

**ROLE OF WORK LIFE BALANCE AND ITS IMPACT ON
WELLBEING AMONG COLLEGE TEACHER**



DISSERTATION

(COURSE CODE: P-503)

Submitted

in partial fulfilment of the requirements for the award of the Degree of

B.A. (Honours) in Psychology

Supervisor Investigator

Dr. Taniya Raina

Assistant Professor

Investigator

Arya sharma

Roll No. 2108016

Sem. VI

MIER College of Education (Autonomous)

Jammu-180001

CERTIFICATE

This is to certify that Mr.-Arya Sharma student of B.A. Honours Psychology Semester V, Session 2021-2024, bearing Roll No 2108016 has worked under supervision of Dr.Taniya Raina on Project entitled “A Study of role of work life balance and its impact on wellbeing among college teacher”. His mini project is fit for submission, in partial fulfilment of their requirements for the award of the Degree in B.A. Honours psychology.

Date:

SUPERVISOR:

ACKNOWLEDGEMENT

I have had so many rich experiences and opportunities that I personally believe will forever shape and influence my professional life while fostering personal growth and development. It would not have been possible to successfully complete my project work without the contribution and collaboration of some important personalities. First and foremost, praises and thanks to The God, The Almighty, for his showers of blessings throughout my research work to complete the research successfully. I would like to thanks to the MIER college of education, Head School of social science for his unprecedented help and scholarly skills that he imbibed in me and whose guidance was a remarkable force that enabled me to successfully complete the mini project. Special thanks and appreciation to my supervisor Dr Taniya Raina to whom I am grateful for her ongoing mentorship and never- ending supply of fascinating tasks. Her guidance and advice carried me through all the stages of writing my project. I fully acknowledge her enormous contribution in this work. And, last but not the least, to my beloved and incredible family, for being my constant source of strength. Your encouragement and believe in me have helped me overcome challenges and achieve success.

LIST OF CONTENT	9
CHAPTER-I.....	
INTRODUCTION.....	9
COLLEGE TEACHER.....	9
WORK LIFE BALANCE.....	9
PSYCHOLOGICAL WELLBEING.....	11
PSYCHOLOGICAL WELL-BEING AND WORK-LIFE BALANCE.....	12
WORK LIFE BALANCE AMONG COLLEGE TEACHER.....	13
WELL-BEING AMONG PROFESSORS.....	13
SIGNIFICANCE OF THE STUDY.....	14
STATEMENT OF THE PROBLEM.....	14
OPERATIONAL DEFINITION.....	14
OBJECTIVES OF THE STUDY.....	14
HYPOTHESIS OF THE STUDY.....	15
DELIMITATION OF THE STUDY.....	15
CHAPTER-II.....	1
REVIEW OF LITERATURE.....	6
INTRODUCTION.....	16
WORK LIFE BALANCE AND WELL BEING.....	16
WORK LIFE BALANCE AMONG COLLEGE TEACHER.....	20
WELL BEING AMONG COLLEGE TEACHER.....	26
WORK LIFE BALANCE AND WELL BEING AMONG COLLEGE TEACHER.....	31
CHAPTER-III.....	3
RESEARCH METHODOLOGY.....	4
INTRODUCTION.....	34
DESIGN OF THE STUDY.....	34
METHOD.....	34
POPULATION AND SAMPLE OF THE STUDY...	34

.....	
POPULATION.....	34
SAMPLE.....	34
SAMPLING TECHNIQUE.....	35
VARIABLE OF THE STUDY.....	35
RESEARCH TOOLS USED AND ITS DESCRIPTION.....	36
STATISTICAL TECHNIQUE EMPLOYED.....	37
CHAPTER IV.....	38
DATA ANALYSIS & INTERPRETATION.....	38
CHAPTER V.....	43
SUMMARYCONCLUSIONS AND RECOMMENDATIONS.....	43
SUMMARY.....	43
.	
INTRODUCTION.....	43
.	
KEY FINDINGS.....	43
INTERPRETATION OF FINDINGS.....	43
CONCLUSION.....	43
.....	
RECOMMENDATIONS.....	44
.....	
REFERENCES.....	4
	6
APPENDIX.....	6
	0

List of Figures

Figure No.	Title Of Figures	Page No.
Figure 1	Sociodemographic Details	40
Figure 2	Sociodemographic Details	40
Figure 3	Scatter plot	41

List of Appendices

Appendix I	PWBS-SDCP	60-63
Appendix II	WLB	64

List of Tables

Table No.	Title of table	Page No.
Table 1	Distribution of sample of College teacher	35
Table 2	Demographic profile of the respondents	39
Table 3	Correlation Analysis	40
Table4	Mean, S.D& Results of independent t-test	41

CHAPTER-I

INRODUCTION

COLLEGE TEACHER

Teaching profession is the most challenging and rewarding career one can pursue. The work of teachers is not only to educate learners but they are also obliged to create lesson plans, assign homework, grade student work and provide feedback, attending parent-teacher meetings, and accomplish other school forms and reports, among other things. Thereupon, they sacrifice their own personal desires in order to serve. Global data supports that teachers tend to work beyond the official working hours, more than any other professionals in the world (Ancho et al., 2019) Additionally, over the past 20 years, teaching has grown to be a more difficult profession due to an increase in paperwork, bureaucracy, and disruptive classrooms (Jomuad et al., 2021).

The high workload was not attributed to the teaching itself, but rather to the constant emergence of new requirements that were added without displacing existing work duties (Arvidsson et al., 2019).

A teacher's profession is very difficult and challenging. It is an exhausting job. The working hours are long and full of stress of various types such as overcrowded classrooms, indecent behaviour of students and insistence by parents which expand the role of a teacher (Cinnamon, Rich & Westman, 2007).

WORK LIFE BALANCE

According to Clark (2000), Work Life Balance is the satisfaction and good functioning of an employee at work and at home with minimum of role conflict. It is a satisfactory level of fit between the multiple roles in a person's life.

In recent years the perception of work-life balance has turned out to be popular for maintaining a balance between working time and leisure time as a result it has been getting much prominence throughout the world. Job seekers are making their service decision that how well their workplace can sustain a balance between their personal lives and job (Tanvi and Fatima 2012) They have opined that workforce who can sustain equilibrium among personal as well as professional life, can achieve higher level of job-satisfaction and also contributes more to the accomplishments of their institution. (Varatharaj and Vasantha S

2012). According to various work life balance surveys, more than 60% of the participants said that they are not able to find equilibrium among their private and professional lives. They have to make tough choices even when their job and private life are not balanced. (Ms. T. Subha, 2013)

Striking a sense of balance among individual's work and personal life is a dilemma. So, the basis for carrying out this study is that today's workforce are not much concerned about their fundamental rights as well as their work-life balance and are therefore more engaged in their professional life activities as compared to personal ones due to the increasing rate of inflation and unemployment. (Roberta Maeran et.al, 2013)

The literature on Work-Life Balance (WLB), refers work predominantly to the formal paid employment in the organizational setting and personal life as the non-work domain including family, education, travel, fitness, health, and the like (Benito-Osorio et al., 2014; Kalliath & Brough, 2008). The demographic, cultural, and economic changes such as declining birth rate, aging population, rising literacy rate, the quest for financial independence, the standard of living, the transformation of family structures, growing urbanization, technological advances, practices of human capital management, and demand for flexibility in time and space for work, have influenced the evolution of the concept of WLB (Benito-Osorio et al., 2014; Kar et al., 2019)

WLB is often referred to as a dynamic phenomenon and is a continuum in which the individual oscillates between the two extremes of work and life, at a particular point in time (Leslie et al., 2019).

Khan, Wolfe, Quinn, Snoek and Rosenthal (1964) defined Work Life Balance as —" form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work role being made more difficult by virtue of participation in the family role and vice-versa."

Marks and Mac Dermid (1996) defined role balance as —" The tendency to become fully engaged in the performance of every role in one 's total role system, to approach every typical role and role partner with an attitude of attentiveness and care. Put differently, it is the practice of that even handed alertness known sometimes as mindfulness."

Clark (2000) defines work family balance as satisfaction and good functioning at work and at home, with a minimum of role conflict.

The ability to balance both work and personal activities helps employees improve the quality of their well-being (De Cieri et al., 2002). Consequently, work-life balance initiatives must be designed strategically as well as accepted and respected within the organizational culture to adequately benefit employees and the organizations for which they work. To achieve such a health balance, employees must have the autonomy to fully enjoy life both inside and outside the workplace (Moore, 2007). Many empirical studies report an increase in employee's productivity and motivation within organizational settings in which work-life balance initiatives are strategically implemented (Lazar et al., 2010). Similarly, the implementation of work-life balance programs has a strategic stance of addressing employee retention as a means of reducing costs and the burdens associated with recruitment and absenteeism.

Similarly, initiating work-life balance programs has been supported as a means through which organizations improve labor recruitment, the level of performance and commitment of their employees, and their level of engagement (Hyman and Summers, 2007). A healthier work-life balance is associated with higher psychological well-being. Although the literature conveys the benefits of work-life balance for both employees and employers, quantifying such benefits remains challenging because of the qualitative nature of most of the work-life balance initiatives. Therefore, reliable measurements must be identified to help quantify the level of contribution, either directly or indirectly, of work-life balance to organizational outcomes to an evidence-based support in favor of such statements (Eby et al., 2005).

PSYCHOLOGICAL WELLBEING

When looking at defining well-being, it can be divided into different types of well-being, subjective well-being and psychological well-being. Even though they both approach well-being they address different features of what it means to be well. Subjective wellbeing looks at global evaluations of affect and the quality of life or more specifically, it can be seen as a three-dimensional construct consisting of the presence of positive, the absence of negative affect, and life satisfaction (Diener, 1984; Lucas, Diener, & Suh, 1996). Where subjective well-being looks more on pleasure, pain avoidance, and overall satisfaction, psychological well-being is based on a broader approach including identity, meaning, and relatedness (Ryff & Singer, 1996).

According to Self-determination theory (SDT), vitality and effective functioning are two innate tendencies for which people generally aim once their basic psychological needs are met (Deci and Ryan, 2008). Basic needs are defined as “innate psychological nutriment that

are essential for ongoing psychological growth, integrity, and well-being” (Deci and Ryan, 2000, p. 229)

According to Klainin-Yobas et al. (2016), psychological well-being (PWB) is an important factor that can improve health and increase life expectancy. Hedonism and eudaimonia are two types of PWB constructs constantly conveying the situation of the workplace environment (Joshnloo, 2018). Based on psychological well-being at the workplace, hedonism situates the extent to which employees can expand positive effects and decrease negative consequences, whereas eudaimonia situates the extent to which employees can become healthier and more joyful and prosperous in a particular work environment (Rahmani et al., 2018). As Horvath (2018) mentions, high-level construals have a higher impact on the long-term well-being of the individual. As posited by Self-Determination Theory, social environment plays an important role in satisfying basic psychological needs. Supportive social contexts may enhance the level of satisfaction of basic psychological needs with the consequential outcomes of optimal functioning and well-being, whereas a coercive social context hinders the satisfaction of these needs, leading to malfunctioning and ill-being (Ryan and Deci, 2000). Consistently, Trépanier et al. (2013) investigated how exposure to workplace bullying predicts psychological health at work. The authors found that mistreatment negatively predicts the level of work engagement, thereby leaving employees’ psychological needs for autonomy as well as for competence and relatedness unsatisfied.

