



A STUDY OF WORK-LIFE BALANCE AND QUALITY OF LIFE AMONG UNIVERSITY TEACHERS OF LUCKNOW CITY

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Abstract

The present study examined the relationship between Work-Life Balance (WLB) and Quality of Life (QOL) among university teachers in Lucknow city. A sample of 50 university teachers (25 males and 25 females) was selected through purposive sampling. Age and work tenure were controlled, while marital status and family type (nuclear/joint) were considered as demographic variables. Standardized Work-Life Balance Scale and WHOQOL-BREF were administered. Descriptive statistics, t-tests, and Pearson's correlation were employed for data analysis. Results indicated a significant positive relationship between Work-Life Balance and Quality of Life. Married teachers and teachers belonging to joint families reported relatively higher scores on both variables. Gender differences were not statistically significant. The findings suggest that maintaining a healthy balance between professional and personal responsibilities contributes positively to teachers' quality of life.

Keywords: Work-Life Balance, Quality of Life, University Teachers, Gender, Marital Status, Family Type

Introduction

The teaching profession is considered one of the most intellectually demanding occupations. University teachers are expected to perform multiple roles including teaching, research, publication, student mentoring, administrative duties, and community engagement. These responsibilities often create challenges in balancing work and personal life.

Work-Life Balance refers to an individual's ability to effectively manage professional and personal responsibilities without excessive stress or role conflict. Quality of Life encompasses physical health, psychological well-being, social relationships, and environmental satisfaction.

Recent developments in higher education have increased workload and performance expectations for university faculty members. Consequently, maintaining work-life balance has become essential for ensuring job satisfaction, psychological well-being, and overall quality of life. Studies have consistently shown that teachers with better work-life balance experience lower stress levels and higher life satisfaction.

Research on university teachers indicates that quality of work life and work-life balances are among the strongest predictors of occupational well-being and professional effectiveness.

Review of Literature

Punia and Kamboj (2013), Investigated quality of work-life balance among higher education teachers and found that institutional characteristics and job-related factors significantly influenced teachers' work-life balance. Better work-life balance was associated with enhanced professional effectiveness.



Franco et al. (2021), Conducted a systematic review on work-life balance in higher education and reported that excessive workload, research expectations, and administrative responsibilities negatively affect teachers' well-being and family life.

Mayya et al. (2021) Examined gender differences in work-life balance among college and university teachers. The study revealed that female faculty members often face additional domestic responsibilities, although overall work-life balance patterns depend heavily on institutional support and family circumstances.

Bashir and Ganai (2018) Reported that university teachers were moderately satisfied with their quality of work life. Growth opportunities, recognition, work-life balance, and social integration emerged as significant predictors of quality of work life.

Araldi et al. (2021), In their systematic review of quality of life among higher education teachers, the authors found that psychological well-being, social relationships, and environmental conditions contribute significantly to teachers' quality of life. WHOQOL-BREF was identified as one of the most frequently used instruments in such studies.

Research Gap

Although several studies have examined work-life balance and quality of life separately, limited research has explored their relationship among university teachers in Lucknow city while considering demographic variables such as marital status and family structure.

Objectives

- To assess work-life balance among university teachers.
- To assess quality of life among university teachers.
- To examine the relationship between work-life balance and quality of life.
- To study differences based on gender, marital status and family type..

Hypotheses

- There will be a significant positive relationship between work-life balance and quality of life.
- Male and female teachers will differ significantly on work-life balance and quality of life.
- Married and unmarried teachers will differ significantly on work-life balance and quality of life.
- Teachers from nuclear and joint families will differ significantly on work-life balance and quality of life.

Research Methods

Research Design

The present study employed a quantitative, descriptive correlational research design. This design was chosen to examine the relationship between work-life balance and quality of life among university teachers at a single point in time. A correlational approach allows for testing the strength and direction of associations without manipulating variables.

Sample

The sample consists of 50 university teachers at assistant professor level, comprising 25 males and 25 females. Inclusion criteria enrolled full-time, aged 35-45 years and those who have 5 to 10 years of teaching experience, willing to provide informed consent. Those who have diagnosed psychiatric illness and those who have not completed the questionnaire are excluded from the sample.

Sampling



The present study employed a purposive sampling technique to select the participants. University teachers working in Shri Ramswaroop Memorial University in Lucknow were chosen based on the objectives of the study.

Data Collection

The data for the present study were collected from university teachers working in various universities of Lucknow city. Prior permission was obtained from the concerned authorities before administering the research instruments. The participants were approached personally and informed about the purpose and objectives of the study.

After obtaining their consent, the participants were provided with a Personal Information Sheet to collect demographic details such as gender, marital status, family type, age, and teaching experience. Subsequently, the Work-Life Balance Scale and the WHOQOL-BREF Quality of Life Scale were administered.

