

Assessing Professional Well-Being Of Academic Librarians In Kalyana Karnataka Institutions

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Abstract

Both teachers and students are impacted by teacher professional well-being (TPWB), which is essential in education. Teachers nowadays are judged on their active participation in professional and social development in addition to the quality of their teaching-learning activities. Women in academics have the same obligations as males, however unlike men, women in India have a variety of tasks outside of the workplace. The research looked at library staff members' psychological health and work stress. It examined role ambiguity, role conflict, and physical work environment difficulties as well as role predictors of job stress in detail in order to ascertain how these factors relate to the psychological health of library employees at a few university libraries in Kalyana, Karnataka. The study was conducted using a survey research approach. There were 125 employees of the library. Total enumeration was used for sampling in order to accommodate all library employees. Data was gathered using a structured questionnaire. Frequency, percentage counts, and mean were used to analyse the obtained data. According to the overall results on workplace stress, respondents struggled with technology and had an excessive amount of work. Role uncertainty caused job stress since the respondents were unsure about their level of power. According to the majority of respondents, role conflict did not lead to any stress at work. Additionally, they said their workplace was stress-free. The results of the hypothesis showed that the respondents' psychological well-being was positively and significantly correlated with job ambiguity, role conflict, and work environment. In light of these conclusions, this research offered several suggestions.

Keywords: -Teacher professional well-being (TPWB), Education, Psychological Well-Being, Work Environment, Library Staff, Kalyana Karnataka Institutions, Job Stress, Role Ambiguity, Role Conflict, Frequency.

"Academic librarians often work in high-demand, low-control environments, which can lead to professional stress and emotional exhaustion."

— McNeil, *Burnout and Job Satisfaction Among Academic Librarians*, 2015

INTRODUCTION

The cornerstones of a person's social environment are their personal and professional lives, and maintaining a healthy balance between both has become essential in the contemporary world [1, 2]. The term "work" in the context of Work-Life Balance (WLB) refers primarily to formal paid employment in an organisational environment, whereas "personal life" refers to non-work-related activities such as family, education, travel, fitness, and health.

The concept of Work-Life Balance (WLB) has evolved in response to a number of demographic, cultural, and economic changes, including population ageing, declining birth rates, rising literacy rates, the desire for financial independence, the standard of living, changing family structures, increasing urbanisation, [2], technological

advancements, human capital management practices, and the need for flexibility in work schedule and location. Often described as a dynamic phenomenon, Work-Life Balance (WLB) is a continuum in which a person fluctuates between the two extremes of work and life at any given moment.

Because it has a direct influence on both student learning and teacher professionalism, teacher well-being is an important topic in psychology and education. The teaching and learning process is built on the basis of Teachers' Professional Well-Being (TPWB), which has a major impact on students' intellectual, social, emotional, and physical development [2, 3]. The term "TPWB" describes a person's general assessment of their professional abilities.

It covers a range of behaviours relevant to teachers' jobs, such as motivation, dedication, job satisfaction, and experiences with stress and burnout. Effective teaching methods and work satisfaction are more likely to be shown by educators who exhibit high levels of professional well-being. They use successful teaching techniques, are emotionally committed in their job, engaged, driven, and [3]—all of which enhance student learning.

Additionally, instructors with high levels of professional well-being are able to demonstrate good instructional behaviours including excitement, passion, and curiosity [3, 4], all of which have a favourable impact on the classroom environment. Teachers' emotional and social connections with pupils are also influenced by their professional well-being [4]. A positive atmosphere for learning may be created by teachers who are more capable of cultivating good connections with their students.

They have more self-efficacy, reduced job pressure, a more student-centered approach, and a sense of support from principals and coworkers [5]. Furthermore, instructors devote time and energy to their professional development when they are at ease in their workplace, which results in high-quality education in the classroom.

Stress and burnout, on the other hand, are more common among educators who have lower levels of professional well-being [5, 6]. Teachers' motivation, self-efficacy, & job dedication are all adversely affected by stressful work situations, which in turn affects the educational system and the learning results of pupils. Negative student results are linked to the detrimental learning environments that burned-out instructors produce.

