

Role of work life balance on psychological wellbeing of the teaching professionals among Bangalore Institutions

Shalini Sathya Prasad^{1*}, Prof. Sreenivas M²

ABSTRACT

Organisation today emphasize balance as paramount interest affected by the personality aspects, family aspects, support scenario, organizational culture and the existence of policies and their usage at the organizational level. Work Life balance as an issue has been explored from both an organizational and individual perspective. The current study aims at understanding. Role of work life balance on psychological wellbeing of the teaching professionals. Both the group were again administered with Psychological wellbeing by Dr.Sudha Bhogle and Dr.Indira to measure their level of Psychological wellbeing and the role of work life balance on occupational stress. A sample of 180 teachers 90 male and 90 female from various colleges of Bengaluru were administered. Directional hypothesis was formulated and the obtained results were statistically analyzed using independent samples 't' tests. The obtained' scores on Psychological wellbeing 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 psychological wellbeing compared to teachers with low work life balance index.

Keywords: *Work Life Balance & Psychological Well-being*

Teaching profession is considered to be the noblest profession compared to any other profession. A teacher is considered to be the second parent, and parents are considered to be first teachers. A teacher's role is very important in moulding the student's personality. As Ever Garrison quotes "A Teachers is a compass that activates the magnets of curiosity, knowledge and wisdom in the pupils", which make us think how important a teaching profession is and how important a teacher is. For a teacher to give best in his/her career there must be well balanced family and professional life which is otherwise termed as work life balance. In today's situation work life balance is a mandate for every class of employee.

Work-life balance when achieved also impacts various elements of an individuals' working life and the quality of working life they achieve. The job and career satisfaction they have, the stress they face at work, the control they have over their work, their general well-being, the impact of working conditions and the home work interface. It is related to the belief about the extent

¹Research Scholar, Dept. of Psychology, Bangalore University, Bengaluru, India

²Chairperson, Dept. of Psychology, Bangalore University, Bengaluru, India

*[Responding Author](#)

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to which the organization cares about the employee wellbeing. This in turn determines both job and career satisfaction. Research indicates that intrusion of work demands into personal life (e.g. working during the week end) was related with reports of heightened stress and emotional exhaustion for employees and also, negatively affected their health wellbeing (Garcia-Bernal, Castel, Navarro and Torres, 2005).

Work-life Balance (WLB) is a current and critical issue that concerns individuals, organizations and the society at large. It is imperative for an individual to maintain his/her wellbeing and for the organization to ensure that their policies help the employees attain this balance. The WLB of an individual has an impact on the. Work-life balance is an important aspect of healthy work environment. Maintaining work-life balance helps reduce stress and helps prevent burnout in the workplace. According to Dr. Shobha Sunderesan (2014), work life balance is a term used to describe the balance between an individual's personal life and professional life. A healthy work-life balance assumes great significance for working population particularly in the current context in which, both the family and the workplace have posed several challenges (Shobha, Sundaesan, 2004).

The successful managing of work life issues permeate into the commitment and loyalty exhibited by the individual. The manner in which he/she relates to his/ her work colleagues and his/her opinion on the organization success. It is also a measure of the quality of life he/she achieves, the satisfaction he/she experiences with the job, career and life (Madhurima Das, 2016). Therefore, understanding the role of WLB and Psychological well-being among teachers is essential.

WLB among Teachers

Work-life balance of an individual rests upon the work sphere of an individual, in terms of the number of hours they work, the work overload they experience, the distance travelled to the work place and how they view their work experiences and knowledge. The performance pressures have increased and work hours are more demanding, especially for people at the management level. The expectations regarding time, energy and work commitment from individuals are on a rise (Burke, 2010) and it is increasingly seen that the individuals strive to take some control over their working time habits (Townsend et al, 2006).

Work life balance is a great need for a teacher to raise his/her productivity level as a teachers, stability and job satisfaction, which may motivate the teacher to be more committed to their institution. The concept work life balance has been studied widely in diverse professional sectors, including teaching professional (Lindquist, Misra & O'Meara, 2012; Quinn & Litzler, 2009). Positive work-life balance is commonly depicted among professionals as involving achievement, enjoyment, and satisfaction with the amount and quality of time spent on each commitment; living in congruence with personal values (Beeny et al., 2005; Jyothi & Jyothi, 2012).

