

The role of work life balance on occupational stress among college teachers

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ABSTRACT

The present study aims at examining the role of work life balance on occupational stress among college teachers. A sample of 180 teachers 90 male and 90 female from various colleges of Bengaluru were administered with work life balance scale developed by Uday Pareek & Joshi to know the work life balance index, based on the scores of work life balance 180 teachers were divided into two groups, group 1 with low work life balance index N=93 and group 2 with high work life balance index N=87. Both the groups were again administered with Occupational stress Index inventory to know their level of occupational stress and the role of work life balance on occupational stress. Directional hypothesis was formulated and the obtained results were statistically analyzed using independent samples 't' tests. The obtained 't' scores on occupational stress index indicated that there is a significant difference between both the groups, based on the mean scores we can infer that teachers with high work life balance have demonstrated little higher stress compared to teachers with low work life balance.

Keywords: Work Life Balance, Occupational stress and College Teachers.

Occupational stress has become increasing common among the college teachers which is caused due to increasing work complexity that demands multiple roles among the college teachers such as teaching, consultation, research, supervising research scholars, up gradation of knowledge, other clerical work which includes documentation for college accreditation, evaluation which are considered to be the various stressors that are witnessed by the college teachers.

Arnold J et al (1991) states that "an occupational stress can be caused by too much or too little work, time pressure and deadlines, fatigue from physical strains of work environment, excessive travelling, long hours, having to cope with changes in work".

Empirical evidence suggests that teachers are experiencing more stress than compared to other professions (Kyriacou, 1980). In another study by Repetti, R.L. (1992) and Repetti, R.L. & Wood, J. (1997) ascertained that women teachers are experiencing more stress than

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compared to men and there is a gender difference in coping strategies among teachers. Study by Colbeck et al. (2006) indicated that men teachers engage more time on professional activities and less time on personal activities compared to women teachers.

Researchers are of the opinion that occupational stress have a major impact on workers psychological and physical well-being (Kinman & Jones, 2003; Kumari, Verma, & Verma, 2012) which can also be applicable even among teachers. It is also studies that occupational stress comprises huge economical cost to the workers wellbeing and sets a significant financial burden on organizational performance (Skakon, Nielsen, Borg, & Guzman, 2010; Menon & Raithatha, 2012).

One important factor that plays a key role in occupational stress includes work life balance. The concept work life balance refers to the extent to which an individual finds equilibrium and finds satisfaction between his/her personal life and professional life. As it was opined by researchers work life balance is very important for teachers because they are the one who help in providing knowledge for all sectors of society, if they lack balance in their professional and personal life can have a detrimental effect on student's life (Greenhaus, Collins, & Shaw, 2003). Effective work life balance can make a person more content and happier (Veenhoven, 1989). It is very important to balance both personal and professional life as it is the need of present day (Mukhtar, 2012). Researchers are also of opinion that there are individual differences in coping with stress and specifically personality typology is considered to be the key indicator of perception of stress (Grecu, Brate, Bucuță, Milcu, & Cernușcă Mițariu, 2014). To know the impact of work life balance on occupational stress among college teachers belonging to Bengaluru city present study was initiated. Since Bengaluru is a metropolitan hub the life is very fast at the same time the pressure is double in size. As there are very less studies based on Bengaluru population, to fill the gap the present study is initiated.

Objective

To analyse the role of work life balance on occupational stress of the teaching professionals.

Hypotheses

H1:- Work life balance has an impact on occupational stress of teachers.

Sample

Sample selected for the current research consisted of 90 male and 90 female college teachers aged between 30 to 60 years of age from various colleges of Bengaluru city.

Table 1: The following table presents details of the sample selected for the current research

Teachers with Low Work life Balance	Teachers with High Work life Balance	Total
93	87	180

Tools Used

- Information schedule:** to obtain information about participating subjects pertaining to age, gender, present health, economic status, marital status, length of service, type of institution, no of dependents in family, type of family were collected.
- Work life balance: (2010)** The Work Life Balance Scale was developed by Pareek and Joshi. The test consists of 36 items which requires the subjects to rate the items on 5 point rating scale with options of 'If it is not true, If it is little true, If it is somewhat

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true, If it is fairly true and If it is definitely true' and the subjected is expected to select one option for each item based on their preferences.

a. Scoring

- If it is not true gets the score of - 0,
- If it is little true gets the score of - 1,
- If it is somewhat true gets the score of - 2,
- If it is fairly true gets the score of - 3
- If it is definitely true gets the score of – 4,
- Test items with starred items (*) are scored in reverse order wherein (0 becomes 4, 4 become 0, 1 becomes 3, 3 becomes 1, and 2 remains 2), each row needs to be added and then multiplied by 4.17 and the total score range from 0 to 100 which fetch the work life balance index.

3. **The Occupational stress Index (OSI)** (1984)- Developed by Dr.A.K.Srivatsav and Dr. A.P.Singh. This scale is used to measure the levels of occupational stress of the employees. The occupational stress index consist of 46 items with 12 sub areas, and subject is expected to rate each item on a 5 point rating scale on a quantum of 'Strongly disagree, Disagree, undecided, Agree and Strongly Agree.' Out of 46 items, 28 are true-keyed items and the remaining 18 items are false-keyed items.

Procedure

The Information schedule and Work Life Balance scale were administered on a sample of 180 teaching professionals of various colleges of Bengaluru city. The researcher explained the natures of questionnaires, clarified the doubts of the subjects and before administering the test confidentiality of the results was assured with the subjects, based on the scores of work life balance, sample were grouped into low work life balance group N=93 and high work life balance group N=87, further both the groups were administered with occupational stress index inventory. The collected data was tabulated and analyzed with the help of SPSS software using appropriate statistical techniques and hypotheses were verified.

