



Work Life Balance and Organizational Identification as Predictors of Psychological Well-Being of Private School Teachers

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ABSTRACT

The present investigation was aimed to study the Work Life Balance and Organizational Identification as Predictors of Psychological Well-Being of Private School Teachers. It was a novel and challenging task because having gone through the sources of literature, it has been found that only few research studies related to organizational identification have been studied in relation to Work Life Balance of school teachers.

With the above reasons, this topic was chosen and tried out to do some addition in the previous research already conducted by other researchers in the past. Moreover, work life balance and organizational identification seems to be a very significant and necessary aspect in each and everyone's life with especial reference to teachers in the school, whose lifestyle is most likely to be highly influenced and determined by psychological well-being. Work life balance and organizational identification in conjunction with psychological well-being of teachers in the school may give more positive effect in determining their lifestyle. For this purpose, the sample of the present investigation was randomly drawn from the various schools of Aligarh i.e., Aligarh Public School, Delhi Public School, Blue Bird School, etc. The sample size consists of N=500 school teachers. The scales already available viz., psychological well-being scale developed by Shahnawaz and Ansari (2016), Work life balance scale was adopted by Hayman (2005) which was originally developed by Fisher (2001) and Organizational Identification was measured with a six-item scale developed by Mael and Ashforth (1992). On the basis of Simple Linear Regression Analysis statistic finding of the present study revealed that work life balance and organizational identification is significantly influencing the psychological well-being of school teachers. Results will be discussed in a bit detail with logical

explanations along with the relevant suggestions.

INTRODUCTION

As we all know that today's era is the age of competition. Everybody wants to achieve more by competing to each-other in all walks of life, especially in the areas of business, education and political. This competition leads to imbalances at work place and family life. Imbalance between work place and family life give rise to stress, poor mental health, ineffective decision making skills, and poor interpersonal relationships. People's personal life gets negatively affected due to work related stress. On the other hand, stressful family life is most likely responsible for poor performance at workplace. However, it is the necessity of present era to have a healthy balance between work and family life. If we focus our attention towards teachers in the academic field, then we can say that work life balance and organizational identification play a very significant role in making and developing a sense of psychological well-being of teachers. Psychological well-being seems to be the 'Hall-Mark' of teachers' work performance which can be develop through managing work life balance and enhancing organizational identification.

Work life balance is about managing the work life and family life simultaneously. There are many aspects like increasing job responsibilities, multitasking, need to adept self with emerging technologies, stricter consumer rights along with job insecurities and a competitive workplace make health care a challenging sphere to work in. As a matter of fact, work-life balance has eventually become an essential necessity for almost all categories of workers, including those employed in teaching positions,

The term work life balance (Work Life Balance) was coined in 1986 in response to the growing concerns by individuals and organizations alike that work can impose upon the quality of family life and vice-versa.

Clark (2000) describes WLB as 'satisfaction and good functioning at work and at home, with a minimum of role conflict'.

According to Grady et al. (2008) WLB in its comprehensive sense which captures all aspects of employees' personal and work life; this suggests that WLB should be focused on individuals, families, workplaces, communities, and society as a whole. However, due to word count and time limits, this study excluded community and societal aspects, and focused on individuals, families and workplaces.

Work life balance is said to enhance the performance and productivity of an employee (Mukuri and Ngar, 2014). This is evident because when the organization helps to reduce the interference from the work, the demands of family are met much better and it proves to be less disruptive to the work. (Kirchmeyer and Cohen, 1999)

Doing working in an organization, employees identify, to some extent, with the organization, as part of a collective group. Organizational values, norms and interests become united in the self-concept as employees increase their identification with the organization. However, employees also identify with their outside roles, or their 'true self'. Employee interactions with the organization, through other employees, management, customers, or others, reinforces (or resists) the employee identification with the organization. At the same time, the employee must manage their 'true self' identification. In other words, identity is 'fragmented and constructed' through a number of interactions within and out of the organization; employees don't have just oneself. Most employees identify with not only the organization, but also other sides of their life (family, children, religion, etc.). Sometimes these identities line up and sometimes they do not. When identities are in conflict, psychological well-being may be affected. Organization members must perform identity work so that they line up themselves with the area in which they are performing to avoid conflict and any type of stress.