PSYCHOLOGICAL WELL-BEING AND WORK-LIFE BALANCE

As mentioned earlier, similarly with well-being being divided into subjective and psychological well-being, it can be viewed as two different aspects of life, work and personal life well-being. When looking at work life interfering with personal life and personal life interfering with work life it is indicated that work life is more prone to interfere with personal life rather than the opposite (Frone et al. 1995). It is important to note that it is not only people with families that have this implication but rather all people, including them with no significant other or children, experience conflict between their personal and work life (Galinsky et al. 1996). In addition to the work life balance, it can be acknowledged that any job demands, or job resources for that matter, may affect employees’ health where it is measured in exhaustion, burnout, psychological health, depression and general health (Demerouti et al., 2001). Previous studies analyzing the relationship between overtime hours and the well-being has indicated that there was either a negative effect or no association between the constructs measured (Van der Hulst, 2003). Adding to this, another study found

that working just 45 hours a week or more has a negative effect on the health (Ettner and Grzywacz, 2001). Factors that contribute to an effect on the health of an employee are the negative organizational climate that compels the employee to work more hours than contracted, take work home and to prioritize their job over their families (Major et al. 2002). Multiple studies have found that organizational pressures are often manifested through qualitative and quantitative work demands (Kinnunen et al., 2006; Skinner and Pocock, 2008). Work demands, such as workload where too much work in a short period of time for one employee is given have a high level of relatedness to work and personal life conflict, meaning it has a high effect on the person's well-being.

WORK LIFE BALANCE AMONG COLLEGE TEACHER

WLB was perceived to be better in the education sector but is not true (Kumari & Devi, 2013). The higher education sector is under greater scrutiny now than ever before (Schubert- Irastorza & Fabry, 2017), and the faculty of Higher Education Institutions (HEI), experience considerable pressure at work (Harrington & Ladge, 2009; Slišković & Maslić Seršić, 2011). Global competition, open market, technological advancement, and privatization of higher education have made the higher education environment diverse and complex (Shrivastava & Shukla, 2017). Moreover, teaching is a time-consuming activity and involves a lot of timely paperwork, which drains the teacher's time (Bhatnagar, 2018). Planning and delivery of courses, lessons, assessments, and student guidance, in itself, demands a considerable amount of faculty's time (Alboliteeh, 2019; Chandra & Varghese, 2019; Muben & Karim, 2018). On one side, the knowledge is too much (Shrivastava & Shukla, 2017) and is available on fingertips, but on the other side, knowledge is replaced too fast. Further, student enrollment to higher education programs is increasing, and so is the academic workload of the faculty, which adds to work stress (Chandra & Varghese, 2019).

WELL-BEING AMONG PROFESSORS

The wellbeing of teachers has recently been recognized as a fundamental aspect of the education sector (Galton & MacBeath, 2008; Morgan et al., 2010; Newton, 2014, Turner, 2016). Wellbeing of teachers is significant to ensure that their teaching skills remain effective and of high quality. Wellbeing is an outcome of various determinants. Understanding the determinants of wellbeing at work presents a valuable opportunity to benefit society by helping teachers to feel content, competent, and satisfied in prescribed roles. Therefore, given

this reciprocated profit, there has been an increasing interest in looking for the protective factors that promote the wellbeing of teachers in occupational settings (Biron & Karanika-Murray, 2013; Shropshire & Kadlec, 2015). Although there are a lot of studies ascertaining the employee's wellbeing (Fouche, 2015; Yildirim, 2014), research is scarce on the determinants of the wellbeing of teachers in higher education institutions. Hence, a need is felt to thoroughly investigate the factors responsible for improving the wellbeing of teachers.

SIGNIFICANCE OF THE STUDY

Maintaining a healthy work-life balance is crucial for college teachers as it significantly impacts their overall well-being. Striking the right balance between professional responsibilities and personal life helps prevent burnout and stress, contributing to improved mental health. A balanced approach allows teachers to recharge, fostering greater job satisfaction and motivation. This, in turn, positively influences their effectiveness in the classroom and enhances the quality of education for students. Establishing a work-life balance is key for sustaining a fulfilling career and personal life for college teachers.

STATEMENT OF THE PROBLEM

A study on role of work life balance and its impact on wellbeing among college teacher

OPERATIONAL DEFINITION

Work life balance: Work-life Balance (WLB) is concerned with the maintenance of equilibrium between professional life and personal life of an employee. Work-life balance is the intent of workforce to achieve a balance between workplace responsibilities and personal commitments.

Psychological Wellbeing: Psychological well-being in the context of orphan's means being psychologically healthy, free from anxiety, distress

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To examine the association between Work life balance and Psychological wellbeing among college teacher.

2. To examine the difference between Work life balance among male & female college teacher.
3. To examine the difference between Psychological wellbeing among male & female college teacher.

HYPOTHESES OF THE STUDY

1. There will be no association between work life balance and wellbeing among college teacher.
2. There will be no difference between work life balance among male & female college teacher.
3. There will be no difference between psychological wellbeing among male & female college teacher.

DELIMITATION OF THE STUDY

- The study has been delimited to 110 college teachers from Jammu district
- The study is quantitative in nature

CHAPTER-II

REVIEW OF LITERATURE

INRODUCTION

A literature review is an overview of the previously published works on a topic. The term can refer to a full scholarly paper or a section of a scholarly work such as a book, or an article. Either way, a literature review is supposed to provide the researcher/author and the audiences with a general image of the existing knowledge on the topic under question. A good literature review can ensure that a proper research question has been asked and a proper theoretical framework and/or research methodology have been chosen. To be precise, a literature review serves to situate the current study within the body of the relevant literature and to provide context for the reader. In such case, the review usually precedes the methodology and results sections of the work.

WORK LIFE BALANCE AND WELL BEING

Yusuf, J. E. W., Saitgalina, M., & Chapman, D. W. (2022) did an exploratory study with the purpose to examine issues related to work-life balance and well-being of a diverse population of graduate students, including master's and doctoral students, full -time and part-time graduate students, on-campus and on-line students, and from multiple disciplines. Using data from graduate students at a large, public university on the mid- Atlantic coast, our results provide a broad picture of work-life balance, three components of well-being – quality of life, physical health, and mental health – and factors such as program climate, sense of well-being, stressors, and sources of support. We discuss how social cognitive, structuration, and border theories can be applied to study and address issues of work-life balance and well-being in more depth.

Hoffmann-Burdzińska, K., & Rutkowska, M. (2015) conducted a review study with the aim to identify the features that are common for work-life balance and well-being. The method used for the aim of the article is a critical literature review including foreign articles and polish literature from the last 10 years. Findings are showing that work-life balance and well- being are strongly connected and has many common areas which can be researched. Conclusions are devoted to indicate directions of further research in the area.

Hoffmann-Burdzińska, K., & Rutkowska, M. (2015). The purpose of the paper is identifying features that are common for work-life balance and well-being. The paper considers both described concepts in the context of positive organizational scholarship (POS), which is focused specifically on the study of positive outcomes, processes, and attributes of organizations and their members (Cameron and Spreitzer, 2011). There is also an author's tool described (Work-Life Balance Barometer®). This example of a research tool was analysed in terms of finding common measures for both phenomena. Findings are showing that work-life balance and well-being are strongly connected and has many common areas which can be researched. Conclusions are devoted to indicate directions of further research in the area. The idea of the barometer is conducting longitudinal research. The first edition of the Work-Life Balance Barometer® ended on 31th of December 2015.

Lunau, T., et.al. (2014). The aims of this study are to determine the association between a poor work-life balance and poor health across a variety of European countries and to explore the variation of work-life balance between European countries. Methods: Data from the 2010 European Working Conditions Survey were used with 24,096 employees in 27 European countries. Work-life balance is measured with a question on the fit between working hours and family or social commitments. Results: Employees reporting a poor work-life balance reported more health problems (Poor well-being: OR = 2.06, 95% CI = 1.83–2.31; Poor self-rated health: OR = 2.00, 95% CI = 1.84–2.17). The associations were very similar for men and women. The best overall work-life balance is reported by Scandinavian men and women. Conclusion: This study provides some evidence on the public health impact of a poor work-life balance and that working time regulations and welfare state characteristics can influence the work-life balance of employees.

Felstead, A., & Henseke, G. (2017) The idea that more and more work is becoming location independent and that this is a "win-win" situation for businesses and employees is examined critically in this article. According to an analysis of official labour market data, compositional factors such as the shift towards the knowledge economy, the rise in flexible employment, and organizational responses to the changing demographic composition of the employed labor force can only account for one-third of the increase in remote working. This paper also demonstrates that although working remotely is linked to increased job satisfaction, organizational commitment, and well-being, these advantages come at the expense of increased workload and a harder time switching jobs.

Kelly, M., et,al (2020) To examined the prevalence and sources of stress and burnout, as well as identify resources to promote work-life balance and well-being and prevent burnout. This study used a cross-sectional survey deployed online to a large national sample of pathology residents and fellows. The result showed that majority of respondents who rated their work-life balance indicated that it was poor or fair.

Kashyap, et,al. (2016)The purpose of this paper is to comprehensively study the developing concept of employee well-being, their satisfaction and the balance between work and life of employee.. The paper reviews the concept of work life balance in both Indian and global context and analyses the practices of Indian Corporate related to work life balance. The researchers have tried to understand and explain the concept of employee wellbeing and its relationship with their job satisfaction and work life balance which enables the corporate to derive benefits related with higher retention and productivity ratios. The key findings highlight that employees are an asset to an organization and the organizations which help their employees to achieve greater work life balance have more satisfied employees. This is a fairly original paper which discusses concept and practices related with work life balance.

Fouché, C., & Martindale, K. (2013) Drawing on the debates of ‘work—life balance’ (WLB), subjective well-being (SWB) and life satisfaction (LS), this article seeks to reflect on the issue of social work practitioner well-being in the social work education curriculum. The authors argue that, to enable the elusive ‘work—life balance’ for social work practitioners, we need conversations about the life domains that define balance for each individual. We propose that awareness of, and dialogue about, core domains of life satisfaction during training will also eventually enable more effective management of stress and burnout and quality of service delivery in practice, as well as provide a framework for professional development and career progression of practitioners.

Hasan, Z. U., et al (2020). The aim of this study is to investigate the association among work-life balance, intrinsic motivation, subjective well-being and job satisfaction among the healthcare professionals of Pakistan. Utilizing a sample of 301 Health Care Professionals, the authors tested the proposed relationships. Findings were constant with the hypothesized theoretical scheme, and mediated association between work-life balance and subjective well-being through job satisfaction was stronger when intrinsic motivation was low rather than high. Based on the findings, we suggest that the association between work-life balance and subjective well-being in Health Care Professionals is more complicated than was previously believed—thus yielding a pattern of moderated mediation.

Sathish Kumar, et.al(2016). To balance between the family responsibilities and work responsibilities has become a challenge for the people in all professions. Work Life Balance is a very wide subject which talks about both career development on one side and the family caring on the other side, it is important to know how the people balance their professional demands and family demands. This research article aims to identify the level of work life balance among engineering college teaches and to identify the various practices adopted by the institutions to enable teachers to balance between professional life and personal life. This study found that most of the teachers were working with a sense of missing life and the institutions have not taken any steps to overcome them.

Kurtulus, E., et al. (2023) Objective: This research was conducted to determine the relationships between psychological well-being, social support, and work-life balance and the mediating effect of psychological well-being on the relationship between social support and work-life balance. Methods: Data were collected from a convenience sample of 277 participants. Data analysis was done with regression and the Pearson correlation coefficient. Regression-based mediation analysis developed by Hayes (2013) was used to examine the mediation effect of psychological wellbeing. Results: Work-life balance is negatively related to social support ($r=-0.51$) and, positively related to psychological well-being ($r=0.50$). As a result of the mediation analysis based on regression to determine the mediating effects, it was concluded that psychological well-being had a mediating effect on the relationship between social support and work-life balance. The bootstrapp (10000) method was used to determine whether the mediation analysis was significant. Conclusions: These findings suggest that the inverse relationship between social support and work-life balance is at least partly explained by the level of psychological well-being.

Kim, D. J. (2022). In this paper, I review the research on workplace stress and provide suggestions for achieving a good work-life balance based on mindfulness practices, chosen from the experience and added stress of school principals in coping with the unprecedented COVID-19 situation. Methods: I draw upon various sources of information, scientific literature, including more than 130 research journals, empirical studies, and field-based published data to inform the results and conclusion. Results: Various mindfulness- based practices, which can be done anywhere and in diverse settings, can be valuable options in managing the need for school leaders to achieve emotional and physical equilibrium, an equilibrium to improve their well-being and work-life balance and help to reduce their stress level.

