

WORK-LIFE BALANCE, LIFE SATISFACTION AND PERSONALITY TRAITS AMONG TEACHING PROFESSIONALS**Chanderkant Gorsy¹****Neeraj Panwar*1****ABSTRACT**

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. Further, school teachers were found high as compare to college teaching professionals. But no gender differences were reported.

Key Words: Work-life balance, satisfaction with life, extroversion, neuroticism, openness.

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Teaching as a profession has been considered as the noblest profession since the ancient times and thus has been the focus of attention of researchers and educational psychologists all the time. But due to advancement technology and drastic changes during the past few decades has made the teaching profession more challenging. Out of such challenges one is achieving a 'balance' between home life and work life is increasingly a priority and has been argued by many researchers for some time.

Work life balance (WLB) is about people having measure of their control over when, where and how they work. Most of the people view this as work life balance is what the organization allows for an individual to experience. However, work-life balance is a multi-dimensional approach with dimensions, which many individuals overlook, relates to what individuals do for themselves. The success of work life balance is always sustained with achievement along with enjoyment.

Being a combination of interactions among different areas of one's life associated advantages and disadvantages of WLB can affect multiple levels of society. The disadvantages associated with work-life imbalances are numerous and impact both employee and employer. One advantage, if work-life balance is achieved, is satisfaction with life and may be defined as a conscious, cognitive, global judgment of one's own life.

Moreover, comparison of one's perceived life circumstances with a self-imposed standard or set of standards is presumably made, and to the degree that conditions match these standards, the person reports high life satisfaction. Therefore, life satisfaction is a conscious cognitive judgment of one's life in which the criteria for judgment are up to the person. And these internal standards and criteria depend upon the personality attributes of an individual.

Work-life researchers reason that, because of the interactive and reciprocal nature of the relationships between work and family domains, work-related role stress might combine with work-family demands to exert considerable influence on an employee's overall perception of life satisfaction. Further, it is assumed that improvements in the quality of work-life will produce corresponding improvements in the quality of life as it makes it easier for employees to reduce the strains of managing the modern family. Generally, the research has supported these contentions. High work-life conflict has consistently been associated with lower levels of life satisfaction (Aryee, 1992; Bedeian et al., 1988; Googins, 1991).

Additionally, there are evidences in psychology which have concluded that persistent personality traits are the best predictors of life satisfaction. In recent years, an impressive body of research supported that five basic personality dimensions underlie all other characteristics of personality including *extraversion* [extent to which one is more sociable and outgoing (extraverted) or more aloof, retiring, reserved and introspected (introverted)]; *agreeableness* [extent to which one is trusting and helpful (more agreeable) or suspicious and uncooperative (less agreeable)]; *conscientiousness* [extent to which one is hardworking and reliable (more conscientious) or lazy, unreliable and careless (less conscientious)]; *neuroticism* [extent to which one is nervous and insecure (emotionally unstable) as opposed to calm and secure (emotionally stable)]; and *openness* [extent to which one is creative and nonconformist (more open) or conventional and down-to-earth (less open)].

Crooker et. al., (2002) have identified that different personality traits allow individuals to cope with work-life balance in different ways. Using these factors as a framework, they state that those individuals with conscientiousness and agreeableness are more likely to have a positive work-life balance. Conscientiousness has three characteristics, which are; commitment, control and challenge. Agreeable individuals create a support mechanism with others, and they reach out when they experience stressful

situations. They go on to mention that those individuals with negative affect and low self-efficacy will not achieve a balanced work-life.

Jennings and McDougald (2007) found that certain personality differences predispose individuals to work-life balance issues. The tendency to feel guilty, to be loyal towards others, a lack of sensitivity towards others and the need and desire for “being there” for family members and being unable to manage a new situation has been suggested to influence the level to which an individual experiences work life balance issues (Bekker, et al., 2010).

Kaur (2013) in a study attempted to investigate the relationships between WLB, satisfaction with life and personality dimensions (Big Five Personality Traits) and revealed that positive correlation exists between the three constructs.

