

Internship Report
on
Effect of Work Life Balance on Employee Job Satisfaction

Submitted To

Department of Business Administration
Faculty of Business
Sonargaon University (SU)
Dhaka-1215

Submitted By

Tabassum Islam
ID-BBA2102023073
Program: Bachelor of Business Administration
Major: Human Resource Management
Semester: Spring-2026
Department of Business Administration
Faculty of Business



Sonargaon University (SU)
Dhaka-1215
Submitted for The Partial Fulfilment Requirement of the Degree of
Human Resource Management
Submission Date: 2nd May, 2026

Internship Report

on

Effect of Work Life Balance on Employee Job Satisfaction

Supervised By

Naima Khan Tarin
Lecturer
Department Of Bachelor of Business Administration
Sonargaon University (SU)
Dhaka - 1215

Prepared By

Tabassum Islam
ID-BBA2102023073
Program: Bachelor of Business Administration
Major: Human Resource Managment
Semester: Spring-2026
Department of Business Administration
Faculty of Business



Sonargaon University (SU)
Dhaka-1215

Letter Of Transmittal

02 May, 2026

To,

Naima Khan Tarin

The Lecturer
Department Of Bachelor of Business Administration
Sonargaon University (SU)
Dhaka – 1215

Subject: Submission of Internship Report.

Dear Madam,

I am pleased to submit my internship report titled **“Effect of Work Life Balance on Employee Job Satisfaction.”** This report is based on my internship experience and research conducted during the internship period. I have finished all the things what I have learnt during the internship program at **Compass Education LTD.** Any mistake or shortcoming in this report would be apologetically considered as my fault.

I hope the report will fulfill your expectations and standard. I must mention here that, I am extremely grateful to you for your valuable supervision, tireless effort and continuous attention in preparing this report. I therefore, pray and hope that you would kindly accept my report and oblige thereby

Sincerely Yours,

Tabassum Islam

Department of Bachelor of Business Administration
Major: Human Resource Management
Sonargaon University

Letter Of Acceptance

This is to certify that Tabassum Islam ID No: BBA2102023073, Department of Bachelor of Business Administration, Major :Human Resource Management, has completed her internship report titled on The Effect of Work Life Balance on Employee Job Satisfaction on Compass Education LTD-IDP Official Testing center Banani Dhaka. Under my supervision as a part of partial requirement for obtaining Bachelor Administration (BBA) In HRM. This report can be accepted for evaluation.

Naima Khan Tarin

The Lecturer
Department Of Bachelor of Business Administration
Sonargaon University (SU)
Dhaka - 1215

Student Declaration

I, Tabassum Islam, a Student of BBA, Department of Business Administration, Sonargaon University, do hereby declare that the internship report titled ‘Effect of work life Balance on Employee job satisfaction, A Study on Compass Education LTD-IDP Official Testing center, Banani, Dhaka’ is the outcome of three months practical work on this topic mentioned above under the supervision of **Naima Khan Tarin**, Lecturer department of Bachelor of Business Administration, Sonargaon University, Bangladesh.

I also declare that this report is an original work and no part of this report has been copied from elsewhere. In addition, I would also like to mention that this report has not been published or submitted for being published or submitted for awarding any degree, diploma or recognition.

Sincerely Yours,

Tabassum Islam

ID No: BBA2102023073

Department of Bachelor of Business Administration

Major: Human Resource Management

Sonargaon University

Acknowledgement

First of all, I would like to express my deepest gratitude to the Almighty Allah for giving me the strength, knowledge, and patience to complete my internship report successfully on the topic “Effect of Work-Life Balance on Employee Job Satisfaction”.

I would like to sincerely thank my academic supervisor for his/her continuous guidance, valuable suggestions, and constructive feedback throughout the preparation of this report. Without his/her support and encouragement, completing this study would not have been possible. I am also grateful to the management and employees of the organization where I completed my internship. Their cooperation, time, and willingness to share information played a vital role in making this report meaningful and practical.

I would like to extend my appreciation to my faculty members and department for providing me with the academic foundation and necessary resources to carry out this study effectively. Finally, I would like to thank my family and friends for their constant encouragement, motivation, and moral support during the preparation of this report. Despite my best efforts, there may still be some limitations in this report, and I humbly seek constructive feedback for further improvement.

Executive Summary

This internship report examines the relationship between work-life balance and employee job satisfaction within organizational settings. In today's competitive business environment, employees often face challenges in managing professional responsibilities alongside personal and family life. This imbalance can significantly influence their motivation, productivity, and overall satisfaction at work.

The study explores how factors such as flexible working hours, workload pressure, organizational support, and workplace policies contribute to employees' ability to maintain a healthy balance between work and personal life. It also highlights how poor work-life balance can lead to stress, burnout, absenteeism, and reduced job performance.

Data for this report was collected through observation, informal interviews, and secondary sources to understand employee perceptions regarding their work environment. The findings suggest that organizations offering supportive policies, reasonable workloads, and flexibility tend to have more satisfied and committed employees.

Overall, the report concludes that a positive work-life balance plays a crucial role in enhancing employee job satisfaction. It recommends that organizations implement employee-friendly policies and promote a healthy work culture to improve both individual well-being and organizational performance.

Table of Contents

Letter of Transmittal	iii
Letter of Authorization	iv
Student Declaration.....	v
Acknowledgement	vi
Executive Summary	vii
Table of Contents	8
Chapter One.....	9
Introduction.....	9
1.1 Background of the Study	10
1.2 Objective of the Study	11
1.3 Methodology	12
1.4 Source of Data	12
1.5 Limitations of the Study	13
Chapter Two.....	14
Organization Overview.	14
2.1 Background of Compass Education LTD.	15
2.2 Established of Education LTD.	16
2.3 Vision & Mission Compass Education LTD.	16
2.4 Organizational Structure.....	17
2.5 Departments of Compass Education LTD.....	17
2.6 Overview of Organization.....	19
Chapter Three.....	22
Job Responsibilities.....	22
3.1 The Things I Have Learned from the Internship.....	23
3.2 Nature of the Job & Responsibilities	23
3.3 Observation	24
3.4 Recommendation	25
Chapter Four.....	26
Analysis & Graphical Presentation.....	26
4.1 Data Analysis	27-35
Chapter Five.....	36
Findings.....	36
5.1 Findings of the Study (Positives & Negatives Findings).....	37
5.2 Overall Observation	37
Chapter Six.....	39
Recommendations & Conclusion.....	39
6.1 Recommendations.....	40
6.2 Conclusion	41
References	42
Appendix & Questionnaire	43

Chapter-One

Introduction

1.1 BACKGROUND OF THE STUDY

In today's highly competitive and rapidly evolving business environment, organizations across the globe are increasingly recognizing the importance of maintaining a healthy balance between employees' professional responsibilities and personal lives. This balance, commonly referred to as *work-life balance*, is defined as the ability of employees to effectively manage their job-related duties while simultaneously fulfilling their family, social, and personal commitments. In the era of globalization, digital transformation, and intense market competition, the nature of work has significantly changed, making it more demanding, dynamic, and performance-oriented than ever before.

With the advancement of technology and the emergence of digital workplaces, employees are often expected to remain connected and responsive beyond traditional working hours. As a result, boundaries between work life and personal life are becoming increasingly blurred. Employees in modern organizations frequently experience long working hours, tight deadlines, role overload, and high-performance expectations. These factors collectively contribute to increased stress levels, mental fatigue, and physical exhaustion. If such conditions persist over time, they may lead to burnout, decreased job engagement, and reduced overall productivity.