Kuther (2003) in his study found that when an individual does not have good work life balance, diminished effectiveness and personal detriment can occur, in one if not all three areas of focus: career, family, and personal interest, which is also associated with high turnover rate (Strayhorn, 2009). Grube, Cedarholm, Jones, and Dunn (2005) in their study among graduate students and young professionals indicated that young people make personal sacrifices for career achievement which is long run leads to lead to professional burnout, subsequently contributing to the poor retention rates among entry-level professionals (Grube, S. A., Cedarholm, K., Jones, C., & Dunn, M., 2005).

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The concept of work from home is viewed to be more flexible and independent, but the same this is not applicable to teaching profession as the physical presence of a teacher is very much needed in classroom teaching. Unfortunately, these teachers are not free even at home as their profession requires them to work in their non-working hours also such as preparing for the class, correction of assignment and internal papers etc. This Home working could be stressful, if young children have to be managed (Valcour and Hunter 2005).

Psychological Well Being and WLB

Psychological well-being refers to positive mental health. Research has shown that psychological well-being is a diverse multidimensional concept which develops through a combination of emotional regulation, personality characteristics, identity, and life experience. Psychological well-being can increase with age, education, extraversion and consciousness and decreases with neuroticism. In terms of gender, studies have revealed that there is no significant difference in psychological well-being between men and women.

Psychological well-being has undergone extensive empirical review and theoretical evaluation. There is currently no single consensual conceptual understanding of psychological well-being. Bradburn's (1969) initial understanding of psychological well-being provided a depiction of the difference between positive and negative affect. Ryff (1989) described psychological wellbeing as a set of psychological features involved in positive human functioning that included several resilience-related aspects such as maturity, purpose in life and self-efficacy (Ryff.,1989).

A study by Laukka, et al (2017), assessed the uses of music in everyday life, frequency of listening, situations where music is encountered, emotional responses to music, and motives for listening. The different facets of psychological well-being and selected background variables (e.g., education level, activity level, health status, and Big-5 personality characteristics) were assessed. It was observed that listening to music is a common relaxing activity encountered in many everyday situations, and that listening to music is a frequent source of positive emotions for elderly adults. The participants reported using many type of listening strategies related to emotional functions (e.g., pleasure, mood regulation, and relaxation) and issues of identity, belonging, and agency. Health status and personality were the important predictors of well-being, but some listening strategies were also significantly associated with psychological well-being. The results gave important insights into elderly adults' uses of music in everyday life and give clues regarding possible relationships between musical activities and well-being.

Due to scientific advancement, there is an increased use of technology in work place such as portable computer, internet facilities, portable phones which has decreased the pressure of the employee to stay in the work place for long hours thus employees are finding or are allowed for a greater work-life balance (Friedman, Christensen, & DeGroot, 1998). But the same scenario does not hold good for a teacher or an individual who is in teaching profession. An Empirical Study on Work Life Balance Of An Employee With Special Reference To Telecom found that WLB and Psychological wellbeing are important to both employees and employers in terms of a deeper understanding of WLB and its effects on people's wellbeing, which consequently affects organizations' productivity and performance. Ultimately, it should be understood by the employee that imbalance in work and life is a natural phenomenon and it will vary during different periods of the professional life (Kumari, S. V., 2017).

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Need for the Study

Work life balance has become a great challenge for those who are in teaching profession, the reason for the same is teachers work load demands their attention even at home such as preparation for class maintaining student records and attending to various institution related functional requirements etc, they generally spend extra hours to be more effective and more productive in their profession to face the challenges that they come across. Apart from this, teachers not only engross them self in teaching but also gives priority for the holistic development of a student by focusing on soft skills and life skills so that they not only produce good professionals but also develop good citizens, at the same time she/he needs to focus on their family also which might create work life imbalance. Thus work life balance needs to consider as it is associated with a person's quality of life, psychological wellbeing, of an individual.

Objective

- To analyse the role of work life balance on psychological well-being of the teaching professionals

Hypotheses

- H₁- Work life balance has an impact on psychological wellbeing of teachers.