WORK LIFE BALANCE AMONG COLLEGE TEACHER

Muthulakshmi, C. (2018). The study was conducted among the teaching professionals of arts and science colleges in Tuticorin District. This study is an attempt to explore the tough challenges faced by the respondents in maintaining a balance between their personal and professional life. The study is based on primary data. A sample of 200 respondents was selected by random sampling method. This study intends to measure the attitude of managing work life balance by the respondents. In order to address the working women about their work life balance issues, impact of work life balance, outcome and way of managing the work life balance related aspects through the relevant statistical tools like Chi-Square test, ANOVA, Correlation, Garrett Ranking Technique and factor analysis.

Petare, P. (2013). The paper takes an in-depth look at work life balance considering in view of balance in work and family life is an emerging challenge for both employees and employers. This paper analyzes the causes of work and life imbalance with respect to female teachers. A total of 50 teacher's responses from various colleges and institutes in Kolhapur are included in the study. Statistical analysis reveals that the main cause of imbalance of work life balance is Heavy work & extent working hours followed by Inabilities to priorities and manages time and Flexi - time, reduced working hours & other facilities at working place leads to achieve work life balance.

Fatima, N., & Sahibzada, S. A. (2012) conducted a review study with the aim to identify the Balance in work and family life is an emerging challenge for both employees and employers. This paper analyses the determinants of work and life imbalance with respect to male and female university teachers. A total of 146 teacher's responses from both private and public sector universities are included in the study. Statistical analysis reveals that partner support, colleague support and job resources are positively associated with the work life balance. Independent sample t-test is used to analyse the effect of independent variables on work life balance with respect to male and female university teachers.

Nayeem, M. A., & Tripathy, M. R. (2012). The evolving patterns of work and personal aspects of life offer greater challenges to the modern workforce. This paper examines the relationship of Job satisfaction with Work-Life Balance (WLB), turnover intentions and burnout levels of teachers. The paper provides empirical evidence to prove the relationship and ascertains the predictors of Job satisfaction among the technical teachers. One of the key findings of this paper is

that WLB is a major contributor toward Job satisfaction and male teachers feel more burnout compared to female teachers.

Fotiadis, et al, (2019). The main objective of this current research is to investigate the impact of “work balance” on “psychological well-being” using employees within the hospitality industry in United Arab Emirates as statistical units. To meet the objective of this research, we developed a structural equation model to examine how psychological autonomy, psychological competence, and psychological relatedness affect psychological well-being and work-life balance, as well as the effect of work-life balance on psychological well-being. We also examine the mediating effect of work-life balance in these relationships. The results of this study show that psychological autonomy affect positively both psychological well-being and work-life balance, whereas psychological competence only affect psychological well-being positive.

Saeed, K., & Farooqi, Y. A. (2014). Abstract— The main purpose behind conducting the study is to investigate the relationship between work life balance, job stress and job satisfaction among university teachers. The study has been undertaken among teachers of university with reference to city of Gujrat. A sample comprises of 171 teachers has been chosen from Hafiz Hayat Campus of University of Gujrat. Random Sampling method has been used as sampling technique for the study. Questionnaire is the tool used for collecting data for the research. Data has been analyzed through Statistical Package for Social Sciences (SPSS). The findings of the study indicate that there is insignificant relationship between job stress and job satisfaction which prove H10 hypothesis whereas work life balance share a moderate positive relationship with job satisfaction which are in accordance to hypothesis H2A. Results of the study is helpful for educational institutions as well as teachers to get better understating about relationship exist between job stress, work life balance and job satisfaction thus contributing toward their performance improvement.

Sorensen, T. J., & McKim, A. J. (2014). The purpose of this study was to describe Oregon agriculture teachers' job satisfaction, professional commitment, and perceived ability to balance work and life roles. Additionally, this study sought to describe the relationship between perceived ability to balance work and life roles, job satisfaction, and professional commitment. Sex, marital status, parental status, and career stage had only small to negligible effects on job satisfaction, professional commitment, and work-life balance. Statistically

significant positive correlations were found between job satisfaction, professional commitment, and work-life balance. Implications and recommendations are discussed.

Franco, L. S., et.al,(2021). The purpose of this paper is to analyze the work-life balance in Higher Education and the impact on the well-being of teachers. Based on a systematic review of 53 articles retrieved from the ScienceDirect, Scopus and Web of Science from 2005 to 2020, this article has a rigorous systematic review methodology using the Mendeley and EndNote software tools. The VOSviewer and Microsoft Excel software tools were also used in the following techniques: citation analysis and co-occurrence of terms/words. In addition, main topics discussed about the work-life balance among Higher Education teachers, research areas, field of activity and SWOT analysis (opportunities, threats, strengths and weaknesses) were identified in the literature. Findings suggest that gender inequality, stress level at work and the absence of a healthy workplace impact on the work-life balance and consequently on the well-being of Higher Education teachers.

Meenakshi, S. P., & Ravichandran, d. (2012). The expression work-life balance (WLB) was first used in the middle of 1970s to describe the balance between an individual's work and personal life. Over 30 years ago, The importance of WLB was now focused by many organizations and hence this topic was chosen for the study. According to Heery and Noon (2008), "WLB is the principle that paid employment should be integrated with domestic life and community involvement in the interests of personal and social well-being." Teacher's role in student's development is an essential part which assists in creating a prosperous future. In this study the women teachers working in self-financing engineering institutions are taken as samples. Their role in work and family, factors hindering them to achieve WLB, impact of poor WLB etc., were considered as objectives of this study. The study have thrown light on the problems faced by women teachers in achieving WLB and accordingly suitable suggestion were provided by the researcher which would benefit both individual and the organization.

Akter, A., Hossen, M. A., & Islam, M. N. (2019). The purpose of this study is to investigate the relationship between work life balance and organizational commitment of teaching employees of Jashore University of Science and Technology in Bangladesh. Data has been collected from 80 respondents through a questionnaire survey. Pearson correlation and regression model have been developed based on this dataset to get the result. The result shows that significant number of teachers perceived there is a positive impact of work life

balance on the level of commitment towards their organization. This study certainly answers the question regarding the impact of work life balance on organizational commitment of the teaching employees. This research paper may serve the policymakers of educational sectors to pay attention to the proper work life balance of university teachers in order to motivate them to participate in quality higher education.

Uddin, M. R., et.al, (2013). As society goes ahead in Bangladesh, there is an increasing expectation that women can not only play their roles by nurturing and raising families to ensure confident and competent future generations for the betterment of society but can also generate income by joining as paid workforce in the working place. In this article, a survey is conducted on 62 education institutions of Bangladesh taking sample of 320 teachers to know the real status of work-life balance institutions. The study finds that the work-life balance situation is moderate which can be improved by ensuring flexible working hours (roistered days off and family friendly starting and finishing times), transport facility, residential facility, child care center, flexible work arrangements/ job sharing , reduced working hours & workload and child schooling for the female teachers.

Johari, F. S., et.al.(2018). Work-life balance play an important role in influencing employee's quality of social and working life together with job satisfaction in the organization. In this study, researchers aim to explore work-life balance policies that influence teacher's job satisfaction in selected Malaysia boarding school. Only 56 school teachers were selected to represent as respondents consist of teachers from language, mathematics, science, social science, counselling unit, and vice principals department. The questionnaires were distributed using convenience sampling. The elements of work-life balance policies such as flexibility policies, welfare policies, job design and leave provisions were included in this study to examine potential influence on teacher's job satisfaction. Based on statistical analysis using SPSS, Pearson Correlation analysis four elements of work-life balance policies indicated positive and significant relationship with job satisfaction, with flexibility policies showed the strongest relationship toward teacher's job satisfaction.

Bhandare, U. V., & Seethalexmy, N. (2017). Purpose: To manage and live the best life of both lives i.e. work life and personal life is very difficult now a day's especially those who are working. The term work life balance evolved in 1970 among the employees of corporate sector. Now this concept has become popular in every sector including education. In education sector, teachers have been facing challenges while maintaining a good work life

balance. Hence, the purpose of this paper is to find out the challenges faced by the teachers of Degree Colleges in Mumbai and its suburb. This study is based on the responses of teachers from different faculties working in degree colleges which are affiliated to University of Mumbai. A structured questionnaire has been used to gather responses from the sample respondents. Findings: It is found that work life balance problem is faced more by female teachers than the male teachers. They could not pursue their further education like M.Phil, Ph.d, MBA etc. their health has affected, and they could not enjoy their life at the fullest and so on Management Implications: The study has undertaken only the Degree College teachers affiliated with University of Mumbai. Only 100 samples of respondents considered for the same and analyzed the data by using SPSS software package.

Umma, S., MA, G., & Zahana, F. (2020). The objective of the study is to assess the factors affecting work life balance of school teachers, for this purpose the study selected three important variables through literature review suit to the study context. Accordingly, The researchers used a structured questionnaire to collect the primary data using population study technique. It was possible to collect 82 responses and this data used to analyze the reliability, descriptive statistic, correlation and regression analyses. The results of the analysis found that a negative relationship between workload, childcare with work life balance, also a strong positive relationship found between social support and work life balance. The multiple regression analysis disclosed that 57% variation of work life balance explain by these three variables together. The result of the research will be helpful for the school administrators, to identify the importance of work life balance in order to improve the outcome of their schools.

Blackburn, et.al.(2017) The purpose of this study was to describe Louisiana agriculture teachers' levels of teacher self-efficacy, job satisfaction, and perception of work-life balance. Overall, teachers reported being efficacious in their chosen career and satisfied with their job. Additionally, these teachers reported being able to achieve balance in their career and that their family life did not interfere with work. These teachers were undecided as to whether work interfered with their family. It is recommended that further research be completed to understand why this and other studies reported teachers to be satisfied and efficacious, yet a high turnover of agriculture teachers exists. Teachers who excel at balancing teaching and their personal lives should be utilized as workshop presenters to assist other teachers in attaining balance.

Popescu, A. M., & Motoi, G. (2023). The balance between professional and personal life is an increasingly concern in contemporary society, especially in the context of teaching staff. These professionals often face multiple demands and responsibilities both within the school and in their personal lives. The purpose of this paper is to investigate and better understand the issues related to work-life balance among teachers. Specifically, we want to examine the level of conflicts between professional and family responsibilities, identify the factors that can influence this balance and evaluate the impact on the well-being and professional satisfaction of teachers.

Gupta, S., & Kumari, C. (2023). For university professors, qualities like maintaining well-being, striking a work-life balance, and roles result expectations are all psychologically taxing. It partially depends on how one perceives and interprets the situations and events that one encounters in life. Using concepts like “anasakti,” Indian psychologists have attempted to understand the usefulness and significance of Indian metaphysical notions in dealing with difficult situations. In light of the COVID-19 crisis, this study examined the relationship between work-life balance, roles and outcomes expectations, anasakti, mental health, and life happiness among university professors. Anasakti was found to be a highly significant predictor of life satisfaction, mental health, and work-life balance.

Edwards, A. K., & Oteng, R. (2019). This study investigates the extent to which female teachers in Ghana are able to balance their careers and social roles, while acting as role models in career progression. Work-life balance (WLB) is a phenomenon gaining much interest in educational administration and management in Ghana. The Ghana Education Service (GES) employs a significant number of female teachers, yet evidence shows practical policy issues when it comes to WLB. The results have several implications for GES policy direction, practices for performance, and recommendations for scaling up WLB research in Ghana.

Saha, A. K., Chaudhuri, S., & Mazumdar, S. S. (2016). Teaching is very attractive to the young ladies. After graduation, they face tremendous pressure in their life due to several factors such as marriage, employment, caring babies and fulfilment family responsibilities. All these give rise to the work-life balance problems. The factor analysis suggests that their personal lives suffer due to job and family related pressure Relationship with spouse also suffers due to prolonged working hours. Yet the need for economic independence which brings respect and status in the spouse's family and society at large, motivates her to remain

employed. They get co-operation and support from their colleagues, but not as such from the head of the institution.