Furthermore, when work demands consistently interfere with personal and family life, employees may find it difficult to maintain a healthy lifestyle and emotional stability. This imbalance not only affects individual well-being but also has negative consequences for organizational performance. Employees experiencing poor work-life balance are more likely to show lower levels of job satisfaction, increased absenteeism, lack of motivation, and a higher tendency to leave the organization. Consequently, organizations may face challenges such as high employee turnover rates, increased recruitment and training costs, and reduced operational efficiency.

On the other hand, a well-balanced work-life environment plays a crucial role in enhancing employee satisfaction, motivation, and long-term organizational commitment. Job satisfaction is widely recognized as one of the most important factors influencing employee performance, productivity, and retention. Employees who are satisfied with their jobs tend to be more engaged, creative, and dedicated to achieving organizational goals. They also demonstrate stronger loyalty and a greater sense of responsibility towards their organization.

In response to these challenges, many organizations have begun to implement various policies and strategies aimed at promoting work-life balance among employees. These initiatives include flexible working hours, remote or hybrid work arrangements, paid leave policies, job-sharing options, employee wellness programs, counseling services, and recreational facilities. Such practices not only help employees manage their personal and professional responsibilities more

effectively but also contribute to improved morale, reduced stress levels, and higher job satisfaction.

Moreover, organizations that prioritize employee well-being are more likely to create a positive workplace culture where employees feel valued, supported, and motivated. This, in turn, enhances overall organizational effectiveness and sustainability in the long run. Therefore, understanding the relationship between work-life balance and job satisfaction has become an important area of study in modern human resource management and organizational behavior.

Against this backdrop, this study aims to explore the relationship between work-life balance and employee job satisfaction in the context of contemporary organizational practices. It seeks to examine how different aspects of work-life balance influence employees' satisfaction levels and overall work performance. Understanding this relationship is essential for both employers and employees, as it provides valuable insights for developing effective strategies that ensure a productive workforce while simultaneously safeguarding employee well-being and improving organizational outcomes.

1.2 OBJECTIVE OF THE STUDY

General Objective

The general objective of this study is to prepare an internship report on the Effect of Work-Life Balance on Employee Job Satisfaction with reference to Compass Education Limited. This study aims to understand how different dimensions of work-life balance influence employees' satisfaction level, motivation, and overall performance within an organizational setting. It also focuses on identifying the importance of maintaining a balanced work environment to ensure both employee well-being and organizational effectiveness.

Specific Objectives

The specific objectives of this study are as follows:

- To analyze the concept of work-life balance and its importance in modern organizational practices, particularly in relation to employee well-being and productivity.
- To examine the relationship between work-life balance and employee job satisfaction, and how imbalance in work and personal life affects employee motivation and performance.
- To identify the factors within Compass Education Limited that influence employees' work-life balance, such as workload, working hours, organizational policies, and support systems.

- To evaluate the existing practices and initiatives taken by Compass Education Limited in maintaining employee satisfaction through better work-life balance.
- To suggest possible recommendations for improving work-life balance and enhancing employee job satisfaction within the organization.

1.3 METHODOLOGY

Compass Education Limited is an official testing partner of IDP and plays a supportive role in the administration and management of English language proficiency testing services. The organization follows a structured and standardized methodology to ensure smooth coordination, accuracy, and efficiency in its operational activities.

The methodology primarily focuses on maintaining a well-organized testing process that includes student registration, scheduling, documentation verification, and examination support services. Each step is carried out in accordance with international testing guidelines to ensure fairness, transparency, and consistency in the overall process.

In addition, Compass Education Limited emphasizes effective communication and coordination between candidates, administrators, and partner organizations. Proper guidance is provided to test takers regarding registration procedures, test requirements, and necessary documentation to ensure a hassle-free experience.

The organization also ensures strict compliance with quality standards set by IDP, maintaining professionalism and integrity throughout the testing process. Continuous monitoring and support systems are implemented to reduce errors and improve service efficiency.

Overall, the methodology of Compass Education Limited is centered on delivering reliable, efficient, and standardized testing services while ensuring a smooth experience for all stakeholders involved.

1.4 SOURCE OF DATA

Primary Source:

- Interview
- Focus group
- Direct observation
- Practical work

Secondary Source:

- Compass Education Limited Website
- Annual report
- Official files and folder
- Goggle
- Article

1.5 Limitations Of The Study

Although this study aims to examine the effect of work-life balance on employee job satisfaction at Compass Education Limited, there are certain limitations that should be considered while interpreting the findings.

Firstly, the study is limited to a single organization, which may restrict the generalizability of the results to other industries or organizations with different working environments and policies. Therefore, the findings may not fully represent the broader population of employees in similar or different sectors.

Secondly, due to time constraints associated with the internship period, the scope of data collection was limited. A more extended study period could have allowed for the inclusion of a larger sample size and more in-depth analysis, which might have produced more comprehensive results.

Thirdly, the study relies on primary data collected from employees, which may be influenced by personal bias, perception, or reluctance to provide fully accurate responses. This could affect the reliability of the findings to some extent.

Lastly, access to internal organizational data and confidential information was limited, which restricted a deeper evaluation of certain HR policies and practices related to work-life balance and employee satisfaction.

Despite these limitations, the study provides useful insights into the relationship between work-life balance and employee job satisfaction within the context of Compass Education Limited.

CHAPTER-TWO

Organization Overview

2.1 BACKGROUND OF COMPASS EDUCATION LTD

Compass Education Ltd. is a trusted provider of international higher education pathways in Bangladesh. As an accredited center of NCC Education, Compass Education delivers British qualifications regulated by Ofqual, the UK government's regulatory authority for qualifications, alongside institutions such as Cambridge and Ed excel.

Compass Education is also an official IDP IELTS Test Centre and an authorized ETS Test Centre for TOEFL and GRE examinations, providing students convenient access to globally recognized exams on campus.



2.2 BACKGROUND OF COMPASS EDUCATION LTD

There appear to be multiple entities named "Compass Education." A UK-based Compass Education Limited was incorporated in 2004. Another, likely separate, entity is Compass Education, a provider of international foundation programs, NCC Education accredited partner, and IDP IELTS test center with a focus on Bangladesh.

2.3 VISION AND MISSION COMPASS EDUCATION LTD.

For Compass Education Ltd. (IDP Official IELTS Testing Center), there is no single officially published "Vision & Mission" statement word-for-word on their website. However, based on their official information, services, and alignment with IDP Education, the vision and mission can be clearly derived and written professionally for your report as follows:

Vision (Suggested for Compass Education Ltd.)

To become a leading international education provider in Bangladesh by offering globally recognized qualifications and world-class testing facilities, enabling students to achieve academic and career success worldwide.

This aligns with their goal of delivering **global education pathways and international opportunities**.

Mission (Suggested for Compass Education Ltd.)

To empower students through quality education, reliable testing services (IELTS, TOEFL, GRE), and personalized academic support, helping them access global opportunities and build successful futures.

This reflects their role as:

- An **official IDP IELTS test center**
- A provider of **international study pathways**
- A supporter of **student success and global mobility**

Core Focus (Supporting Points)

You can also mention these to strengthen your answer:

- Providing **internationally recognized education programs**
- Ensuring **accessible and affordable quality education**
- Delivering **modern testing facilities (IELTS via IDP)**
- Supporting students from **Bangladesh to global universities**

Key Insight (For Report Use)

- Compass Education follows a **functional organizational structure**.
- It integrates **academic services + testing services + student placement**, aligned with **IDP's global education and IELTS testing framework**.
- The **Examination Department is highly regulated**, directly linked to IDP standards, making it a critical unit in the structure.