Tools

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 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. This scale consists of six dimensions namely "social needs, personal needs, time management, team work, compensation & benefits and work" and there are six items in every dimension. The reliability of the scale is obtained by finding the internal consistency of the scale, the correlation efficiency for the sub areas of the scale are .63 for personal needs, .72 for social needs, .69 for time management, .77 for team work, .71 for compensation and .79 for work itself.

Psychological wellbeing PWB (1995) – the test developed by Dr. Sudha Bhogle and Dr. Indira Jai Prakash. The test consists of 28 items, the respondents are asked to mark their response either with 'yes or no' options. The reliability of the scale is achieved through Alpha co-efficient method, split half method and test- retest method. Alpha Co-efficient for full scale is 0.84, split half co-efficient is 0.91 and test-retest coefficient is 0.72. The correlation Co-efficient of the scale with subjective well-being is 0.62 and with general wellbeing questionnaire is 0.48.

The information schedule helped the researcher to gather the details pertaining to their age, gender, organization where they work, type of organization, year of experience, length of service, socio-economic status, marital status, number of dependents etc along with the information schedule they were also administered with Work-Life Balance Scale and Psychological Wellbeing Scale.

Sample Description

Sample selected for the current research consisted of college teachers aged between 30 to 60 years of age from various colleges of Bengaluru city. For the purpose of better

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understanding of work life balance of teachers belonging to various sectors, 60 Government teachers, 60 Aided teachers and 60 private college teachers were selected, as shown in the table 1 below.

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

Government College Teachers		Aided College Teachers		Unaided / Private College Teachers		Total		Grand Total
Men	Women	Men	Women	Men	Women	Men	Women	
30	30	30	30	30	30	90	90	180

METHODOLOGY

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.

Table 2: 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

To analyse objective the scores on work life balance the teachers were divided into two groups namely teachers with high work life balance index and teachers with low work life balance index (as shown in above table 1). The mean scores on psychological wellbeing of both the group was subjected to independent sample t test

Table 3: Shows the t Value on Psychological wellbeing 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	18.92	5.14			
High WLB	87	22.28	5.35	-4.483	178	.000

Table 4.24 shows the mean of low work life balance teachers and high work life balance teachers on Psychological wellbeing along with Independent sample t test, accordingly the mean scores on Psychological wellbeing for teachers with low work life balance is 18.92 with the SD of 5.14, and the mean scores on Psychological wellbeing for teachers with high work life balance is 22.28 with the SD of 5.35. The obtained' value among low and high work life balance teachers is (t= -4.483; P=.000) found to be statistically significant indicating that there is significant differences between teachers with low and high work life balance on Psychological wellbeing, teachers with high work life balance have demonstrated high level of Psychological wellbeing compared to teachers with low work life balance who have indicated moderate level of psychological wellbeing.

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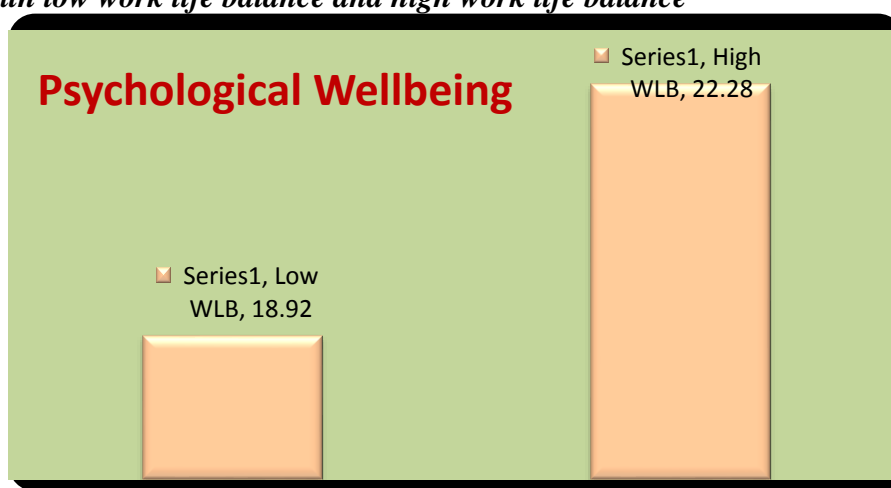
Major findings of the study

Teachers with high work life balance index experienced little high Psychological Wellbeing compared to teachers with low work life balance index.