Zakariaa, M. F., & Abdullahc, A. R. (2018). Work-life balance is vital among teachers in the school. The imbalance of work and life will create a lot of problem and will affect the quality of work and life. The study aimed to identify the effect of spiritual intelligence and work-life balance among teachers in Cluster of Excellent School (CES) in Perlis, Kedah, Penang, and Perak. The purposive sampling technique has been employed. Respondents composed of 340 teachers of CES. Information obtained through the distribution of questionnaires to the respondents were analyzed using Partial Least Squares- Structural Equation Modelling (PLS-SEM). The finding of the study showed that spiritual intelligence significantly affect work- life balance among teacher of the CES. The result examined can be useful for policies planning, selection and supply information for further research in human resource and psychological disciplines.

WELL BEING AMONG COLLEGE TEACHER

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015) conducted a review study that examined the psychometric properties of the Teacher Well-Being Scale, which assesses three factors of teachers' work-related well-being: workload, organizational, and student interaction well-being. With a sample of Canadian teachers, results confirmed the reliability, approximate normality, provided support for a higher order factor of teacher well-being; showed the instrument functioned similarly across different subgroups; and demonstrated the well-being factors were related as expected with external constructs of teacher stress, job satisfaction, and general well-being. Combined, these analyses provide support for the use of the instrument as an assessment of teacher well-being and evidence of the importance of teacher well-being for other teacher outcomes. Implications for research and practice are discussed.

Eldeleklioglu, J., Yilmaz, A., & Gültekin, F. (2010). conducted a review study on teacher trainees' well-being in terms of time management, gender, family relationships, incomes, parents' education levels, residence and grade averages. The participants were 186 students between the ages of 20 and 25. The data were collected with a personal information form, time management inventory and psychological well-being scale and analyzed with Pearson correlation technique, t-test and one-way ANOVA. A positive relationship was found

between psychological well-being and time planning but those between the former and attitudes toward time and time-consuming things were not significant. The other significant differences were about family relationships and father's education level.

Arif, B., & Farooqi, Y. A. (2014). Work life balance has become important and necessary for almost all categories of employees, including those employees in teaching position. This paper explored the impact of work life balance on job satisfaction and organizational commitment among teaching employees of university of Gujrat. A sample of 171 employees gathered via stratified random sampling which has been provided the basis for analysis. Data was collected through questionnaire and analyzed through SPSS. The correlation result shows that significant positive relationship exists between work life balance and job satisfaction of university teachers. So our hypothesis H1 is accepted. The Pearson correlation results also indicate that there is positive relationship exists between work life balance and organizational commitment of university teachers. So our hypothesis H2 is also accepted.

Solanki, S., & Mandaviya, M. (2021). This study investigates gender differences in the perceived level of stress of university instructors in India. An online cross-sectional survey was completed with 86 respondents comprised of 51 males and 35 females in the state of Gujarat. Results indicate that job stress on work-life balance is significantly stronger for females. Additionally, male respondents scored higher in managing anger at work compared with female respondents and reveal a stronger detachment with work. Further, male respondents have more health-related issues compared with females due to job stress and imbalance in work life, while females exhibit lower career resilience due to family characteristics and responsibilities. This research contributes to the research on work-life balance specific to the teaching profession. Originality/value: To the best of the author's knowledge this study is unique and different from other studies as this is the first study concerning India.

Padma, S., & Reddy, M. S. (2014). The present study aims to study the impact of WLB on job satisfaction of school teachers and also the impact of demographic variables like age, experience and qualifications of the school teachers in relation to their job satisfaction. Statistical tools like percentage, one-way ANOVA and linear regression are utilized for analysis. Socioeconomic changes and tough global competition have made employees find difficulty in balancing the two important areas of their life--work and family life. It has made them join those organizations that provide good Work-Life Balance (WLB) facilities. Employers too have identified WLB facilities as a tool to attract and retain the talent pool. Job satisfaction is the driving force for everyone to perform a job and stay in that organization.

Gorsy, C., & Panwar, N. (2016). Perception of Work life balance (WLB) and sense of life satisfaction in relation to personality has become imperative for organizations in order to ensure enhanced performance among employees. Therefore, the present study has been conducted on teaching professionals to explore the work-life balance and its relationship with satisfaction with life and five-factors of personality traits. Standardized scales pertaining to work-life balance (Carlson, Grzywacz, & Zivnuska), satisfaction with life (Diener, Emmons, Larson, and Griffin), and personality (John, Neumann, & Soto) were administered on a sample of N=150 public sector school and college teaching professionals (n = 75 each from school and college). Inter-correlations were computed and t-test for independent sample was applied to reveal the group and gender differences. The results interpreted with in the Indian socio-cultural context and confirm that personality correlates significantly with work-life balance and satisfaction with life, but differently for both the groups.

Han, J., Yin, H., Wang, J., & Bai, Y. (2020). This study investigated the associations between challenge job demands, job resources, emotional exhaustion and work engagement, and examined the mediation effect of teacher efficacy as a personal resource in the job demands-resources model. The results of a questionnaire survey of 2758 university teachers from 25 universities in mainland China indicated that challenge job demands were positively related to emotional exhaustion and negatively related to work engagement. Job resources were positively related to work engagement and negatively related to emotional exhaustion. Teacher efficacy mediated the effect of challenge job demands and job resources on work engagement. These results have implications for understanding different types of job demands and improving university teachers' well-being, and these implications are identified in this paper.

The study employed exploratory factor analysis (EFA), confirmatory factor analysis (CFA), t-test and multiple regressions. Participants for this study included 143 tenure-track faculty members. Results indicated that the work life balance and job satisfaction has no significant among academic disciplines at ISU. However, the results indicated that there is a significant relationship ($r = .595$) between work life and job satisfaction. The findings of this study provide valuable insight for educators and policy makers who are interested in factors that contribute to work life and overall job satisfaction among academic disciplines at a large research institution in Midwest. Limitations, conclusions, and recommendations are discussed.

Hammoudi Halat, et, al (2023) In recent years, there has been increasing recognition of mental health concerns in academia, with stress, burnout, anxiety, and depression being reported among faculty members. The demanding work environment, the need to balance personal and professional duties, and the constant pressure of productivity while navigating multiple tasks of teaching, research, mentorship, professional development, and service all impact the mental health and overall well-being of faculty. Higher education institutions have structurally changed as has the research landscape. These changes as well as faculty-specific and student-specific factors coupled to the effect of the COVID-19 pandemic have led to profound effects on the mental health of academics. This paper is a narrative review of the pertinent literature describing faculty mental health and well-being. Using a suggested framework that collates the efforts of leaders and faculty, the paper concludes by exploring strategies that promote work–life balance among academics and suggesting effective interventions to improve their mental health outcomes.

Gustems-Carnicer, J., et al (2019). Stress in teacher education students is a key issue, due to its physical and social impact and its relevance to students' future as professionals. This study uses the Perceived Stress Scale, the Coping Responses Inventory—Adult Form, and the Psychological Well-Being Scale to analyze how coping strategies mediate the relationship between stress and well-being in a sample of Spanish teacher education students ($n = 334$). The results show that the students had a good general level of psychological well-being, although with little personal growth and autonomy. Their level of stress meant that they could offer active, engaged responses, although the coping strategies that were used tended to be avoidance type, which could lead to certain adaptive difficulties. Our results also indicate that coping has a partial mediating role. Finally, organizational actions are proposed for universities that could help to enhance students' personal resources for dealing with stress.

Zaheer, A., Islam, J. U., & Darakhshan, N. (2016). This study specifically investigates the degree of and the relationship between occupational stress and work-life balance amid female faculties in central universities of Delhi, India. The study is based on primary data collected from 120 female faculties from two central universities in Delhi, India. The data are analyzed using various statistical tools and methods. The results of the study reveal that there exists a moderate-level of occupational stress and moderate-level of work-life balance amid female faculties in central universities of Delhi, India. The results of the study further reveal that there is a strong negative relationship between Occupational Stress and Work-Life Balance. This study can prove to be of great help to the management of educational set-up to increase the level of work-life balance and decrease the level of occupational stress among their faculty members; so as to create a work environment that everyone feels proud to be the part of. This, in turn, will increase the organizational efficiency and effectiveness in academic set-ups

Banerjee, S., & Verma, A. (2022). The purpose of this study is to put forth the evolution, concept, and origin of work-life balance individually, and work-life balance in totality through an extensive review of the literature. The study attempts to identify the numerous organizational factors that affect the continuum of work life balance of university teachers. Further, the study delves into the consequence of family-friendly work-life balance policies and practices implemented by the employers on the perception and attitude of the employees. The secondary data used for the literature review in this theoretical study includes journals, books, theses, working papers, magazines, internet sites, newspapers.

Chhatrapati, S. (2017). The Indian scenario has been altering radically due to globalization, excessive degree of competitiveness and work culture of organization. The existing research study go down with the Work Life Balance among the female working in several educational organizations in order to find out the intensity of their work life balance which is having great significance on their entire wellbeing and on their efficiency. The productive management of an organization is human assets is a stirring, energetic and challenging task, especially at a time when the globe has been converted into a global village and nation are in a state of change. Work life balance has occurred as the one of the most important aspects having the effect on the organization's competence. The present study has been carried out to assess the type of Work Life Balance, being encountered by female school teachers in Chittorgarh city context. In support of this objective a survey was carried out for the assessment of a Work Life Balance Indicator of professionals and also highlights the issues associated with work

life balance of female school teachers in educational institutions and the aspect in order to ascertain work life balance.

WORK LIFE BALANCE AND WELL BEING AMONG COLLEGE TEACHER

Soni, P., & Bakhru, K. M. (2019). In the times of globalisation and competition, the education field is drastically changing. There is a need for change and teachers play the most important role as change facilitators, for which teacher's innovative behaviour becomes essential. Literature has addressed well-being as subjective or eudaemonic, but for teachers to achieve their true potential, eudaemonic well-being is required. Literature also suggests that there exist a discernible link between innovative behaviour and well-being. Very few studies have examined teachers' innovative behaviour and eudaemonic well-being simultaneously. With the help of extensive literature review, this study has developed a preliminary conceptual model by exploring the factors that were found to be determinants of teacher's eudaemonic well-being as well as their innovative behaviour. The factors that were determined are personality traits, work-life balance, self-efficacy and demographic variables.

Kirby, L., Zolkoski, et al (2023). This study investigated staff and faculty self-reported work–life balance and quality of life using the dual continua model of mental health at a medium-size university for 9 months during August 2021 to April 2022. The dual continua model overlaps with and is broader than the unidimensional model. Based on 299 responses, four groups of staff and faculty (high and low anxiety crossed with high and low life satisfaction) were formed. Consistent with the dual continua and inconsistent with the unidimensional model of mental health, high life satisfaction, regardless of anxiety level, was associated with higher levels of quality of life and work–life balance. Present data represent the only study that builds on previous literature in examining well-being and psychological distress using a dual continua model in staff and faculty at a mid-size university. Overall, present results suggest the dual continua model of mental health better characterizes the relationship of well- being and psychological distress in staff and faculty in a higher education setting than a unidimensional model

Bell, A. S., et al (2012). Yet, very few studies have examined academics' ability to balance work and personal life, and overcome work-life conflict. Drawing on Spillover theory (Zedeck, 1992), our study hypothesised that high levels of perceived job pressure stress and job threat stress would predict increased levels of work-life conflict, and decreased levels of

work-life balance. Due to the well-documented relationship between stress and health, the influence of job stress on wellbeing was also investigated in this sample of academics (N =139). Perceived job stress (threat and pressure-type stressors) was associated with poorer work-life balance, and increased conflict between academics' work and personal lives.