Objectives

The present study endeavors to find out whether the work-life balance, life satisfaction and personality traits are inter-related among teaching professionals working in two different educational institutional setups i.e., schools and colleges. Further the study assesses differences at two levels, at level -1 school and college teaching professionals would be compared. At level -2 gender differences would be assessed by using t- test for independent sample.

METHODOLOGY:

SAMPLE:

The present study was conducted on a sample of 150 teaching professionals from Ambala and Hisar (Haryana) working in various public schools and colleges. For the selection of participants purposive sampling technique was employed. Their mean age was 35 years with minimum 5 years of working experience. All the participants were married and living with family members none of which reported any serious medical condition.

Tools

1. **WORK-LIFE BALANCE SCALE [WLB; Carlson, Grzywacz, & Zivnuska (2009)]:** This is a six-item scale designed to represent the definition developed by Grzywacz and Carlson (2007) of work–family balance that refers to the extent to which an individual is meeting negotiated role-related expectations in both the work and family domains. All the six items of this measure are responded on a five-point likert scale where 1 = strongly disagree and 5 = strongly agree. Items were such that higher scores equate to higher level of work-life balance. The Cronbach alpha for this scale is 0.93.
2. **SATISFACTION WITH LIFE SCALE [SWLS; Diener, Emmons, Larson, and Griffin, 1985]:** The scale is intended as a brief assessment of an individual’s general sense of satisfaction with their life as a whole. Although the SWLS includes only five items, it has demonstrated good psychometric characteristics (Pavot & Diener, 1993). A 7-point Likert style response scale (ranging from 1 = strongly disagree to 7 = strongly agree) has been utilized in order to afford respondents an array of response options. The 5-items are all keyed in a positive direction, so the five responses can simply be added to arrive at a total score for the scale. The possible range of scores is between 5 to 35, with a score of 20 representing the neutral point on the scale.
3. **BIG FIVE INVENTORY [BFI-44; John, Naumann, & Soto, (2008)]:** The inventory having big five factors of personality developed by John et al. (1991); John and Srivastava (1999). The inventory contains 44 items that are rated on the 5-point scale ranging from not agree at all (1) to absolutely agree (5). The items are the basis for scoring five BFI scales: extraversion, agreeableness, conscientiousness, neuroticism, and openness. Alpha reliability in present study

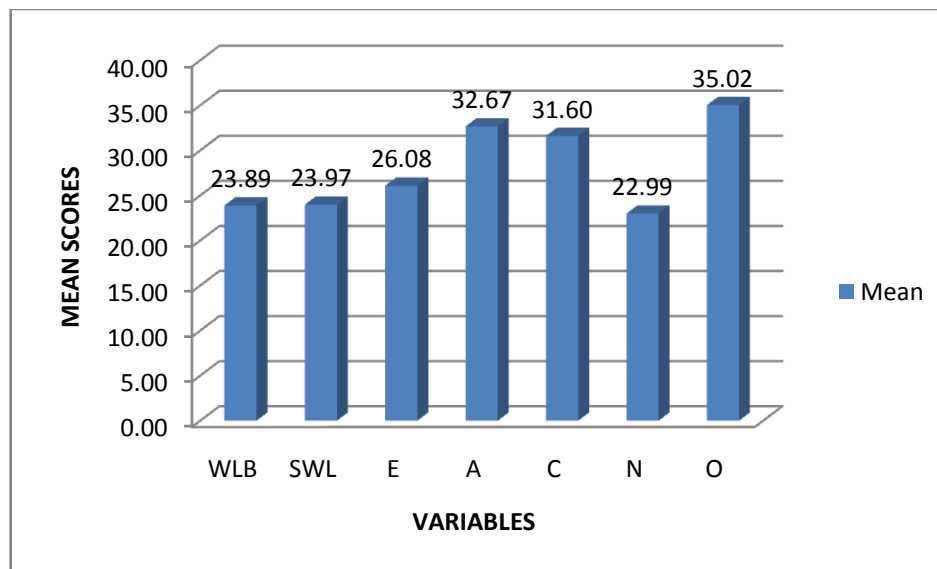
was observed as for extraversion $\alpha=0.67$; agreeableness $\alpha=0.64$; conscientiousness $\alpha=0.52$, Emotional Stability/neuroticism $\alpha=0.54$, and openness $\alpha=0.54$.