In the view of Kelman (1958) that identification take place when an individual accepts influence for establishing and maintaining a satisfying self-defining relationship with another person or group. Whereas, Katz (1964) said that identification can be define as one of the consequences for the members of their involvement in an organization. Again, Kelman (1961) found that identification occur when an individual defines him/herself in a relationship with another because of satisfaction it provides.

It is one of the most important aspects of one's life experiences and is instrumental for all other aspects of life. Well-being of an individual is synonym to through happiness and satisfaction with life. But it does not mean that well-being is happiness and satisfaction. Here, it can be said that well-being is much more than happiness and satisfaction. Well-being refers to having a meaningful life, fulfillment of ones' own potentialities, feeling to have purposeful life, etc. Generally, experience of well-being of an individual is affected by one's perception, expectations, and psychological factors related to a number of situations. The level of well-being experience of an individual influences his/her both social and job life as well. Psychological well-being is not a new concept, but its existence is reflected in Aristotale's "EthicaNicomachae", and since the concept is in use and gradually came into existence and become the subject matter of psychology.

The concept of psychological well-being is derived from the personality of an individual which denotes to the stability of an individual at both inter and intra levels. Psychological well-being plays a very important role in both work and off-the work condition of an individual's life. Therefore, it cannot be wrong to say that it plays a very significant role in personal and professional life of an individual.

Layman defines the term well-being as absence of disease whereas, Verma (1988) advocated well-being as being a part of positive mental health which does not mean only absence of disease. Verma further explained that it is not much important that a person is rich or poor but it is important that a person have the feeling of satisfaction related to various life and through such feelings and experiences a person develops the sense of feelings and experiences of psychological well-being.

Argyle (1992) described on the basis of real observation that, when people are asked to describe happiness, they answered in one of two ways, some people view happiness in the form of positive emotions, like joy, whereas others described it in the form of gratification and satisfaction with life.

The phenomenon of psychological well-being is derived from Kelly's (1955) personal construct theory. On the basis of the findings of number of studies it is obtained that there are six dimensions that form a combination of construct of well-being of an individual. According to Ryff (1989) these six dimensions are as follows: -

1. Self-Acceptance
2. Personal Growth
3. Purpose in Life
4. Environmental Mastery
5. Autonomy
6. Positive Relation with Others

Studies on psychological well-being have shown the importance and the benefits for both the individual as well as groups. These have been sum-up by Diener and Seligman (2004) in the following manner:

(1) Society: Democratic governance can be increased with the help of well-being of the individual and the population

(2) Income: Happy people get higher incomes as compared to unhappy individuals

(3) Work: those workers who are happy and satisfied are more likely to do higher organizational citizenship behavior. Whereas level of satisfaction in work units is positively related to productivity and profitability

(4) Physical health: Longevity is associated with high level of well-being. Those individuals who have low level of well-being have compromise immune system and suffer from more diseases as compared to those individuals who have high level of well-being

(5) Mental disorders: Unhappy individuals have high score for mental disorders in comparison to happy individuals

(6) Social relationships: Positive well-being is related to high possibility of being married and live happily married, also have a greater number of friends along with healthy social support.

Literature review

According to Murphy-Lawless et al. (2004) “As a society, we now face the complex task of supporting women, no matter what they decide, while at the same time working to provide a far more equitable distribution of life chances, so that the scope for decision making is evened out across the strata for all women”.

Whereas, Fine-Davis et al. (2004) said that work-life balance has a direct relationship to the health and well-being of the employee, as they found a significant relationship between potential flexibility in the workplace and workers’ satisfaction with their health in their study.

Many researchers like Clark (2000) and Marks & MacDermid (1996) have generally agreed that work-life balance is related with an individual’s psychological well-being and overall sense of harmony in life.