Perceived job threat-type stress made a stronger contribution and was a significant predictor of work-life balance and work-life conflict scores, than perceived job pressure-type stress. Perceived job threat-type stress among academics was also a significant predictor and associated with poorer wellbeing and increased ill-being, but perceived job pressure-type stress was not related to academics' wellbeing or ill-being.

John, I., et.al (2020) The purpose of the study was to examine the impact of Work Life Balance (WLB) on the wellbeing of employees their gender differences in the University of Cape Coast. Descriptive survey method was adopted. Multi-stage sampling technique was used to select a total of 291 respondents from both the lecturing and administrative staff to respond to the questionnaire. Regression and independent sample t-test were used to analyse the data. The study found that there was a statistically significant difference in the work life balance of male and female participants with females having more difficulty with their work- life balance issues. The study also revealed that the work life balance of employees has a significant impact on employees' wellbeing. It was recommended that staff of the university who might be at risk of difficulties associated with their work life should take advantage the counselling and other psychological services offered by the counselling centre of the university.

Denson, N., Szelényi, K., & Bresonis, K. (2018) Very few studies have examined issues of work-life balance among faculty of different racial/ethnic backgrounds. Utilizing data from Harvard University's Collaborative on Academic Careers in Higher Education project, this study examined predictors of work-life balance for 2953 faculty members from 69 institutions. The final sample consisted of 1059 (36%) Asian American faculty, 512 (17%) African American faculty, 359 (12%) Latina/o faculty, and 1023 (35%) White/Caucasian faculty. There were 1184 (40%) women faculty and 1769 (60%) men faculty. The predictors of worklife balance included faculty characteristics, departmental/institutional characteristics and support, and faculty satisfaction with work. While African American women faculty reported less work-life balance than African American men, the reverse was true for Latina/o faculty. In addition, White faculty who were single with no children were significantly less likely to report having work-life balance than their married counterparts with children.

Faculty rank was a significant positive predictor of work-life balance for all faculty. Notably, the findings highlight the importance of department and institutional support for making personal/family obligations and an academic career compatible. Institutional support for making personal/family obligations and an academic career compatible was consistently the strongest positive predictor of perceived work-life balance for all faculty. In addition, satisfaction with time spent on research had positive associations with work-life balance for all faculty, highlighting how faculty from all racial/ethnic backgrounds value being able to spend enough time on their own research.

Hossain, G. M. S., et.al (2019). The main purpose of this study is to examine the factors influencing the work-life balance of female teachers. The study population was composed of female teacher of educational institutions in Barishal division. The respondents were identified through databases from Barishal Education Board, and Ministry of Education, Bangladesh. A convenience sampling was used to recruit participants. We developed a five- point Likert-based questionnaire (ranging from 1, strongly disagree, to 5, strongly agree). For data collection, the 630 questionnaires distributed, 370 completed questionnaires were returned, yielding a response rate of 58.73%. Statistical analyses were conducted using SPSS and AMOS 23.0. The study employing structural equation modelling (SEM) as the primary statistical technique to analyzed the relationship between dependent and independent variable. Result showed that the regression coefficient for the path from co-worker support (CS) to work-life balance (WLB) is positive ($\beta_1 = 0.681$) which indicates that CS contributes to WLB of female teachers. Similarly, the path from work overload (WO) to work-life balance (WLB) is also significant ($\beta_2 = 0.425$) which indicates that when WO decreases, work life conflict of female teachers also decreases. Likewise, the path from job engagement (JE) to work-life balance (WLB) is positive ($\beta_3 = 0.361$) which indicates that JE contributes to WLB. This study is more significant especially in the context of Bangladesh because more and more women are entering into the teaching profession as a result pattern of socio- economic status has changed. In Bangladesh, female teachers can examine their WLB issues using the factors of this study. Finally, different professionals may facilitate awareness about WLB issues confronted by women to make a favorable social attitude towards them.

CHAPTER-III

RESEARCH METHODOLOGY

INTRODUCTION

A research methodology describes the techniques and procedures used to identify and analyze information regarding a specific research topic. It is a process by which researchers design their study so that they can achieve their objectives using the selected research instruments. It includes all the important aspects of research, including research design, data collection methods, data analysis methods, and the overall framework within which the research is conducted. While these points can help you understand what is research methodology, you also need to know why it is important to pick the right methodology.

DESIGN OF THE STUDY:

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

METHOD

Descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY

POPULATION

In the course of our research, our targeted population comprised of college teachers, keeping in view the importance of studying this specific age group due to its unique challenges and distinct perspectives the sample will be collected from Jammu districts only.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The

investigator randomly selected 110 teachers including both male and female from of colleges of Jammu District.

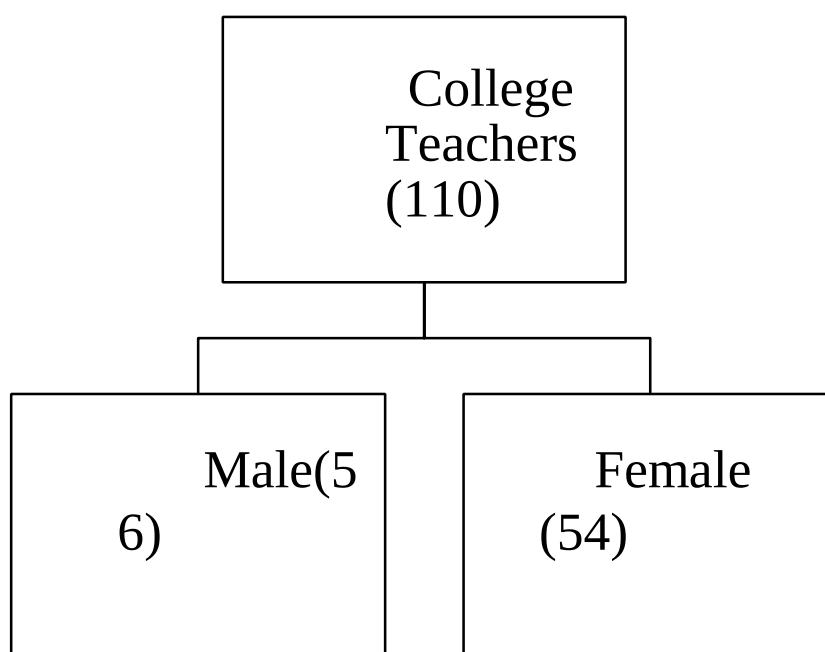


TABLE 1 Distribution of sample of College teacher

S.No.	Name of the College	No. of Teachers
1.	MIER College of Education	70
2	Science College	25
3	Commerce College	15
Total	3	110

SAMPLING TECHNIQUE

In the present study the investigator used 'Random Sampling Technique' for data Collection.

VARIABLE OF THE STUDY

The following variables have been involved for studies in the present research

A. Dependent variable

- Psychological well being

B. Independent variables

- Work life balance
- Gender (Male & Female)

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

- **Work life balance:** Work life balance was measured with a 15 item scale adapted by Hayman (2005), originally developed by Fisher (2001). Here, the scale is 5 point (Strongly Disagree -1, Disagree - 2, Neither Agree nor Disagree- 3, Agree -4, Strongly Agree -5), the scoring was done as 5, 4, 3, 2, 1 for the dimensions of WIPL (except item 7, which was reverse scored, i.e. and PLIW, since the items were negatively worded. High score indicated lower interference and, lower levels of interference were interpreted as higher levels of work life balance. For the dimension of WPLE, scoring was 1,2,3,4,5,6,7 (i.e. (Strongly Disagree - 1, Disagree -2, Neither Agree nor Disagree- 3, Agree -4, Strongly Agree - 5)as the items were positively worded. High score indicated high work/ personal life enhancement. Higher levels of work/ personal life enhancement are considered to be associated with higher levels of work life balance. The overall work life balance score was thus computed by adding the scores on the three dimensions. Results of higher order factor analysis provided empirical evidence that the three dimensions were indicators of a single latent construct. Reliability for the scale, estimated using Cronbach alpha coefficient was .91 for WIPL, .82 for PLIW and .67 for WPLE. The scale was tested for reliability under the Indian conditions and Cronbach alpha was found to be .87

- **Psychological Wellbeing scale:** It is developed by Sisodia & Choudhary. It measures the psychological wellbeing of the individual in five dimensions like satisfaction, efficiency, sociability, mental health, and interpersonal relations. It measures psychological wellbeing of the individual through 50 items divided into five subscales: satisfaction, efficiency, sociability, mental health, and interpersonal relations. The response format is type five point Likert scales ranging from strongly agree to strongly disagree. The reliability of the test was found 0.80

STATISTICAL TECHNIQUE EMPLOYED

In order to analyse the data, the investigator used the following statistical technique

1. Mean
2. Standard Deviation
3. T-test
4. Person's product moment correlation

CHAPTER IV

DATA ANALYSIS & INTERPRETATION

This chapter presents the analysis and interpretation of the data collected, integral to addressing the research questions and hypotheses set forth in this study. The data, both quantitative and qualitative, has been systematically processed and analyzed using appropriate statistical and thematic techniques. The results are presented in a structured manner, highlighting key patterns, relationships, and trends that emerged from the analysis.

Table 2 Demographic profile of the respondents

SAMPLE CHARACTERSTICS	Frequency(n)	Percentage%
GENDER		
FEMALE	54	49.1
MALE	56	50.9
AGE		
18-31	35	31.8
32-46	51	46.4
47-60	24	21.8
LOCALITY		
Rural	31	28.2
Urban	79	71.8
TYPES OF COLLEGE		
Private	67	60.9
Government	43	39.1

Note: N=110

The study was conducted on 110 College teachers from Private and Government College of Jammu District. As per table 1 the demographic analysis revealed that the sample consisted of 49.1% females (n = 54) and 50.9% males (n = 56). The age distribution showed that 31.8% of participants were aged 18-31 (n = 35), 46.4% were aged 32-46 (n = 51), and 21.8% were aged 47-60 (n = 24). Regarding locality, 28.2% of participants resided in rural areas (n = 31), while 71.8% lived in urban areas (n = 79). In terms of residence status. Following figures depict the same

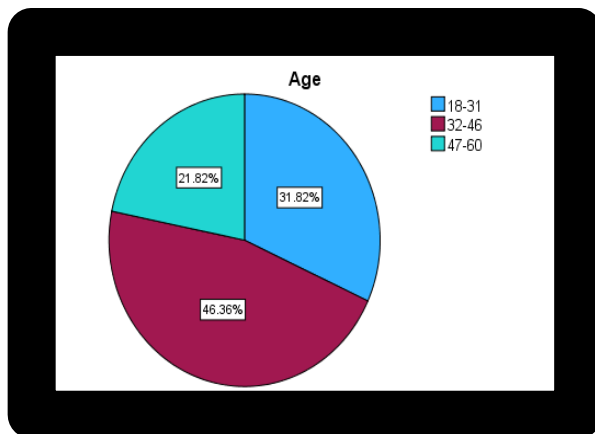


Figure 1 (Distribution of age).