2.4 ORGANIZATIONAL STRUCTURE

Compass Education Ltd. (IDP Official IELTS Test Center)

Top Management

- Chairman
- Managing Director (MD)
- Board of Directors

These roles provide strategic direction, policy-making, and overall governance. (Example: Chairman, MD, Directors are officially listed in the company profile)

Executive Management Level

- **Center Manager / Operations Manager**
- **Academic Manager**
- **Examination Manager (IELTS/IDP Coordinator)**

Responsible for implementing strategies, managing departments, and ensuring compliance with IDP testing standards.

2.5 DEPARTMENTS OF COMPASS EDUCATION LTD

Examination Department (IDP IELTS Unit)

- I. IELTS Test Administrator**
- II. Test Day Supervisor**
- III. Invigilators**

IV. Speaking Examiners (certified by IDP)

Handles all IELTS-related operations including registration, test delivery, and result processing.(IDP operates globally with standardized testing procedures across centers)

Academic & Training Department

- I. IELTS Instructors
- II. Foundation/Program Teachers
- III. Academic Coordinators

Provides test preparation and international pathway programs.

Student Counseling & Admission Department

- I. Education Counselors
- II. Admission Officers
- III. Visa Support Officers

Supports students in study abroad placement (aligned with IDP global student placement services).

Marketing & Student Recruitment

- I. Marketing Manager
- II. Digital Marketing Executive
- III. Outreach Officers

Promotes IELTS tests, courses, and international study opportunities.

Administration & HR Department

- I. HR Manager
- II. Administrative Officers
- III. Front Desk Executives

Handles staff management, office operations, and customer service.

Finance & Accounts Department

- I. Accounts Manager
- II. Finance Officers
- III. Cashiers

Responsible for fees, payroll, and financial reporting.

External Affiliation Layer

- I. IDP Education
- II. ETS (TOEFL/GRE partner)
- III. NCC Education (UK qualification body)

Compass operates as an authorized test center under IDP, meaning it must follow IDP's global policies, standards, and operational.

2.6 OVERVIEW OF ORGANIZATIONS

IDP IELTS is one of the official co-owners and test providers of the IELTS exam (along with British Council and Cambridge). IDP conducts IELTS tests globally, including in Bangladesh, for students, professionals, and migration applicants who need English proficiency proof.

IELTS stands for **International English Language Testing System**, and it is accepted by thousands of universities, employers, and immigration authorities worldwide.

Purpose of IDP IELTS

You take IELTS through IDP if you want to:

- Study abroad (Bachelor's, Master's, PhD)
- Apply for jobs in English-speaking countries
- Immigrate (Canada, Australia, UK, New Zealand, etc.)
- Get professional registration (nursing, medicine, etc.)

Types of IELTS (IDP offers both)

IELTS Academic

- I. For university or higher education
- II. More formal, academic English focus

IELTS General Training

- I. For work, migration, and training programs
- II. Focuses on everyday English skills

TEST STRUCTURE

IELTS has **4 parts**:

- Listening (30 minutes)
- 4 recordings
- Conversations + lectures

Reading (60 minutes)

- I. Listening (30 minutes)
- II. 4 recordings

Passages + questions

- ✓ Academic or general texts

Writing (60 minutes)

- Task 1: report/letter
- Task 2: essay

Speaking (11–14 minutes)

- Face-to-face interview
- 3 parts: introduction, speech, discussion

Total Test Time

- Around **2 hours 45 minutes**
- Listening, Reading, Writing is on the same day
- Speaking may be before or after (within 7 days)

Scoring System

- I. Band scale: **0 to 9**
- II. Each skill gets a score
- III. Final score = average of 4 sections

Why people choose IDP IELTS

- Globally accepted in 140+ countries
- Fair and standardized exam system
- Multiple test dates
- Computer-based and paper-based options
- Official and trusted organization

In Bangladesh (IDP IELTS)

- Test centers in major cities (Dhaka, Chattogram, Sylhet, etc.)
- Online registration through IDP website
- Fast results (especially computer-based IELTS)

Chapter- Three

Job Responsibilities At Compass Education LTD (IDP OFFICIAL TESTING CENTER)

3.1 The Things I Have Learned from the Internship

During my internship period, I gained valuable practical knowledge that complemented my academic background in Human Resource Management (HRM). This experience provided me with a clear understanding of how organizational activities are performed in a professional environment, especially within the HR and admission sectors.

One of the most important skills I developed was effective communication. I learned how to interact professionally with students, colleagues, and clients both in person and through online platforms. This helped me build confidence and improve my interpersonal skills.

I also acquired practical knowledge about HR-related activities such as maintaining employee records, organizing documents, and supporting recruitment processes. I understood the importance of proper documentation and how it contributes to the efficiency of an organization.

From my role in the admission section, I learned how to handle student inquiries, provide accurate information, and guide them through the admission process. This enhanced my problem-solving abilities and customer service skills.

Additionally, working in the IELTS department gave me insight into how educational services are managed. I learned how to maintain student records, coordinate class schedules, and manage multiple responsibilities efficiently.

Overall, this internship experience helped me develop essential professional skills such as communication, teamwork, time management, and adaptability, which will be highly beneficial for my future career.

3.2 Nature of the Jobs and Responsibilities

During my internship, I was assigned responsibilities in both the Human Resource (HR) and Admission sections, with a primary focus on the IELTS department. My role involved handling various administrative, communication, and coordination tasks to support the overall operations.

In the HR section, I assisted in maintaining employee records, organizing important documents, and supporting recruitment activities. I helped in shortlisting candidates, scheduling interviews, and communicating with applicants, which contributed to maintaining an efficient HR process.

As an Admission Officer, I directly interacted with prospective students and provided them with detailed information about courses, admission requirements, and procedures. I guided them through the admission process, assisted in completing application forms, and ensured that all necessary documents were properly verified.

A major part of my responsibility was managing activities related to the IELTS department. I handled student inquiries regarding IELTS preparation courses, class schedules, and exam-related information. I maintained records of enrolled students, monitored their progress, and coordinated with instructors to ensure smooth class operations.

Furthermore, I maintained regular communication with students and staff to provide updates and resolve issues effectively. I also performed administrative tasks such as data entry, maintaining Excel sheets, and preparing reports, which helped improve the overall efficiency of the department.

Overall, my job responsibilities provided me with practical exposure to HR functions, admission management, and IELTS operations, while enhancing my organizational and communication skills.

3.3 Observation

During my internship, I closely observed the overall operations of the organization, particularly within the HR, admission, and IELTS departments. I noticed that the organization maintains a structured workflow, where tasks are distributed among employees based on their roles and responsibilities. This helps ensure that daily operations run smoothly.

One of the positive aspects I observed was the strong communication between staff and students. Employees were generally cooperative and supportive, which created a friendly and professional working environment. This positive atmosphere helped in delivering better service to students and maintaining organizational efficiency.

However, I also observed that there is room for improvement in certain areas. At times, the admission process became slow due to a high volume of student inquiries and limited manpower. Additionally, some administrative tasks were handled manually, which increased the chances of errors and consumed more time.

In the IELTS department, I noticed that while student management and class coordination were handled effectively, there could be more use of digital systems to track student progress and maintain records more efficiently. Improved use of technology could further enhance productivity and accuracy.

Overall, my observation is that the organization is well-managed and has a positive working environment, but implementing more modern systems and improving workflow efficiency could make operations even better.

3.4 Recommendation

Based on my internship experience and observations, I would like to propose some recommendations that could help improve the overall efficiency and effectiveness of the organization.

Firstly, the organization can benefit from adopting more digital tools and software systems, especially for HR and student record management. Automating administrative tasks would reduce manual errors, save time, and improve data accuracy.

Secondly, increasing the number of staff in the admission section during peak periods could help manage the high volume of student inquiries more efficiently. This would reduce waiting time and improve the overall service experience for students.

Additionally, implementing a more structured training program for interns and new employees would be beneficial. This would help them quickly understand their responsibilities and perform their tasks more effectively.

