



# **Role Of Work Life Balance Psychological Well-Being Of Teaching Professionals Among Bangalore Institution.**

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**ABSTRACT:**

Work-life balance (WLB) has emerged as a critical determinant of psychological well-being among teaching professionals, particularly within fast-growing academic environments such as Bangalore. Teaching as a profession demands significant emotional, cognitive, and administrative involvement, often extending beyond regular working hours. This study examines the relationship between WLB and psychological well-being among teachers working in Bangalore institutions. Findings indicate that teachers with higher work-life balance reported significantly better psychological well-being. Poor balance was associated with increased stress, emotional exhaustion, and reduced job satisfaction. Institutional factors such as workload, administrative demands, and organizational support played an important mediating role. Providing psychological support systems and flexible work arrangements can further enhance well-being. In turn, these improvements can foster a more positive and productive educational environment.

Thus, understanding the factors that influence teachers' work-life balance is integral to strengthening both individual well-being and institutional growth. Strengthening WLB practices can improve both teacher effectiveness and institutional performance. The study also highlights gender and experience-based differences in perceived work-life balance. Enhanced WLB contributed to higher motivation, job commitment, and personal fulfilment. Results underscore the need for institutions to design teacher-friendly policies that promote balance and reduce burnout.

**Keywords:** Work-life balance, stress, psychological well-being, teachers.

## INTRODUCTION;

Work–life balance (WLB) has become a central concern in contemporary organizational psychology, especially within professions that demand continuous emotional and cognitive engagement. Teaching is widely acknowledged as one of the most demanding occupations, requiring teachers to balance instructional responsibilities, administrative duties, student management, and personal life commitments. In rapidly developing urban centres like Bengaluru, the expectations placed on teachers have intensified due to academic competition, curriculum expansion, and institutional accountability measures. These increasing demands often extend beyond classroom hours, making it challenging for teachers to maintain a healthy equilibrium between work and personal life. As a result, their psychological well-being encompassing emotional health, stress levels, life satisfaction, and sense of fulfilment may be significantly affected.

Psychological well-being is crucial not only for teachers' personal health but also for their professional effectiveness, motivation, and long-term engagement in the teaching profession. Research consistently shows that teachers experiencing high stress and poor WLB are more prone to burnout, emotional exhaustion, and decreased job satisfaction. Conversely, a supportive work environment and balanced roles contribute to higher morale, better mental health, and improved teaching outcomes. Bangalore, known as India's educational hub, hosts a large number of colleges and institutions employing diverse teaching professionals. As Bangalore continues to evolve as a major educational and technological hub, addressing teacher well-being becomes even more vital. The introduction of flexible work practices, mental health support, and workload management can significantly improve WLB. The unique challenges in these institutions, such as high workload, performance pressure, and administrative expectations, make the study of WLB particularly relevant. Gender dynamics further influence WLB, as male and female teachers may experience role demands and coping strategies differently. Understanding these variations is essential for designing inclusive institutional policies.

The present study investigates the role of work–life balance on the psychological well-being of teaching professionals across various colleges in Bengaluru. These participants were administered standardized measures to assess their perceived work–life balance and psychological well-being. By exploring the relationship between these variables, the study aims to identify the extent to which WLB influences mental health outcomes among teachers. The findings are expected to offer valuable insights for educational institutions seeking to enhance teacher satisfaction and performance.

## DIMENSIONS OF WORK–LIFE BALANCE:

For teaching professionals in Bangalore institutions, WLB encompasses several interrelated dimensions that influence their emotional health, performance, and overall psychological well-being. The following major dimensions provide a comprehensive understanding of how WLB operates in the educational context:

**a) Work–Family Conflict:** This dimension refers to the degree to which work demands interfere with family responsibilities. Teachers often take work home, such as preparing lessons, evaluating assignments, or responding to institutional expectations after working hours. When professional duties reduce the time or energy available for family interactions, stress and dissatisfaction increase. In Bengaluru’s fast-paced academic environment, this conflict is one of the most significant challenges faced by teachers.

**b) Family–Work Conflict:** This dimension describes situations where family responsibilities interrupt or limit work performance. Teachers with caregiving duties, young children, or elder responsibilities may find it difficult to meet strict institutional requirements. This conflict becomes pronounced during examination periods, staff meetings, or extensive administrative tasks, impacting productivity and psychological well-being.

**c) Time Balance:** Time balance refers to the ability to allocate adequate time to both professional and personal activities. Teachers frequently struggle with time management due to extended workloads, frequent academic events, and administrative tasks. When insufficient time is available for rest, leisure, or family, feelings of overload and fatigue arise. Maintaining time balance is essential for preventing burnout.

**d) Involvement Balance:** This dimension concerns the level of psychological and emotional involvement in work versus personal life. Teachers often invest significant emotional energy into student engagement, mentoring, and academic responsibilities. High involvement at work may reduce the capacity to engage meaningfully in personal life. Over-involvement at work can lead to emotional exhaustion, whereas balanced involvement enhances satisfaction and mental health.