Teachers' professional practice is negatively impacted by reduced levels of TPWB, which show up as burnout, weariness, a lack of dedication to one's job, difficulty concentrating, and psychosomatic problems. Designing successful intervention techniques in the educational setting requires an understanding of the notion of teachers' professional well-being and the elements that influence it [6, 7]. For complete school interventions, it is essential to analyse professional well-being in various cultural situations.

Nevertheless, there is currently no universally accepted metric for evaluating professional well-being and directing university teachers' well-being throughout the world [7, 8]. Thus, the purpose of this research is to verify the TPWBS created in Ethiopian higher education environments while taking African collectivist culture into account.

Additionally, when more students enrol in higher education programs, faculty members' academic workloads also rise, contributing to work-related stress [8, 9]. Additionally, faculty members have a responsibility to complete the responsibilities that are allocated by the department, the institution, or professional groups.

It is also required of faculty members to publish, evaluate, and participate in or organise professional/community development activities in order to add to the body of knowledge in their discipline. Although teachers have access to benefits (e.g., [8, 9], incentives, career development opportunities, support facilities, etc.), there are instances in which work and nonwork demands conflict, leading to a misalignment of priorities or resources [9].

In India, state governments are in charge of education, and the University Grants Commission (UGC), the main regulatory organisation, oversees higher education [9, 10]. As one of the southern states of India, Karnataka ranks first among the southern states and fourth overall in terms of the number of universities in India [9, 10]. The majority of WLB research in Karnataka and India focusses only on female faculty members. The WLB of female academics has been an issue, as professors at Karnataka's HEIs put extremely long hours.

Relational support, the educational environment, and the shift to a new pedagogy and learning tools and strategies may all have an impact on students' well-being [11]. This is particularly true for management education, where students must complete a wide range of professional and personal skills in a condensed amount of time via both in-class and extracurricular activities due to the demanding and comprehensive course structure.

Additionally, kids may have to spend a lot of time away from home. A large number of them could also be enrolled in residential programs. Each of these elements has the potential to significantly impair their health. According to studies, 40% of graduate students exhibit signs of mental illness, and 51% of them feel psychological discomfort.

The official and informal assistance that students get from many sources is one of the main elements that might

improve their well-being. Numerous research has examined the effects of social support networks on students' wellbeing. There are a number of holes in this literature, but [11].

First, there is no analysis of how assignment teams' work environments, which are an essential teaching tool in management education, affect wellbeing [10]. Second, no one research has examined the function of many formal (such as internal team environments and institutions) and informal (such as family and friends) support networks.

Third, no research has been done on the mediation function of academic engagement in the link between support and wellbeing. Strong support networks may help students become interested in and involved in their studies, which will lead to happier feelings, improved academic performance, and increased wellbeing.

Thus, in this paper, we investigate the relationship between the psychological well-being of management education students and two formal support sources (internal team environment and institutional support) as well as two informal support sources (family and friends support) [12]. We also look at the mediating role of academic engagement in determining these relationships.

In the study of how workers react to their workplaces, job stress has been seen as a crucial issue. In addition to contributing to poor physical and mental health, occupational stress may result in aberrant and dysfunctional behaviour at work, endangering both the health of workers and the success of the organisation [13]. Therefore, job stress is seen as a significant concern for both organisational well-being and occupational safety and health.

The severity of work stress's impacts on employees has contributed to its prominence as a study issue. Organisational issues including absenteeism, excessive turnover, poor work performance, [14], mistakes and mishaps, drug and alcohol misuse, burnout, and hypertension have all been linked to work-related stress.

Employees who are physically present at work may also perform and create less as a result of its effects. It is thus believed that workers under stress are more likely to be sick, unmotivated, and less safety at work [15], which in turn affects the employees' psychological and psychological well-being.

Research on the psychological well-being of workers has gained attention due to concerns about human psychological health. One of the major objectives that every person aspires to fulfil is well-being.

Believes the concept of well-being is ill-defined. For some people, being healthy, happy, comfortable, safe, and secure are indicators of well-being [16]. Well-being has also been described in terms of quality of life. belief that the concept of quality of life is multifaceted and includes behavioural, social, mental, emotional, and physical aspects.

The concept of well-being is so complicated that despite scholars' best efforts, they have not been able to come up with a precise definition or comprehensive explanation.

Stress is a common occurrence for library employees, regardless of their educational background, employment level, or years of experience [11]. These stressors might come from a variety of sources, and they could harm health and, as a result, have an impact on employees' psychological health.

