

Study on Job Satisfaction-Impact of Flexible Working Hours on Female Teachers Working in a Private School in South Delhi

*Master Of Social Work
Department of Social Work of Amity Institute of Social Sciences
(Amity University, Noida)*

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ABSTRACT

This study examines the effect of flexible work schedules on female teachers' job satisfaction in South Delhi's private schools. The study investigates the connection between flexible work schedules and several measures of job satisfaction using a mixed-methods approach that includes surveys and interviews. According to preliminary research, there is a strong positive relationship between female teachers' job satisfaction and flexible work schedules. Teachers may better combine their personal and professional obligations because of the flexibility that changeable timetables offer, which improves their general well-being and job satisfaction. Nonetheless, obstacles including poor communication skills and the requirement for better support systems for educators who use flexible scheduling were also noted. Enhancing communication channels, offering resources and training, and increasing the efficacy of flexible working hour rules are some recommendations for supervisors and putting in place feedback systems to deal with issues raised by teachers. These results offer insights for future policy and practice and advance our understanding of the role that flexible working hours play in fostering job satisfaction among female teachers in South Delhi's private schools.

I. INTRODUCTION

In the ever-evolving landscape of contemporary workplaces, the traditional nine-to-five paradigm is undergoing a profound transformation. A notable manifestation of this change is the growing adoption of flexible working hours—an organizational strategy designed to accommodate the diverse needs and preferences of the workforce. As employees seek a better balance between their professional and personal lives, and

organizations endeavour to remain agile in an increasingly competitive global market, the question of how flexible working hours influence employee performance has become a topic of paramount importance.

In today's educational environments, the dynamics of teaching have changed considerably involving shifts in expectations, job descriptions and working conditions. A key determinant of teacher job satisfaction to note here is the concept of happiness at work which has several dimensions that seriously impact on the motivation, loyalty and general well-being of educators. One potential way aimed at improving job satisfaction among female teachers in private schools is to introduce flexible working hours.

Private schools, so distinct due to autonomy they possess as well as their various organizational structures are always seeking innovative ways to attract and retain competent teachers. To ensure a more favourable work-life balance for female teachers, many private schools have started considering flexible working arrangements.

II. BACKGROUND

The modern educational landscape is seeing an increase in the focus on teachers' well-being and satisfaction, recognising the critical role they play in influencing students' educational experiences. Within this framework, it becomes apparent that research on the impact of flexible work schedules on female teachers in private schools is important. Private schools must attract and retain qualified teachers while creating work environments that support their workforce's changing demands. They are distinguished by their varied educational philosophies and frequently competitive cultures.

According to this concept, female teachers make up a sizable portion of the teaching workforce and bring their knowledge and enthusiasm to the task of teaching. But juggling work and home obligations—such as taking care of the family, taking on extracurricular activities, and continuing their education or professional development—can be particularly difficult for female educators. In order to overcome these issues, flexible working hours provide female teachers more freedom and control over their schedules.

RESEARCH OBJECTIVES

- 1.Exploring the collaboration and teamwork among female teachers in private schools in the context of flexible working hours.
- 2.Assessing the impact of flexible working hours on the mental well-being of female teachers in private schools.
- 3.Investigating the impact of flexible working hours on career advancement opportunities for female teachers in private schools.

III. LITERATURE REVIEW

The teaching profession has historically been dominated by women, with a substantial majority of the workforce consisting of female educators (UNESCO, 2019). Nevertheless, the gender-biased composition of the teaching profession often presents distinct obstacles and intricacies that need more investigation.

Existing research suggests that female educators, especially those who are just beginning their professions, often encounter obstacles to professional growth as a result of social pressures and the uneven allocation of household and caregiving duties (Winslow, 2010). The performance of unpaid labour at home during the "second shift" may result in work-life conflicts, detrimental effects on job satisfaction, and hindered career advancement for female educators (Hochschild & Machung, 2012). The greater share of caregiving obligations experienced by female educators may provide considerable obstacles to their ability to balance professional and personal obligations, thereby affecting their overall welfare and job satisfaction. Research has shown that female educators often have difficulties in managing the obligations of their family duties and professional responsibilities. This predicament frequently results in heightened levels of stress, burnout, and work discontentment (Luzeckyj et al., 2017; Winslow, 2010). Moreover, a gender pay disparity has been seen in the teaching profession, wherein female educators get lower salaries than

their male colleagues, despite consideration of educational achievement and professional experience (Luzeckyj et al., 2017). The aforementioned gender-based inequalities within the teaching profession emphasise the criticality of comprehending the unique requirements and obstacles encountered by female educators, particularly with regard to flexible work schedules.

Flexible Working Arrangements in the Private School Context

Examining the effects of flexible work hours on the job satisfaction of female educators within the private school sector provides a unique setting for this research. In contrast to public schools, private schools often have more autonomy and flexibility, which affords them the opportunity to explore novel human resource strategies, such as the implementation of flexible work arrangements (Guarino et al., 2006).

Private school settings are often distinguished by a wide array of organisational structures, competitive cultures, and pedagogical philosophies (Brewer & Goldhaber, 2018). The adoption and efficacy of flexible work arrangements may be impacted by these variables, given that private schools could possess more flexibility in customising their rules to accommodate the requirements of its personnel, especially female educators.

IV. RESEARCH METHODOLOGY RESEARCH DESIGN

The present investigation used a mixed-methods research design, integrating qualitative and quantitative methodologies, in order to examine the effects of flexible working hours on the job satisfaction of female private school educators. The qualitative component will entail a thorough investigation of the policies and initiatives put in place by private schools to provide female instructors with flexible work schedules. Semi-structured interviews with female teachers and school administrators will be conducted after a thorough literature study to gain an understanding of how flexible work schedules are seen and how they affect job satisfaction. A survey questionnaire with twenty questions spanning a range of topics, including opinions on flexible work schedules, contentment with work-life balance, productivity, efficiency, and general job satisfaction levels, will make up the quantitative component. a random sample of female instructors from various private schools in South Delhi.

SAMPLE SELECTION

The study's target demographic included female educators who were engaged at private schools situated in the vicinity of South Delhi, India. The geographic emphasis was determined to be South Delhi on account of its high density of private educational institutions, which function as a representative sample of the wider private school industry in metropolitan areas of India.

A multistage sampling strategy was used in order to ascertain the participants for the research. Initially, a sample of private schools in South Delhi was selected using a strategy of purposive sampling, which included the application of certain criteria like school size, educational philosophy, and geographic location.

UNIVERSE OF SAMPLE COLLECTION

The study's samples were gathered from South Delhi's private schools. This particular and pertinent viewpoint on the effect of flexible working hours on job satisfaction among female teachers within a unique regional context is provided by the focus on data collection from private schools in South Delhi. The dynamic workforce and diversified educational scene of South Delhi offer an exceptional opportunity to investigate the subtleties of flexible work arrangements and their impact on the happiness and well-being of teachers. This study focuses on South Delhi private schools in an effort to offer insights that are representative of the local environment and can guide the development of practices and policies that are suited to the requirements of female teachers in comparable environments.

DATA COLLECTION

This study explores the effects of flexible work schedules on female teachers' job satisfaction in South Delhi, India's private schools, with a focus on the younger population. It combines quantitative data from a survey with qualitative insights from interviews using a mixed-methods approach. The goal of the study is to provide a thorough knowledge of the effectiveness of flexible work schedules, their impact on job satisfaction, and their consequences for female teachers' productivity and work-life balance. A number of questions about flexible working hours and their perceived effects on efficiency, productivity, handling of conflicts, and general employee well-being are included in the survey questionnaire.

V. DATA ANALYSIS

The purpose of the investigation was to offer comprehensive, descriptive insights into the

challenges associated with establishing and utilising flexible work schedules in the educational sector. In order to provide useful insights for guiding policy and practice in South Delhi, India's private schools, this research focused on qualitative data analysis in order to capture the complex viewpoints and subjective experiences of female teachers.

VI. FINDINGS

According to the study's findings, female instructors in South Delhi, India's private schools who have flexible work schedules have happier jobs. The goal of the research was to identify the various effects of flexible work schedules on the productivity and well-being of female teachers through a thorough analysis that included both qualitative interviews and quantitative surveys. The survey instrument, which consists of more than twenty questions, was created to investigate a number of topics, such as the existence and efficacy of flexible work schedule rules, as well as their impact on work-life balance, productivity, and general job satisfaction.

Efficiency of the policy allowing for flexible work schedules in addressing the demands of teachers

The results of the research show that 29% of participants believe the policy that permits instructors to have flexible work schedules is only marginally successful in meeting their needs in South Delhi. It would appear from this that instructors have a mediocre awareness of the advantages of flexible work schedules for juggling job and home obligations. This implies that although the strategy could be somewhat beneficial in meeting the needs and desires of educators, it is not often seen to be extremely successful. The results highlight how difficult it is to adopt flexible work schedules in South Delhi, India's private school industry. Teachers may benefit from freedom and autonomy under the policy, but there may be obstacles or restrictions that keep it from fully satisfying their various needs and expectations.