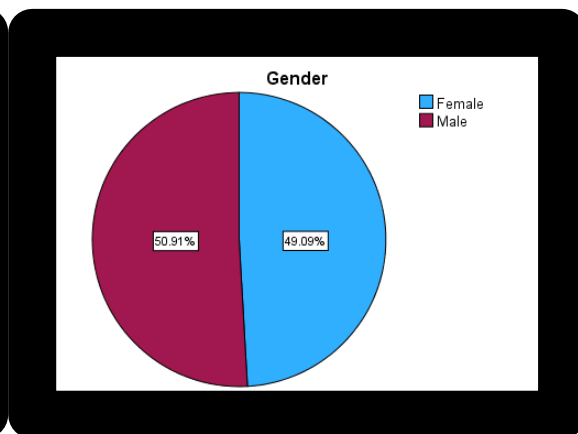


Figure 2 (Distribution of Gender)

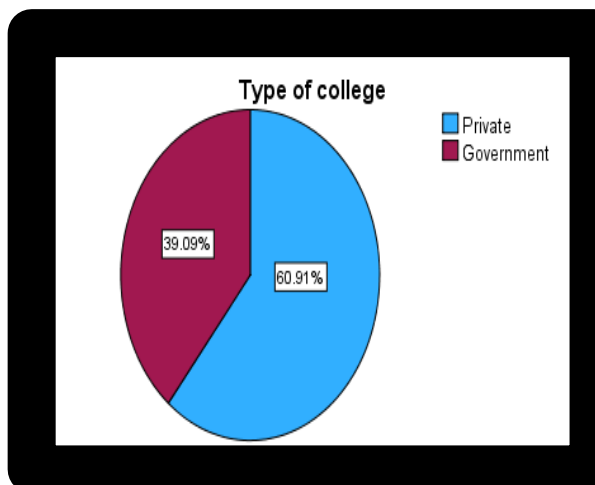


Figure 3 (Distribution of type of college)

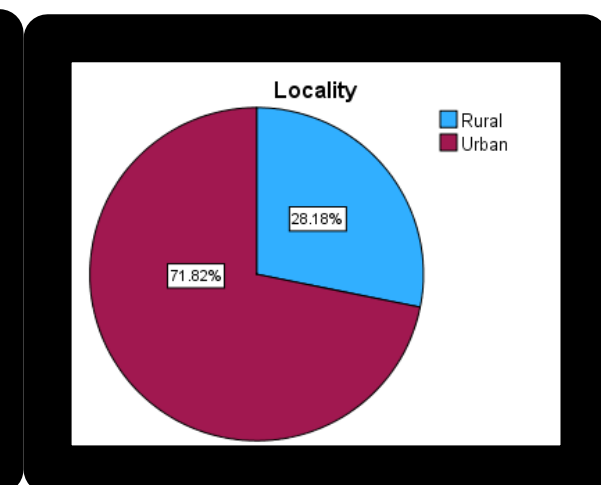


Figure 4 (Distribution of locality)

Table 3 Correlation Analysis

		Psychological Well-being	Work-life balance
Psychological Well-being	Pearson Correlation	1	-.304**
	Sig. (2-tailed)		.001
Work-life balance	Pearson Correlation	-.304**	1
	Sig. (2-tailed)	.001	
N=110			

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

From Table 2 it is observed that, a significant positive correlation between psychological well-

being and work-life balance ($r = -.304$). The Correlation is also displayed with the help of a scatter plot as shown in Figure 3

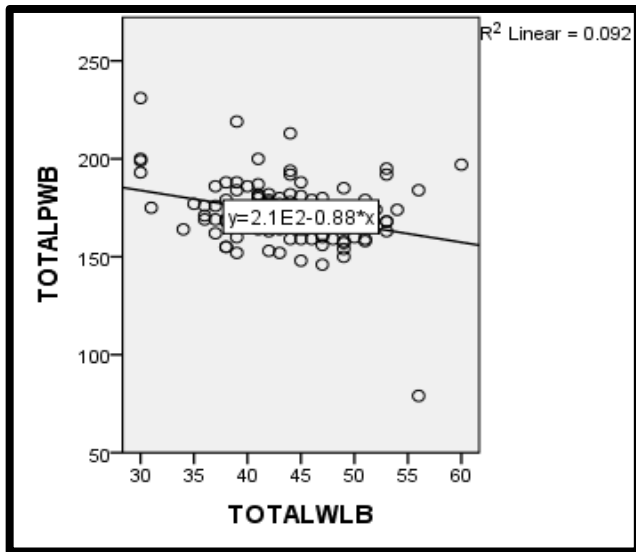


Figure 3 (Scatterplot)

Table 4 Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Psychological Well Being	169.79	168.13	169.79	168.13	-.183	.902
Work Life Balance	43.38	43.17	6.326	5.552	-.514	.555

$P > .05$

To test the hypothesis that male and female differ significantly on Psychological well-being and Work life balance, an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on psychological well-being with t-value being $-.514$ ($p > .05$) and no statistical significant difference on Work life balance with t-value being $-.183$ ($p > .05$)

CHAPTER V

SUMMARYCONCLUSIONS AND RECOMMENDATIONS

Introduction

This study investigates the role of work-life balance and its impact on psychological wellbeing among college teachers, with a sample size comprising 56 male and 54 female college teachers. The objectives were to examine the association between work-life balance and psychological wellbeing and to explore gender differences in these variables.

Key Findings

1. **Association Between Work-Life Balance and Psychological Wellbeing**
 - There is a significant positive correlation between work-life balance and psychological wellbeing, indicating that better work-life balance is associated with higher levels of psychological wellbeing.
2. **Gender Differences in Work-Life Balance**
 - The study found no significant difference between male and female college teachers in terms of work-life balance ($t\text{-value} = 1.99, p > .05$).
3. **Gender Differences in Psychological Wellbeing**
 - Similarly, there was no significant difference in psychological wellbeing between male and female college teachers ($t\text{-value} = .383, p > .05$).

Interpretation of Findings

- The positive correlation between work-life balance and psychological wellbeing suggests that improving work-life balance can enhance the psychological wellbeing of college teachers.
- The lack of significant gender differences in both work-life balance and psychological wellbeing implies that both male and female teachers experience these aspects similarly.

Conclusion

The study concludes that work-life balance is crucial for the psychological wellbeing of college teachers. Both male and female teachers benefit equally from good work-life

balance, as no significant gender differences were observed in the variables studied. These findings support the hypothesis that there is a positive association between work-life balance and psychological wellbeing among college teachers and that gender does not play a significant role in these associations.

Recommendations

For College Administrators and Policymakers

1. **Promote Work-Life Balance Programs:** Implement policies and programs that encourage work-life balance for college teachers. Flexible working hours, remote work options, and adequate leave policies can help achieve this.
2. **Provide Supportive Resources:** Offer resources such as counseling services, stress management workshops, and wellness programs to support teachers' psychological wellbeing.
3. **Encourage Professional Development:** Facilitate opportunities for professional growth and development without compromising personal time. This can enhance job satisfaction and wellbeing.

For Teachers

1. **Adopt Time Management Strategies:** Teachers should practice effective time management to balance their professional and personal responsibilities efficiently.
2. **Engage in Self-Care:** Prioritize self-care activities such as regular exercise, hobbies, and social interactions to maintain a healthy work-life balance.
3. **Seek Support When Needed:** Do not hesitate to seek support from colleagues, family, or professional counselors when facing challenges in maintaining work-life balance.

For Researchers

1. **Further Studies on Work-Life Balance:** Conduct longitudinal studies to understand the long-term effects of work-life balance on psychological wellbeing among teachers.
2. **Explore Other Variables:** Investigate other factors that may influence the relationship between work-life balance and wellbeing, such as organizational culture, job satisfaction, and personal life circumstances.
3. **Diverse Populations:** Expand research to include teachers from different educational levels, cultural backgrounds, and geographical locations to generalize findings.

For Educational Institutions

1. **Create a Supportive Environment:** Foster a supportive and inclusive work environment that acknowledges the importance of work-life balance for teachers.
2. **Regular Assessments:** Conduct regular assessments to monitor the work-life balance and psychological wellbeing of teachers and implement changes based on feedback.

Limitations and Future Research

1. **Sample Size and Diversity:** The relatively small sample size and limited diversity in terms of geographical location and educational level may limit the generalizability of the findings. Future research should include a larger and more diverse sample.
2. **Self-Reported Measures:** The study relied on self-reported measures, which may be subject to biases. Future research should incorporate objective measures and longitudinal designs to validate findings.
3. **Cross-Sectional Design:** The cross-sectional nature of the study limits the ability to draw causal inferences. Longitudinal studies are needed to establish causal relationships.

In conclusion, the study highlights the significant role of work-life balance in enhancing the psychological wellbeing of college teachers. The findings underscore the need for policies and practices that promote work-life balance, benefiting both male and female teachers equally. By addressing the identified limitations and exploring further research directions, a more comprehensive understanding of the relationship between work-life balance and wellbeing among college teachers can be achieved.

References

- Akter, A., Hossen, M. A., & Islam, M. N. (2019). Impact of work life balance on organizational commitment of university teachers: Evidence from Jashore University of Science and Technology. *International journal of scientific research and management*, 7(04), 1073-1079.
- Alboliteeh M. (2019). Exploring stressors of the university faculty members: A comparative study. *Advances in Social Sciences Research Journal*, 6(10), 321–330. <https://doi.org/10.14738/assrj.610.7304>
- Ancho, I., Bongco, R. T. (2019). Exploring filipino teachers' professional workload. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 9(2), 19–29. <https://doi.org/10.37134/jrpptte.vol9.no2.2.2019>
- Arif, B., & Farooqi, Y. A. (2014). Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. *International journal of multidisciplinary sciences and engineering*, 5(9), 24-29.
- Arvidsson, I., Leo, U., Larsson, A., Håkansson, C., Persson, R., Björk, J. (2019). Burnout among school teachers: quantitative and qualitative results from a follow-up study in southern Sweden. *BMC Public Health*, 19(1). <https://doi.org/10.1186/s12889-019-6972-1>
- Banerjee, S., & Verma, A. (2022). Changing Dimensions of the Work-Life Balance of Teachers: A Social Perspective. In *Handbook of Research on Cyber Approaches to Public Administration and Social Policy* (pp. 501-519). IGI Global.

- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work-life balance and work-life conflict among Australian academics. *E-journal of Applied Psychology*, 8(1).
- Benito-Osorio D., Muñoz-Aguado L., Villar C. (2014). The impact of family and work-life balance policies on the performance of Spanish listed companies. *Management*, 17(4), 214–236. <https://doi.org/10.3917/mana.174.0214>
- Bhandare, U. V., & Seethalexmy, N. (2017). Challenges to Maintain Work Life Balance with Reference to Degree College Teachers of University of Mumbai. *International Journal of Advanced Research and Development*, 2(6), 4-7.
- Bhatia K., Kulshrestha S. (2018). Managing work life balance by working women – A case study in Jodhpur. *International Journal of Research in Commerce and Management*, 9(10), 8–11.
- Biron C., & Karanika-Murray M. (2013). Process evaluation for organizational stress and well-being interventions: Implications for theory, method, and practice. *International Journal Stress Management*, 21(1), 85-111. [https://doi/ 10.1037/a0033227](https://doi/10.1037/a0033227)
- Blackburn, J. J., Bunchm, J. C., & Haynes, J. C. (2017). Assessing the Relationship of Teacher Self-Efficacy, Job Satisfaction, and Perception of Work-Life Balance of Louisiana Agriculture Teachers. *Journal of Agricultural Education*, 58(1), 14-35.
- Chandra S., Varghese D. T. (2019). Work environment in educational institutes: Work stress leads to work-life imbalance to academicians. *Asian Journal of Management Sciences & Education*, 8(2), 64–73.

Chhatrapati, S. (2017). Work Life Balance among Female School Teachers: An Empirical Study of Chittorgarh. *International Journal of Research in Management & Business Studies (IJRMBS 2017) Vol, 4*.

Cinamon, R. G., Rich, Y. & Westman, M. (2007). Teachers' occupation-specific workfamily conflict. *The Career Development Quarterly*, 55(3), 249-261.

Clark, C.S. (2000). Work family border theory: A new theory of work/family balance, *Human Relations*, 53(6), 747-770. Retrieved from : www.academia.edu on 30.10.2014.

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teacher well-being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33(8), 744-756.

De Cieri, H., Holmes, B., Abbott, J., and Pettit, T. J. (2002). *Work/Life Balance Strategies: Progress and Problems in Australian Organisations*. Melbourne: Monash university.