Therefore, staff management and the improvement of stressors that affect individuals may benefit greatly from information about work stress and the degree to which it affects the psychological health of library employees [12]. The findings of this research might assist managers in controlling these causes of work-related stress, which would enhance their employees' performance, mental and emotional wellness, and health issues.

LITERATURE REVIEW

Kavitha, E. S. (2023) This research aims to determine if work-life balance allows individuals to maintain a healthy balance between their personal and professional lives. Employees that maintain a good work-life balance are able to prioritise their time management. They must, however, satisfy their academic responsibilities, which include publishing and doing research, in order to advance their careers. The survey approach has been used for this research, and 150 structured questions were gathered from 155 library professionals.

Chaturvedi, S. K. (2022) The psychological well-being of cancer palliative care workers, the quality of patient care they provide, and their employers are all impacted by elevated levels of psychological distress and burnout. There isn't many research on psychological well-being; in India, there isn't a single published study on the subject of psychological well-being among cancer palliative care providers. The current research set out to evaluate the psychological health of cancer palliative care providers. The research, which was quantitative and cross-sectional, was conducted in Bengaluru, India, at four cancer palliative care facilities—three hospitals and one hospice.

Chaturvedi, S. K. (2022) Higher education institutions worldwide are concerned about the psychological health of their students. The relationship between psychological well-being and total student support has received little attention, despite the fact that several studies have examined the variables linked to students' psychological health. Higher education students may get both official support—such as from their institutions and team environment—and informal support—such as from their friends and family. Examining the relationship between these four types of

assistance and management students' psychological health is the aim of this research. We also look at how academic involvement might mediate this link.

Mayya, S. (2021) In today's higher education environment, teaching duties are becoming more and more demanding. Teachers nowadays are judged on their active participation in professional and social development in addition to the quality of their teaching-learning activities. Women in academics have the same obligations as males, however unlike men, women in India have a variety of tasks outside of the workplace. This cross-sectional study's main goal was to determine how higher education instructors' work-life balance (WLB) differed by gender. The permission of the Institutional Ethical Committee was acquired.

Scaria, S. (2020) By examining two communities in northeastern Karnataka with disparate levels of irrigation access, this paper investigates how public irrigation influences women's well-being. It demonstrates that public irrigation has an "instrumental role" in women's welfare. Here, four factors—survival, education, health, and self-awareness—are used to describe women's well-being. In terms of women's well-being, the hamlet with public-funded canal irrigation performs comparatively better than the community without canal irrigation.

Magda, R. (2021) This research looks at the link between academics' desire to quit their positions and work-life balance (WLB) practices in relation to their person-job fit (PJF), turnover intention, and PJF. The research also looks at person-job fit as a potential mechanism for the relationship between turnover intention and WLB practices. A self-administered questionnaire was used to gather data for the research from 550 full-time academics employed by South Indian higher education institutions (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and Telangana, as well as union territories of Lakshadweep and Puducherry).

Objectives of the study

- Identify the causes of work-related stress for the university library employees in certain Kalyana Karnataka institutions.
- Determine if role ambiguity issues contribute to work stress among Kalyana Karnataka Institutions university library professionals.
- Determine if role conflict variables contribute to work stress among Kalyana Karnataka Institutions' university library professionals.
- Determine if aspects of the physical work environment contribute to job stress among library employees at Kalyana Karnataka Institutions' university libraries.

Hypothesis

H1: There is no significant relationship between Role ambiguity and library employees' psychological health.

H2: There is no significant relationship between role conflict and library employees' mental health.

H3: There is no significant relationship between Library staff members' physical workspace and mental health.

RESEARCH METHODOLOGY

In order to gather information on the present state of the study's topic, a descriptive survey research design was used.

Because the study is self-reporting, this design was chosen to allow the researcher to gather information from the library staff at the four (4) university libraries in Kalyana Karnataka Institutions. This will allow the researcher to ascertain the effects of role ambiguity, role conflict, and work environment—three factors that predict job stress—on the psychological health of library staff.

In Kalyana Karnataka Institutions, the population consisted of 125 library staff members from the chosen university libraries. Enumerative sampling was utilised to guarantee that every member of the population was included in the research. The questionnaire answers of the respondents were used to identify variables like gender, age, and position within the library.

