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Work–Family Interface and Job Satisfaction among Private Sector Teachers: The Mediating Role of Psychological Well-Being in the Context of GST Reforms

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Abstract

Private-sector teachers may be indirectly affected in terms of work pressure, working conditions, and personal life due to a host of socio-economic and administrative changes introduced in private educational institutions with the introduction of GST reforms. Due to these changing conditions, balancing professional and family responsibilities has become an important factor influencing teachers' job satisfaction and psychological health. This conceptual paper explores the work–family interface and job satisfaction among private-sector teachers, with psychological well-being as a mediator. This study concerns the secondary data such as journal articles, books, government reports, policy documents and literature related to GST reforms and work–family interface, psychological well-being, and job satisfaction. The study suggests that difficulties in managing work and family responsibilities may negatively influence teachers' psychological well-being, which may further decrease their level of job satisfaction. The paper also emphasises the need for supportive institutional policies and teacher well-being practices in private educational institutions. The findings of this study may contribute to a better understanding of the importance of psychological well-being in enhancing teachers' satisfaction, effectiveness, and overall work environment.

Keywords

Work–Family Interface, Job Satisfaction, Psychological Well-Being, Private Sector Teachers, GST Reforms

1. Introduction

The Goods and Services Tax (GST) was implemented in India to create a simplified indirect taxation system and improve economic transparency. Following its implementation, several socio-economic, financial, and administrative changes emerged across sectors, including education. Although educational institutions are not directly taxed in many areas, private educational institutions have experienced indirect effects on operational costs, administrative procedures, digital compliance, and institutional management practices. Such

developments may impact the professional and, to some extent, behavioural aspects of those employed by private schools, especially teachers working in private educational institutions.

Private sector teachers also report similarly high workloads, time pressure and role conflict as public sector teachers (Barmby, 2006; Ho & Au, 2006), as well as resource constraints, and balancing work and family life can be difficult for them. Establishing a positive work–family interface is now recognised as a prerequisite for teachers’ job satisfaction, their work performance, and their general mental health. Work–family conflicts could contribute to teacher stress, exhaustion, and dissatisfaction with their profession (Drasgow et al., 2014).

Psychological well-being plays an important role in helping individuals manage workplace stress and maintain positive attitudes toward their profession. Teachers with better psychological well-being are more likely to experience professional effectiveness and positive work-related outcomes. Thus, the study of the interplay between work–family interface, psychological well-being, and job satisfaction has gained relevance in the light of the evolving institutional and socio-economic context.

The current conceptual study is an attempt to understand the work–family interface and job satisfaction in private sector teachers by considering psychological well-being as a mediator. The study is based on secondary data collected from research articles, books, policy reports, and existing literature. The paper also highlights the importance of supportive institutional policies and teacher well-being practices in improving teachers’ professional and personal outcomes.

2. Conceptual Background

2.1 GST Reforms and Educational Institutions

The introduction of goods and services tax (GST) in India aimed at fostering a one tax system under which the centre and state would face uniform taxation on the supply of goods and services. Many services in the education sector are not subject to GST, though private educational institutions could be affected indirectly by the GST reforms. These are administrative processes, digital compliance, accounting systems, operational costs, and institutional management measures. Educational institutions are increasingly required to adopt digital systems and maintain proper financial documentation, which may increase administrative responsibilities and workload within institutions. Indirectly, such changing institutional conditions can influence teachers’ professional responsibilities, work pressure, and overall work environment.

2.2 Work–Family Interface

Work–family interface is described as the interaction of workplace and family demands and expectations. Work and family spillover occurs when work-related activities influence family life or vice versa. Positive Work–Family interface contributes to individuals’ achievement of balance in their professional and personal life, whereas imbalance may create stress, conflict, and emotional pressure. In the teaching profession, private sector teachers often face heavy workloads, time pressure, long working hours, as well as dealing with administration that may make the effective to manage family responsibilities. Hence, maintaining a healthy work–family balance is important for teachers’ personal well-being and professional effectiveness.

2.3 Job Satisfaction

Job satisfaction might be defined as an individual’s emotional state and subjective positive feelings toward his or her job. It has a big impact on employee motivation, commitment, performance, and professional development. Satisfied teachers tend to be more effective, to have positive relationships, and to contribute to the institution’s development (Shen, 2012). But teachers' satisfaction with their profession can be negatively influenced by work overload, stress, insufficient support, and work – family conflict. In the context of private

educational organisations, changing work requirements and institutional expectations may also impact the job satisfaction of teachers.