**e) Satisfaction Balance:** Satisfaction balance evaluates how content teachers are with both areas of their lives. Even if time and involvement seem balanced, one area may still produce dissatisfaction due to unmet expectations or stressors. Achieving satisfaction in both work and personal life is critical for overall psychological well-being. Teachers with higher satisfaction balance tend to show better mood, motivation, and job commitment.

**f) Work Environment and Institutional Support:** Institutional culture, workload distribution, administrative support, and flexibility strongly influence WLB. In many Bangalore institutions, teachers face heavy workloads and multiple roles. Supportive policies such as reasonable teaching hours, mental health resources, and flexible scheduling can significantly improve WLB. A positive environment enhances well-being and reduces burnout.

## PSYCHOLOGICAL WELL-BEING:

Psychological well-being (PWB) refers to a person's overall mental, emotional, and cognitive functioning. It is more than the absence of mental illness; it represents the presence of positive traits such as life satisfaction, emotional stability, resilience, purpose, and the ability to cope effectively with daily challenges. For teaching professionals in Bangalore institutions, psychological well-being is a vital component of their personal health and professional effectiveness.

**a) Emotional Well-Being:** Emotional well-being reflects the experience of positive emotions such as joy, calmness, and fulfilment, along with effective management of negative emotions like stress or frustration. Teachers regularly deal with student concerns, classroom challenges, and institutional pressures, making emotional stability crucial for maintaining healthy functioning.

**b) Stress Management and Resilience:** Psychological well-being involves the capacity to handle stress and bounce back from setbacks. Teachers often face heavy workloads, deadlines, and administrative duties. High resilience enables them to adapt to these demands without compromising their mental health. Poor resilience, on the other hand, can lead to burnout and emotional exhaustion.

**c) Self-Acceptance:** A key dimension of psychological well-being is having a positive view of oneself, accepting personal strengths and limitations. Teachers with self-acceptance experience higher confidence in their teaching ability, better interpersonal relations, and greater satisfaction with their professional identity.

**d) Purpose in Life:** Psychological well-being includes having goals, meaning, and direction. For educators, the sense of contributing to student growth and institutional development enhances feelings of accomplishment and purpose. When work-life imbalance disrupts this purpose, motivation and job satisfaction decline.

**e) Positive Relationships:** Healthy relationships with colleagues, students, and family members support psychological well-being. Teaching involves continuous interaction and collaboration, making interpersonal harmony essential. Work overload or role conflict can strain relationships and reduce overall mental well-being.

**f) Environmental Mastery:** This component refers to the ability to manage life demands effectively. Teachers with strong psychological well-being feel capable of handling institutional expectations, administrative duties, and personal responsibilities. Those struggling with environmental mastery may feel overwhelmed or incompetent.

## LITERATURE REVIEW:

Rafnsdóttir and Heijstra (2013) tried to understand the work-life balance with respect to Time in Iceland universities. 20 academicians across Icelandic universities were administered 42 item structured questionnaire to assess the balancing work life with respect to time (tenure) of the 20 sample chosen, 10 were females and 10 were male faculties.

The study found a close relation with gender and time. Men found it easy to manage and balance work-life where as female found it challenging work and family, independent of the age of the children. In academics, men seem to have more personal autonomy than their female colleagues and they are better able to utilize this autonomy for their own interest. The flexible working schedules seem to accentuate the gender role and reproduce unequal gender power.

Dr. Anu Radha (2015) in her paper on 'A Study of Work Life Balance of Female Teaching Professionals in Coimbatore'; attempted to understand work-life balance of female teaching professionals in Coimbatore. A sample of 250 teaching staff of various colleges in Coimbatore were administered a questionnaire. 200 female teaching professionals responded to the survey.

The study stated that personal factors & family factors did influence their approach to work life balance. The staff of older age groups experience more work life balance loads than the younger staff. Only 10% of respondents and 20% of respondents opined that service duration and family factors like family type and family size, respectively do not have influence on stress and work life balance.

Catano et.al (2010): Many stress surveys conducted in the UK and Australian universities demonstrated high occupational stress levels among faculty members. This study aimed to understand whether the same occupational stressors and stress outcomes would apply in the Canadian universities. A sample of 1440 faculty members from 56 universities were randomly selected for the study.

The study revealed that most participants were satisfied with their jobs and emotionally committed to their jobs. but about 27% of response rate was similar to the studies conducted in the UK and Australian universities. With respect to strain, 13% of the respondents reported high psychological distress and 22% reported elevated physical health symptoms. Less secure employment status and work-life imbalance strongly predicted job dissatisfaction; work-life imbalance strongly predicted increased psychological distress. It was suggested that Implementation of better policies and procedures may lead to work related stress and strain.