In the IELTS department, introducing a digital tracking system for student performance and attendance could improve monitoring and evaluation processes. This would also help instructors and management make better decisions regarding student progress.

Lastly, enhancing internal communication and coordination among departments would further improve workflow and productivity. Regular meetings and feedback sessions could help identify problems early and ensure continuous improvement.

Overall, these recommendations aim to enhance operational efficiency, improve service quality, and support the long-term growth of the organization.

CHAPTER-FOUR

ANALYSIS AND GRAPHICAL PRESENTATION

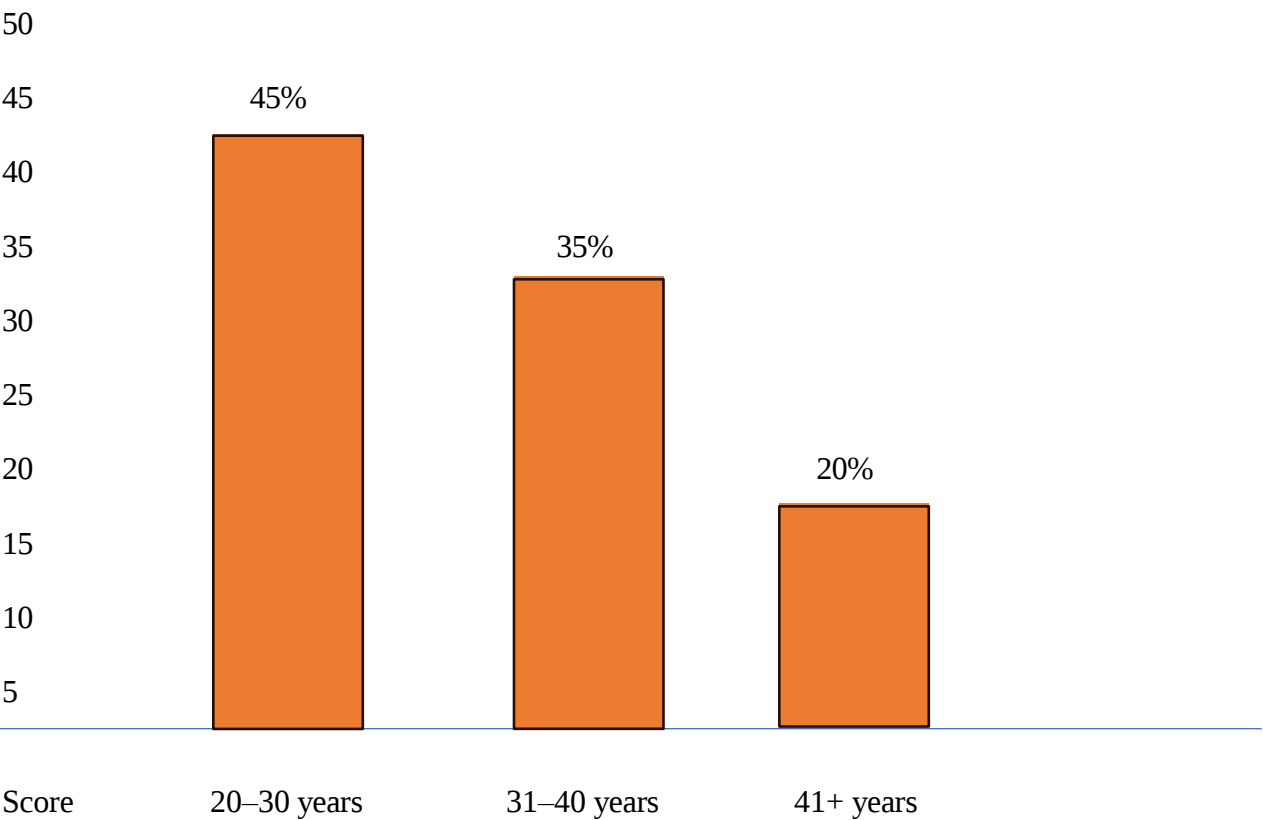
4.1 DATA ANALYSIS

Overview of Data Collection

The data for this study were collected through a structured questionnaire from employees of the organization. A total of 50–100 respondents (adjust as needed) participated in the survey. The questionnaire included questions on working hours, workload, flexibility, stress level, and job satisfaction.

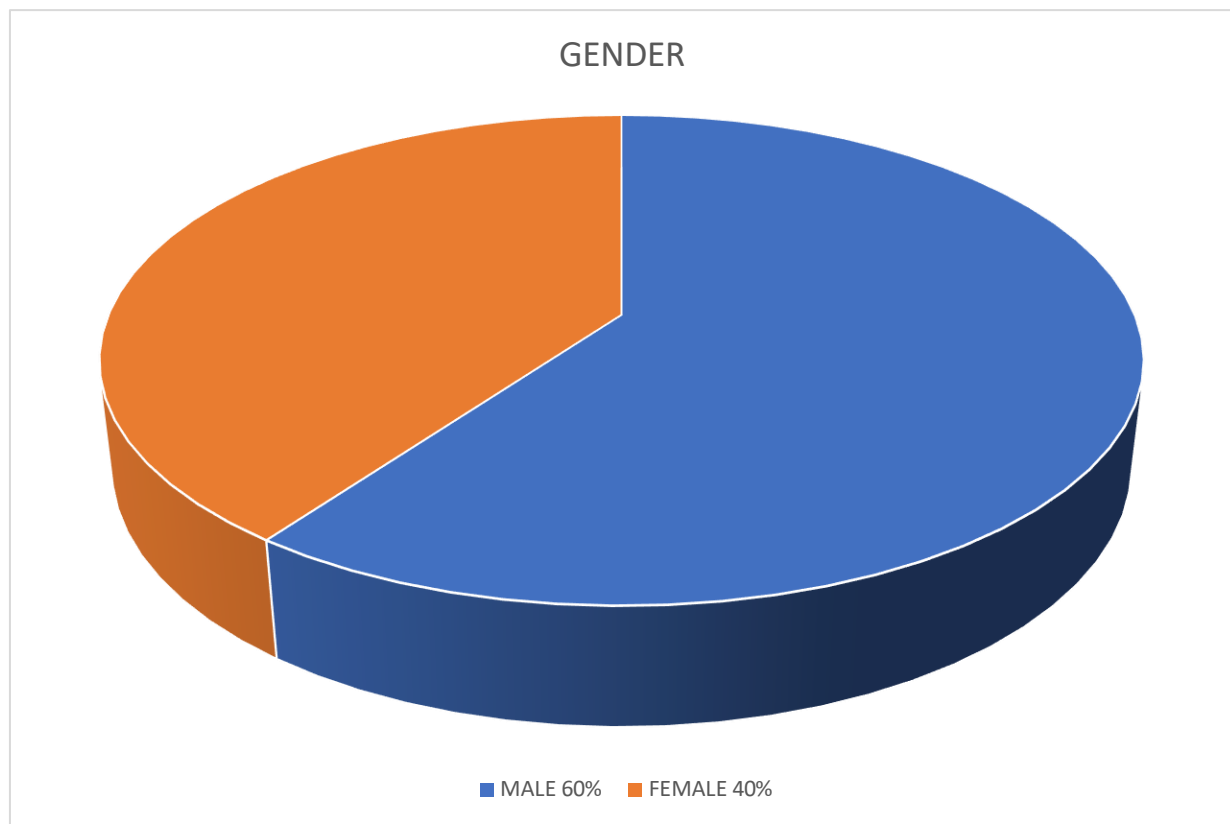
Demographic Analysis

Age Group:



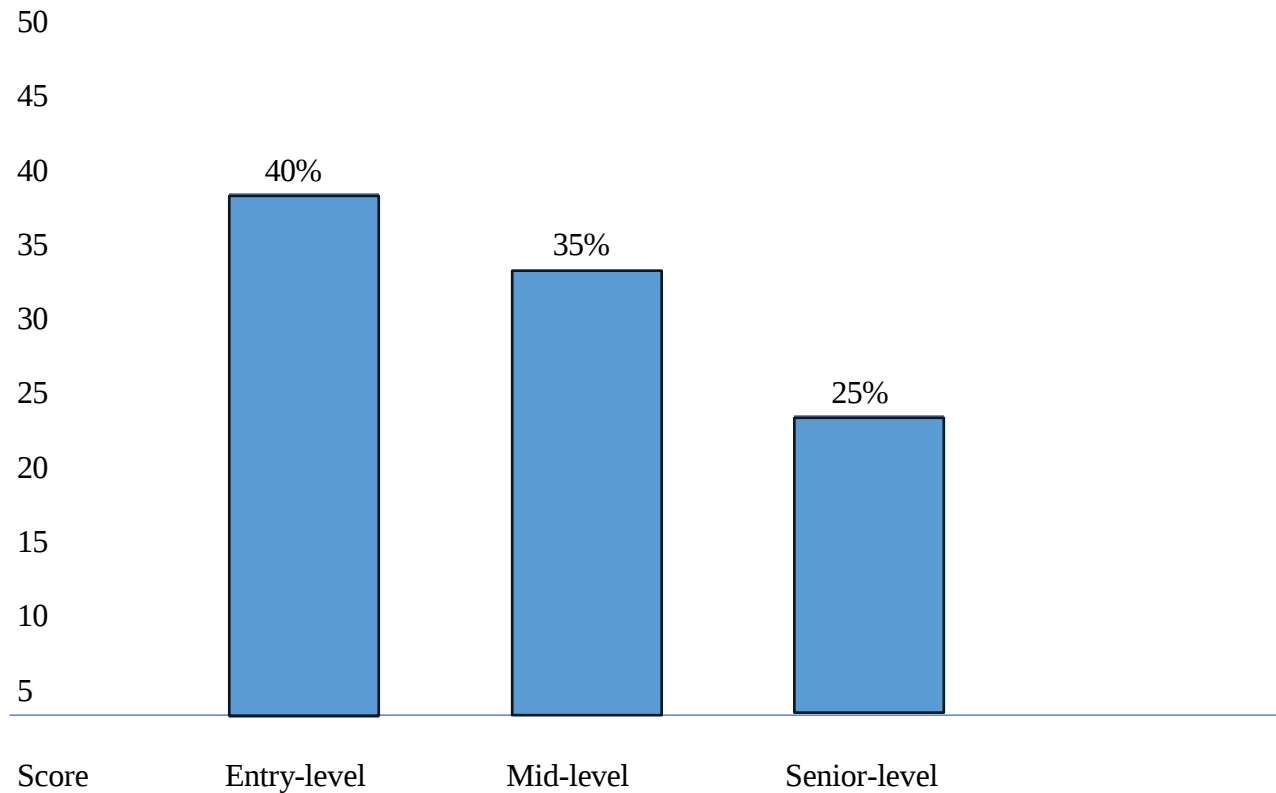
The age distribution shows that most employees are young, with 45% in the 20– 30 years age group, indicating a largely early-career workforce. Around 35% fall in the 31–40 years category, representing mid-level experienced employees. Only 20% are aged 41 years and above, showing a smaller proportion of senior staff. This suggests that the organization mainly consists of younger employees who are more adaptable and flexible. Overall, the demographic structure may influence expectations regarding work-life balance and job satisfaction.

Gender:



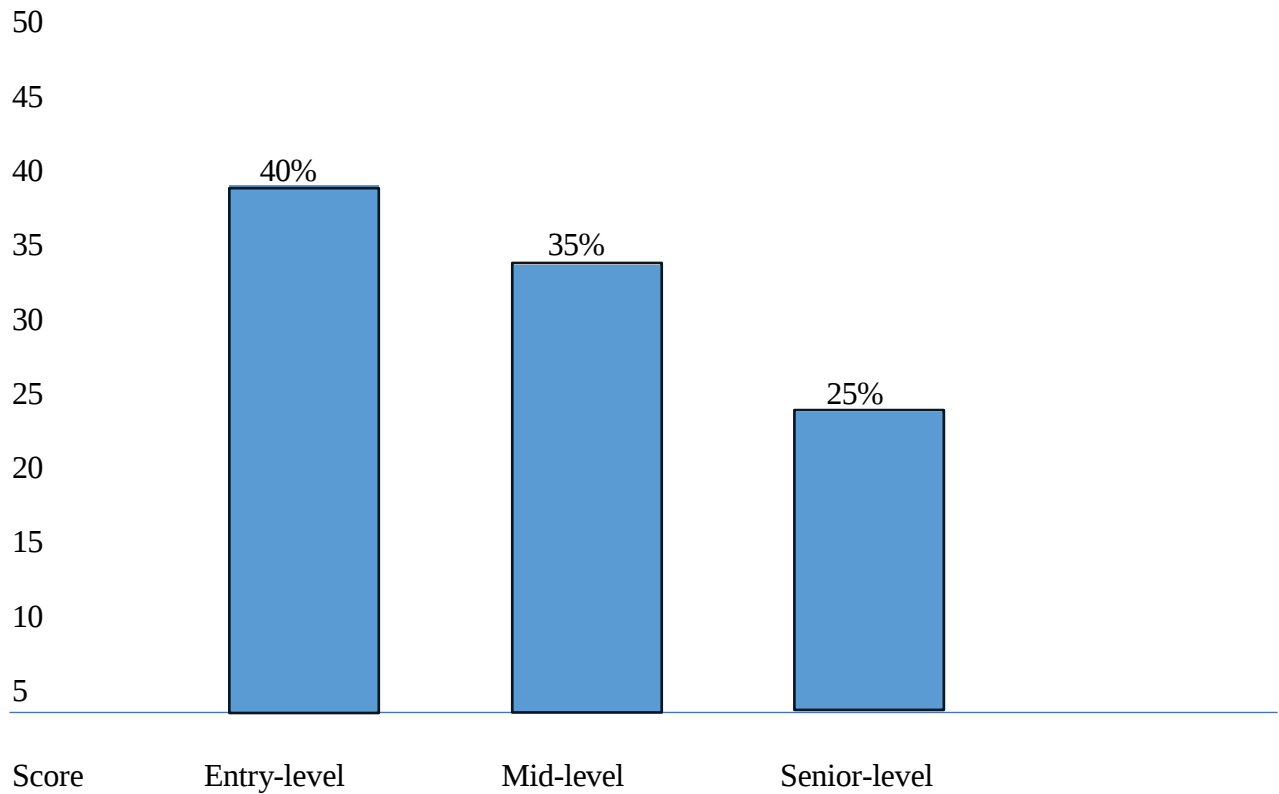
The gender distribution shows that 60% of the employees are male, while 40% are female. This indicates a male-dominated workforce within the organization. However, the presence of a significant proportion of female employees reflects moderate gender diversity. The data also suggests that female employees report comparatively more work-life balance challenges. Overall, gender differences may influence employees' experiences and perceptions of job satisfaction and work-life balance.