2.4 Psychological Well-Being

Psychological well-being refers to an individual's emotional, mental, and psychological state. It includes positive feelings, self-confidence, stress management, emotional stability, and overall life satisfaction. Individuals with good psychological well-being are better able to manage workplace stress, maintain healthy relationships, and perform their professional responsibilities effectively. In the teaching profession, psychological well-being is particularly important because teachers often experience emotional pressure, workload stress, and various professional challenges.

Better psychological well-being of teachers was positively associated with both higher job satisfaction and better work performance. Hence, psychological well-being could be a key mediating variable between the work–family interface and job satisfaction.

3. Review of Literature

3.1 Work–Family Interface and Teachers

Previous studies have shown that teachers often experience difficulties in balancing professional and family responsibilities due to workload, time pressure, and institutional expectations. Greenhaus and Beutell (1985) explained that work–family conflict occurs when pressures from work and family roles become incompatible. Similarly, Voydanoff (2005) stated that an imbalance between work and family responsibilities may create stress and negatively affect personal well-being. In the teaching profession, excessive workload and emotional responsibilities may increase work–family conflict among teachers.

3.2 Work–Family Interface and Job Satisfaction

Work–family interface has been well documented among the predictors of job satisfaction by various scholars. As reported by Allen et al. (2000), work–family conflict has a negative impact on employee job satisfaction and organisational commitment. Likewise, Bedeian et al. (1988) reported that individuals who are confronted with high work–family conflict tend to experience diminished job satisfaction. In the teaching profession, excessive workload and work pressure may negatively influence teachers' satisfaction levels.

3.3 Psychological Well-Being and Job Satisfaction

Psychological well-being was regarded as an important predictor of employee work satisfaction and organisational commitment. Ryff (1989) described psychological well-being as being composed of emotional stability, self-acceptance, and positive functioning. Danna and Griffin (1999) suggested that employees with more positive psychological well-being are more likely to report greater job satisfaction and more favourable work attitudes. In the profession, teachers may be able to reduce stress and increase professional efficacy if they have positive psychological health.

3.4 Research Gap

While a range of studies have considered work–family interface, psychological well-being, and job satisfaction individually, there is a lack of theoretical investigation on their integrated association in the case of private sector teachers under the influence of GST-related socio-economic and institutional reforms. Therefore, this study seeks to fill this gap by exploring the mediating role of psychological well-being between work–family interface and job satisfaction of private sector teachers. Limited studies have conceptually examined these variables together among private sector teachers in the context of GST-related institutional changes.

4. Theoretical Framework

The present study is supported by the Job Demands–Resources (JD-R) Theory and Spillover Theory. These theories help explain the relationship among the work–family interface, psychological well-being, and job satisfaction among private-sector teachers.

4.1 Job Demands–Resources (JD-R) Theory

Bakker and Demerouti (2007) proposed the Job Demands-Resources Model. This model assumes that every occupation has its own specific risk factors associated with job demands and job resources. Demands are workload, time pressure, emotional stress, and responsibility towards clients, while resources are support of the organisation, flexibility, and a good working environment.

When job demands become excessive and resources are limited, employees may experience stress, emotional exhaustion, and reduced psychological well-being. In teaching, private sector teachers may also encounter similar challenges such as workload strain and work-life conflict. These factors may have an adverse impact on their psychological well-being and their job satisfaction. Thus, the JD-R Theory provides insight into the process through which the work environment stressors associated with teaching may impact the mental health and professional satisfaction of teachers.

4.2 Spillover Theory

Spillover Theory posits that experiences, feelings, and strains in one domain of life may carry over to another domain of life. Experiences in the workplace, positive or negative, can impact family life, and stress related to family can influence work performance and satisfaction.

Within the scope of the present research, it is possible that job stress and professional duties interfere with teachers' family and mental well-being. Similarly, the professional efficacy and satisfaction of teachers can be affected by family matters. The theory is consistent with findings that disruptions to work, and family roles may predict lower levels of psychological well-being and work satisfaction for teachers in the private sector.