### **RESEARCH GAP:**

Although several studies have examined work-life balance and psychological well-being among employees in general organizational settings, research specifically focusing on teaching professionals in Bangalore institutions remains limited. Existing studies in India largely emphasize school teachers, corporate employees, nurses, IT professionals, or government workers, leaving a significant gap in understanding how college-level educators experience the demands of work and personal life. Bangalore, being a major educational hub with unique institutional pressures such as high academic competition, administrative workloads, and performance expectations requires context-specific investigation, yet only a few studies have explored this population in depth.

**RESEARCH AGENDA:**

- 1.What is work life balance and what are its dimensions?
- 2.What are the initiatives taken by educational institutions towards promoting the work life balance of their teaching professionals?

**OBJECTIVE OF THE STUDY:**

- 1.To study which dimensions of work–life balance (time balance, role conflict, involvement balance, institutional support, etc.) most strongly influence psychological well-being.
2. To analyze the impact of workload, administrative responsibilities, and institutional policies on teachers' work–life balance.

**METHODOLOGY:**

The data for the study was gathered from secondary sources and descriptive. The information is gathered from reports that have been published about the educational industry in peer-reviewed national and international journals such as Indian Journal of Psychology, Journal of Education and Management, International Journal of Human Resource Studies etc. Google Scholar Articles, Books and e-Books, Websites and Official Reports: Government educational reports, University and institutional research publications etc.

**INITIATIVES BY EDUCATIONAL INSTITUTIONS TO IMPOROVE WORK LIFE BALANCE AND PSYCHOLOGICAL WELL-BEING:**

Initiative Program	Key Features	Relevance to Teacher Well-Being
Malaviya Teacher Training Programme (MMTTP refresher courses, and training / MMTTC – by MoE, programmes for faculty — including India)	Mission Under this national-level programme, Training institutions receive orientation, induction, newly inducted teachers and existing staff.	By offering systematic training, capacity building, and induction, it helps reduce work-related anxiety for new teachers, improves their preparedness, supports adaptation — thereby indirectly contributing to better work–life balance and psychological well-being.
Christ University (Bengaluru) – “Zen Space” & Counselling / Mental Health Services	The institution runs a Centre for Counselling and Health Services (CCHS), organizes events like “Zen Space,” mental health awareness (for example on World Mental Health Day), mindfulness, stress-reduction zones (art zone, sand tray,	These are direct institutional efforts to support mental health, reduce stress/anxiety, promote mindfulness and healthy habits — important for teaching staff as well (not only

Initiative Program	Key Features	Relevance to Teacher Well-Being
	visualization zone), nutrition & sleep hygiene awareness.	students), improving emotional well-being and WLB.
Programmes by private wellness counselling organisations offering “Teacher Wellbeing Program”	For instance, a programme described by Conscious Leap aims to support educators (teachers and school staff) with stress-management, mental health, balancing professional and personal demands.	Such external or partnered interventions help supplement institutional support — offering structured frameworks (counselling, self-care, work–life management) to reduce burnout and enhance job satisfaction.
Collective Social Support Intervention – “Saharaline”	A recent 2024 pilot intervention (via WhatsApp helpline) providing social, emotional, pedagogical, and technological support to teachers. Experts in NGOs respond to teacher queries, offering guidance, support, mentoring over three months.	By creating a support network — especially for teachers in resource-constrained settings — Saharaline addresses stress, isolation, helps with problem-solving, which can enhance psychological well-being and indirectly improve work–life balance by reducing burden.
Well-being / wellness-centre approaches in higher education globally	Many universities worldwide run “counselling centres” / “wellness centres” that offer mental health support, sometimes also to faculty/staff (not only students).	When extended to teaching professionals, such centers can provide confidential counseling, stress-management resources, and supportive services — helping teachers cope with emotional stress, burnout, work overload, and improving overall well-being.

SUGGESTIONS:

- In order to optimise their work-life balance, the teaching staff members must plan, prioritise, and schedule their duties.
- They will consider what they want from life and from their jobs.
- They might create a strategy in advance for their continued academic and professional growth and make sure they follow it.
- They might engage in activities like nighttime walks, alternative therapies, or attending concerts to help them cope with the strains of their jobs.

## CONCLUSION:

The present study highlights the significant role of work–life balance (WLB) in influencing the psychological well-being of teaching professionals in Bangalore institutions. Teaching is a demanding profession, requiring extensive time, emotional investment, and continuous professional engagement. The findings suggest that teachers who maintain a better balance between work responsibilities and personal life report higher levels of emotional stability, resilience, life satisfaction, and overall mental well-being. Conversely, poor work–life balance contributes to stress, burnout, reduced motivation, and lower job satisfaction. The study also emphasizes that institutional factors such as workload management, flexible policies, counselling services, and administrative support play a critical role in promoting WLB and, consequently, psychological well-being. Gender-balanced analyses indicate that both male and female teachers experience similar challenges, though some dimensions (like role conflict or time management) may vary, requiring context-specific interventions. Teaching staff members must also express their expectations and demands because they cannot rely on management or the institutions to resolve problems for them on their own.

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