Deci, E. L., and Ryan, R. M. (2008). Self-determination theory: a macrotheory of human motivation, development, and health. *Can. Psycho.* 49, 182–185. doi: 10.1037/a0012801

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands - resources model of burnout. *Journal of Applied Psychology*, 86, 499 –512. <http://dx.doi.org/10.1037//0021-9010.86.3.499>

Denson, N., Szelényi, K., & Bresonis, K. (2018). Correlates of work-life balance for faculty across racial/ethnic groups. *Research in Higher Education*, 59, 226-247.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575. <https://doi.org/10.1037/0033-2909.95.3.542>

- Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., and Brinley, A. (2005). Work and family research in IO/OB: content analysis and review of the literature (1980–2002). *J. Vocat. Behav.* 66, 124–197. doi: 10.1016/j.jvb.2003.11.003
- Edwards, A. K., & Oteng, R. (2019). Attaining Work-Life Balance and Modeling the Way among Female Teachers in Ghana. *International Journal of Education Policy and Leadership*, 15(7), n7.
- Eldeleklioglu, J., Yilmaz, A., & Gültekin, F. (2010). Investigation of teacher trainees' psychological well-being in terms of time management. *Procedia-Social and Behavioral Sciences*, 2(2), 342-348.
- Ettner, S. L., & Grzywacz, J. G. (2001). Workers' perceptions of how jobs affect health: A social ecological perspective. *Journal of Occupational Health Psychology*, 6(2), 101–113. <https://doi.org/10.1037/1076-8998.6.2.101>
- Fatima, N., & Sahibzada, S. A. (2012). An empirical analysis of factors affecting work life balance among university teachers: the case of Pakistan. *Journal of International Academic Research*, 12(1), 16-29.
- Felstead, A., & Henseke, G. (2017). Assessing the growth of remote working and its consequences for effort, well-being and work-life balance. *New Technology, Work and Employment*, 32(3), 195-212.
- Fotiadis, A., Abdulrahman, K., & Spyridou, A. (2019). The mediating roles of psychological autonomy, competence and relatedness on work-life balance and well-being. *Frontiers in psychology*, 10, 1267.

Fouche, A. (2015). Wellbeing of teachers in secondary school. [Doctorate thesis, North West University]. North West University Repository. https://repository.nwu.ac.za/bitstream/handle/10394/17015/Fouch%C3%A9_E.pdf?sequence=1

Fouché, C., & Martindale, K. (2013). Work—Life Balance: Practitioner Well-Being in the Social Work Education Curriculum. In *Promoting Health and Well-being in Social Work Education* (pp. 120-130). Routledge.

Franco, L. S., Picinin, C. T., Pilatti, L. A., & Franco, A. C. (2021). Work-life balance in Higher Education: a systematic review of the impact on the well-being of teachers. *Ensaio: Avaliação e Políticas Públicas em Educação*, 29, 691-717.

Galinsky, E., Bond, J. T., & Friedman, D. E. (1996). The Role of Employers in Addressing the Needs of Employed Parents. *Journal of Social Issues*, 52(3), 111–136. <https://doi.org/10.1111/j.1540-4560.1996.tb01582.x>

Galton, M., & MacBeath, J. (2008). *Teachers under pressure*. SAGE.

Gorsy, C., & Panwar, N. (2016). Work-life balance, life satisfaction and personality traits among teaching professionals. *International Journal in Management & Social Science*, 4(2), 98-105.

Grant, C. A., Wallace, L. M., & Spurgeon, P. C. (2013). An exploration of the psychological factors affecting remote e-worker's job effectiveness, well-being and work-life balance. *Employee Relations*, 35(5), 527-546.

Gupta, S., & Kumari, C. (2023). Work-Life Balance and Role Outcomes Expectations: Buffering Effect of Anasakti Among Female University Teachers. In *Perspectives on Stress and Wellness Management in Times of Crisis* (pp. 187-207). IGI Global.

- Gustems-Carnicer, J., Calderon, C., Batalla-Flores, A., & Esteban-Bara, F. (2019). Role of coping responses in the relationship between perceived stress and psychological well-being in a sample of Spanish educational teacher students. *Psychological Reports*, 122(2), 380-397.
- Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and fostering mental health and well-being among university faculty: A narrative review. *Journal of clinical medicine*, 12(13), 4425.
- Han, J., Yin, H., Wang, J., & Bai, Y. (2020). Challenge job demands and job resources to university teacher well-being: the mediation of teacher efficacy. *Studies in Higher Education*, 45(8), 1771-1785.
- Harrington B., Ladge J. J. (2009). Work–life integration: Present dynamics and future directions for organizations. *Organizational Dynamics*, 38(2), 148–157. <https://doi.org/10.1016/J.ORGDYN.2009.02.003>
- Hasan, Z. U., Khan, M. I., Butt, T. H., Abid, G., & Rehman, S. (2020). The balance between work and life for subjective well-being: A moderated mediation model. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(4), 127.
- Hoffmann-Burdzińska, K., & Rutkowska, M. (2015). Work life balance as a factor influencing well-being. *Journal of Positive Management*, 6(4), 87-101.
- Horvath, P. (2018). The relationship of psychological construals with well-being. *New Ideas Psychol.* 51, 15–20. doi: 10.1016/j.newideapsych.2018.04.008
- Hossain, G. M. S., Hossen, M. N., Rahman, M. S., & Hasan, M. (2019). Structural Equation Modeling (SEM) Approach to Examining the Factors' Affecting Work Life Balance

among Female Teachers': An Empirical Study. *International Journal of Science and Business*, 3(6), 140-152.

Hyman, J., and Summers, J. (2007). Work and life: can employee representation influence balance? *Employee Relat.* 29, 367–384. doi: 10.1108/01425450710759208

Johari, F. S., Ruslani, M. R., Rasli Samudin, N. M., Mohd Zolkapli, N., & Basirun, S. N. (2018). Understanding teachers' job satisfaction through work-life balance policies. *Journal of Academia*, 6(1), 112-119.

John, I., Anthony, N. K., & Bakari, D. Y. (2020). Impact of work life balance on the psychological wellbeing of employees in the University of Cape Coast. *Journal of Psychology*, 8(1), 8-19.

Jomuad, P., Antiquina, M., Cericos, E., Bacus, J., Vallejo, J., Dionio, B., Bazar, J., Cocolan, J., Clarin, A. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*, 8 (2), pp. 48-53. <https://doi.org/10.15739/IJEPRR.21.007>.

Joshanloo, M. (2018). Longitudinal associations between subjective and psychological well-being in Japan: a four-year cross-lagged panel study. *Personal. Individ. Diff.* 134, 289–292. doi: 10.1016/j.paid.2018.06.033

Kalliath T., Brough P. (2008). Work–life balance: A review of the meaning of the balance construct. *Journal of Management & Organization*, 14(3), 323–327. <https://doi.org/10.5172/jmo.837.14.3.323>

Kar B., Panda M. C., Pathak M. D. (2019). Women's work-life balance: Compensation is the key. *Journal of Management Research*, 19(1), 29–40. <https://doi.org/10.5958/0974-455X.2019.00003.9>

Kashyap, S., Joseph, S., & Deshmukh, G. K. (2016). Employee well-being, life satisfaction and the need for work-life balance. *Journal of Ravishankar University, Part-A*, 22, 11-23.

Kelly, M., Soles, R., Garcia, E., & Kundu, I. (2020). Job stress, burnout, work-life balance, well-being, and job satisfaction among pathology residents and fellows. *American Journal of Clinical Pathology*, 153(4), 449-469.

Khan, R.L., Wolfe, D.M., Quinn, R.P., Snoek, J.D. & Rosenthal, R.A. (1964).

Organizational Stress: Studies in role conflict and ambiguity. New York: Wiley.

Kim, D. J. (2022). Navigation to well-being and work-life balance for school principals: Mindfulness-based approaches. *Health Behavior and Policy Review*, 9(2), 776-786.

Kinnunen, U., Feldt, T., Geurts, S., & Pulkkinen, L. (2006). Types of work-family interface: Well-being correlates of negative and positive spillover between work and family. *Scandinavian Journal of Psychology*, 47(2), 149–162. <https://doi.org/10.1111/j.1467-9450.2006.00502.x>

Kirby, L., Zolkoski, S., O'Brien, K., Mathew, J., Kennedy, B., & Sass, S. (2023). Examining staff and faculty work–life balance and well-being using the dual continua model of mental health during COVID-19. *Journal of Happiness and Health*, 3(1), 34-48.

Klainin-Yobas, P., Ramirez, D., Fernandez, Z., Sarmiento, J., Thanoi, W., Ignacio, J., et al. (2016). Examining the predicting effect of mindfulness on psychological well-being among undergraduate students: a structural equation modelling approach. *Personal. Individ. Diff.* 91, 63–68. doi: 10.1016/j.paid.2015.11.034

- Kumari K. T., Devi V. R. (2013). Work life balance issues of women employees: A study in Bangalore city of Karnataka. *Siddhant-A Journal of Decision Making*, 13(3), 171–178. <https://doi.org/10.5958/J.2231-0657.13.3.016>
- Kurtulus, E., Yildirim Kurtulus, H., Birel, S., & Batmaz, H. (2023). The Effect of Social Support on Work-Life Balance: The Role of Psychological Well-Being. *International Journal of Contemporary Educational Research*, 10(1), 239- 249.
- Lazar, I., Osoian, C., and Ratiu, P. (2010). The role of work-life balance practices in order to improve organizational performance. *Eur. Res. Stud.* 13:201.
- Leslie L. M., King E. B., Clair J. A. (2019). Work-life ideologies: The contextual basis and consequences of beliefs about work and life. *Academy of Management Review*, 44(1), 72–98. <https://doi.org/10.5465/amr.2016.0410>
- Lucas, R. E., Diener, E., & Suh, E. (1996). Discriminant validity of well-being measures. *Journal of Personality and Social Psychology*, 71(3), 616–628. <https://doi.org/10.1037/0022-3514.71.3.616>
- Lunau, T., Bambra, C., Eikemo, T. A., van Der Wel, K. A., & Dragano, N. (2014). A balancing act? Work–life balance, health and well-being in European welfare states. *The European Journal of Public Health*, 24(3), 422-427.
- Major, V. S., Klein, K. J., & Ehrhart, M. G. (2002). Work time, work interference with family, and psychological distress. *Journal of Applied Psychology*, 87(3), 427–436. <https://doi.org/10.1037/0021-9010.87.3.427>
- Marks. S.R. & MacDermid. S.M. (1996) . Multiple roles and the self : A theory of role balance. *Journal of Marriage and the Family*, 58, 417-432.

Meenakshi, S. P., & RAVICHANDRAN, D. (2012). A study on work-life balance among women teachers working in self-financing engineering institutions. *CHIEF PATRON CHIEF PATRON*.

Miryala, R., & Chiluka, N. (2012). Work-life balance amongst teachers. *The IUP Journal of Organizational Behavior*, 11(1), 37-50.

Moore, F. (2007). Work-life balance: contrasting managers and workers in an

MNC. *Employee Relat.* 29, 385–399. doi: 10.1108/01425450710759217

Morgan, M., Ludlow, L., Kitching, K., O’Leary, M., & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teacher’s lives. *British Educational Research Journal*, 36(2), 191-208. <https://doi.org/10.1080/01411920902780972>

Ms. T. Subha (2013),” A Study on Work Life Balance Among WomenFaculties Working in Arts & Science Colleges with Special Reference to Coimbatore City”. *Paripex - Indian Journal Of Research*, vol , No.12.

Muben H., Karim A. S. (2018). Balancing career and motherhood: Perspective of female engineers working as full time University faculty. *The Government-Annual Research Journal of Political Science*, 6(6), 47–61.

Muthulakshmi, C. (2018). A study on work life balance among the teaching professionals of arts and colleges in Tuticorin district. *ICTACT Journal on Management Studies*, 4(1), 657-662.

Nayeem, M. A., & Tripathy, M. R. (2012). Work-life balance among teachers of technical institutions. *Indian Journal of Industrial Relations*, 724-736.

Newton, D. P. (2014). Thinking with feeling: Fostering productive thought in the classroom.

Routledge

Padma, S., & Reddy, M. S. (2014). Work-Life Balance and Job Satisfaction Among School Teachers: A Study. *IUP Journal of Organizational Behavior*, 13(1).