4.3 Relevance of the Theories to the Study

Both theories are relevant to the present conceptual study because they explain how work pressure, family responsibilities, and psychological conditions are interconnected. The effect of job demands on mental health is explained by the JD-R Theory, and the work and family experiences are mutually influenced according to the Spillover Theory. Together, these theories provide a robust theoretical basis to investigate the psychological well-being as a mediator between work–family interface and job satisfaction in private sector teachers.

5. Conceptual Framework

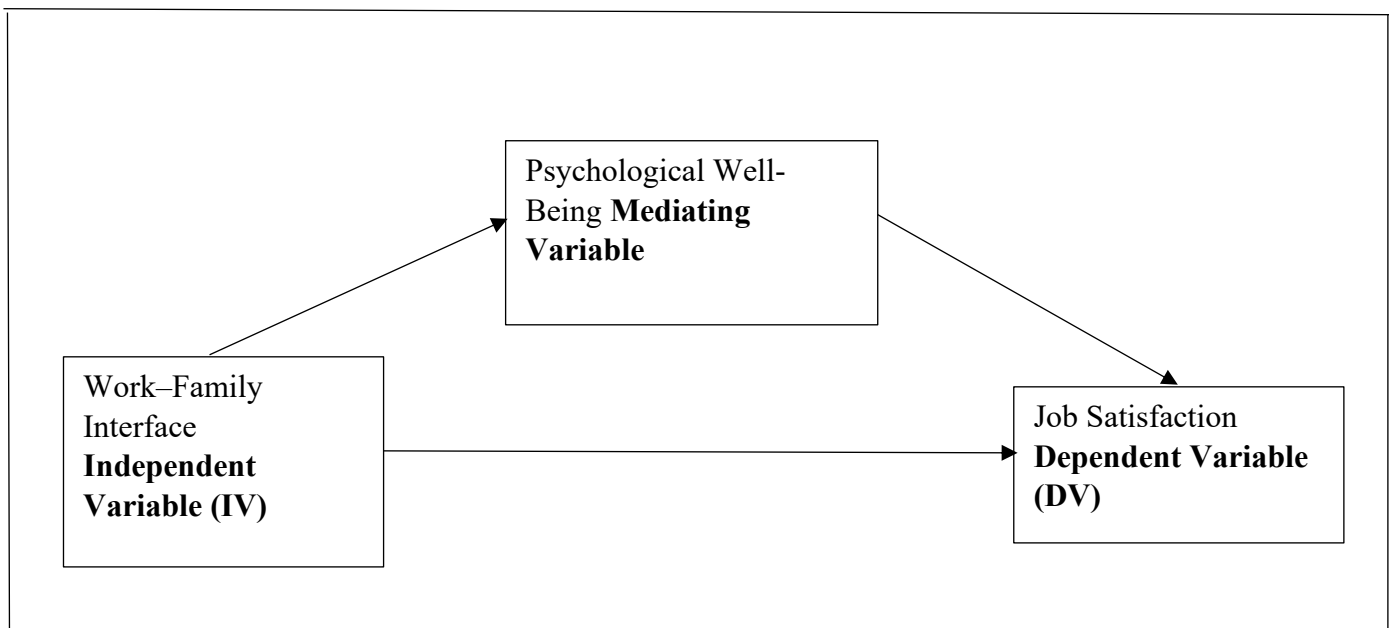


Figure 1: Proposed Conceptual Framework of the Study

This study introduces a work–family interface and psychological well-being-related mechanism to explain private sector teachers’ job satisfaction. The challenge of juggling work and family responsibilities can adversely affect teachers’ psychological well-being, which in turn could further reduce job satisfaction. Thus, the well-being of individuals acts as a mediator between work–family interaction and job satisfaction. The model suggests that the work–family balance would be an important predictor of teachers’ psychological well-being and job satisfaction. The paper further considers changes in the socio-economic and institutional landscape related to GST, as the contextual background influencing the work of teachers.

6. Research Propositions

- **P1: Work–family interface significantly influences job satisfaction among private sector teachers.** This proposition suggests that an imbalance between professional and family responsibilities may reduce teachers’ satisfaction with their job and professional environment.
- **P2: Work–family interface significantly influences psychological well-being among private sector teachers.** This proposition explains that difficulties in managing work and family roles may negatively affect teachers’ emotional and mental health.
- **P3: Psychological well-being is a significant predictor of job satisfaction for teachers in the private sector.** This proposition suggests that better psychological well-being of the teachers results in more positive attitudes and higher professional satisfaction of teachers.
- **P4: Psychological well-being serves as a mediator between work–family interaction and job satisfaction in private sector teachers.** This proposition suggests that psychological well-being acts as an important connecting factor between work–family balance and teachers’ job satisfaction.