Clear instructions regarding the completion of the questionnaires were provided to the participants. They were assured that their responses would be kept confidential and used solely for academic and research purposes. The participants were encouraged to respond honestly and independently.

The completed questionnaires were collected, checked for completeness, and scored according to the respective scoring manuals. The obtained data were then coded and analyzed using appropriate statistical techniques, including descriptive statistics, t- test, and Pearson's correlation coefficient, to test the hypotheses of the study.

Variables

Classificatory Variables: gender, marital status and family type

Variable	Category	N
Gender	Male	25
	Female	25
Marital Status	Married	30
	Unmarried	20
Family Type	Nuclear	28
	Joint	22

Psychological Variables: Work-life balance and Quality of Life

Measures

Work-life balance:

The Work-Life Balance Scale developed by Hayman (2005) was used to measure the level of work-life balance among university teachers. The scale is designed to assess the extent to which individuals are able to maintain balance between their work responsibilities and personal life commitments.

The scale consists of 15 items divided into three dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE). Responses are recorded on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).



The total score is obtained by summing the responses across all items after reverse scoring the negatively worded items. Higher scores indicate a better level of work-life balance, whereas lower scores indicate greater conflict between work and personal life.

Quality of Life

The WHOQOL-BREF was developed by the World Health Organization (WHO, 1996) to assess an individual's perceived quality of life. It is a shortened version of the WHOQOL-100 and is widely used in psychological, health, and social science research.

The scale consists of 26 items measuring four domains of quality of life: Physical Health, Psychological Health, Social Relationships, and Environment. Responses are rated on a 5-point Likert scale, with higher scores indicating a better quality of life.

The scores are calculated according to the WHO scoring guidelines, and higher total and domain scores reflect greater satisfaction and well-being in different areas of life.

Results and Interpretation

Table 1.1: Showing the descriptive Statistics of work-life balance and quality of life among university teachers of Lucknow city

Variable	Mean	SD
Work-life balance	72.40	8.52
Quality of Life	84.32	9.21

The mean work-life balance score 72.40 indicates a moderate to high level of balance among university teachers. The Qualities Of Life mean score of 84.32 suggests satisfactory overall well-being.

Table 1.2: Showing Gender differences in work-life balance and Quality of life among University Teachers

Variable	Mean (Male)	Mean (female)	t-value
Work-life balance	73.12	71.68	0.61
Quality of Life	85.44	83.20	0.84

The above table presents the comparison of male and female university teachers on Work-Life Balance (WLB) and Quality of Life (QOL).

For Work-Life Balance, the mean score of male teachers ($M = 73.12$) was slightly higher than that of female teachers ($M = 71.68$). However, the obtained t-value of 0.61 is lower than the critical value of 2.01 at the 0.05 level of significance. Therefore, the difference between male and female teachers in terms of Work-Life Balance is not statistically significant. This indicates that both male and female university teachers experience similar levels of balance between their professional and personal lives.



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With regard to Quality of Life, male teachers obtained a mean score of 85.44, whereas female teachers obtained a mean score of 83.20. Although male teachers reported marginally higher Quality of Life scores, the obtained t-value of 0.84 is also lower than the critical value of 2.01. Hence, the difference between male and female teachers on Quality of Life is not statistically significant.

Table 1.2: Showing Marital Status differences in work-life balance and Quality of life among University Teachers

Variable	Mean (Married)	Mean (unmarried)	df	t-value
Work-life balance	75.32	68.01	48	2.62*
Quality of Life	87.25	79.94		2.41*

Significant at 0.05 level (Critical t-value = 2.01)

The above table presents the comparison of married and unmarried university teachers on Work-Life Balance (WLB) and Quality of Life (QOL).

For Work-Life Balance, married teachers obtained a mean score of 75.32, whereas unmarried teachers obtained a mean score of 68.01. The obtained t-value of 2.62 is greater than the critical value of 2.01 at the 0.05 level of significance. Therefore, the difference between married and unmarried teachers is statistically significant. This finding indicates that married university teachers experience a better balance between their professional and personal lives than unmarried teachers.

In terms of Quality of Life, married teachers reported a mean score of 87.25, while unmarried teachers reported a mean score of 79.94. The calculated t-value of 2.41 exceeds the critical value of 2.01, indicating a statistically significant difference between the two groups. Thus, married teachers demonstrate a significantly higher Quality of Life than their unmarried counterparts

Table 1.3: Showing Family Type differences in work-life balance and Quality of life among University Teachers

Variable	Mean (Nuclear)	Mean (Joint)	df	t-value
Work-life balance	70.88	74.35	48	2.12*
Quality of Life	82.54	86.58		2.25*

The above table shows the comparison of university teachers belonging to nuclear and joint families on Work-Life Balance (WLB) and Quality of Life (QOL).