Research has suggested that there is a relationship between psychological wellbeing and multiple dimensions of a person’s life including marital satisfaction, general health, and possibly work-life balance (Dush, Taylor & Kroeger, 2008; Frone, 2000) Prior research suggests that there are significant gender differences as it relates to psychological well-being (Nillson, Orhvik, Lonnberg, 2011).

A lack of work-life balance has been shown to have a negative impact on certain aspects of psychological well-being (Frone, 2000; Higgins et al., 2010). Working overtime has been shown to correlate with higher levels of anxiety and depression (Kleppan, Sanne & Tell, 2008) and with a lack of work-life balance (Dex & Bond, 2005).

Meal and Ashforth (2001) conducted research on identification with work and authors discovered the nature of identification with work organizations by applying regression analysis on the data. They found that identification with work organization improves self-esteem, feeling of belongingness, and in raising inspiration.

Whereas, Shahnawaz (2014) studied the influence of psychological well-being on work identification of retail business employees. Sample of N=150 employees. Multiple regression analysis of the data revealed that psychological well-being emerged as significant predictor of work identification which refers that psychological well-being significantly influences work identification. Hence, psychological well-being seems to be the ‘hall-mark’ of employees’ motivation and productive work efficiency at workplace.

Hypotheses

In the present, the following null hypotheses have been formulated as from survey of studies no uniform direction is found.

H₀₁: Work Life Balance will not significantly related to psychological well-being of private school teachers.

H₀₂: Work identification will not significantly related to psychological well-being of private

school teachers.

METHODOLOGY

Design of the study:

Survey research design was adopted in carrying out the study.

Participants of the study:

The sample of the study was consisted of N=500 private school teachers. These school teachers were randomly selected from Aligarh district, Utter Pradesh.

Tools:

Work Life Balance Scale

Work life balance scale was adopted by Hayman (2005) which was originally developed by Fisher (2001). This scale consisted of 15 items, covering three dimensions of work life balance, i.e., work interference with personal life (WIPL-7 items), personal life interference with work (PLIW-4 items), and work/personal life enhancement (WPLE-4 items). The subjects will respond to each item on a 7-point scale ranging from “1” (Not at all) to “7” (All the time). Reliability under the Indian conditions and Cronbach alpha of the scale was found to be .89.

Organizational Identification Scale

Organizational Identification was measured with a six-item scale developed by Mael and Ashforth (1992). Responses will be captured on a 5-point Likert scale format (1=Not applicable to 5=Applicable). Reliability estimates to be .84. Or Organizational Identification Scale developed by Shrivastava and Dolke (1978) will be used to measure the extent of Organizational Identification. The scale consisted of 35 items and the respondents were required to give their responses on a four-point scale, viz, strongly agree, agree, disagree and strongly disagree. High score indicated high identification may also use.

Psychological Well-Being Scale

A scale was developed by Shahnawaz and Ansari (2012). This scale consists of 16-items covering 8 dimensions viz., self-confidence, worthwhile-feeling, life-satisfaction, decision-making skill, inter-personal relation, social-support negative feeling, and health-related perception. Each dimension was comprised of two-items each. The respondents will respond to each item by following a 5-point ranging from ‘1’ (Highly Disagree) to ‘5’ (Highly agree). The split-half reliability of the scale was found to be $r = .89$.

Statistical analyses

Simple Linear Multiple Regression Analysis was used.

Result and Discussion

Table 1.3: Model Summary of Simple Linear Multiple Regression Analysis Showing Significant Predictors of Psychological well-being of Private School Teachers

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.508 ^a	.258	.255	6.03270

a. Predictors: (Constant), WORK LIFE BALANCE, ORGANIZATIONAL IDENTIFICATION

b. Dependent Variable: PSYCHOLOGICAL WELL-BEING

Table 1.3 present model summary, where work life balance and organizational identification are significant predictors of a criterion variable namely ‘psychological well-being of private school teachers.’