7. Methodology

The present study is conceptual and descriptive in nature. The research is built on the premise of secondary data, which were gathered from journal articles, books, government publications, policy papers, conference papers and the existing literature about GST reforms, work–family interface, psychological well-being, and

job satisfaction of private sector teachers. The research uses literature-based analysis to examine the work–family interface and job satisfaction, with psychological well-being serving as a mediator. Relevant theories such as the Job Demands–Resources (JD-R) Theory and Spillover Theory have been used to support the conceptual framework of the study. The collected literature has been systematically reviewed and interpreted to identify major themes and conceptual relationships among the variables. The study does not involve primary data collection, questionnaires, interviews, or statistical analysis, as it mainly focuses on theoretical understanding and conceptual interpretation of existing literature.

8. Discussion

The present conceptual study highlights the importance of maintaining a healthy work–family interface among private sector teachers in the context of changing socio-economic and institutional conditions associated with GST reforms. Private educational institutions have experienced various administrative and operational changes, which may indirectly increase teachers’ workload, professional pressure, and responsibilities. These changing conditions may affect teachers’ ability to balance their professional and personal lives effectively.

The study suggests that an imbalance between work and family responsibilities may negatively influence teachers’ psychological well-being. Increased stress, emotional pressure, and role conflict may reduce teachers’ mental and emotional stability, which can further affect their professional satisfaction and effectiveness. Teachers experiencing poor psychological well-being may find it difficult to maintain positive attitudes toward their work environment and professional responsibilities.

The discussion also emphasises that psychological well-being acts as an important mediating factor between work–family interface and job satisfaction. Teachers with better emotional and mental health are more likely to manage work-related stress effectively and maintain higher levels of job satisfaction. Therefore, private educational institutions should focus on creating supportive work environments, flexible policies, and teacher well-being initiatives to improve professional satisfaction and organisational effectiveness.

The study further highlights the importance of institutional support systems in reducing work pressure and promoting teachers’ overall well-being. Supportive organisational practices may help teachers maintain a better balance between work and family responsibilities, ultimately improving their psychological health and job satisfaction.

9. Implications of the Study

9.1 Theoretical Implications

The present study contributes to the existing body of literature by integrating work–family interface, psychological well-being, and job satisfaction in a single conceptual framework. It also extends the applicability of Job Demands–Resources (JD-R) Theory and Spillover Theory in the context of private sector teachers under socio-economic changes related to GST reforms. The study provides a conceptual understanding of how psychological well-being acts as a mediating variable between work–family interface and job satisfaction.

9.2 Practical Implications

The findings of the study have important practical implications for educational institutions and policymakers. Private educational institutions should focus on developing supportive work environments that help teachers manage work and family responsibilities effectively. Institutions may introduce stress management

programs, flexible working conditions, and mental health support systems to enhance teachers' psychological well-being. Improving teacher well-being can ultimately lead to higher job satisfaction, better performance, and a more positive work environment in educational institutions.

10. Conclusion

The present conceptual study highlights the significant relationship between work–family interface, psychological well-being, and job satisfaction among private sector teachers in the context of GST-related socio-economic and institutional changes. The study concludes that an imbalance in work and family responsibilities may negatively affect teachers' psychological well-being, which in turn reduces their job satisfaction. Psychological well-being plays a crucial mediating role in explaining this relationship. Therefore, maintaining a healthy work–family balance is essential for improving teachers' mental health and professional satisfaction. The study emphasises the need for supportive institutional policies and well-being initiatives in private educational institutions.

11. Limitations of the Study

This study is purely conceptual and based on secondary data, which may limit its empirical validation. The absence of primary data collection restricts the ability to test statistical relationships between variables. Also, the analysis is constrained to the theoretical interpretation, which leaves region-specific and institution-specific variations among private sector teachers.

12. Future Research Directions

Future studies may allow for testing of the why-based conceptual model through primary data from empirical studies. Comparative analysis between teachers in the public and private sectors of the country can be made, too. Additional mediators or moderators, such as organisational support, job stress, and emotional intelligence, could be examined in future research. Longitudinal research may also be carried out to examine the dynamics of work–family interface and job satisfaction in the light of continuing socio-economic restructuring like GST.

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