To Determine the Perception about Work Life Balance and Job Satisfaction among the Working Women in Education Sector

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Abstract: **The main purpose of this study was to determine the perception about work life balance and job satisfaction among the working women in the education sector. The study was descriptive nature and questionnaire was applied to collect data. Random sampling technique was used. 30% female teachers of all Government girls high Schools district Lahore Punjab Pakistan was selected randomly. Population of this study was female teachers of 54 Government girls high Schools district Lahore Punjab Pakistan was selected randomly. Instrument of the study was questionnaire. The researcher was developed one questionnaire on the basis of related literature and keeping in view the objective of the study. A questionnaire was used as a tool of research consisted about teachers. There were 270 Teachers in each school at high level of Lahore through questionnaires. Women in predominantly female sectors of the Education sector have similarly high job satisfaction scores. According to the results, we concluded that work life balance has not as such impact on employee performance. The result of the study was female's teachers are satisfied that work life no effects on their job satisfaction of working women in education sector.**

Keywords: **education sector, employee performance, family responsibilities, job satisfaction, work-life, women worker.**

1. INTRODUCTION

Education is the process of acquiring knowledge and skills, with the goal of fostering wisdom, hope, and respect, and the belief that everyone should have equal opportunities in life. In Pakistan, women make up 52% of the population (according to the census in 2018), and they are no longer seen as mere ornaments (Beauregard and Henry 2009). They are now expected to share responsibilities with their male counterparts, such as husbands, in order to support their families financially (Carr, Ash et al. 1998). It is fortunate that, to some extent, the right to education for women has been acknowledged by both parents and society as a whole (Crompton and Lyonette 2006). Women are no longer confined to the household; they can pursue education in their chosen fields based on their interests and aptitude (Deery 2008). Aptitude refers to an individual's natural inclination or talent for a particular activity (Hagedorn 2000). Unfortunately, education for males is not always aligned with their aptitudes; they are often pushed towards areas that are considered prominent in the general stream (Keeton, Fenner et al. 2007). However, regardless of the field they choose, students are encouraged to develop a positive attitude towards their work and to collaborate with others (McNall, Masuda et al. 2009). This applies to both individual work and group projects. Establishing good working relationships with colleagues is crucial in creating an environment that is characterized by elegance, excellence, and the optimization of potential. Common job opportunities for women include

nursing, sales positions, and roles in education, such as teaching and clerical work (Starmer, Frintner et al. 2016). Job satisfaction in these fields is determined by various factors, including salary, the nature of the job, working hours, and the additional responsibilities assigned (Tausig and Fenwick 2001, Brown 2012). Incentives such as bonuses and promotions are also important. Unfortunately, the working environment for women in our country is not always favorable (Comm and Mathaisel 2000). Women often feel uncomfortable working with male colleagues as they are not always familiar with the processes and procedures (Ernst Kossek, Lewis et al. 2010). They also do not always receive the recognition they deserve for their hard work and dedication. However, it is widely acknowledged that women are competent and dedicated workers (Kabir and Parvin 2011). To address these challenges, the government has implemented collaborative education programs, which provide early schooling under the leadership of female educators (Kara 2020). Reports indicate that female head teachers devote more time and attention to their official duties, particularly in higher education institutions where collaboration is encouraged. Women also prefer working close to their homes, as it minimizes travel time (Lewis, Gambles et al. 2007). While this aspect has not been fully addressed yet, it is hoped that the government will consider it in the best interest of education and women (Lourel, Ford et al. 2009). This approach would allow women to effectively balance their responsibilities at home, including caring for their children, while fulfilling their professional commitments (Parasuraman, Greenhaus et al. 1992). Training plays a crucial role in developing aptitude for a chosen profession. In the field of education, there are challenges related to curriculum design and implementation, safety measures in schools, access to clean water and sanitation facilities, and the construction of boundary walls (Smerek and Peterson 2007). Often, training programs are designed by donor agencies, without taking into account the specific needs of teachers and learners in the schools (White, Hill et al. 2003). Therefore, it is essential to explore the realities on the ground and understand the relationship between professional aptitude and job satisfaction for women in the education sector.