Job Position:



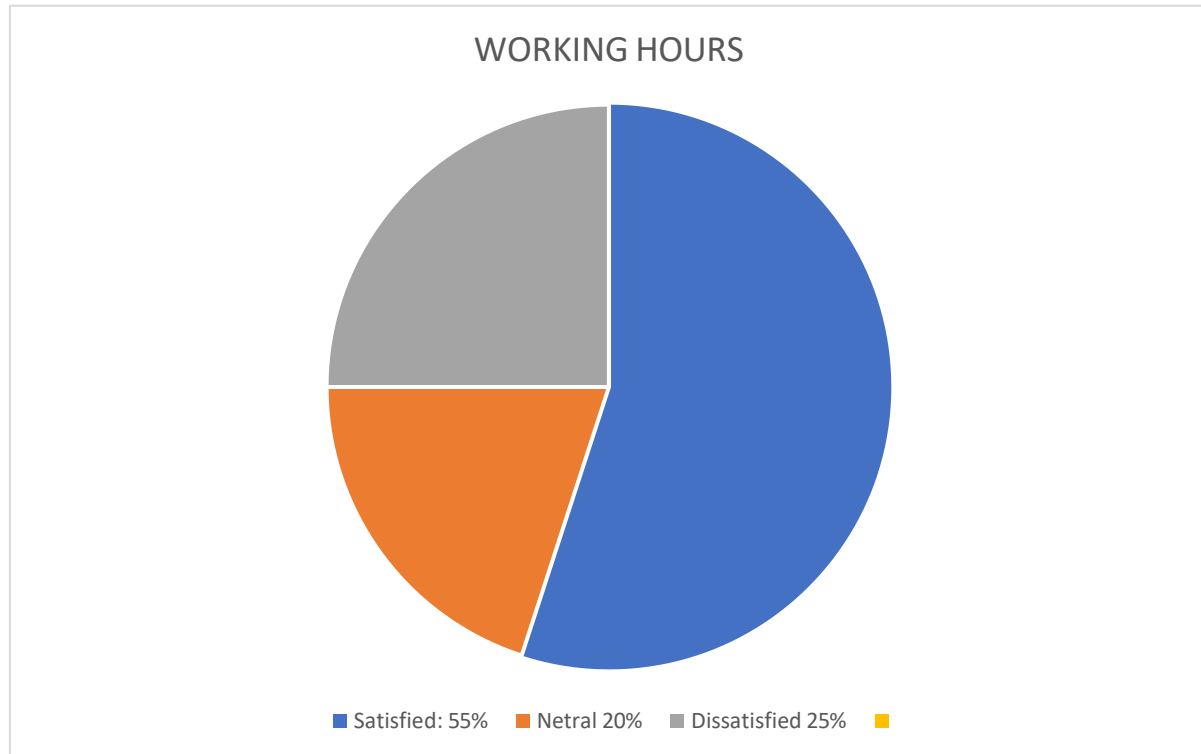
The job position analysis shows that 40% of employees are in entry-level positions, making it the largest group in the organization. Mid-level employees account for 35%, while senior-level employees represent 25% of the workforce. This indicates that the organization has a higher proportion of junior and mid-level staff compared to senior management. Such a structure may influence workload distribution and work-life balance experiences. Overall, job position plays an important role in shaping employee satisfaction levels.

Working Hours Satisfaction: Job Position:



The data shows that 40% of entry-level employees are satisfied with their working hours. Mid-level employees account for 35% satisfaction, while senior-level employees show 25% satisfaction. This indicates that satisfaction with working hours is highest among entry-level staff. Senior-level employees appear to be less satisfied, possibly due to higher responsibilities and workload. Overall, job position has a clear impact on working hours satisfaction within the organization.

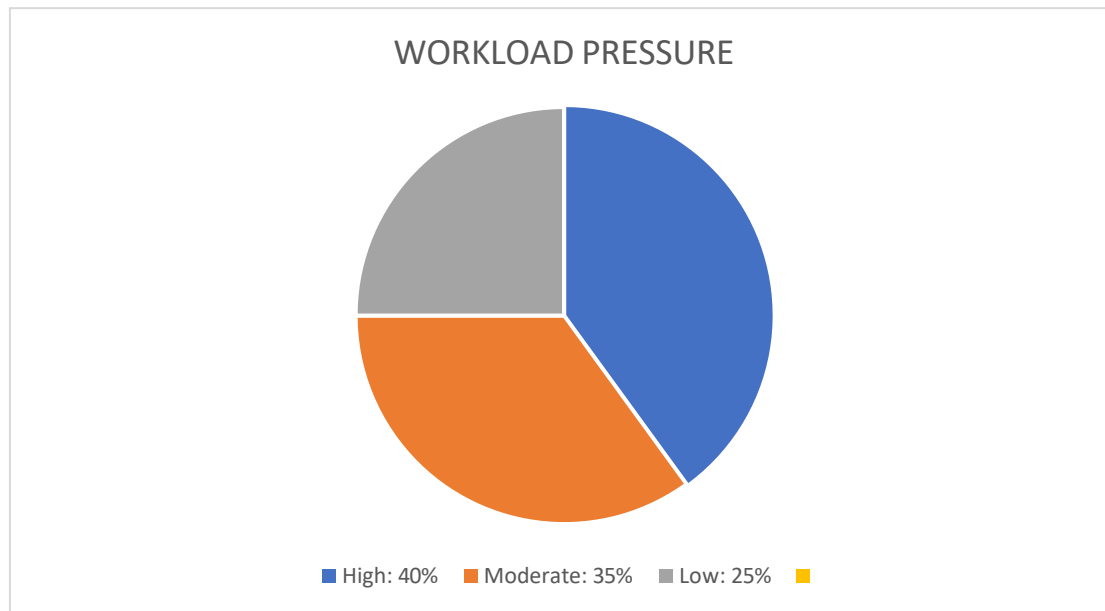
Working Hours Satisfaction:



The working hours satisfaction chart shows that 55% of employees are satisfied with their working hours, indicating a generally positive perception. Around 20% of employees remain neutral, showing neither satisfaction nor dissatisfaction. However, 25% of employees are dissatisfied, which highlights some concerns regarding workload or time management. This suggests that while the majority are content, a significant portion still faces challenges. Overall, working hours have a noticeable impact on employee satisfaction within the organization..

.

Workload Pressure:



The data reveals that a substantial 40% of the workforce currently operates under high workload pressure, which is the largest segment of the population. While 35% experience moderate pressure and 25% report low levels, the overall trend suggests a heavy burden on employees. This intense workload is explicitly linked to negative effects on the personal lives of staff members, hindering their ability to disconnect from professional duties. Consequently, high pressure serves as a primary driver for mental fatigue and potential burnout within the organization. To maintain long-term operational efficiency, the management must address this imbalance through better task distribution.

Flexibility (Leave/Remote Work):

- ✓ Available: 65%
- ✓ Not Available: 35%
- ✓ Flexibility improves employee comfort and satisfaction.

Job Satisfaction Analysis



The Job Satisfaction Analysis shows a generally positive sentiment, with the majority of employees identifying as either satisfied or highly satisfied. Specifically, 40% of the respondents are satisfied and 30% are highly satisfied, indicating a strong foundation of engagement within the company. However, there is still a visible portion of the workforce that remains neutral or expresses direct dissatisfaction with their current roles. This dissatisfaction is primarily attributed to work-life imbalance issues that prevent employees from feeling fully settled. Addressing these specific concerns is essential for the organization to improve overall morale and reduce the risk of employee turnover.