PROCEDURE:

For the present study prior consent of the authorities was taken and informed about the objective of the study. Teaching professionals were contacted during working hours on the basis of purposive random selection and rapport was established as well as they were assured about the confidentiality of their responses. Participants provided their responses pertaining to work-life balance, life-satisfaction and personality traits. Specific instructions for each scale were given to the individual.

RESULTS:

To arrive at the results from the collected data inter-correlations were computed and to find the mean differences on the aforesaid variables between the two groups i.e. public sector school and college teaching professionals *t-test* was applied. Results of inter-correlations are shown in the tables 1 or 2, where table 1 shows the summary of inter-correlations of the public sector school teaching professionals, table 2 shows the summary of inter-correlations of the public sector college teaching professionals.



Summary table (Table – 1) showing inter-correlations for the public sector school teaching professionals reveal that work-life balance is positively correlated with the satisfaction with life ($r = 0.56$; $p \leq .01$). It means those school teachers maintain balance between work situations and life they feel more satisfaction with their life. Personality traits are also positively correlated with the work life balance i.e. conscientiousness ($r = 0.44$; $p \leq .01$) extroversion ($r = 0.34$; $p \leq .01$) openness ($r = 0.27$; $p \leq .05$) and agreeableness ($r = 0.27$; $p \leq .05$). Whereas, the neurotic personality trait is negatively correlated with the work-life balance ($r = -0.16$; $p \leq .01$). Personality traits correlated with each other ranges from $-.22$ to 0.49 .

Table1 (School teachers)**Correlations between work life balance, satisfaction with life and personality traits**

	WLB	SWL	E	A	C	N	O
WLB	1						
SWL	.567**	1					
E	.344**	.115	1				
A	.273*	.147	-.200	1			
C	.447**	.386**	.133	.370**	1		
N	-.167	-.124	-.146	-.239*	-.228*	1	
O	.275*	.202	.263*	.156	.496**	-.009	1

Summary table (Table – 2) showing inter-correlations for the public sector college teaching professionals reveal that work-life balance is positively correlated with the life satisfaction ($r = 0.34$; $p \leq .01$). Personality traits are also positively correlated with the work life balance i.e. consciousness ($r = 0.44$; $p \leq .01$) extroversion ($r = 0.39$; $p \leq .01$) agreeableness ($r = 0.36$; $p \leq .05$) and openness ($r = 0.32$; $p \leq .05$). Whereas, the neurotic personality trait is negatively correlated with the work-life balance ($r = -0.11$; $p \leq .01$).

Table2 (College teachers)**Correlations between work life balance, satisfaction with life and personality traits**

		WLB	SWL	E	A	C	N	O
Work life balance	WLB	1						
Satisfaction with life	SWL	.343**	1					
Extroversion	E	.391**	.222	1				
Agreeableness	A	.366**	.378**	.081	1			
Consciousness	C	.441**	.333**	.222	.560**	1		
Neuroticism	N	-.117	-.176	.081	-.318**	-.211	1	
Openness	O	.322**	.249*	.081	.447**	.395**	-.143	1
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

The secondary aim of the present study was to compare teaching professionals with regard to their work life balance, satisfaction with life and personality traits (extroversion, agreeableness, consciousness, neuroticism and openness). At level 1 teaching professionals working in schools and colleges of public sector were compared for the organizational setup whereas gender differences were analyzed at level 2. The table 3 and table 4 clarify the result for independent t –test.

Table 3 reveals that significant differences were reported between school and college teaching professionals on work life balance ($t=2.67$; $p \leq .01$), satisfaction with life ($t=2.82$; $p \leq .01$), agreeableness ($t=3.71$; $p \leq .01$) and consciousness ($t=4.24$; $p \leq .01$). Where school teachers were found high as compare to college teaching professionals. Further no differences were reported for the teaching professionals of two groups on extroversion, openness and neuroticism.