Impact of Flexible Working Hours on Mental Well-being of Female Teachers

About 37–39% of educators said that there has been no discernible improvement in their mental health as a result of flexible work schedules at our school. This data implies that the use of flexible work schedules has not significantly improved the mental health of a sizable percentage of teachers. Although the policy could allow for

schedule flexibility, it doesn't seem to have had a major positive or negative impact on the mental health of this group of instructors. This emphasises how complicated the variables are that affect mental health outcomes and how important it is to look into the causes behind the seeming stagnation of mental health despite the adoption of flexible work schedules.

Influence of Flexible Working Hours on Career Advancement Opportunities

There was a statistically significant positive association between perceived career progression chances and flexible working hours, as determined by the data analysis. This finding indicates that among female educators, the provision of flexible work arrangements was correlated with a heightened perception of career advancement and professional growth.

Nevertheless, organisational culture and the degree of support from school leadership were shown to attenuate the association between flexible working hours and career progression, according to the results of the multiple regression analysis. One participant elucidated, the adaptability is commendable; yet, its viability is contingent upon the administration's perception and endorsement. It is seen as an indication of commitment and devotion in certain educational institutions, but as a symptom of lack of dedication in others.

VII. RECOMMENDATION FOR ACTION:

1. Establishing Efficient Channels of Communication

A significant suggestion that emerges from the study's findings is the implementation of an efficient communication system. Positive work environments for female educators in private schools are facilitated by open and transparent communication channels, as indicated by the survey results. Administrators at schools may take this advice to heart by setting up frequent forums for teachers to express their problems, ideas, and thoughts such as staff meetings, feedback sessions, or online discussion boards.

2. Providing Opportunities for Flexible Professional Development:

Providing opportunities for flexible professional development that are suited to the requirements and preferences of female educators can improve work satisfaction and encourage ongoing learning and development. In order to suit educators' schedules, schools should think about offering a range of training choices, such as

workshops, online courses, and peer-to-peer mentoring programmes, which may be accessible at convenient times and locations

3. Encouraging Work-Life Initiatives:

Supporting work-life initiatives can improve the general wellbeing and contentment of female educators. Examples of these efforts include wellness programmes, flexible leave policies, and family-friendly perks. By providing teachers with tools and services to assist them successfully manage their personal and professional commitments, schools may foster a culture that values work-life balance.

4. Encouraging a Collaborative and Inclusive Work Culture:

Female educators may work more cooperatively and collaboratively when they work in an environment where all views are respected and heard. To encourage a feeling of community and cooperation among staff members, schools should support projects pertaining to diversity, equity, and inclusion, set up mentoring programmes, and lead team-building exercises.

5. Providing Tools and Services for Stress Management and Mental Health Support:

By providing tools and services for stress management and mental health support, female educators may better handle the demands of their line of work and preserve their general wellbeing. To assist educators in stress management and mental health promotion, schools can offer access to wellness materials, mindfulness programmes, and counselling services.

VIII. LIMITATION OF THE RESEARCH:

One limitation of this research is the relatively small sample size of 30 female teachers from private schools in South Delhi. While this sample size allows for in-depth exploration and analysis of individual experiences, it may not fully capture the diversity of perspectives and experiences within the larger population of female teachers in the region. As a result, the findings of this study may lack generalizability to the broader population of female teachers in private schools in South Delhi. Additionally, the small sample size may limit the statistical power of the analysis, potentially impacting the reliability and validity of the study's conclusions. Therefore, caution should be exercised when interpreting and applying the findings of this research to other contexts or populations.

It is more difficult to draw causal inferences and make direct comparisons on the effects of flexible working hours on job satisfaction when there isn't a control group, such as female teachers in public schools or those without flexible working arrangements. It is difficult to separate the impact of flexible working hours from other variables that can affect job satisfaction in the absence of a control group.

The cross-sectional methodology of the study, which collects data at a particular moment in time, could make it more difficult to determine causation or establish temporal correlations between flexible work schedules and job satisfaction. We would be able to gain a more comprehensive picture of how changes in flexible working arrangements affect job satisfaction if we conducted longitudinal studies that follow individuals over time.

IX. CONCLUSION:

The results show that educators have a wide variety of opinions about how beneficial flexible work hours are, with a sizable percentage of respondents feeling that the policy can enhance work-life balance and job satisfaction. Nonetheless, it is clear that different respondents have experienced different levels of influence, since others have taken a neutral position or have not noticed any changes in their relationships with others or their general well-being. This emphasises the necessity of taking a comprehensive approach to putting flexible work arrangements into practice and assessing them, taking into account individual preferences, organisational settings, and the particular difficulties experienced by female educators. In the future, educational institutions might use these discoveries to enhance their policies and procedures, guaranteeing that they are adaptable to the requirements and encounters of teachers while cultivating a welcoming and cooperative workplace.

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