

Work-Life Balance and Personality Traits: A Comparative Study Among Private And Public School Teachers

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ABSTRACT

Increasing global competition as a result of technological developments has brought many changes from the wider economy to the business world, organizational structures, and working relations. Work life balance is crucial for maintaining equilibrium between work life and personal life. Some of the factors which determine work life balance include individual differences, working environment, structure of the organization. Personality traits also play an important role in maintaining work life balance. The present study aims to understand work life balance and personality traits among private and public-school teachers. A sample of 120 teachers (60 Private and 60 Public) was collected through simple random sampling technique. The tools used for collecting data are Work Life Balance Scale and Big Five Factor Inventory. Further analysis was done using the method of Karl Pearson Correlation, Independent t-test and One way ANOVA. The study shows that there is a significant relationship between work life balance and personality traits of private and public-school teachers. There was no significant difference in work life balance based on sector. There is a significant difference in agreeableness of the teachers as well as there is a significant difference in personal life interface with work based on marital status of the teachers. The researcher found out that there is a significant difference in work personal life enhancement based on annual income of the teachers but there was no significant difference in relation to personality characteristics.

Keywords: *Work life balance, Personality Traits, Private teachers, Public teachers.*

INTRODUCTION

The concept of work-life balance has developed over time and its history is deeply associated with societal shifts and evolving attitudes towards labor. In the early stages of industrialization, the work environment was often demanding, with long hours and limited regulations. The boundary between work and personal life was blurred, as people were heavily invested in their professional roles.

Personality traits play an important role in how individuals maintain this balance. While those with strong organizational skills and time management may find it easier to allocate time effectively, individuals with a strong work ethic might struggle to set boundaries. Understanding one's personality can aid in developing strategies for a healthier work-life balance.

The present study is a comparison between work-life balance and personality traits among private and public-school teachers. Since teaching has always been regarded as the noblest vocation, educational psychologists and academics have devoted their time to studying this field. As numerous researchers have long maintained, finding a "balance" between one's personal and professional lives is becoming more and more important as a result of these difficulties.

WORK-LIFE BALANCE

Work-life balance refers to the equilibrium between an individual's work responsibilities and personal life. Achieving a good work-life balance is important for maintaining mental health, strengthening family relationships, and improving overall life satisfaction. Hafeez, U., & Akbar, W. (2015).

Work-life balance depends on the amount and intensity of work. Long and inflexible working hours may encroach upon personal time affecting the balance while high pressure jobs with strict deadlines or emotional demands can leave less energy and time for personal activities. Long commutes can reduce the time available for personal life activities, while family obligations, such as caring for children or elderly family members, can in turn impact the ability to balance work with personal life. The consistent use of advanced technology can impact work-life balance. Personality factors, such as the ability to set boundaries and prioritize tasks, can influence how well one manages the balance between work and personal life. Laws and regulations regarding work hours, parental leave, and other labor protections can shape the work-life balance landscape. Economic Factors may necessitate taking on multiple jobs or working longer hours, which can also disrupt work-life balance.

PERSONALITY AND WORK-LIFE BALANCE

Personality can significantly influence an individual's approach to work-life balance by affecting how they manage stress, and prioritize their time. Personal values and individual coping strategies also play a role in how work and personal life are integrated for achieving balance. It is important for individuals to know their personality traits and how these traits impact their work-life balance. Recent researches have shown that the Big Five personality traits have an influence in the work-life balance of teachers. These traits include openness to experience, conscientiousness, extraversion, agreeableness and neuroticism.

NEED AND SIGNIFICANCE OF THE STUDY

The need of studying the work-life balance and personality traits among private and public-school teachers is essential for creating supportive, sustainable, and effective educational environments that benefit both educators and students. The findings can guide policymakers, educational leaders, and stakeholders in making informed decisions to enhance the overall quality of education. It is important to understand how work-life balance of teachers in different sectors can inform policy decision regarding resource allocation, staffing and support systems. It is essential to identify the factors that contribute to a balanced work-life that may help to avoid burnout and improve teacher retention rates. Work-life balance fosters professional development. It is essential to identify how work-life balance affects quality of education and classroom environment. Research can uncover cultural nuances in private and public-school environments, contributing to a better understanding of organizational cultures and their impact on teacher experiences. Findings may inform school leadership on strategies to cultivate a positive and supportive organizational culture.

REVIEW OF LITERATURE

WORK-LIFE BALANCE

Ramesh, Nagapriya's (2023) study, "Work-life Balance Amongst Teachers", emphasizes how important it is for educators at all levels to implement Work-Life Balance (WLB) policies. The study looks at several aspects of WLB, particularly as it relates to professors at public and private institutions. The study suggests that WLB policies for teachers must be adopted in light of the empirical findings. One hundred instructors from public and private schools, colleges, universities, and professional courses provided the study's data. The study's conclusions suggest that in order to help the teaching community balance their requirements for work and personal life, WLB policies and initiatives must be created. Through this study, an attempt has also been made to identify different personal motives and its priority among different demographic groups which could become the basis for designing WLB policies for teachers.