The analysis of data has been presented under following tables:

Table 2: Shows the t Value on Occupational stress among teachers of high work life balance index and Low work life balance index along with mean scores.

Group	N	Mean	SD	t Value	df	P value
Low WLB	93	134.98	14.11			
High WLB	87	126.87	13.18	3.974	178	.000

Table 2 shows the mean of low work life balance teachers and high work life balance teachers on occupational stress along with Independent sample t test, accordingly the mean scores on occupational stress for teachers with low work life balance is 134.98 with the SD of 14.11, and the mean scores on occupational stress for teachers with high work life balance is 126.87 with the SD of 13.18. The obtained 't' value among low and high work life balance teachers is ($t= 3.974; P=.000$) found to be statistically significant indicating that there is significant differences between teachers with low and high work life balance on occupational stress. As per the mean scores teachers with high work life balance and low work life balance have demonstrated Low level of stress, however based on the mean scores we can infer that teachers with low work life balance have demonstrated little higher stress compared to teachers with high work life balance.

Figure 1 shows the Graphical representation of mean scores on Occupational Stress among teachers with low work life balance and high work life balance

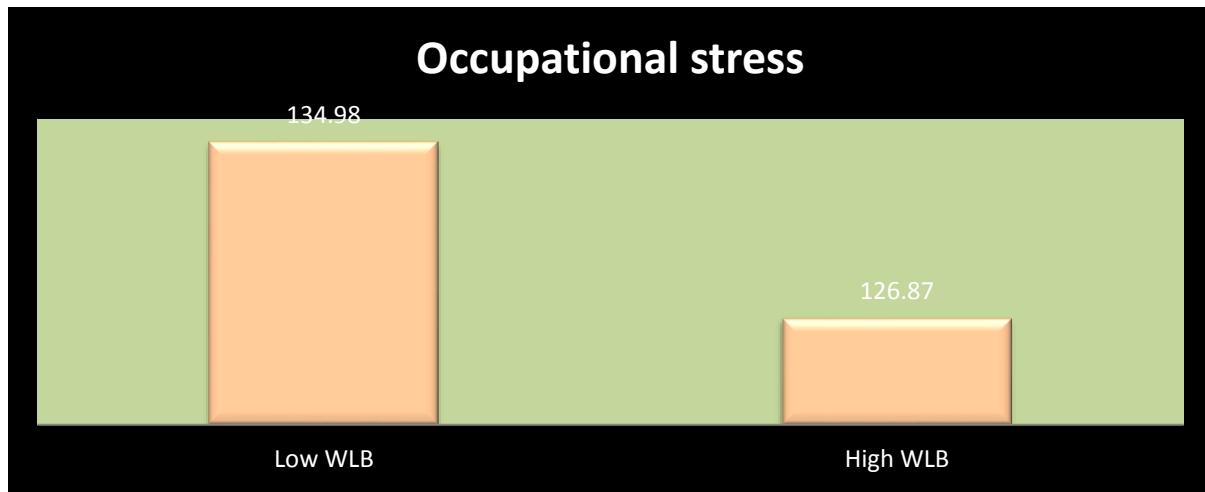


Figure 1 shows the Graphical representation of mean scores on Occupational stress among teachers of low work life balance and high work life balance. As per the mean scores teachers with high work life balance and low work life balance have demonstrated Low level of stress, however based on the mean scores we can infer that teachers with low work life balance have demonstrated little higher stress compared to teachers with high work life balance.

DISCUSSION

Major findings of the study

1. Significant difference in occupational stress among college teachers was observed.
2. Teachers with high work life balance index experienced little high stress compared to teachers with low work life balance index.

The present study aimed at studying the role of work life balance on occupational stress among the college teachers. From the above results it was evident that there is a significant mean difference in occupational stress index of college teachers. Teachers with low work life balance index experienced little high stress compared to teachers with high work life balance index, proving that work life balance has an impact on occupational stress, more the work life balance lesser the occupational stress and less the work life balance higher the occupational stress. The present study has been ascertained by other researchers, Asma Zaheer et al (2016) in their study on occupational stress and work life balance among the women teachers of Central Universities in Delhi, found out that there is a strong positive relationship between occupational stress and work life imbalance. It is also evident from the empirical research that family and social support and occupational stress are the key factors which predict the extent of an individual's commitment towards his work (Vashishtha and Mishra 2004) indicating how work life balance is directly connected with the job performance. Guest (2002) explains the probable reasons for increased interest towards work life balance such as the work pressure, intensification of work, increasing focus on quality of home and community life and the attitudes and values of people. The increased pressure is a biggest source of stress which is associated with many physical and psychological ailments, which in turn can also create the financial burden of an individual. In conclusion, through this paper we can infer that work life balance is a significant aspect in an individual lives and the employers should make every efforts to minimize the over burden in their institution through

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proper division of labour, implementation of varied programs which aims at alienate the occupational stress and provide healthy life style with balance at personal and professional life.

CONCLUSION

1. Through present study it is evident that work life balance has an impact on occupational stress of the college teachers.
2. With the help of current findings, it is concluded that there is a great need for various stress management strategies at institution which helps in minimizing the occupational stress.
3. Teachers should inculcate various strategies to maintain occupational stress such as yoga, meditation, physical exercises etc, as well need to learn the art of balancing both personal and professional life which improves their work life balance.

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Conflict of Interest

The author declared no conflict of interest.

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