Petare, P. (2013). A Study of work life balance of women working in teaching profession at Kolhapur. *Online International Interdisciplinary Research Journal,{Bi-Monthly}*, ISSN2249-9598,

Popescu, A. M., & Motoi, G. (2023). Work-Life Balance among Teachers-from Challenges to Solutions. *Rev. Universitara Sociologie*, 59.

Roberta Maeran, Francesco Pitarelli, Francesco Cangiano (2013). ‘Work-life balance and job satisfaction among teachers’, *Interdisciplinary Journal of Family Studies*, XVIII, 1/2013.

Ryan, R. M., and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am. Psychol.* 55, 68–78.
doi: 10.1037//0003-066x.55.1.68

Ryan, R. M., and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am. Psychol.* 55, 68–78.
doi: 10.1037//0003-066x.55.1.68

Ryff, C. D., & Singer, B. (1996). Psychological Well-Being: Meaning, Measurement, and Implications for Psychotherapy Research. *Psychotherapy and Psychosomatics*, 65(1), 14–23. <https://doi.org/10.1159/000289026>

Saeed, K., & Farooqi, Y. A. (2014). Examining the relationship between work life balance, job stress and job satisfaction among university teachers (A case of University of Gujrat). *International Journal of multidisciplinary sciences and engineering*, 5(6), 9-15.

- Saha, A. K., Chaudhuri, S., & Mazumdar, S. S. (2016). Work—Life Balance of Women Teachers in West Bengal. *Indian Journal of Industrial Relations*, 217-229.
- Sathish Kumar, B., & Aswin Prakash, P (2016). WORK LIFE BALANCE AMONG COLLEGE TEACHERS.
- Schubert-Irastorza C., Fabry D. L. (2017). Job satisfaction, burnout and work engagement in higher education: A survey of research and best practices. *Journal of Research in Innovative Teaching*, 7(1), 37–50
- Shrivastava A., Shukla N. (2017). A critical review on occupational stress factors affecting faculty members working in higher educational institutions in India. *Pacific Business Review International*, 10(3), 129–138
- Shropshire J., & Kadlec, C. (2015). Where are you going? A comparative analysis of job and career change intentions among USA its workers. *Journal of Internet Banking and Commerce*, 17(2), 1-20. <https://doi.org/10.1002/job>
- Skinner, N., & Pocock, B. (2008). Work—life conflict: Is work time or work overload more important? *Asia Pacific Journal of Human Resources*, 46(3), 303–315.
<https://doi.org/10.1177/1038411108095761>
- Slišković A., Maslić Seršić D. (2011). Work stress among university teachers: Gender and position differences. *Arhiv za Higijenu Rada i Toksikologiju*, 62, 299–307. <https://doi.org/10.2478/10004-1254-62-2011-2135>
- Solanki, S., & Mandaviya, M. (2021). Does gender matter? Job stress, work-life balance, health and job satisfaction among University Teachers in India. *Journal of International Women's Studies*, 22(7), 121-134.

- Soni, P., & Bakhru, K. M. (2019). A review on teachers eudaemonic well-being and innovative behaviour: exploring the importance of personality, work-life balance, self-efficacy and demographic variables. *International Journal of Learning and Change*, 11(2), 169-189.
- Sorensen, T. J., & McKim, A. J. (2014). Perceived Work-Life Balance Ability, Job Satisfaction, and Professional Commitment among Agriculture Teachers. *Journal of Agricultural Education*, 55(4), 116-132.
- Tanvi, N.M., and Fatima, Z.K., (2012), Work-life balance: Is it still a new concept in private commercial banking sector of Bangladesh, *International Journal of Research Studies in Management*. 1(2), 57-66.
- Trépanier, S.-G., Fernet, C., and Austin, S. (2013). Workplace bullying and psychological health at work: the mediating role of satisfaction of needs for autonomy, competence and relatedness. *Work Stress* 27, 123–140. doi: 10.1080/02678373.2013.782158
- Turner, S. (2016). An investigation of teacher well-being as a key component of creativity in science classroom contexts in England. [Doctoral thesis, Loughborough University]. Loughborough University Repository. <https://repository.lboro.ac.uk/account/articles/9355361>
- Uddin, M. R., Mamun, A. M. A., Hoque, N., & Uddin, M. S. (2013). Work-life balance: A study on female teachers of private education institutions of Bangladesh. *Work*, 5(13), 10-17.
- Umma, S., MA, G., & Zahana, F. (2020). Factors affecting the work life balance: study among the teachers of a government school in Sri Lanka.

- Van der Hulst, M. (2003). Long workhours and health. *Scandinavian Journal of Work, Environment & Health*, 29(3), 171–188. <https://doi.org/10.5271/sjweh.720>
- Varatharaj and Vedanta S (2012), “Work Life Balances: A Source of Job Satisfaction – An Exploratory Study on the View of Women Employees in the Service Sector”, *ZENITH International Journal of Multidisciplinary Research*, Vol. 2, No. 3, pp. 450-458.
- Yildirim, K. (2014). Main factors of teacher’s professional well-being. *Educational Research and Reviews*, 9(6), 153-163. <https://doi.org/10.5897/ERR2013.1691>
- Yusuf, J. E. W., Saitgalina, M., & Chapman, D. W. (2022). Work-life balance and well-being of graduate
- Zaheer, A., Islam, J. U., & Darakhshan, N. (2016). Occupational stress and work-life balance: A study of female faculties of central universities in Delhi, India. *Journal of Human Resource Management*, 4(1), 1-5.
- Zakariaa, M. F., & Abdullahc, A. R. (2018). The influence of spiritual intelligence towards work-life balance among teachers. *PROCEEDINGS OF NHRMC 2018*.

CONSENT FORM

I, Arya sharma, the undersigned, voluntarily agree to participate in the research study titled “role of work life balance and its impact on wellbeing among college teacher in Jammu district”. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study at any time without any penalty, I have been informed about the purpose of the study and understand that there are no risks involved. By signing Below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

APPENDICES

Appendix I

Name: _____

Age: _____

Gender: _____

Location: _____

PWBS



T M Regd No: 564538
Copyright Regd No: © A 73258/2005 Dt: 12.5.05

Dr. Devendra Singh Sisodia (Udaipur)

Ms. Pooja Choudhary (Udaipur)

Consumable Booklet

of

PWBS-SDCP

(English Version)

Fill in the following Informations—

Date

--	--	--	--	--	--	--	--	--	--

Name _____

Date of Birth

--	--	--	--	--	--	--	--	--	--

 Class _____

Marital Status _____ Education _____

Religion _____ Profession _____

Sex : Male ☐ Female ☐

INSTRUCTIONS

Read each statement carefully and tick ☒ any one option you find most appropriate. No answer is right or wrong. Don't spend too much of time on any statement. Answer all the statements. The information would be kept confidential and will be used for the research purpose only.

SCORING TABLE

Area	Raw Score					Total Score
	I	II	III	IV	V	
Score						
Interpretation						

Estd. 1971

www.npcindia.com

☎:(0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	score
---------	------------	----------------	-------	-----------	----------	-------------------	-------

Area 1

- | | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 1. | I think I have a particular meaning and purpose of my life. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 2. | I have happy memories of the past. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 3. | I am very much satisfied about everything in my life. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 4. | In general, I feel I am in charge of the situation in which I live. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 5. | In most ways my life is close to my ideal. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 6. | The conditions of my life are excellent. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 7. | So far, I have the important things I want in life. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 8. | If I could live my life over, I would change almost nothing. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 9. | In many ways, I feel contented about my achievements in life. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |
| 10. | I am living the kind of life I wanted to. | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ |

Total Score Area I

Area II

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. I find easy to make decisions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. In my daily life I get chance to show how capable I am. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. I feel positive and creative. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. I find I can think quite clearly. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. I am quite good at managing responsibilities of my daily life. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. For me, life has been a continuous process of learning, changing and growth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. I feel that I am capable of working hard. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. I feel eager to tackle my daily task or make new decisions. | ☐ | ☐ | ☐ | ☐ | ☐ |

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
---------	------------	----------------	-------	-----------	----------	-------------------	-------

19. I feel I can easily handle or cope with any serious problem

☐ ☐ ☐ ☐ ☐ ☐

20. I think it is important to have new experiences that challenge how you think about yourself and the world.

☐ ☐ ☐ ☐ ☐ ☐

Total Score Area II

Area III

21. I take immense interest in other people.

☐ ☐ ☐ ☐ ☐ ☐

22. I always keep committed and involved.

☐ ☐ ☐ ☐ ☐ ☐

23. I have adjusting nature and sense of belongingness.

☐ ☐ ☐ ☐ ☐ ☐

24. I feel I must do what others expect me to do.

☐ ☐ ☐ ☐ ☐ ☐

25. People would describe me as a giving person, willing to share my time with others.

☐ ☐ ☐ ☐ ☐ ☐

26. I have good influence on life.

☐ ☐ ☐ ☐ ☐ ☐

27. It is always necessary that others approve of what I do.

☐ ☐ ☐ ☐ ☐ ☐

28. Maintaining close relationships gives pleasure to me.

☐ ☐ ☐ ☐ ☐ ☐

29. I experience warm and trusting relationships with others.

☐ ☐ ☐ ☐ ☐ ☐

30. I believe that people are essentially good and can be trusted.

☐ ☐ ☐ ☐ ☐ ☐

Total Score Area III

Area IV

31. I remain energetic, active and vigorous whole day.

☐ ☐ ☐ ☐ ☐ ☐

32. Thought of accident doesn't affect me.

☐ ☐ ☐ ☐ ☐ ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
33.	Tension in life doesn't affect my health.	☐	☐	☐	☐	☐	
34.	I have no difficulty in sleeping.	☐	☐	☐	☐	☐	
35.	I keep myself busy whole day.	☐	☐	☐	☐	☐	
36.	Illness doesn't affect my mental health.	☐	☐	☐	☐	☐	
37.	I feel rested when I wake up in the morning.	☐	☐	☐	☐	☐	
38.	Talking or thinking about my illness doesn't make any difference to me.	☐	☐	☐	☐	☐	
39.	Usually I don't feel tired, worn out, used up or exhausted.	☐	☐	☐	☐	☐	
40.	Age related problems are part of life.	☐	☐	☐	☐	☐	
Total Score Area IV							

Area V

41.	Personal relationship gives me pleasure.	☐	☐	☐	☐	☐	
42.	I enjoy company of other people.	☐	☐	☐	☐	☐	
43.	I enjoy my personal achievements.	☐	☐	☐	☐	☐	
44.	I perform useful activities like reading, gardening, etc. in my leisure time.	☐	☐	☐	☐	☐	
45.	I have no hesitation in talking to anyone.	☐	☐	☐	☐	☐	
46.	I like to do any task at right place and right time.	☐	☐	☐	☐	☐	
47.	I have good relations with relative and friends.	☐	☐	☐	☐	☐	
48.	I feel satisfied by doing religious activities.	☐	☐	☐	☐	☐	
49.	I like to watch programs on TV with everyone.	☐	☐	☐	☐	☐	
50.	I am always careful about my manner of dress.	☐	☐	☐	☐	☐	
Total Score Area V							

APPENDIX-II

WLB

Dear Respondent,

You are requested to kindly provide your responses. Please be assured that your responses will be kept confidential and will be used for academic purpose only.

SD- Strongly Disagree (1) =====> SA-Strongly Agree (5)

S.No	Statement	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
1	My personal life suffers because of work					
2	My job makes personal life difficult					
3	I neglect personal needs because of work					
4	I put personal life on hold for work					
5	I miss personal activities because of work					
6	I struggle to juggle work and non-work					
7	I am unhappy with the amount of time for non-work activities					
8	My personal life drains me of energy for work					
9	I am too tired to be effective at work					
10	My work suffers because of my personal life					
11	It is hard to work because of personal matters					
12	My personal life gives me energy for my job					
13	My job gives me energy to pursue personal activities					
14	I have a better mood at work because of personal life					
15	I have a better mood because of my job					

Gender: Male / Female

Qualification:

