



Quality of Work Life of Female School Teachers – An Empirical Analysis

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ABSTRACT: This study examines the quality of work life among female school teachers in Thiruvananthapuram district in Kerala. The study investigates; various organizational and personal factors influence their professional well-being and satisfaction. The comprehensive literature review, identifies gender inequality, workplace stress, work-life balance challenges, and organizational support as critical dimensions. The research employs quantitative methodology to assess the key variables, like workload, working hours, flexibility, organizational support, and stress levels among fifty participants. Descriptive statistical analysis reveals that organizational support emerges as the most consistently positive factor with the highest mean and lowest variability. On the other hand, workload presents the lowest satisfaction levels with significant individual differences in stress experiences. Correlation analysis indicates a significant negative relationship between organizational support and stress levels, that reflects an enhanced organizational support, that effectively mitigates workplace stress among female teachers. The findings suggest that targeted interventions focusing on workload management, improved work flexibility, sustained organizational support, and stress reduction strategies are essential for enhancing the quality of work life and professional sustainability of female school teachers in Thiruvananthapuram.

KEYWORDS: Employee perception, Job satisfaction, QWL, Workforce

INTRODUCTION

Quality of work life has evolved as a crucial construct in understanding employee well-being, organizational effectiveness, and professional sustainability across various sectors of the economy. In the educational sector, where teachers serve as the pivotal part of societal development and knowledge transmission, evaluating their work life becomes socially significant. The necessity is magnified when it comes upon female teachers, who constitute a substantial majority in the teaching profession, while simultaneously managing complex personal, family, and professional demands. The quality of work life (QWL) has emerged as a critical determinant of employee satisfaction, organizational effectiveness, and overall well-being in educational work sector. Quality of work life refers to employees' perceptions and satisfaction with quality of their professional lives within their organization, including physical and psychological well-being, favourable working conditions, and a sense of fulfilment. In the educational sector, QWL significantly influences teacher motivation, job satisfaction, commitment, and the quality of knowledge transmitted to students.

Female school teachers constitute a substantial proportion of the teaching workforce in Kerala, particularly in Thiruvananthapuram district, which is known for its high literacy rates and educational achievements. Female school teachers face multifaceted challenges that affect their quality of work life. These challenges include professional demands such as heavy workload, administrative burdens, and inadequate pay scale, alongside personal responsibilities including family care, domestic duties, and societal expectations regarding gender roles. Understanding the QWL of female school teachers in Thiruvananthapuram is essential for several reasons. Primarily, teacher well-being directly relates with teaching effectiveness and student outcomes. Secondly, addressing QWL concerns can eventually reduce teacher attrition and burnout, thereby ensuring stability and continuity in the educational sector. Thirdly, improving QWL aligns with broader social goals of gender equity and women's empowerment. This study seeks to examine the various dimensions of QWL experienced by female school teachers in Thiruvananthapuram district and identify various factors that enhance or impede their professional and personal fulfilment.

Statement of the Problem

Despite of Kerala's progressive social indicators, including high female literacy and workforce participation, female school teachers in Thiruvananthapuram district encounter significant challenges that adversely affect their quality of work life. These challenges are



multidimensional and interrelated, encompassing personal, familial, professional, and organizational sectors. Work-life balance emerges as another critical concern. Female teachers struggle to reconcile professional responsibilities with personal duties and family care, leading to stress, fatigue, and health problems. Gender bias and discrimination persist in some institutional settings, manifesting as unequal treatment, limited career advancement opportunities, and inadequate maternity benefits or family support provisions. Organizational factors also contribute to diminished QWL. These include lack of recognition, insufficient institutional support, limited professional development opportunities, inadequate infrastructure and teaching resources, and job insecurity, particularly in private schools. The cumulative effect of these challenges undermines the personal well-being, professional satisfaction, and teaching effectiveness of female school teachers in Thiruvananthapuram district. Therefore, a systematic investigation into the QWL of this population is urgently needed to inform policy interventions and institutional reforms.