Bai Tarhata R. Yabut, Nathalie S. Nadela, & Chinitt P. Sinco. (2023) conducted a research on "Work-Life Balance and Health Status of Elementary School Teachers", that aimed to ascertain the demographic profile of the participants, including sex, age, marital status, teaching position, length of service, and educational attainment; the work-life balance and health status of elementary school teachers, including workplace

support, work-family conflict, family-work conflict, and satisfaction with work-life balance; and the health status of the participants, including physical, mental, and emotional well-being, stress evaluation, and differences between the work-life balance and health status of the participants based on their demographic profile. This study used a descriptive-correlational research design and was conducted in selected schools in four districts of Pikit. It was tested among permanent teachers in the 2020-2021 school years. The study found no significant differences in work-life balance and health status based on personal profiles or workplace factors. However, there was a significant correlation between work-life balance and health status.

Shreemathi S Mayya, Maxie Martis, Veena G Kamath, Ashma Dorothy Monteiro, & Sureshramana Mayya. (2021). conducted research on “Work-Life Balance and Gender Differences: A Study of College and University Teachers from Karnataka.” The aim of this cross-sectional study was to find out the gender difference in Work-Life Balance (WLB) among teachers of higher education. Institutional Ethical Committee’s approval was obtained. Data was collected using the WLB questionnaire, from 127 male and 136 female faculties employed on a tenure basis in the Public Universities in Karnataka. The multiple regression analysis indicated an association of better WLB with the upper age group, male gender, and faculties of science discipline.

Pooja Choudhary and Preethi Yadhav (2019) conducted a study on “An Examination to Measure the Work-life Balance among Female Faculty Working in Private and Public Universities of Delhi/NCR Region.” The aim of the study was to find out the differences in work-life balance among Female Faculty working in private and public universities of New Delhi. The method of data collection was through a personal face to face interaction. The total sample size of the study was 602 female faculty members. Researcher has framed an instrument to measure the work-life balance among female faculty based on review of literature that was used to collect primary data. It was found that female faculties working in public universities have more work-life balance than those in private universities.

S Pavithra & M. Suresh. (2019) conducted a study on “A Study on Antecedents and Consequences of Work-life Balance Among School Teachers in Coimbatore District.” One important element that affects both performance and mental health is work-life balance. This study aims to understand the causes and effects of work-life balance among educators in the Coimbatore area. The study takes into account every variable that affects work-life balance. Primary and secondary data were employed in this descriptive analysis. Statistical procedures like regression, one-way ANOVA, t-test, simple percentage analysis, and one-way ANOVA were employed, and the sample size was fixed at 450. Work-life balance affects teachers' jobs significantly, but it also leads to low retention, low productivity, absenteeism, high turnover rates, and low levels of creativity and innovation.

Dr. G. Suganthi. (2016). conducted a research on “Examining the Relationship between Work-life Balance, Job Stress and Job Satisfaction among School Teachers : A Case of School of Pondicherry.” The purpose of this study is to investigate the connection between work-life balance, job stress, and job satisfaction among teachers in Pondicherry. The researchers collected data from 171 teachers using a questionnaire and analyzed it using statistical analysis software. The results showed that there is no significant relationship between job stress and job satisfaction, confirming the hypothesis H10. However, work-life balance was found to have a moderate positive relationship with job satisfaction, supporting hypothesis H2A.

PERSONALITY TRAITS

Aharandu, C. O., & Nwankwo, C. A. (2023) conducted research on “Extraversion and Neuroticism Personality Traits as Predictors of Burnout of Secondary School Teachers in Rivers State.” This study sought to investigate extraversion and neuroticism personality traits as predictors of burnout of secondary school teachers in Rivers State. A correlational survey research design was used for the study. A multi-stage sampling approach was adopted in selecting a sample size of 1,440 public senior secondary school teachers, drawn from a population of 7,707 public secondary school teachers in Rivers State. Personality Traits Assessment Questionnaire (PTAQ) and Teachers Tendency to Burnout Inventory (TTBI) were used to collect data. The questionnaires were administered through a direct delivery approach. Data collected were

analysed using the Statistical Package for Social Science software. Findings from the study revealed, among others, that secondary school teachers' extraversion personality trait is a significant predictor of their burnout tendency in River's state. It also revealed that secondary school teachers' neuroticism personality trait is a significant predictor of their burnout tendency in River's state.

Kang, Weixi, Malvaso; Antonio (2023) conducted research on "Associations between Personality Traits and Areas of Job Satisfaction: Pay, Work Itself, Security, and Hours Worked." The aim of this study was to explore the relationships between personality traits and various areas of job satisfaction, including pay, work, security, and hours worked. In this study, data from 6962 working people from the British Household Panel Survey (BHPS) were analyzed using ordinal regressions. The findings demonstrated that whereas agreeableness and conscientiousness have favourable connections with job satisfaction, neuroticism consistently had negative associations with all dimensions of job satisfaction. Satisfaction with overall compensation showed a weak negative correlation with extraversion. These results suggest that personality may be a key factor in determining certain aspects of job satisfaction.