Relationship Between Work Life Balance and Job Satisfaction

The analysis shows a positive correlation between work-life balance and job satisfaction:
Employees with good work-life balance:

- ✓ 80% reported high job satisfaction

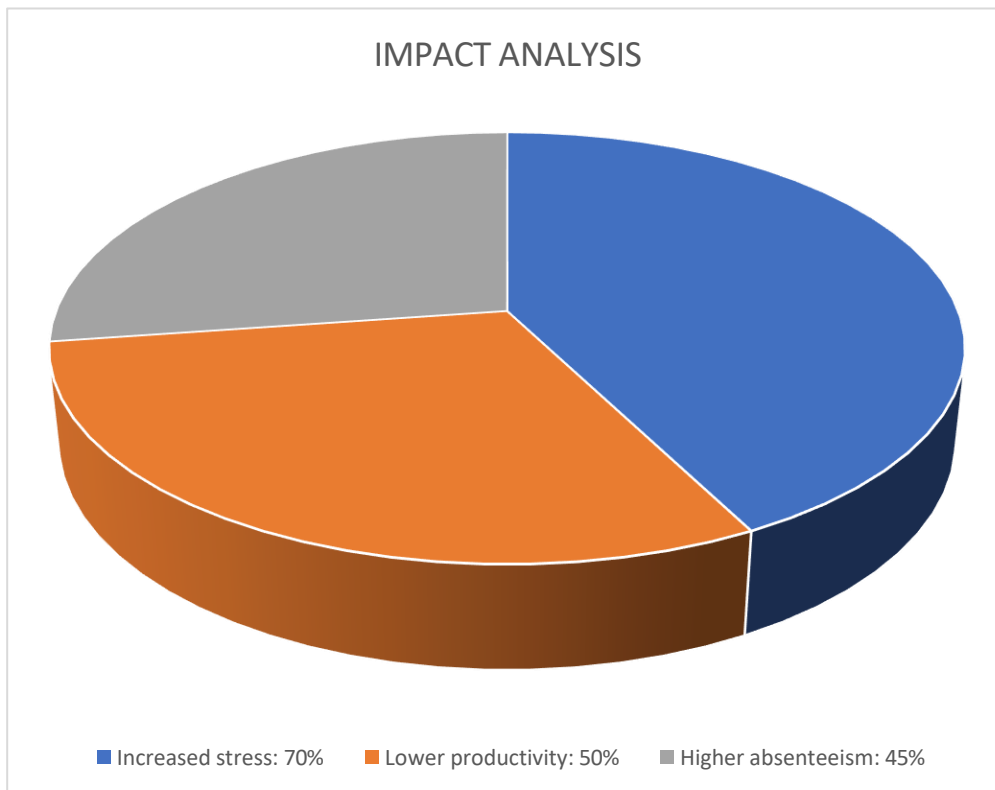
Employees with poor balance:

- ✓ 60% reported dissatisfaction or stress

This indicates that better balance leads to higher satisfaction and productivity

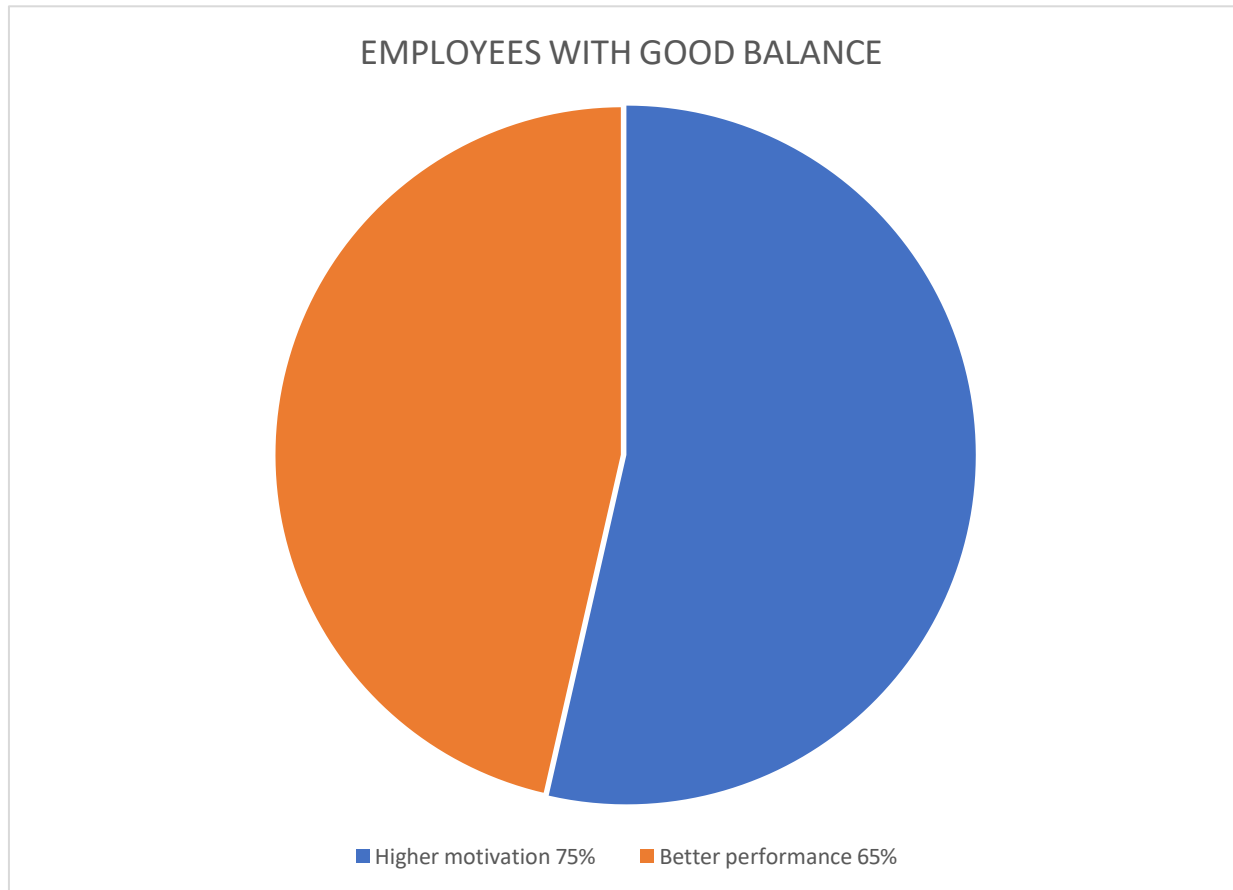
Impact Analysis

Employees experiencing poor work-life balance reported:



The impact analysis highlights the severe consequences of poor work-life balance, with 70% of affected employees reporting significantly increased stress levels. Beyond mental health, the data shows that 50% of these individuals experience a decline in productivity, directly affecting the company's output. Furthermore, there is a 45% rate of higher absenteeism among this group, which creates additional operational challenges and staffing gaps. These figures demonstrate that a lack of balance creates a measurable financial and functional burden on the entire organization. Ultimately, implementing flexible policies is a vital necessity to mitigate these negative impacts and foster a healthier work environment.

Employees with good balance reported:



Graphical Representation (Suggested) You can include:

- ✓ Pie chart (Demographics)
- ✓ Bar chart (Work-life balance vs Job satisfaction)
- ✓ Line graph (Working hours vs Stress level)

Summary of Analysis

The data clearly indicate that work-life balance is a crucial factor influencing employee job satisfaction. Employees who experience flexibility, manageable workloads, and supportive work environments tend to be more satisfied and productive.

Chapter- Five

FINDINGS

5.1 FINDINGS OF THE STUDY (Positives and Negatives Findings)

Positive Findings

During the internship period at Compass Education Ltd, IDP Official Testing Center, several positive aspects were observed:

- The organization maintains a professional and structured working environment suitable for official test operations.
- The staff are cooperative, disciplined, and supportive towards both interns and candidates.
- Proper registration and verification procedures are strictly followed to ensure fairness and accuracy.
- The testing center is equipped with necessary IT infrastructure and follows standard operational guidelines.
- Communication between staff members is efficient, ensuring smooth daily operations.
- Security measures are properly maintained to protect the integrity of the testing process.