LITERATURE REVIEW

A systematic review of quality of work life among female school teachers reflects several prominent studies that establishes a theoretical foundation for this research study. Franco et al. (2021) conducted a systematic review and the findings identified gender inequalities (24.5% of studies), stress levels at work (22.6%), and absence of healthy workplaces (15.1%) as primary factors influencing work-life balance and teacher well-being, with particular emphasis on how these dimensions interact to create multifaceted challenges for female educators. Nwoko et al. (2023) conducted a study, that reviewed factors influencing teachers' occupational wellbeing, analysing studies across multiple educational levels. Their research identified four major factors: personal capabilities, socio-emotional competence, personal responses to work conditions, and professional relationships. The review emphasized that elevated occupational stress, burnout, and diminishing job satisfaction are increasingly prevalent among teachers globally, with low self-efficiency significantly correlating with increased work-related stress and depression. Wei and Ye (2022) examined 586 college teachers (62.6% female) in China, revealing that work-life balance correlates negatively with emotional exhaustion and positively correlates with well-being and emotional exhaustion partially mediating the relationship between work-life balance and sustainable well-being. Moorthy (2013) conducted an empirical study of female school teachers in Theni District under survey methodology and interview schedules, which reveals that job satisfaction of female teachers was at a moderate level and identifies a significant disparities in satisfaction between government and private school teachers regarding salary, promotion policies, and work environment.

Additionally, a recent literature review conducted by Kerala University researchers (2025) examined work-life balance and professional sustainability of Kerala women teachers, identifying key challenges including lengthy workdays, heavy workload, societal expectations, and inadequate autonomy, and cited foundational journal of Mathew et al. (2019) on teacher burnout in Kerala, emphasizing the necessity of institutional support and stress management programs. Badisha V. and Anilkumar M. (2024) conducted a study titled "Exploring the Link Between Work-Life Balance and Job Satisfaction: A Study of School Teachers in Kerala," analysing data from 182 teachers across government, aided, and private schools using validated measurement scales. The study established a strong, statistically significant positive correlation between work-life balance and job satisfaction. The findings highlights that Personal Life Balance emerged as the strongest positive predictor of job satisfaction, indicating the importance of institutional policies, organizational support systems, and boundary management policies in determining both work-life balance quality and professional satisfaction among Kerala's school teachers.

Joseph, C.J.R., Gopal, N. (2024) conducted an empirical, quantitative study titled "Post-Pandemic Challenges in Maintaining Work-Life Balance Among School Teachers: Evidence from Kerala, India," examining work-life balance issues underlying female elementary school teachers in Kerala during the post-pandemic period. Using a descriptive-correlational approach grounded in Role Strain Theory, the study included 116 female teachers from both public and private elementary schools in Kerala, the results reflected that flexible scheduling, digital work modes, and work-from-home practices showed no statistically significant improvement in work-life balance among female primary school teachers during the post-pandemic period. The study concluded that, although flexibility is valued in theory, it does not necessarily decrease after-hours workload or improve actual work-life balance without systemic institutional reform, emphasizing the critical need for gender-sensitive regulations, context-specific strategies, and institutional policy-level interventions.



OBJECTIVES

1. To examine the factors influencing quality of work life of female school teachers.
2. To analyse the influence of age on job satisfaction of female school teachers.
3. To assess the relationship between organisational support and employee stress level.

METHODOLOGY

The study employs both primary and secondary data. A sample of 50 female school teachers from private schools in Thiruvananthapuram district, Kerala was selected through purposive sampling. Primary data was collected through a structured questionnaire using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Descriptive Statistics was undertaken to analyse factors influencing QWL. One-way ANOVA to analyse the influence of age on job satisfaction. And Pearson Correlation Analysis to assess the relationship between organisational support and employee stress levels. SPSS, was used for all analyses. Secondary data was collected from various published sources through literature review.

HYPOTHESIS

1. H0: There is no significant difference in job satisfaction among employees belonging to different age group.
H1: There is a significant difference in job satisfaction among employees belonging to different age group.
2. H0: There is a significant relationship between organisational support and employee stress level.
H1: There is significant relationship between organisational support and employee stress level.

DATA ANALYSIS AND INTERPRETATION

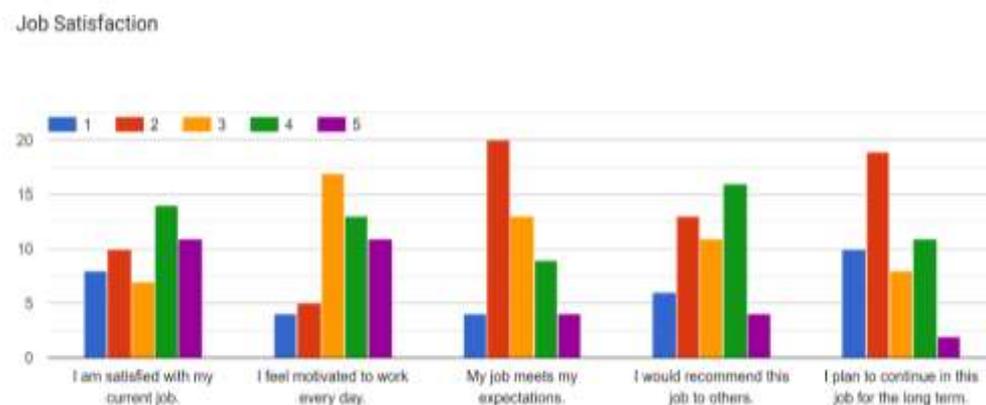
Sample variable

Table 1: Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25–34	14	28.0	28.0	28.0
	35–44	18	36.0	36.0	64.0
	45–54	10	20.0	20.0	84.0
	55 and above	6	12.0	12.0	96.0
	Below 25	2	4.0	4.0	100.0
Total		50	100.0	100.0	

Source: Primary data

Bar Diagram 1: Job Satisfaction



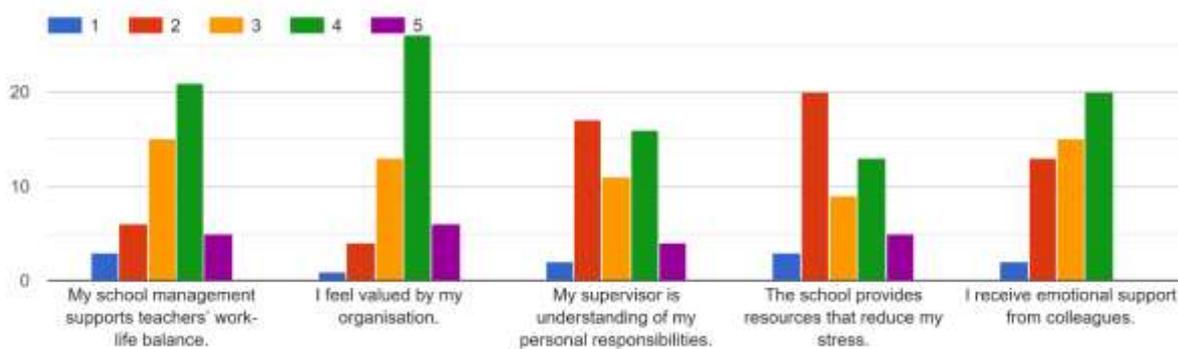
Source: Primary data



The Bar diagram showing job satisfaction levels across different parameters like satisfaction with the current job, motivation to work, job expectations, recommending the job to others, and plans to continue in job. Each parameter has responses rated from 1 to 5, represented by different coloured bars.

