Chief
SHODH SANCHAR BULLETIN
BILINGUAL INTERNATIONAL
RESEARCH JOURNAL, LUCKNOW

CHIEF EDITORIAL OFFICE

• 448 /119/76, KALYANPURI THAKURGANJ, CHOWK, LUCKNOW -226003 U.P.

Cell.: 09415578129, 07905190645

E-mail : serfoundation123@gmail.com

Website : <http://serresearchfoundation.in> | <http://serresearchfoundation.in/shodhsancharbulletin/>

UGC Approved
Care Listed Journal

Certificate of Publication

Ref. No.: SS/2021/LIS36

Date: 29-03-2021

Authored by

Ms. Punam Chhetri
Research Scholar
Department of Education Sikkim University
TJMS Raju
Associate Professor
Department of Education, Sikkim University.

for the Research Paper titled as

**A STUDY OF JOB SATISFACTION OF SCHOOL TEACHERS OF
SIKKIM IN TERMS OF SELECT DEMOGRAPHIC VARIABLES**

Published in

Shodh Sarita, Volume 8, Issue 29, January to March 2021



Dr. Vinay Kumar Sharma

Editor in Chief
M.A., Ph. D., D.Litt. - Gold Medalist
Awarded by 'The President of India: Rajbhasha Gaurav Samman'

Shodh Sarita

PUBLISHED BY



sanchar
Educational & Research Foundation

Chief Editorial Office

448/119/76, Kalyanpuri, Thakurganj Chowk,
Lucknow, Uttar Pradesh - 226003
+91-94155 78129 | +91-79051 90645
serfoundation23@gmail.com | serresearchfoundation.in

serfoundation23@gmail.com | serresearchfoundation.in