DISCUSSION

The above results are supported by previous researchers. Luce and Murray, (1998) found that new requirements at jobs have brought an increased workload. Professional lives characterised by more and more challenges, frequently changing assignment, work and time schedules, job insecurity and frequent relocations are some of the factors which cause work life strain. Most of the faculty new to the campus report that they feel isolated, and they are often besieged due to unclear expectations and heavy workloads (Luce and Murray, 1998).

Figure 1 - Graphical representation of mean scores on Psychological Wellbeing among teachers with low work life balance and high work life balance



Above figure 1 shows the Graphical representation of mean scores on Psychological Wellbeing among teachers of low work life balance and high work life balance. As per the mean scores teachers with high work life balance have indicated high level psychological wellbeing and low work life balance have demonstrated moderate level of psychological wellbeing. In this exploratory study comparing the quality of working life (QWL) for professors working in public universities in an emerging country like Brazil with the one of professors working in a developed country like Canada. The results showed that in general, professors feel they have a good quality of working life. Brazilian professors find more meaningfulness at work, they are more affectively committed with their own institutions, and they have higher work-life balance than Canadians. On the other hand, they present less continuance commitment and less work-related stress than Canadian colleagues (Boas, A. A. V., & Morin, E. M., 2013).

Adding to this a study which explored the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers revealed that teachers rated their level of Quality of School Work Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables. Further, stepwise linear regression revealed that their Quality of School Work Life rating described teachers' Psychological Well-being. The findings are compared with previous research, and finally, the limitations of the study are discussed with recommendations for future research (Ilgan, A., Ozu-Cengiz, O., Ata, A., & Akram, M., 2015).

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Discussions about teacher wellbeing are often dominated by ideas related to negative mental health such as stress or burnout. This is also often the case with the academic research into teacher wellbeing, which tends to focus on the negatives such as stress, burnout, and attrition. However, it is important to think about and promote teacher wellbeing in a far more holistic way in order to achieve better outcomes for students and teachers. Susi & Jawaharran (2011) in their article titled “Work-Life Balance: The key driver of employee engagement” narrated that the workplace culture comprises the employee's attitudes, belief systems, value systems, work ethics, behavior which characterize the functioning of a group or organizations. Workplace culture includes the beliefs, attitudes, practices, norms and customs that characterize a workplace (Susi & Jawaharran, 2011).

Further, Educational Institutions can support teacher wellbeing by considering how the organisational climate, social interactions, and teachers' individual actions all contribute to overall teacher wellbeing. The approach that educational institutions should take initiatives to promote teacher wellbeing will differ between colleges, and different teachers within colleges will have different needs when it comes to improving wellbeing. A multiple stake holder's wide discussion about what wellbeing means to people, and how to promote it, can be a useful starting point for developing an effective educational strategy to enhance teacher wellbeing as well WLB.

CONCLUSION

Through present study it is evident that work life balance has an impact on Psychological wellbeing of the college teachers.

With the help of current findings, it is concluded that there is a great need for various Work life management strategies at institution which helps in minimizing the impact of less psychological wellbeing.

Teachers should inculcate various alternative activities 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 and improve psychological well-being.

Understanding the role of WLB and Psychological wellbeing among teachers working higher education institution is very essential, especially with technology driven digital classrooms, new forms of pedagogy, digital assets to manage the classroom content are key towards teaching efficiency under this changing learning paradigm, teachers WLB & Psychological well-being plays a critical role to manage the unexpected.

Future Scope for the study

The findings of this study have future research potential. This study has attempted to explore Psychological well-being across Low WLB and High WLB index. The questionnaire can be used to compare organizations across sectors like IT, Manufacturing, Retail etc. The public organizations in the study are defence organizations. The questionnaire can be used to study other public organizations also. A comparative analysis of women respondents from the three sectors-Public, Private and Entrepreneurial can be carried out. This study was geographically limited to Bengaluru, to ensure convenience of data collection. The study can be extended and a city wise comparison is possible. Spouses of employees can also be incorporated into the sample group to better understand the role of family life towards WLB and Psychological well-being of an individual.

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Conflict of Interest

The author declared no conflict of interest.

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