Bar Diagram 2: Organisational Support

Organizational Support

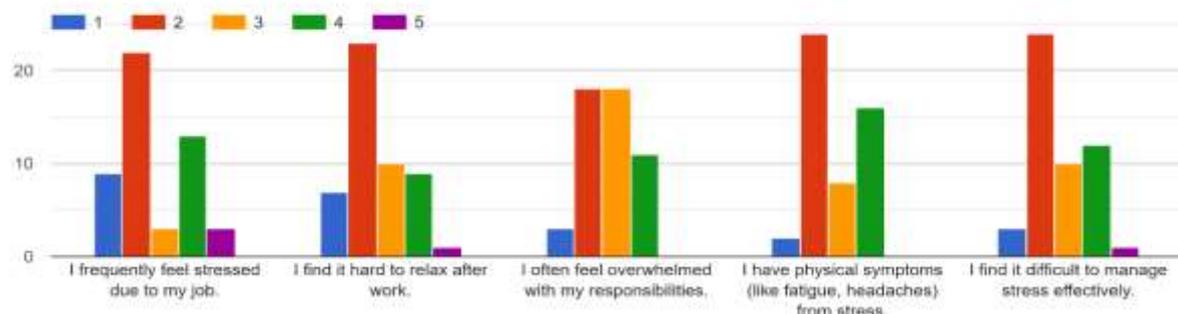


Source: Primary data

The Bar diagram showing organisational support level across different parameters like support from school management, valued by the organisation, supervisor understanding personal responsibilities, school provides resources to reduce stress, emotional support from colleagues. Each parameter has responses rated from 1 to 5, represented by different coloured bars.

Bar Diagram 3: Stress Level

Stress Level



Source: Primary data

The Bar diagram showing stress level across different parameters like frequency of stress due to job, hard to relax after work, overwhelmed with my responsibilities, physical symptoms, difficult in stress management. Each parameter has responses rated from 1 to 5, represented by different coloured bars.

1. To examine the factors influencing quality of work life of female school teachers.

Descriptive Statistics of Factors Influencing Quality of Work Life among Female School Teachers (N=50)



Table 2: Descriptive Statistics

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Workload	50	2.48	1.129	.805	.337
Working Hours	50	3.02	1.186	.036	.337
Flexibility	50	2.54	1.054	.708	.337
Organizational Support	50	3.38	1.028	-.602	.337
Stress Level	50	2.58	1.230	.458	.337
Valid N (listwise)	50				

Source: Primary data

Interpretation

Table shows the descriptive statistics that provide a concise summary of factors influencing quality of work life, showing both central tendencies and variability for the variables Workflow, Working Hours, Flexibility, Organizational Support, and Stress Level. It ensures a uniform comparison across the data.

The analysis of five workplace variables shows that Organizational Support had the highest mean (3.38) and lowest variability, indicating consistent and positive perceptions among participants. Workload had the lowest mean (2.48), while Stress Level showed the greatest variability (47.67%), suggesting wide differences in personal experiences of stress. Workload and Flexibility were significantly positively skewed, meaning most respondents reported lower levels of these but a few experienced much higher levels. Working Hours were nearly symmetric, showing balanced responses. Overall, the data suggest strong and consistent organizational support but variability and skewness in workload, flexibility, and stress levels that may indicate areas for targeted improvement.

2. To analyse the influence of age on job satisfaction of female school teachers.

H0: There is no significant difference in job satisfaction among employees belonging to different age group.

H1: There is a significant difference in job satisfaction among employees belonging to different age group.

Table 3: ONE WAY ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction - I am satisfied with my current job	Between Groups	6.543	4	1.636	.805	.529
	Within Groups	91.457	45	2.032		
	Total	98.000	49			
Job Satisfaction - I feel motivated to work everyday	Between Groups	4.561	4	1.140	.805	.529
	Within Groups	63.759	45	1.417		
	Total	68.320	49			
Job Satisfaction - My job meets my expectations	Between Groups	2.718	4	.680	.547	.702
	Within Groups	55.862	45	1.241		
	Total	58.580	49			
Job Satisfaction - I would recommend this job to others	Between Groups	2.178	4	.545	.367	.831
	Within Groups	66.802	45	1.484		
	Total	68.980	49			
Job Satisfaction - plan to continue in this job for long	Between Groups	2.588	4	.647	.456	.768
	Within Groups	63.892	45	1.420		
	Total	66.480	49			



