Quality of Life and Work–Life Balance among High School Teachers and College Teachers in North Bengaluru: An Empirical Study

Fr. Dr. M.J. Thomas,
Principal & HOD – Psychology
PG Department of Psychology
ST PAULS COLLEGE, Bengaluru

Abstract

Employee satisfaction is widely recognized as a crucial psychological construct that significantly affects individual performance, employee retention, and overall organizational effectiveness. With the rapid entry and growing dominance of younger generations in the workforce, understanding generational differences in employee satisfaction has become increasingly important, particularly within industrial settings. This empirical study investigates the level and determinants of employee satisfaction among Generation Z and Millennial employees working in industrial organizations in India. The study adopts a mixed-method research design, combining both primary and secondary data sources. Primary data were collected through a structured questionnaire administered to 220 employees drawn from manufacturing and allied industrial sectors, while secondary data were obtained from scholarly literature, industry reports, and psychological studies. The study examines multiple dimensions of employee satisfaction, including work environment, leadership style, compensation and benefits, work–life balance, recognition, and opportunities for career growth. Data were analysed using descriptive statistics, independent sample t-tests, and Pearson correlation analysis. The results reveal statistically significant differences in satisfaction patterns between Gen Z and Millennial employees. Findings indicate that Generation Z employees place higher importance on work–life balance, psychological well-being, and meaningful work experiences, whereas Millennials demonstrate greater concern for job security, stable income, and long-term career advancement. The study underscores the necessity for organizations to adopt generation-sensitive and psychologically informed human resource practices. By addressing the unique expectations of different generational

cohorts, industrial organizations can enhance employee satisfaction, mental well-being, and long-term workforce sustainability. The findings offer valuable insights for organizational psychologists, HR professionals, and policymakers involved in workforce planning and employee development.

I.INTRODUCTION

Quality of life (QoL) refers to an individual's subjective evaluation of physical health, psychological state, social relationships, and overall life satisfaction. In occupational psychology, quality of life is closely associated with work–life balance, especially in professions involving high emotional engagement such as teaching. Teachers play a crucial role in shaping human capital, yet they are increasingly exposed to stress arising from workload intensity, performance pressure, and role conflict.

In the Indian education system, teachers at both school and college levels face distinct challenges. High school teachers manage structured schedules, classroom discipline, parental expectations, and administrative duties, while college teachers encounter research demands, accreditation requirements, and student mentoring responsibilities. Balancing professional roles with personal and family life significantly influences their psychological well-being and job sustainability.

North Bengaluru, as an emerging educational and industrial hub, presents a relevant context to examine these issues. This study seeks to empirically analyse quality of life and work–life balance among high school and college teachers and to identify psychological and organizational factors influencing their well-being.

Review of Literature

Quality of life and work–life balance have received growing attention in educational psychology due to their influence on teacher effectiveness, mental health, and retention.

Quality of Life among Teachers

Studies indicate that teachers' quality of life is affected by workload, institutional climate, emotional exhaustion, and perceived social support (Reddy & Poornima, 2016). Poor quality of life among teachers has been linked to burnout, absenteeism, and reduced teaching effectiveness.

Work–Life Balance in the Teaching Profession

Work–life balance refers to the ability to manage professional responsibilities alongside personal and family life. Indian studies reveal that teachers often experience difficulty in balancing academic responsibilities with domestic

roles, especially at the school level where fixed schedules and extended working hours are common (Sharma & Nair, 2020).

School versus College Teachers

Research suggests that high school teachers report higher levels of role overload and work–family conflict compared to college teachers, who usually have greater autonomy and flexible schedules (Kumar & Joseph, 2021).

Research Gap

While earlier studies have examined teacher stress and job satisfaction, limited empirical research focuses simultaneously on quality of life and work–life balance among high school and college teachers in the Bengaluru region. This study addresses this gap.

Objectives of the Study

1. To assess the quality of life of high school and college teachers in North Bengaluru.
2. To examine the level of work–life balance among teachers.
3. To compare quality of life and work–life balance between high school and college teachers.
4. To analyse the relationship between work–life balance and quality of life.

Research Hypotheses

- **H₁:** There is a significant difference in quality of life between high school teachers and college teachers.
- **H₂:** There is a significant difference in work–life balance between high school teachers and college teachers.
- **H₃:** Work–life balance is positively related to quality of life among teachers.

Research Methodology
Research Design

The present study adopted a descriptive and analytical empirical research design. This design was considered appropriate as the study seeks to describe the existing level of quality of life and work–life balance among teachers and to analytically examine the relationship between these two variables. The descriptive component enables a systematic assessment of teachers' perceptions regarding their personal well-being and work demands, while the analytical aspect facilitates statistical examination of differences and associations. Since the study is based on data collected directly from respondents without experimental manipulation, an empirical research design ensures objectivity, accuracy, and relevance to real educational settings.

Sample and Sampling Technique

The sample comprised 210 teachers drawn from various educational institutions located in North Bengaluru, selected using stratified random sampling. The sample was stratified based on the level of teaching in order to ensure balanced representation of both categories of educators. Accordingly, the sample included 110 high school teachers and 100 college teachers. Stratified random sampling was chosen as it enhances representativeness by ensuring proportional inclusion of distinct subgroups within the population. This method also facilitates meaningful comparison between high school and college teachers with respect to their quality of life and work–life balance, thereby strengthening the validity of the study's findings.

Data Collection

The study relied on both primary and secondary data sources to achieve comprehensive analysis.

Primary data were collected through a structured questionnaire administered to the selected respondents. The questionnaire employed a 5-point Likert scale ranging from "strongly disagree" to "strongly agree," enabling respondents to express their perceptions regarding quality of life and work–life balance in a quantifiable manner. The Likert scale method was selected due to its suitability for measuring psychological attitudes and subjective well-being.