The questionnaire was the only tool used to gather data for this investigation. The researcher used study questions related to role conflict and role ambiguity. Using descriptive statistics of percentages, frequency counts, and means, the data was examined.

I. RESULT AND FINDINGS

The demographic data of the respondents is shown in Table 1. According to the data, 59 (48.92%) of the respondents are women and 66 (54.4%) are men. As a result, the majority of responders are men. 64 (53.69%) of the respondents are between the ages of 20 and 30; 28 (22.96%) are between the ages of 31 and 45; and 33 (31.29%) are beyond the age of 45, according to the table. Therefore, the majority of responders are in the 20–30 age range. Regarding the roles in the library, it is found that 18 (17.58%) are para-professionals, 41 (34.59%) are library assistants, 59 (49.65%) are professional librarians, and 6 (3.9%) are administrative personnel.

Table 1 Respondents' demographic information.

Details of Respondents		Frequency	%
Gender	Male	59	48.92
	Female	66	54.5
	Total	125	100.00
Age (in Years)	20-30	64	53.69
	31-45	28	22.96
	54 above	33	31.29
	Total	125	100.00
Position in the Library	Professional Librarian	59	49.65
	Para-Professional librarian	19	17.58
	Library assistant	41	34.59
	Administrative staff	6	3.9
	Total	125	100.00

The respondents by questionnaire distribution are shown in Table 2. Eleven (100%) of the replies are from Government Engineering College Gangavathi, 31 (84.8%) are from P.D.A. College of Engineering Kalaburagi, 36 (91.5%) are from Sharnbasva University Kalaburagi, and 49 (94.5%) are from Bheemanna Khandre Institute of Technology. Because of this, the majority of responders are from Sharnbasva University in Kalaburagi.

Table 2 Distribution of the Questionnaire by the University Library.

Name of university library	No. of questionnaire administered	No. of questionnaire returned	Copies not returned	Percentage returned
P.D. A. COLLEGE OF ENGINEERING KALABURAGI	36	32	6	84.8
SHARNBASVA UNIVERSITY KALABURAGI	49	44	5	91.5
BHEEMANNA KHANDRE INSTITUTE OF TECHNOLOGY	41	39	0	94.5
GOVERNMENT ENGINEERING COLLEGE GANGAVATHI	11	10	1	100
Total	137	125	12	100

Table 3 presents the opinions of the participants about certain causes of work-related stress at the library. According to the responses, dealing with computer-related issues or technology (69.89%), the nature of the work (54.9%), high job demands (24.69%), management issues (64.2%), demanding academic and professional requirements (47.2%), and an excessive or heavy workload (21.3%) are the main causes of job stress. However, the least stressful aspects of the work were seen to be low pay and job instability, which accounted for 32.6% and 64% of the total.

Table 2 Job Stress.

Statement	Agree	Not Agree	Neutral
Difficulties with computer-related issues and technologies	74 (69.89%)	48 (32.2%)	47 (41.5%)
The kind of work	65 (54.9%)	47 (44.8%)	65 (34.6%)

High expectations at work	24 (21.3%)	59 (64.2%)	0
Issues with management	19 (18.8%)	64 (31.6%)	48 (44.5%)
Strict professional and academic requirements	54 (36.5%)	58 (48.9%)	68 (64.5%)
Overwork or an excessive workload	36 (33.3%)	34 (32.6%)	96 (84.5%)
A lot of pressure at work	29 (24.9%)	59 (52.4%)	48 (44.19%)
Insufficient system of support	36 (31.2%)	68 (31.6%)	0
Job insecurity	34 (30.4%)	67 (66.6%)	65 (54.21%)
Low salary	97 (58.49%)	89 (86.6%)	32 (30.2%)

The respondents' opinions on the causes of work stress caused by position ambiguity are shown in Table 4. The data indicates that 15.96% of the participants are unsure about their level of authority. In addition, 90% of respondents are aware of their obligations, 24% have effectively managed their time, 80% get clear explanations of what has to be done, and 61.2% of respondents are fully aware of what is expected of them [14]. Of those surveyed, 42% and 55% said they had specific, predetermined goals for their work.

Table 4 Role ambiguity and role conflict.