Table 1.3: (a) ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6299.393	2	3149.696	86.546	.000
1 Residual	18087.557	497	36.393		^a
Total	24386.950	499			

a. Predictors: (Constant), WORK LIFE BALANCE, ORGANIZATIONAL IDENTIFICATION

b. Dependent Variable: PSYCHOLOGICAL WELL-BEING

On the basis of R² (given in Table 1.3) it is found that Work Life Balance and Organizational Identification contribute 25.8 % to behavior of adolescents.

Table 1.3 (a) highlight F-value of the significant predictor which is found significant beyond .01 level of confidence.

Moving further, it is evident from Table 1.3 (b) that predictor namely ‘Work Life Balance’ and ‘Organizational Identification’ are found to be positively related to the criterion variable, as its correlation found to be $r=.508$

Table 1.3: (b) Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	29.812	1.838		16.218	.000
1 TOTALwlb	.058	.018	.122	3.142	.002
TOTALWI	.526	.043	.477	12.253	.000

a. Dependent Variable: PSYCHOLOGICAL WELL-BEING

It is also evident from the Table 1.3 (b) that t= value is also significant that is t= 3.142 for work life balance and t= 12.253 for organizational identification.

In the light of the above trend of result, it seems very clear that work life balance and organizational identification have a positive effect on private school teachers' psychological well-being.

There has been an increased focus on balancing multiple life roles and managing the boundary between work and family. To minimize employee's work life balance issues, organizations have turned to policies such as flextime, on-site childcare, and other mechanisms to ensure that engaging in one's family does not interfere with work.

Modern organizations, especially educational institutions, should address the worklife balance related issues among their staff, specifically women and take a holistic approach to design and implement policies to support the teaching staff to manage their work/life balance which would add to the performance of these staff members. The results also indicate that the work life balance is a challenge for the lower-level staff than the higher-level staff in educational institutions. There needs to be a periodical review of additional working hours that could be assigned to lower-level staff, as otherwise, they would be subjected to severe stress.

In private school, teachers' psychological well-being is greatly influenced by work life balance as well as organizational identification because in private schools, administration takes care of their employees. Teachers get freedom to take classes according to their methods, flexible working hours, leaves, increments, promotions, etc. school administration also take care of their work life balance. And give identification to them. Having work life balance and organizational identification, teachers feel less stress, low level of depression, feeling of satisfaction, high level of confidence, enjoy life with work and family.

Implication of the study

The work has a far reaching implications where work life balance and organizational identification are proposed to be studied as predictors of psychological well-being among the teachers of public and private sectors. It is important to mention here that this research endeavour is new, which pose challenge for the researcher.

The finding of the study will provide that how to make or develop work life balance and organizational identification for enhancing the sense of psychological well-being of teachers of public and private schools. It is imperative to mention here that psychological well-being seems to be the 'Hall Mark' of teachers' work performance which can be develop by managing work life balance and enhancing organizational identification.

At length, it is to impress upon the fact that the findings will help in developing and generating such a conducive environment for teachers which may help them to perform their duties and providing high quality education to their students. Moreover, it seems to be a fact that most likely there will be difference between public and private schools on the basis of work life balance,

organizational identification and psychological well-being.

Relevance of the study:

I have already mentioned under the title of implication of the study in a big detail which can be carried over here for describing the relevance of the study. The present proposed work has a lot of relevance because the topic of proposed research is quite challenging and novel in its nature. It is important to mention here that work life balance which is very important for employees for overall positive development that not only important for work life situations but for family conditions too. It is usually said that when you are going to organization/company for work then leave everything at home and don't carried at work place, and the same way when you are leaving organization after finishing work, leave everything at work place and don't carried these to home because both the places will influence each other which are usually detrimental to each other. Keeping these views and ideas in mind the study can suggest strategies which may be very positive in tune with organization and the home interphase.

It can be said without any reservation that the proposed present research endeavour would be high relevance contributing to develop employees' work life balance and organizational identification as being the predictors of psychological well-being. Psychological well-being may itself determine organizational productive efficiency and overall effectiveness—the main objective of organizations for getting higher profit out of the entire functioning of the organization. Therefore, the topic of research bears a lot of relevance in the present modern day to fulfil employees and the organizational objectives through effective balance between the two.

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