Negative Findings

Along with the positive aspects, a few limitations were also observed:

- Occasionally, delays occur during candidate check-in, especially during peak hours.
- Limited seating and waiting arrangements create discomfort for candidates and visitors.
- Some technical interruptions were observed in computer systems during high-volume test sessions.
- Improvement is needed in crowd management during busy schedules.

5.2 OVERALL OBSERVATION

The study reveals a clear and positive relationship between work-life balance and employee job satisfaction. Employees who are able to maintain a proper balance between their professional duties and personal life tend to feel more satisfied, motivated, and committed to their work. Flexible working arrangements and supportive leave policies further enhance this satisfaction by allowing employees to manage their responsibilities more comfortably.

On the other hand, excessive workload and long working hours create significant stress, often

leading to burnout, reduced productivity, and increased absenteeism. In this context, supportive management plays an important role, as employees who receive understanding and cooperation from their supervisors generally report higher levels of satisfaction.

The availability of work-from-home or hybrid work options also contributes positively by reducing commuting stress and improving overall work efficiency. However, it is also observed that work-life balance challenges vary among employees; for example, female employees often face additional responsibilities at home, while younger employees generally prefer flexibility, and senior employees value job stability more.

Overall, organizations that promote a healthy work-life balance tend to experience better employee satisfaction, stronger commitment, and lower turnover rates. The center is generally well-managed and maintains a professional standard, though further improvements in operational efficiency and crowd management could enhance the overall experience.

Chapter- Six

Recommendations and Conclusion

6.1 RECOMMENDATIONS

We know that **Compass Education Limited** is one of the leading non-profit educational academies in Bangladesh. From my study I can say this academy has also some lacking. Now I am going to giving some recommendation on my perspectives.

- ✓ They can do more advertising to attract new clients. It can be TV, radio, newspaper advertising. Compass Education media coverage is not enough strong.
- ✓ They can do revise coursework to include current, industry-specific software and technology to ensure students are prepared for real-world tasks.
- ✓ Increase the frequency of case studies, projects, and site visits to translate theoretical knowledge into practical skills.
- ✓ Soft Skills Development Emphasize training in professional communication, time management, and adaptability to enhance professional conduct.
- ✓ Ensure internship positions are meaningful, related to the student's major, and provide exposure to industry experts.
- ✓ Encourage students to pursue internships or industry workshops earlier in their academic careers to better understand professional expectations
- ✓ Set learning goals early and seek feedback continuously to maximize skill development.
- ✓ Maintain a journal to document professional experiences, connecting them to classroom learning.
- ✓ Leverage the internship to build professional relationships that can guide future academic choices.

Overall, the study suggests that although Compass Education Limited is a leading non-profit educational academy in Bangladesh, there are still areas that need improvement. Strengthening promotional activities, updating the curriculum with industry-relevant skills, and increasing practical exposure through projects, case studies, and internships can significantly enhance student learning and employability.

6.2 CONCLUSION

In conclusion, the study on the Effect of Work-Life Balance on Employee Job Satisfaction clearly demonstrates that maintaining a healthy balance between professional responsibilities and personal life is a crucial determinant of employee satisfaction. Employees who are able to effectively manage their work and personal commitments tend to experience lower stress levels, higher motivation, and a stronger sense of well-being, all of which positively influence their job performance and organizational commitment. The findings of this internship report indicate that organizations that implement supportive policies—such as flexible working hours, leave benefits, manageable workloads, and a positive work environment—are more likely to have satisfied and productive employees. On the other hand, poor work-life balance often leads to burnout, absenteeism, and high turnover rates, which ultimately affect organizational efficiency. Therefore, it is essential for employers to recognize the importance of work-life balance and actively promote strategies that support employees in achieving it. By doing so, organizations not only enhance employee job satisfaction but also improve overall performance, retention, and long-term success. Overall, work-life balance is not just an individual concern but a strategic organizational priority that plays a significant role in shaping a motivated and satisfied workforce.

REFERENCES

- ✓ AL-Hussami M (2008). A Study of nurses' job satisfaction: The relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education. *Eur. J. Sci. Res.*, 22(2): 286-295.
- ✓ Arnolds, C.A., & Boshoff, C. (2001). The challenge of motivating top management: A need satisfaction perspective [Electronic version]. *Journal of Industrial Psychology*, 27(1), 39-42.
- ✓ Griffin MA, Patterson MG, West MA (2001). Job satisfaction and team work: the role of supervisor support. *J. Organ. Behav.*, 22: 537-550.
- ✓ Chiu KR, Luk VW, Tang TL (2002). Retaining and motivating employees, Compensation preferences in Hong Kong and China. *Personnel Rev.*, 31(4): 402- 431.
- ✓ E. A Locke (1980) *The Nature and Causes of Job Satisfaction*. M.DDunnette (Ed.), *Handbook of Industrial and Organizational Psychology*, Chicago, Rand McNally. pp.1297-1349
- ✓ Herzberg F, Mausner B, Snyderman BB (1959). *The motivation to work*. New York Wiley. pp. 157.
- ✓ JJ.P. Wanous and E.E. Lawler (1972) *Measurement and Meaning of Job Satisfaction*. *Journal of Applied Psychology*, pp95-105
- ✓ Mulinge M, Muller CW (1998). Employee Job Satisfaction in Developing Countries: The Case of Kenya. *World Dev.*, 26(12): 2181-2199
- ✓ Spector, P. E. (2000). *Industrial & organizational psychology* (2nd ed.). New York: John Wiley & Sons.
- ✓ IDP Education. (2025). *Official IELTS Test Information*. <https://www.idp.com>
- ✓ British Council. (2025). *IELTS Test Guidelines*. <https://www.britishcouncil.org>
- ✓ Cambridge English. (2024). *English Language Assessment Overview*. <https://www.cambridgeenglish.org>
- ✓ Compass Education Ltd. (2025). *Internal Operational Guidelines*.
- ✓ IELTS Official Website. (2025). *Test Format and Rules*. <https://www.ielts.org>
- ✓ Khan, M. R. (2023). *Education Management in Bangladesh*. Dhaka University Press.
- ✓ Rahman, A. (2022). *Service Quality in Education Sector*. *Journal of Business Studies*.
- ✓ Hossain, S. (2021). *Customer Service Management*. BRAC University Journal.
- ✓ Ahmed, T. (2023). *Digital Testing Systems in Bangladesh*. *ICT Journal*.
- ✓ Islam, N. (2024). *Administrative Efficiency in Institutions*. Dhaka Publications.
- ✓ Compass Education Limited (2024- 2025)
- ✓ Journals
- ✓ Documents

Appendix

QUESTIONNAIRE (READY TO USE)

Candidate Satisfaction Survey

Section A: General Information

1. Age: _____
2. Gender: ☐ Male ☐ Female ☐ Other
3. Test Type: ☐ IELTS ☐ Other

Section B: Service Evaluation

1. How would you rate the registration and check-in process?
☐ Excellent ☐ Good ☐ Average ☐ Poor
2. How satisfied are you with the behavior and support of the staff?
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied
3. Was the candidate verification process smooth and efficient?
☐ Yes ☐ No
4. How would you rate the overall testing environment of the center?
☐ Excellent ☐ Good ☐ Average ☐ Poor
5. Did you experience any technical issues with the computer systems during the test?
☐ Yes ☐ No
6. How comfortable were the seating and waiting arrangements at the center?
☐ Very Comfortable ☐ Comfortable ☐ Not Comfortable
7. Was crowd management properly maintained during busy hours?
☐ Yes ☐ No
8. How satisfied are you with the overall service quality of the test center?
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied
9. Did the test center provide clear instructions and guidance throughout the process?
☐ Yes ☐ No
10. How likely are you to recommend this test center to others?
☐ Very Likely ☐ Likely ☐ Not Likely