Dan Gomez, & Linor Majestad. (2022) conducted research on "Influence of Personality Traits on the Job Performance of Public Elementary School Teachers." The aim of the research was to study the influence of personality traits on job performance of elementary school teachers' job performance was the aim of the study. 225 primary teachers from Tagum City Division's five large schools made up the respondents. The study used a quantitative, non-experimental approach that used the causal effect to characterize the features that were already there. Regression analysis, mean, and Pearson r were the statistical instruments applied. The study's findings showed that instructors had high levels of agreeableness, conscientiousness, extraversion, openness to new experiences, and moderate levels of neuroticism. In terms of affective temperament, aptitude, achievement, self-esteem, and locus of control, teachers performed at a high level on the job. The results of the correlation study showed a strong relationship between instructors' job effectiveness and their personality attributes. Finally, it was discovered that teachers' job performance is highly influenced by their agreeableness, extraversion, conscientiousness, and openness to new experiences personality qualities.

Gina Permata, Bedjo Sujanto, & Matin. (2020) conducted research on "The Effect of Personality and Quality of Work-life (QWL) on the Work Productivity of Middle School Teachers." This study aims to obtain information about the influence of Personality and Quality of work-life on state high school teachers' work productivity in the region I of East Jakarta's administrative city. The research was conducted using a survey method with the data analysis technique used to answer the hypothesis is the path analysis technique. This study's population was 801 respondents, and a sample of 267 respondents who were selected using random sampling. The research is focused on two aspects that determine work productivity; Personality and Quality of Work Life. The results of the analysis conclude that there is a direct influence of Personality on Work Productivity, there is a direct influence of Quality of Work-life on Work Productivity and there is a direct influence of Personality on Quality of Work Life.

Chandrasekara, W. (2019) conducted a study on "Relationship among Big five Personality Traits, Job Performance & Job Satisfaction: A Case of School Teachers in Sri Lanka." The aim of this study is to investigate into the relationships that exist between job performance, job happiness, and personality factors. A questionnaire on personality qualities, work performance, task performance, contextual performance, and job satisfaction was completed by 150 government school teachers who participated in the study. SPSS 20.0 was used to examine the data. The study discovered a strong reciprocal association between job performance and job happiness. Work performance is significantly impacted by all personality qualities, but agreeableness has the biggest impact. The two personality traits that have the greatest impact on job satisfaction are extraversion and agreeableness, with the remaining three having no bearing.

Dr. Pandey N.S., Kavitha M. (2015) conducted research on "Relationship between Teachers' Personality Traits and Self-Efficacy: An Empirical Analysis of School Teachers in Karaikal Region (Pondicherry)". This study examines the relationship between big five personality traits and self-efficacy of high school teachers

in Karaikal. In this study, Big Five Inventory (BFI) and Teacher Sense of Efficacy Scale (TSES) have used to measure the personality and their self-efficacy. The study is carried out on a sample consist of 200 teachers in Pondicherry. The data have been selected through convenience sampling. Pearson Product Movement Correlation analysis has been used for analysis. The results of the study reveal that there is a significant positive relationship between extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy. However, there was a significant negative relationship between neuroticism and self-efficacy among high school teachers.

WORK-LIFE BALANCE AND PERSONALITY TRAITS

Soni, Pooja; Kanupriya Misra Bakhru (2019) conducted research on “Understanding Triangulated Collaboration of Work-life Balance, Personality Traits and Eudaimonic Well-being.” This paper aims to understand the relationship between personality traits, work-life balance (WLB) and eudaimonic well-being (EWB) among individuals in education sector. It is hypothesized that big five personality traits are positively related to different components of WLB and further components of WLB are positively related to different components of EWB. Data were collected from 504 business school teachers through a structured questionnaire from national capital region (NCR) of India. Analysis is done using structural equation modeling. The result indicates that big five personality traits influence all the dimensions of WLB and, hence, are important predictor variables. Finding also suggests that work interference with personal life and health dimensions of WLB significantly impacts EWB. Whereas personal life interference with work and work personal life enhancement dimension of WLB were found to have significant impact on some dimensions of EWB, the outcomes have practical implication in dispositional job design, developing supportive policies, work-life culture and eudaimonia oriented interface for maximizing individual and organizational outcomes.

Akanni, Abimbola A; Oduaran, Choja A. (2017) conducted research on “Work-Life Balance among Academics: Do Gender and Personality Traits Really Matter?” This study investigated the relationship between personality traits and work-life balance; and also examined gender differences on the capacity to balance work and life roles among academics. Data were collected from a total of 238 (M=148; F=90) academic staff members of a Nigerian University using the stratified random sampling procedure. Results showed that personality traits significantly predicted work-life balance. Dimensions of personality traits, like agreeableness, conscientiousness and openness to experience were found to be significantly related to work-life balance. However, extraversion and neuroticism did not have any significant relationship with work-life balance. There was no significant gender difference in the capacity to balance work-life balance among academics. The study concluded that the traits of agreeableness, conscientiousness and openness to experience were related feature of academics that are capable of balancing work and life roles despite huge demands from these two important domains.