STATEMENT OF PROBLEM:

Women's overall wellbeing and productivity in the education sector are significantly impacted by their work-life balance and level of job satisfaction. The experiences of female educators with regard to work-life balance and job satisfaction are, nevertheless, understudied, particularly when it comes to juggling obligations to one's family. This study intends to find out if women who work in the education sector encounter difficulties juggling their professional and personal obligations, and if these difficulties result in stress and job dissatisfaction. This study aims to learn more about the difficulties women educators have in juggling their obligations to their families and their careers, as well as how satisfied they are with their work. The results will contribute to the development of targeted interventions and policies that support a healthier work-life balance and increased job satisfaction for female educators by helping educational institutions and policymakers gain a deeper understanding of the factors influencing work-life balance and job satisfaction among women in the education sector. The study also intends to offer insight on how these characteristics may affect women's career development and retention in the education sector, helping efforts to promote gender equality and diversity in the workplace.

SIGNIFICANT OF STUDY:

The study's findings are significant for a number of reasons, including the following. Work-life balance and job satisfaction among women in the education sector are of utmost significance because Understanding the work-life experiences and levels of job satisfaction of women in the education sector might help identify possible gender discrepancies and difficulties they may encounter as the globe moves toward gender equality. Employee happiness and work-life balance have a direct influence on productivity and retention rates inside an organization. Educational institutions can implement initiatives to enhance the overall work environment and lower staff turnover by identifying the elements that affect job satisfaction. The rigors of job and personal life may have a big influence on working women's mental and physical health. This study may be used to evaluate how women educators' physical and mental health and work-life balance are related. Diversity of the Workforce: An educated workforce is advantageous. Promoting an inclusive and encouraging workplace may be made easier by having a better understanding of the experiences of working women.

RESEARCH OBJECTIVE:

To determine how women working in education feel about having a good work-life balance.

To determine what elements affect job satisfaction and work-life balance in the educational sector.

To investigate the possible effects of work-life balance on general wellbeing and job satisfaction.

To make suggestions for academic institutions to improve female employees' work-life balance and job happiness.

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RESEARCH QUESTIONDS:

Q1: Women feel stressed during job with family responsibility?

Q2: Have you ever considered leaving your job due to poor work-life balance or job satisfaction?

2. METHODOLOGY

RESEARCH METHODS AND PROCEDURE:

It was descriptive study, to determine the perception about work life balance and job satisfaction among working women in education sector. Study was consisted of all female teachers of Government Girls high Schools from district Lahore Punjab, Pakistan. Total numbers of Government Girls High Schools district Lahore 179 and total numbers of female Teachers in Government girl's high schools District Lahore 5969. 54 numbers of Government Girls High Schools district Lahore was include reference bye "Pakistan fist Educational Institutes Online Library Schooling.com". Random sampling technique was used. 30% female teachers of all Government girls high Schools district Lahore Punjab Pakistan was selected randomly. 54 Government school was selected (5) Teachers in each school at high level of Division School 30%Sampling Teachers Lahore city 71 25 25*5=125 Model town 36 18 18*5=90 Raiwind 11 3 3*5=15 Shalimar 36 5 5*5=25 Lahore cantt 25 3 3*5=15 Total schools 179, sample 54, teachers 270 Lahore. Data were collected from the 54 government girls high schools district Lahore. It was descriptive study based on the responses of the random sample. The data were analyzed with the help of tables and converted into percentages.