Table 3 Group Statistics

Gender		N	Mean	S.D.	t	Sig. (2-tailed) (df=148)
Wlb	school	75	24.81	4.12	2.671	.008
	college	75	22.96	4.38		
Swl	school	75	25.32	4.97	2.825	.005
	college	75	22.63	6.59		
E	school	75	26.52	4.90	1.155	.250
	college	75	25.64	4.42		
A	school	75	34.33	5.53	3.708	.000
	college	75	31.00	5.48		
C	school	75	33.56	5.97	4.246	.000
	college	75	29.64	5.32		
N	school	75	23.20	5.03	.570	.570
	college	75	22.77	4.09		
O	school	75	35.81	5.95	1.609	.110
	College	75	34.23	6.13		

Table 4 reveals no significant gender differences among school and college teaching professionals on work life balance ($t=.094$; n.s.), satisfaction with life ($t=-1.01$; n.s.), extroversion ($t=1.12$; n.s.),

agreeableness ($t=1.02$; n.s.), consciousness ($t=.13$; n.s.) and neuroticism ($t=1.11$; n.s.). Further mild gender differences were reported only on openness ($t=2.11$; $p \leq .05$) for the two groups.

Table 4 Group Statistics

Gender		N	Mean	S.D.	t	Sig. (2-tailed) (df=148)
Wlb	Female	75	23.92	4.32	.094	.925
	Male	75	23.85	4.38		
Swl	Female	75	23.48	5.34	-1.012	.313
	Male	75	24.47	6.54		
E	Female	75	26.51	4.97	1.120	.265
	Male	75	25.65	4.34		
A	Female	75	33.15	6.04	1.025	.307
	Male	75	32.19	5.41		
C	Female	75	31.67	5.98	.136	.892
	Male	75	31.53	6.00		
N	Female	75	23.40	4.80	1.108	.270
	Male	75	22.57	4.32		
O	Female	75	36.05	6.11	2.109	.037
	Male	75	33.99	5.89		

DISCUSSION AND CONCLUSION:

Indeed, both schools and colleges are the educational institutional established with the objective of academic excellence through the trained teaching professional. But still basic differences exist among the functioning of both at various levels which may or may not relate with the personal values. Differences among these values are expected to exist because of permanent traits. Finding for the present study reveals that for school and college teaching professionals personality traits are differently associated with work life balance and life satisfaction. Where work life balance has strong relation with life satisfaction among teaching professionals, they are moderately related among college teaching staff.

Further satisfaction with life moderately relates to three personality trait (agreeableness, consciousness and openness) among college teaching staff as compare to school teacher where satisfaction with life relates to single personality trait (consciousness) moderately. For both groups of teaching professionals no inter-correlations were found for extroversion with life satisfaction, agreeableness, consciousness and neuroticism. Additionally neuroticism was found as significant negative correlate of agreeableness for both the teaching groups.

Independent t-test was computed to study the gender differences as well as to compare the two groups of teaching professional working in public sector schools and colleges. Results for the same revealed no gender difference except mild gender difference on openness. Further school teachings

professions were found high on work-life balance, life satisfaction, agreeableness and consciousness as compared to college teaching staff. Thus, it could be concluded that a fixed syllabus, regular performance outcomes of the students through exams, and other activities motivates the teaching faculty which enables them to maintain balance between work-life demands and attain life satisfaction. Moreover, agreeableness and consciousness are the two basic traits on which school teachers are found to be high which may be the leading cause behind experienced work-life balance and life satisfaction.

Thus, these empirical evidences provide support that WLB is directly related to life satisfaction and dimensions of personality. Also, the fact found from the review of literature shows that WLB being an important aspect for human welfare has constantly being changing its horizons.

Though the primary aim of the present study was not to study the mediating role of personality traits between work-life balance and life satisfaction, future study could be conducted to investigate the same with the help of proper statistical tools (Sobel's test). Further, the present findings are limited to teaching professionals; futures studies may take inter-disciplinary professions too for the better understanding of mediating role of personality.

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