Kundnani, Neera; Mehta, Pallavi (2014) conducted research on “Role of Personality Traits in balancing Work Life”. Personality is the sum total of ways in which an individual reacts and interact with others. A person is judged through his or her personality, we all have problems and difficulties in our work and personal life, but it is one's personality which makes those hurdles in work-life to take it easy for someone and some might get depressed or stressed by the situations because of not able to maintain a balance between work-life. The overall purpose of this study is to find out relation between personality traits and work-life among bank professionals in Rajasthan and also to find out interconnection between personality traits, work-life and stress using a standard Big-Five personality traits (developed by Costa & McCrae, 1992) consisting of five global dimensions Extraversion, Neuroticism, Openness to Experience, Agreeableness, Conscientiousness. The findings highlight the personality traits which were found maximum in professionals and also found those personality traits in which stress is at minimal level and good at maintaining balance between work-life.

The followed reviews show that many researches have been done in variables such as work-life balance and personality of the teachers. There are only few researches that have been stated on work-life balance and personality traits stating the importance and need of study. According to Sevda Kose (2021) personality is a

factor which underlines work-life balance, therefore the current study focuses on “Work-life Balance and Personality Traits among Private and Public School Teachers.”

STATEMENT OF THE PROBLEM

The aim of the study is to determine work-life balance and personality traits among private and public-school teachers. The modern workplace, especially in educational settings, presents a dynamic environment where work-life balance plays a crucial role in employee well-being and job satisfaction. Within the educational sector, both private and public-school teachers face unique challenges that may affect their ability to achieve work-life balance. Additionally, individual differences in personality traits could significantly influence how teachers perceive and manage their work-life balance. Despite the growing recognition of the importance of work-life balance and personality traits in the educational sector, there remains a gap in understanding how these factors differ between private and public-school teachers.

OBJECTIVES OF THE STUDY

1. To find out the relationship between work-life balance and personality traits among private and public-school teachers.
2. To find out the difference in work-life balance of private and public-school teachers.
3. To find out the difference in personality characteristics between private and public-school teachers.
4. To find out the difference in work-life balance of married and unmarried school teachers.
5. To find out the difference in work-life balance based on annual income of the school teachers.
6. To find out the difference in work-life balance based on personality characteristics of the school teachers.

HYPOTHESIS OF THE STUDY

1. There is a significant relationship between work-life balance and personality traits among private and public-school teachers.
2. There is a significant difference in work-life balance of private and public-school teachers.
3. There is a significant difference in personality characteristics between private and public-school teachers.
4. There is a significant difference in work-life balance based on marital status of the school teachers.
5. There is a significant difference in work-life balance based on annual income of the teachers.
6. There is a significant difference in work-life balance based on personality traits of school teachers.

METHOD

The four sections are sample, data collection technique, procedure of the study and data analysis. These are mentioned below in detail.

SAMPLE

The sample of the study consists a total of 120 school teachers from different schools in Kerala. To select the sample random sampling technique was used as it has yielded a sample of 60 school teachers from private sector and 60 teachers from public sector. In each sector 30 male and 30 female teachers were taken into consideration and the age of teachers ranges from 24-62.

DATA COLLECTION TECHNIQUES

The present study consists of two variables i.e work-life balance and personality traits. Therefore, two different questionnaires were used for collecting data. The tools used for the research are given below.

WORK-LIFE BALANCE SCALE

Hayman (2005) developed a psychometric instrument to measure work-life balance in organizations. A 15-item scale had been adapted from a 19-item scale originally developed by Fisher-McAuley et al. (2003) that was designed to capture employee perceptions on WLB. The scale measured Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work Personal Life Enhancement (WPLE) as three constructs of work-life balance. Cronbach's coefficient alpha representing reliability shows

that reliability of the scale is equal to 0.8 which means that the scale is reliable for the study. Validity of the scale is equal to 0.8

Scoring

Work-life balance scale is a five-point Likert scale and there is no time limit. The scale is very easy to administer. The score ranges from strongly agree to strongly disagree. The minimum score for the scale is 15 and maximum score is 75. For the construct 1 minimum score is 7 and maximum score is 35. For construct 2 and 3 minimum score is 4 and maximum score is 20. Items 1 to 7 and 12 to 15 are positively scored: Strongly Disagree (5), Disagree (4), neither agree nor disagree (3), Agree (2), strongly agree (1). Items 9 to 12 are reverse scored. The total score of each subscale was found out and summed up to find the overall score which determine work-life balance.

BIG FIVE FACTOR INVENTORY

The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory (44 items total), and consists of short phrases with relatively accessible vocabulary. In 1998, Oliver John from Berkeley and Veronica Benet-Martinez, psychology professor at University of California at Davis, created the "Big Five Inventory" (BFI). This personality questionnaire measures five different dimensions of personality i.e openness, conscientiousness, extraversion, agreeableness and neuroticism. The original version of BFI (44 items) is highly reliable and valid. Cronbach's coefficient alpha representing reliability shows that reliability of each dimension the scale is close to 0.8 The BFI scales showed adequate convergent-discriminant validity coefficients.

Scoring

Big five factor inventory (44 items) is a five-point Likert scale which measures different dimensions personality. The test approximately takes ten minutes. There is no time limit for doing taking the test and is easy to administer. The score ranges from strongly disagree to strongly agree. The minimum score for the scale is 44 and maximum score is 220. The scale consists of positive and negative questions therefore positive scoring (strongly disagree – 1, disagree a little – 2, neither agree nor disagree – 3, agree a little – 4, strongly agree – 5) and reverse scoring is required (strongly disagree – 5, disagree a little – 4, neither agree nor disagree – 3, agree a little – 2, strongly agree – 1). The total score of each dimension is found out by summing up the scores.