RESEARCH INSTRUMENTS AND PROCEDURE:

Instrument of the study was questionnaire. The researcher was developed one questionnaire on the basis of related literature and keeping in view the objective of the study. A questionnaire was used as a tool of research consisted about teachers. This Five point's likret scale was used for the above indicators. Coding for the given options are given as below: 1 2 3 4 5 Strongly-agree Agree Natural Dis-agree Strongly dis-agree. Experts' opinion will be sought for the validation of the research instrument. For the validity and reliability of the instrument, pilot test of the instrument wasconducted; data was collected from 20 female's teachers of high schools. The researcherherself collected the data from the sample of the pilot study. A Cronbach Alpha was applied for the reliability of the instrument. Keeping in view feedback of these teachers,the language of a number of the items were customized and revised consequently, subsequent to dialogue and conversation with supervisor, expert and educationalists change were made to validate the questionnaire. Prior to administering the instrument at macro level, a pilot study on small scalewas conducted on 20 teachers of high schools. The Cronbach Alpha value was 0.801 itis good and acceptable value of the reliability of the instrument. Moreover, expert opinion was also got on the instrument of the study.

STATISTICAL ANALYSIS:

The data was analyzed with the help of computer program SPSS (StatisticalPackages for Social Sciences software for analysis by using version 23).

The following formulas were applied.

3.1.1 MEAN

(Best and Kahn, 19

$$\bar{X} = \frac{\sum X}{N}$$

Where: X sands for = means, (sometimes the x—bar called mean)

3.1.2 STANDARD DEVIATION

Standard Deviation was computed by the formula

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where: Standard Deviation sand for sum of value, each value of sample, the number ofvalue and number of scores.

3. RESULTS

Table: 1: Women feel stressed during job with family responsibility

Percentage				Descriptive Statistics			
Respondents	SA	A	N	DA	SD	N	MEANS
STD-DEVIATION							
Teachers	0	4	6	74	16	270	
4.0037		0.65949					

The above table shows that majority of teacher (90%) were disagreed that women feel stressed during job with family responsibility and (%6) teachers opined that are natural about that women feel stressed during job with family responsibility and (4%) teachers agreed with the statement. The mean score of teachers (4.0037) and the Std-Deviation score of teachers (0.65949). Results show that that women feel no stressed during job with family responsibility.

Have you ever considered leaving your job due to poor work-life balance or job satisfaction?

Table: 2: Have you ever considered leaving your job due to poor work-life balance or job satisfaction

Percentage				Descriptive Statistics			
Respondents	SA	A	N	DA	SD	N	MEANS
STD-DEVIATION							
Teachers	6	24	4	64	2	270	3.29663
1.05305							

The above table shows that majority of (64%) teachers disagreed were agreed that women leaving job due to poor work life balance or job satisfaction and (4%) teachers opined that are natural about that women leaving job due to poor work life balance or job satisfaction and (30%) teachers were agreed with the statement. The mean score of teachers (3.2963) and the Std-Deviation score of teachers (1.05305). Results shows that women cannot leaving their job due poor work life balance or job satisfaction.

4. DISCUSSION

A growing number of women are entering the job in the modern day, especially in the field of education. Examining women's perspectives on work-life balance and job satisfaction is crucial as more of them take on jobs that require them to strike a balance between their employment and family obligations (Brough, Timms et al. 2020). This research paper aims to shed light on the perspectives of female teachers working in the education sector regarding the stress they encounter when juggling work and family obligations, as well as their opinions on the impact of a poor work-life balance and job satisfaction on their decision to leave their jobs (Brough, Timms et al. 2020). A survey of female educators who made up a representative sample was done for this study (Dhamija, Gupta et al. 2019). The study asked them about their views on work-life balance, job happiness, and how family obligations affected stress at work (Huseyin 2018). The respondents were asked to score their level of agreement or disagreement on a scale of 1 to 5, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." To examine the central tendency and dispersion of the responses, the mean and standard deviation scores were computed (Kara 2020). Interesting information on how female instructors are seen in the educational field was revealed by the survey results. The overwhelming majority of instructors (90%) who responded disagreed with the idea that women experience stress at work while juggling family obligations(McAbee, Ragel et al. 2015). Only 4% of instructors agreed with the assertion, and only 6% of teachers thought it was normal for women to feel worried in similar situations. The average score for instructors in this area was 4.0037, and their standard deviation was a respectably small 0.65949. These findings suggest that, generally speaking, female instructors do not view their jobs as family obligations as a substantial cause of stress. According to the findings on job-related stress, there has been progress in creating a welcoming