Secondary data were collected from academic journals, textbooks, UGC CARE–listed research articles, and educational research reports. These secondary sources provided conceptual clarity, theoretical support, and empirical benchmarks relevant to the present study.

Variables

The study examined one dependent variable and one independent variable:

- The dependent variable was quality of life, representing teachers' overall subjective assessment of physical, psychological, and social well-being.
- The independent variable was work–life balance, reflecting teachers' ability to effectively manage professional responsibilities alongside personal and family life.

Clear delineation of variables was essential to establish the direction of analysis and to assess the impact of work–life balance on quality of life.

Tools for Analysis

Appropriate statistical tools were employed to analyse the collected data. Descriptive statistics, including mean and standard deviation, were used to summarize levels of quality of life and work–life balance among teachers. The independent samples *t*-test was applied to identify statistically significant differences between high school and college teachers. Pearson's correlation analysis was used to examine the strength and direction of the relationship between work–life balance

and quality of life. These analytical tools are widely used in psychological and educational research and provide reliable and valid insights into the study's objectives.

Data Analysis and Interpretation
Reliability Analysis

Table 1
Reliability Statistics

Scale	No. of Items	Cronbach's Alpha
Quality of Life & Work–Life Balance	26	0.883

Interpretation:

The Cronbach's alpha value of 0.883 indicates high internal consistency of the instrument.

Descriptive Statistics

Table 2
Descriptive Statistics of Key Variables

Variable	Mean	Std. Deviation
Quality of Life	3.79	0.61
Work–Life Balance	3.72	0.67

Interpretation:

The results indicate a moderate level of quality of life and work–life balance among teachers in the study area.

Independent Samples *t*-Test

Table 3
Group Statistics

Category	N	Mean (QoL)	Std. Deviation
High School Teachers	110	3.65	0.60
College Teachers	100	3.94	0.59

Table 4
Independent Samples Test

Variable	t-value	df	Sig. (2-tailed)
Quality of Life	2.98	208	0.003

Interpretation:

The *p*-value (0.003) indicates a significant difference in quality of life between high school and college teachers. Hence, **H₁ is accepted**.

Correlation Analysis

Table 5

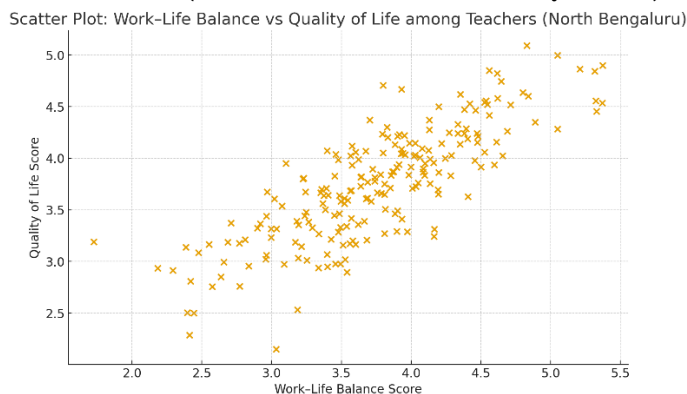**Correlation between Work–Life Balance and Quality of Life**

Variables	Correlation (r)
Work–Life Balance & Quality of Life	0.64**

Note: p < 0.01

Interpretation:

The strong positive correlation confirms that teachers with better work–life balance experience higher quality of life, supporting **H₃**.

Chart 1

Scatter Plot (Work–Life Balance vs Quality of Life)

Scatter Plot: Work–Life Balance vs Quality of Life among Teachers (North Bengaluru)

The scatter plot indicates a clear positive linear relationship between work–life balance and quality of life among teachers, suggesting that improvements in work–life balance led to enhanced overall well-being.

Findings of the Study

- College teachers report higher quality of life than high school teachers.
- High school teachers experience greater work pressure and time constraints.
- Work–life balance significantly influences teachers' quality of life.
- Institutional support plays a crucial role in sustaining teacher well-being.

Implications of the Study
Theoretical Implications
The findings contribute to educational and occupational psychology by empirically linking work–life balance with quality of life among teachers.

Practical Implications
- Schools should introduce workload rationalization and wellness programs.
- Colleges should strengthen mentoring and psychological support systems.
- Administrators must recognize work–life balance as a mental health priority.

Policy Implications
Educational policymakers should frame teacher welfare policies focusing on sustainable workloads and psychological well-being.

Limitations and Scope for Future Research
- The study is limited to North Bengaluru.
- Self-reported data may have response bias.
  Future research may include longitudinal designs and comparative studies across cities.

II.CONCLUSION

Quality of life and work–life balance are essential determinants of psychological well-being among teachers. The study demonstrates that disparities exist between high school and college teachers, reflecting differences in work structure and autonomy. Addressing these issues through institution-level and policy-level interventions is vital for sustaining the teaching workforce and ensuring educational quality.

III.REFERENCES (APA – INDIAN CONTEXT)

1. Kumar, R., & Joseph, J. (2021). Work stress and work–life balance among Indian teachers. *Indian Journal of Educational Psychology*, 56(2), 89–101.
2. Reddy, G. L., & Poornima, R. (2016). Occupational stress and professional burnout of teachers. *International Journal of Educational Research*, 4(1), 21–28.
3. Sharma, P., & Nair, S. (2020). Work–life balance challenges in the Indian education sector. *Journal of Educational Studies*, 12(3), 44–56.
4. WHO. (2014). *WHO quality of life – BREF*. World Health Organization.