PROCEDURE OF THE STUDY

The test was equally administered among private and public-school teachers. Random sampling technique was used to collect data. For collecting the data, researchers visited 7 private ad 7 public schools in Ernakulam. On reaching the school, permission for collecting data was taken from the concerned authorities. A brief introduction regarding the research was given to the teachers and they were also ensured that their responses to the form will be kept confidential. Each participant was assured that the information gathered from them would only be used for research purpose. Forms were distributed to the teachers who were willing to participate. Before starting they were asked to read the instructions carefully and doubts were clarified. After that they were then asked to finish the questionnaire and after completion, the participants were asked to recheck for omissions. The completed questionnaires were collected back for scoring.

ANALYSIS OF THE DATA

Statistical analysis such as Karl Pearson's product-moment Correlation, Independent t -test and Oneway ANOVA were used for analyzing the data.

RESULT AND DISCUSSION

Relationship between work-life balance and personality traits among private and public-school teachers.

The relationship between work-life balance and personality trait was found out using Karl Pearson Correlation method and the results have been displayed below in table 2

Table 1 Correlation between work-life balance and personality traits among private and public-school teachers.

Variables	Agreeableness	Conscientiousness	Neuroticism	Openness	Work Interface	Personal life Interface	Work Personal Life	Total Work-life balance
Extraversion	.303**	.131	.412**	.254**	.349**	.373**	.327**	.403**
Agreeableness	-	.083	-.139	.215*	.277**	.268**	.275**	.315**
Conscientiousness	-	-	-.177	.179	.136	.037	.155	.131
Neuroticism	-	-	-	-.176	.214*	.239**	-.225*	-.257**
Openness	-	-	-	-	.210*	.177	.157	.216*
Work Interface	-	-	-	-	-	.651**	.521**	.906**
Personal Life Interface	-	-	-	-	-	-	.711**	.876**
Work Personal Life	-	-	-	-	-	-	-	.792**

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

From the above table the correlation between extraversion, agreeableness, conscientiousness, neuroticism, and openness, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance are 0.303, 0.131, 0.412, 0.254, 0.349, 0.373, 0.327 and 0.403 respectively. 0.303, 0.412, 0.254, 0.349, 0.373, 0.327 and 0.403 are significant at the 0.01 level (sig 2-tailed). They are positively correlated to each other. Extroverted teachers tend to be more sociable, outgoing and easily acceptable and seems to empathetic and as well as adaptable. They possess good organizing skills and are goal oriented. It is seen that extroverted teachers tend to experience good emotional stability and also have a creative mind and tend to explore new things. They also possess good work-life balance due to these characteristics. The correlation between agreeableness and conscientiousness, neuroticism, openness, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance are 0.083, -0.139, 0.215, 0.277, 0.268, 0.275 and 0.315 respectively. 0.277, 0.268, 0.275 and 0.315 are significant at the 0.01 level (sig 2-tailed). 0.215 is significant at the 0.05 level (sig 2-tailed). The correlation between neuroticism and openness, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance are -0.176, -0.214, -0.239, -0.225 and -0.257 respectively. -0.239 and -0.257 are significant at the 0.01 level (sig 2-tailed). -0.214 and -0.225 are significant at the 0.05 level (sig 2-tailed). All are negatively correlated which shows that when neuroticism increases teachers lack emotional stability, empathy, adaptability and is not socially outgoing. They tend to have poor work-life balance since their life is full of disturbances and is emotionally weak. The correlation between openness and work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance are 0.210, 0.177, 0.157 and 0.216 respectively. 0.210 and 0.216 are significant at the 0.05 level (sig 2-tailed). They are positively correlated to each other. Openness to experience can influence how teachers navigate the interface between work and personal life by fostering creativity, flexibility, and a desire for growth and exploration in both domains. This can lead to a more fluid and adaptive approach to balancing the demands and priorities of work and personal life. The correlation between work interface with personal life and personal life interface with work, work personal life enhancement and total work-life balance are 0.651, 0.521 and 0.906 respectively. 0.651, 0.521 and 0.906 are significant at the 0.01 level (sig 2-tailed). They are positively correlated to each other. The correlation

between personal life interface with work and work personal life enhancement and total work-life balance are 0.711 and 0.876 respectively. Both are significant at the 0.01 level (sig 2-tailed). The correlation between work personal life enhancement and total work-life balance is 0.792. It is significant at the 0.01 level (sig 2-tailed). This result shows that there is significant relationship between work-life balance and personality traits. Hence the significant relationship between work-life balance and personality traits among private and public-school teachers is accepted and the null hypothesis is accepted.

Significant difference in work-life balance of private and public-school teachers.

Independent t-test was used to determine the significant difference in work-life balance of private and public-school teachers. The results have been displayed in table 3.

Table 3 Mean, Std. Deviation, df, t value and p value of work-life balance based on sector of work of school teachers.