Interpretation

The above table of one-way ANOVA was conducted to examine the relationship between age groups and five dimensions of job satisfaction among 50 participants. The analysis revealed no statistically significant differences across age categories for any of the job satisfaction measures examined. Specifically, satisfaction with current job ($F(4, 45) = 0.805, P = .529$), daily motivation ($F(4, 45) = 0.805, P = .529$), job expectations ($F(4, 45) = 0.547, P = .702$), willingness to recommend the job ($F(4, 45) = 0.367, P = .831$), and long-term continuation plans ($F(4, 45) = 0.456, P = .768$) all demonstrated non-significant results with ‘P’ values substantially exceeding the .05 threshold. The consistently low ‘F’ values (ranging from 0.367 to 0.805) indicate that variability within-group far exceeds, between-group variability, suggesting that individual differences within age groups are considerably larger than mean differences between age groups. Hence, the findings suggest that age does not significantly influence of job satisfaction from the data provided with the given sample (N=50). Therefore, the null hypothesis (H0) is accepted and concludes that, there is no significant difference in job satisfaction among employees belonging to different age group.

3.To assess the relationship between organisational support and employee stress level.

H0: There is no significant relationship between organisational support and employee stress level.

H1: There is a significant relationship between organisational support and employee stress level.

Table 3: Correlation

		organisationa lsupport_mea n	stresslevel_ mean
organisationalsupport_m ean	Pearson Correlation	1	-.608**
	Sig. (2-tailed)		<.001
	N	50	50
stresslevel_mean	Pearson Correlation	-.608**	1
	Sig. (2-tailed)	<.001	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation

The Pearson correlation analysis reveals a statistically significant negative correlation coefficient of -0.608 ($p < 0.001$) between organisational support and stress level, among the 50 participants. This inverse relationship indicates that as organisational support increases, employee stress levels significantly decrease. Since the p-value is below the 0.01 significance level, the null hypothesis (H0) is rejected, confirming that there is a significant relationship between organisational support and employee stress level, with higher organisational support serving as a protective factor against workplace stress.

FINDINGS

1. Organizational Support indicates the highest mean (3.38) with the lowest variability, reflecting consistent positive perceptions among female school teachers. In contrast, workload showed the lowest mean (2.48) with significant positive skewness indicating that most of the experienced manageable workload except for some outliers. Stress level exhibited the greatest variability (47.67%), revealing substantial differences in individual stress experiences. The data highlight, strong organizational support as the strength, while variability in stress levels, skewness in workload and flexibility dimensions suggest, key areas requiring improvement and interventions to enhance overall quality of work life.
2. Job satisfaction dimensions showed no significant differences across age groups, with p-values ranging from 0.529 to 0.831, which is above the 0.05 significance level. The null hypothesis is accepted, confirming that age does not significantly affect job satisfaction among employees in this study.



3. A statistically significant negative correlation of -0.608 ($p < 0.001$) was analysed between organisational support and stress level, demonstrating that increased organisational support is associated with substantially reduced employee stress levels. This inverse relationship supports the acceptance of the alternative hypothesis (H1), establishing organisational support as a significant protective factor in mitigating workplace stress among employees.

CONCLUSION

The study demonstrates that organisational support, emerges as the most critical and consistently positive factor influencing the quality of work life among female school teachers, with strong positive perceptions across respondents. While workload is related to challenges with lower satisfaction levels and significant individual variability, the strong inverse relationship between organisational support and stress levels reveals that enhanced organisational support can effectively mitigate workplace stress. Age does not significantly influence job satisfaction dimensions, indicating that quality of work life concerns are not influenced by age categories and affect all teachers uniformly. Overall, the findings suggest that targeted interventions focusing on workload management, stress reduction strategies, and sustained organisational support can substantially enhance the quality of work life for female school teachers in Thiruvananthapuram.

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