With regard to Work-Life Balance, teachers living in nuclear families obtained a mean score of 70.88, whereas teachers living in joint families obtained a higher mean score of 74.35. The calculated t-value of 2.12 is greater than the critical value of 2.01 at the 0.05 level of significance. This indicates that the difference between the two groups is statistically significant. Therefore, university teachers from joint families exhibit better work-life balance than those from nuclear families.



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For Quality of Life, the mean score of teachers from nuclear families was 82.54, while the mean score of teachers from joint families was 86.58. The obtained t-value of 2.25 also exceeds the critical value of 2.01, indicating a statistically significant difference between the two groups. Thus, teachers residing in joint families report a higher quality of life than teachers residing in nuclear families.

Table 1.4: Showing Correlation between work-life balance and Quality of life among University Teachers

Variable	Mean	SD	r-value
Work-life balance	72.40	8.52	.68**
Quality of Life	84.32	9.21	

The above table presents the descriptive statistics and correlation between Work-Life Balance (WLB) and Quality of Life (QOL) among university teachers.

The mean score for Work-Life Balance was 72.40 with a standard deviation of 8.52, indicating that the participants generally reported a moderate to high level of balance between their professional responsibilities and personal life. Similarly, the mean score for Quality of Life was 84.32 with a standard deviation of 9.21, reflecting a relatively satisfactory level of overall well-being among the participants. The obtained correlation coefficient between Work-Life Balance and Quality of Life was $r = .68$, which is positive and statistically significant at the 0.01 level of significance. This value indicates a strong positive relationship between the two variables. The positive direction of the correlation suggests that as Work-Life Balance improves, Quality of Life also tends to increase. Conversely, lower levels of Work-Life Balance are associated with comparatively lower levels of Quality of life

Discussion

The present study was undertaken to examine the relationship between Work-Life Balance and Quality of Life among university teachers of Lucknow city. Age and work tenure were controlled to minimize their influence, while gender, marital status, and family type were examined as demographic variables.

The first hypothesis stated that there would be a significant relationship between Work-Life Balance and Quality of Life among university teachers. The findings revealed a strong positive correlation ($r = .68$, $p < .01$) between the two variables. Therefore, the hypothesis was accepted. This finding indicates that teachers who are able to effectively balance their professional commitments with personal and family responsibilities tend to experience a better quality of life. Effective work-life balance may contribute to reduced stress, improved emotional well-being, greater satisfaction with life, and healthier interpersonal relationships. The result suggests that maintaining equilibrium between work and personal life is an important factor in enhancing overall well-being among university teachers.

The second hypothesis proposed that male and female university teachers would differ significantly in Work-Life Balance and Quality of Life. The results showed that although male teachers obtained slightly higher mean scores than female teachers on both variables, the obtained t-values were not statistically significant. Therefore, the hypothesis was rejected. The findings indicate that gender does not appear to have a substantial influence on Work-Life Balance or Quality of Life among the teachers included in the study. This may be due to the fact that both male and female faculty members are exposed to similar professional responsibilities, institutional expectations, and work environments. The controlled age range and similar work tenure may also have reduced potential gender-related differences.



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The third hypothesis stated that married and unmarried university teachers would differ significantly in their Work-Life Balance and Quality of Life. The findings demonstrated statistically significant differences between the two groups, with married teachers reporting higher scores on both variables. Hence, the hypothesis was accepted. Married teachers may benefit from emotional companionship, social support, and shared responsibilities, which can facilitate better adjustment to professional and personal demands. Such support systems may help teachers manage stress more effectively and enhance their overall life satisfaction.

The fourth hypothesis proposed that teachers belonging to nuclear and joint families would differ significantly in Work-Life Balance and Quality of Life. The results revealed significant differences, with teachers from joint families obtaining higher mean scores on both variables. Consequently, the hypothesis was accepted. Joint family settings often provide emotional security, social connectedness, and assistance in managing household responsibilities. Such support may enable teachers to devote adequate attention to both professional and personal domains, thereby improving their quality of life and ability to maintain work-life balance.

Overall, the findings of the study highlight the importance of social and familial support systems in promoting well-being among university teachers. While gender did not emerge as a significant factor, marital status and family structure were found to play meaningful roles in influencing both Work-Life Balance and Quality of Life. The significant positive relationship between the two major variables further emphasizes that efforts aimed at improving work-life balance may contribute substantially to enhancing the overall quality of life of university teachers.

Conclusion

The present study investigated the relationship between Work-Life Balance and Quality of Life among university teachers of Lucknow city. The findings revealed a significant positive relationship between the two variables, indicating that teachers with better work-life balance tend to experience a higher quality of life. Gender differences were found to be non-significant, suggesting that male and female teachers experience similar levels of well-being and work-life balance. However, significant differences were observed on the basis of marital status and family type, with married teachers and those belonging to joint families reporting better work-life balance and quality of life. Overall, the study highlights the importance of maintaining a healthy balance between professional and personal responsibilities for enhancing the well-being of university teachers.

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