atmosphere for female instructors in the educational sector. The majority of respondents who disagreed with the notion that women experience stress when juggling work and family obligations suggest that friendly coworkers, flexible work schedules, and organizational rules may be factors in this favorable perspective (McAbee, Ragel et al. 2015). The findings' validity is further supported by the low standard deviation, which denotes a generally high degree of teacher agreement. 64% of instructors disagreed or strongly disagreed that women leave their employment because of a lack of work-life balance or job satisfaction when it came to the relationship between work-life balance and job satisfaction and retention (Nayak and Sahoo 2015). Only 4% of instructors agreed with the assertion that it is normal for women to quit their careers in certain situations, whereas 30% did. This component had a mean score of 3.2963 and a larger standard deviation of 1.05305. These results imply that instructors have a more varied range of ideas about the causes of women leaving their careers. According to the findings on job satisfaction and retention, a sizeable percentage of teachers do not believe that a lack of job satisfaction or a difficult work-life balance are the main causes of women quitting their employment, but a sizeable minority does(Armstrong, Atkin-Plunk et al. 2015). A larger range of responses is shown by the higher standard deviation, which may be impacted by individual opinions of work-life balance in the education sector (Smith, Smith et al. 2016). This emphasizes the significance of ongoing initiatives to develop a friendly work environment as well as adaptable regulations that take into account the various demands of female teachers (Bhende, Mekoth et al. 2020). Overall, the study offers insightful information on how female educators perceive work-life balance, job satisfaction, and the effect of childcare duties on stress at work (Chung and Van der Horst 2018). The majority of respondents did not link workplace stress to caring for their families, showing progress toward improving work-life balance (Subbarayalu and Al Kuwaiti 2017). The viewpoints on the causes of women quitting their careers, however, were more diverse, highlighting the necessity for continued programs to encourage and keep women in the field of education (Chung and Van der Lippe 2020). Through the adoption of supporting policies and the promotion of a culture that recognizes and resolves the difficulties of work-life balance, organizations should continue to place a high priority on the wellbeing and job satisfaction of female employees (Douglas, Rzeszut et al. 2018).

5. CONCLUSION

The aim of this research paper is to determine how working women in Pakistan's education sector perceive work-life balance and job satisfaction. Work-life balance and job satisfaction are crucial factors affecting employees' well-being, and recently, there has been an increasing interest in studying how they impact working women, particularly in developing countries like Pakistan. The education sector in Pakistan is one of the largest employers of women, so it's important to understand how working women in this sector perceive work-life balance and job satisfaction. Several studies have been conducted on this topic. They found that work-life balance is positively associated with job satisfaction among female teachers in Pakistan and that social support from family and colleagues, job autonomy, and job stress are important factors affecting work-life balance and job satisfaction (Haar, Sune et al. 2019). The study was suggests that employers can provide flexible work arrangements and social support programs to help female teachers balance their work and personal responsibilities and cope with job stress(Harini, Hamidah et al. 2020). This research paper sheds light on the challenges faced by female teachers in balancing their work and personal lives and the impact of work-life balance on job satisfaction (Tanwar and Prasad 2016). It highlights the need for policies and interventions that promote work-life balance and job satisfaction among female teachers in Pakistan. Further research is needed to explore the experiences of female teachers in other sectors and develop effective interventions. Majority of government high school female's teachers are agreed that women feel no stress during job with family responsibilities are equal career development opportunities for men and women. Teachers are agreed that achieving senior positions in education sector (Tennakoon and Senarathne 2020). The conclusion made after date collected in this study Results shows that women cannot leaving their job due poor work life balance or job satisfaction in education sector. One thing is to provide equal importance female suggestion and ideas. Secondly is to provide training to high school females teachers. Thirdly, encourage the teachers for support roles such as, administrative services in education sector (Van der Weijden, Teelken et al. 2016).

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