Variable	Sector of Work	N	Mean	Std. Deviation	Df	t value	p value
Work Interface with personal life	Private	90	27.27	5.331	118	0.735	0.464
	Public	30	26.40	6.333			
Personal Life Interface with Work	Private	90	15.92	3.095	118	0.428	0.669
	Public	30	15.63	3.499			
Work Personal Life Enhancement	Private	90	16.50	2.585	118	0.678	0.499
	Public	30	16.10	3.367			
Total Work-life Balance	Private	90	59.69	9.383	118	0.732	0.466
	Public	30	58.13	11.968			

From the above table mean of work interface with personal life based on private and public sector are 27.27 and 26.40 respectively. Standard Deviations are 5.331 and 6.333 respectively. The corresponding t value is 0.735. It indicates that there is no significant difference in work interface with personal life between private and public-school teachers. The mean of personal life interface with work based on private and public sector are 15.92 and 15.63 respectively. Standard deviations are 3.095 and 3.499 respectively. The corresponding t value is 0.428. It indicates that there is no significant difference in personal life interface with work between private and public-school teachers. The mean of work personal life enhancement based on private and public sector are 16.50 and 16.10 respectively. Standard deviations are 2.585 and 3.367 respectively. The corresponding t value is 0.678. It indicates that there is no significant difference in work personal life enhancement between private and public-school teachers. The mean of total work-life balance based on private and public sector are 59.69 and 58.13 respectively. Standard deviations are 9.383 and 11.968 respectively. The corresponding t value is 0.732. When the mean scores of work-life balance of both private and public sector are analysed can see that mean is higher for private sector, which shows that private school teachers' possess more work-life balance than public school teachers. But the corresponding t values shows that these differences cannot be accepted at the significance level. This result shows that there is no significant difference in work-life balance of private and public-school teachers. Hence the significant difference in work-life balance of private and public-school teachers is rejected and the null hypothesis is accepted.

Significant difference in personality characteristics between private and public sector.

Independent t-test was used to determine the significant difference in personality characteristics between private and public sector. The results have been displayed in table 4

Table 4 Mean, Std. Deviation, df, t value and p value of personality characteristics based on sector of work of school teachers.

Variable	Sector of Work	N	Mean	Std. Deviation	Df	t value	p value
Extraversion	Private	90	29.82	3.293	118	0.803	0.424
	Public	30	29.17	5.272			
Agreeableness	Private	90	36.01	3.407	118	2.317*	0.022
	Public	30	34.33	3.517			
Conscientiousness	Private	90	34.42	4.122	118	-1.790	0.076
	Public	30	35.93	3.619			
Neuroticism	Private	90	19.92	4.319	118	0.674	0.501
	Public	30	19.30	4.550			
Openness	Private	90	39.58	4.378	118	-0.485	0.628
	Public	30	40.03	4.679			

*0.05 level of significance

From the above table mean of extraversion based on private and public sector are 29.82 and 29.17 respectively. Standard deviations are 3.293 and 5.272 respectively. The corresponding t value is 0.803. It indicates that there is no significant difference in extraversion between private and public-school teachers. When the researcher compares the mean score, it can be seen that mean is higher for private school teachers than public school teachers. The mean of agreeableness based on private and public sector are 36.01 and 34.33 respectively. Standard deviations are 3.407 and 3.517 respectively. The corresponding t value is 2.317. This is significant at the 0.05 level of significance (sig 2-tailed). By comparing the mean scores, it can be seen that private and public-school teachers vary on agreeableness trait. Private school teacher's possess high agreeableness than public school teachers. Private schools often hire teachers who possess traits like empathy, cooperation and kindness. Therefore, as a result of selection bias private school teachers tend to be more agreeable. Another reason is interpersonal relationships i.e. teachers who work in private sector require strong interpersonal skills which enable them to manage small class sizes properly and develop a supportive and harmonious learning environment. Collaborative work environment also led to agreeableness i.e private school teachers are more likely to work well in teams, share ideas and support their colleagues. Commitment to service is another factor leading to agreeableness. Private school teachers are motivated by sense of altruism and a desire to make a positive impact on others' lives leading to high agreeableness. The mean of conscientiousness based on private and public sector are 34.42 and 35.93 respectively. Standard deviations are 4.122 and 3.619 respectively. The corresponding t value is -1.790. It indicates that there is no significant difference in conscientiousness between private and public-school teachers. By comparing the mean scores, it can be seen that there is only a slight difference in the mean scores showing the particular trait is almost equally exhibited by private and public-school teachers. The mean of neuroticism based on private and public sector are 19.92 and 19.30 respectively. Standard deviations are 4.319 and 4.550 respectively. The corresponding t value is 0.674. It indicates that there is no significant difference in neuroticism between private and public-school teachers. By comparing the mean scores, it can be seen that there is only a slight difference in the mean scores showing the particular trait is almost equally exhibited by private and public-school teachers. The mean of openness based on private and public sector are 39.58 and 40.03 respectively. Standard deviations are 4.378 and 4.679 respectively. The corresponding t value is -0.485. It indicates that there is no significant difference in openness between private and public-school teachers. This result shows that there is a significant difference in personality characteristics based on sector of work of school teachers. Hence the significant difference in personality characteristics based on sector of work of school teachers is accepted and the null hypothesis is rejected.

Significant difference in work-life balance based on marital status of the teachers.

Independent t-test was used to determine the significant difference in work-life balance based on marital status of the teachers. The results have been displayed in table 5

Table 5 Mean, Std. Deviation, df, t value and p value of work-life balance based on sector of marital status of school teachers.

Variable	Marital Status	N	Mean	Std. Deviation	Df	t value	p value
Work Interface with personal life	Married	60	27.02	6.111	118	-0.065	0.948
	Unmarried	60	27.08	5.053			
Personal Life Interface with Work	Married	60	15.20	3.635	118	-2.272*	0.025
	Unmarried	60	16.50	2.535			
Work Personal Life Enhancement	Married	60	16.00	3.075	118	-1.580	0.117
	Unmarried	60	16.80	2.434			
Total Work-life Balance	Married	60	58.22	11.377	118	-1.182	0.240
	Unmarried	60	60.38	8.503			

* 0.05 level of significance

From the above table the mean of work interface with personal life of married and unmarried school teachers are 27.02 and 27.08 respectively. Standard deviations are 6.111 and 5.053 respectively. The corresponding t value is -0.065. It indicates that there is no significant difference in work interface with personal life based on marital status of the teachers. When the researcher compares the mean scores, it can be seen that unmarried teachers exhibit a higher score indicating more work interface with personal life than married teachers. The mean of personal life interface with work of married and unmarried school teachers are 15.20 and 16.50 respectively. Standard deviations are 3.635 and 2.535 respectively. The corresponding t value is -2.272. It is significant at the 0.05 level (sig 2-tailed). By comparing the mean scores, it can be seen that unmarried teachers' possess more personal life interface with work than married teachers. Unmarried teachers have more flexibility in their schedules to those who are married with families. They possess few obligations outside their work and are also able to adjust their schedules which lead to greater work-life balance. Another factor affecting the condition is time commitment i.e., married teachers have additional responsibilities beside their work such as managing household tasks, caring small children etc. whereas unmarried teachers do not have these responsibilities leading to a greater work-life balance. Another reason includes social support i.e. married teachers have to balance their work commitments with the schedules of their spouses and children which becomes complex to achieve work-life balance whereas unmarried teachers have more freedom in their social life and have a strong support with friends. When married and unmarried teachers are compared on behalf of job stress unmarried teachers possess a low stressful life leading to greater work-life balance. The mean of work personal life enhancement of married and unmarried school teachers are 16.00 and 16.80 respectively. Standard deviations are 3.075 and 2.434 respectively. The corresponding t value is -1.580. It indicates that there is no significant difference in work personal life enhancement based on marital status. When the mean scores are compared mean is higher for unmarried teachers. The mean of total work-life balance of married and unmarried school teachers are 58.22 and 60.38 respectively. Standard deviations are 11.377 and 8.503 respectively. The corresponding t value is -1.182. This result shows there is a significant difference in work-life balance based on marital status of the school teachers. Hence the significant difference in work-life balance based on marital status of the school teachers is accepted and the null hypothesis is rejected.

Significant difference in work-life balance based on annual income of the teachers.

Oneway ANOVA was used to identify the significant difference in work-life balance based on annual income of the teachers. The results have been displayed in table 6

Table 6 One-way ANOVA of Work-life Balance and Annual Income of the school teachers

Variable	Annual Income (Lakhs)	N	Mean	Within Group		Between Group		F value	P value
				Sum of Squares	Mean Square	Sum of Squares	Mean Square		
Work	Upto 2	19	25.63	3601.229	31.045	108.471	36.157	1.165	0.326

Interface with Personal Life	2-4	58	27.05						
	4-6	38	28.08						
	Above 6	5	24.60						
Personal Life Interface with Work	Upto 2	19	15.37	1186.656	10.230	22.644	7.548	0.738	0.532
	2-4	58	15.93						
	4-6	38	16.18						
Work Personal Life Enhancement	Above 6	5	14.20	857.932	7.396	68.868	22.956	3.104*	0.029
	Upto 2	19	16.79						
	2-4	58	16.50						
	4-6	38	16.53						
Total Work-life Balance	Above 6	5	12.80	11617.156	100.148	426.044	142.015	1.418	0.241
	Upto 2	19	57.79						
	2-4	58	59.48						
	4-6	38	60.79						

* 0.05 level of significance

From the above table the mean of work interface with personal life of teachers with annual income: Upto 2 lakhs, 2-4 lakhs, 4-6 lakhs and above 6 lakhs are 25.63, 27.05, 28.08 and 24.60 respectively. The F value is 1.165, it indicates that there is no significant difference in work interface with personal life based on annual income of the teachers. By comparing the mean scores, it can be seen that mean is low for teachers receiving high salary i.e above 6 lakhs and is high for teachers receiving income of 4-6 lakhs. The mean of Personal life Interface with work of teachers with annual income: Upto 2 lakhs, 2-4 lakhs, 4-6 lakhs and above 6 lakhs are 15.37, 15.93, 16.18 and 14.20 respectively. The F value (0.738) indicates that there is no significant difference in personal life interface with work based on annual income of the teachers. By comparing the mean scores, it is seen that mean is low for teachers receiving annual income of above 6 lakhs and high for those who receive income of 4-6 lakhs. The mean of work personal life enhancement of teachers with annual income: Upto 2 lakhs, 2-4 lakhs, 4-6 lakhs and above 6 lakhs are 16.79, 16.50, 16.53 and 12.80 respectively. The F value is 3.104. It is significant at the 0.05 level. It indicates that there is a significant difference in work personal life enhancement based on annual income of the teachers. Teachers with lower incomes may place a high value on non-material aspects of their job, such as the intrinsic rewards of teaching, a sense of vocation, or the fulfillment derived from contributing to the development of students. They may also find satisfaction in the collegiality and the community aspect of the school environment. Furthermore, teachers are often motivated by a commitment to the moral purposes of teaching, which can provide a sense of personal achievement and satisfaction regardless of income level. Additionally, even if the income is low, if a teacher has a passion for teaching, a strong connection with students, or finds personal growth opportunities in their profession, these factors can contribute to an enhanced perception of work-life balance and job satisfaction. By comparing the mean scores, it can be seen that work personal life enhancement is low for teachers receiving high annual income and high for those who receive low annual income. It may be because teachers receiving low income tend to have a disciplined life and also try to save money for the future needs. They tend to have a great passion in teaching and value it more than income. Whereas teachers who receive high annual income tend to have a luxury life and spend more and doesn't possess the character of saving money for future. One reason for this may be the sample size i.e samples are not equally distributed. The mean of total work-life balance of teachers with annual income: Upto 2 lakhs, 2-4 lakhs, 4-6 lakhs and above 6 lakhs are 57.79, 59.48, 60.79 and 51.60 respectively. The F value (1.418) indicates that there is no significant difference in total work-life balance based on annual income of the teachers. This result shows that there is a significant difference in work personal life enhancement based on annual income of the teachers. Hence the significant difference in work-life balance based on annual income of the teachers is accepted and the null hypothesis is rejected.

Significant difference in work-life balance based on personality of the teachers.

Oneway ANOVA was used to identify the significant difference in work-life balance based on personality characteristics of the teachers. The results have been mentioned in table 7

Table 7 One-way ANOVA of Work-life Balance and Personality of the school teachers

Variable	Personality Traits	N	Mean	Within Group		Between Group		F Value	P Value
				Sum of Squares	Mean Square	Sum of Squares	Mean Square		
Work Interface with Personal Life	Agreeableness	16	27.31	3663.903	31.315	45.797	22.899	0.731	0.484
	Conscientiousness	17	25.53						
	Openness	87	27.30						
Personal Life Interface with Work	Agreeableness	16	16.38	1175.868	10.050	33.432	16.716	1.663	0.194
	Conscientiousness	17	14.59						
	Openness	87	16.00						
Work Personal Life Enhancement	Agreeableness	16	16.88	919.611	7.860	7.189	3.595	0.457	0.634
	Conscientiousness	17	15.94						
	Openness	87	16.40						
Total Work-life Balance	Agreeableness	16	60.56	11825.109	101.069	218.091	109.046	1.079	0.343
	Conscientiousness	17	56.06						
	Openness	87	59.70						

From the above table, the mean of work interface with personal life with personality traits: agreeableness, conscientiousness and openness are 27.31, 25.53 and 27.30 respectively. The F value of work interface with personal life (0.731) indicates that there is no significant difference in work interface with personal life based on personality traits of the teachers. The F value personal life interface with work based on personality traits is 1.663. It indicates that there is no significant difference in personal life interface with work based on personality traits of the teachers. Similarly, the F value of work personal life enhancement based on personality traits is 0.457. It indicates that there is no significant difference in work personal life enhancement based on personality traits of the teachers. The F value of total work-life balance is 1.079. It indicates that there is no significant difference in total work-life balance based on personality traits of the teachers. Overall, it can be seen that the mean score is low for conscientiousness and high for openness. It may be because the sample size is not equally distributed. This result shows that there is no significant difference in work-life balance based on personality of the teachers. Hence the significant difference in work-life balance based on personality traits of the teachers is rejected and the null hypothesis is accepted.

CONCLUSION

There was a positive correlation between extraversion, agreeableness, openness, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance of private and public-school teachers. There was a positive correlation between agreeableness openness, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance private and public-school teachers. Negative correlation between neuroticism, work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance

private and public-school teachers. Positive correlation between openness, work interface with personal life and total work-life balance. A positive correlation between work interface with personal life, personal life interface with work, work personal life enhancement and total work-life balance of private and public-school teachers. Positive correlation between personal life, personal life interface with work, work personal life enhancement and total work-life balance of private and public-school teachers. Positive correlation between work personal life enhancement and total work-life balance of private and public-school teachers. No difference in work-life balance between private and public-school teachers. Private school teachers possess more agreeableness than public-school teachers. Personal life interface with work is more for unmarried teachers than married teachers. Work personal life enhancement is high for teachers receiving an annual income of 2-4 lakhs. Work personal life enhancement is low for teachers receiving an annual income of above 6 lakhs. No difference in work-life balance based on personality characteristics of the school teachers.

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