Role Ambiguity Statement	Agree	Not Agree	Neutral
I am confident in my level of authority.	17 (15.96%)	77 (61.2%)	31 (24%)
I have well-defined goals for my work.	96 (78.9%)	8 (4.8%)	24 (18.9%)
I am aware that I have effectively allocated my time.	107 (87.6%)	14 (8.8%)	6 (4.9%)
I am aware of my obligations.	114 (96.4%)	12(9.6%)	0
I am well aware of what is expected of me.	119 (95.8%)	6 (4.8%)	0
Role Conflict Statement	Agree	Not Agree	Neutral
I have to do tasks that need to be performed in a different way.	41 (32%)	55 (44.8%)	28 (23.1%)
I have a task that has to be finished, but I lack the necessary personnel.	42 (33.9%)	72 (56.4%)	42 (33.9%)
I have to collaborate with at least two groups that function quite differently.	22 (17.9%)	54 (43.3%)	48 (38.7%)
Two or more individuals send me requests that are incompatible.	18 (13.9%)	54 (43.9%)	55 (43.3%)
I do actions that are suitable for one individual to approve of but not for another.	19 (17.9%)	108 (86.4%)	0

The respondents' opinions about the work environment are shown in Table 5. According to the results, the majority of respondents did not consider issues with their office's layout, equipment, lighting, noise level, or distractions to be stressors.

Table 5 Environment of Work.

Statement	Agree	Not Agree	Neutral
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Workplace design flaws	21 (16.8%)	93 (73.9%)	11 (9.8%)
Equipment and office issues	18 (14.5%)	94 (78.45%)	12 (11.4%)
My workplace is noisy and distracting.	12 (9.3%)	108 (86.99%)	3 (2.1%)
The atmosphere at work is neither comfortable nor secure.	11 (8.9%)	107 (87.95%)	6 (3.8%)
Is there not enough fresh air in the workplace?	6 (4.8%)	102 (86.98%)	6 (3.8%)
Physical situations that are unpleasant or hazardous	6 (4.8%)	109 (89.58%)	11 (9.8%)
Inadequate Ventilation at the office	0	102 (86.98%)	12 (11.4%)

TESTING OF HYPOTHESES AND PRESENTATION OF RESULTS

The findings of the developed null hypotheses evaluated at the 0.05 significance level are shown in this section.

Hypothesis One: There is no significant relationship between Role ambiguity and library employees' psychological health.

Role ambiguity and psychological well-being are strongly positively correlated, according to Table 6's results [15, 16]. The correlation coefficient, which is 0.897 and significant at $p < 0.05$, was used to test this. The first variable had a mean value of 4.8961 and a standard deviation of 2.3441, while the second variable had a mean value of 4.8598 and a standard deviation of 0.6961. Thus, this suggests that role ambiguity and psychological health are significantly correlated.

Table 6 The connection between psychological health and role ambiguity.

Variables	Correlation (r)	Mean	Std. D	Prob.	Remark
Role ambiguity	0.897	4.8961	2.6961	0.018	Significant
Psychological well-being		4.8598	0.4894		
N	125				

Hypothesis Two: There is no significant relationship between role conflict and library employees' mental health.

Role conflict and psychological wellness are strongly positively correlated, according to Table 7's results [16, 17]. The correlation coefficient, which is 0.695 and significant at $p < 0.05$, was used to test this. The first variable had a mean value of 3.9596 and a standard deviation of 0.3962, while the second variable had a mean value of 3.2929 and a standard deviation of 0.2189. Thus, this suggests that role conflict and psychological well-being are significantly correlated.

Table 7 The connection between psychological health and role conflict.

Variables	Correlation (r)	Mean	Std. D	Prob.	Remark
Role Conflict	0.695	3.9596	0.3962	0.189	Significant
Psychological well-being		3.2929	0.2189		
N	125				

Hypothesis Three: The psychological health of library employees is not significantly correlated with their work environment. Table 8's results indicate a considerable positive correlation between psychological well-being and the work environment [17, 18]. The correlation coefficient, which is 0.529 and significant at $p < 0.05$, was used to test this. The first variable had a mean value of 3.1496 and a standard deviation of 0.3496, while the second variable had a mean value of 3.1967 and a standard deviation of 0.2497. Consequently, research suggests that the workplace and psychological health are significantly correlated.

Table 8 The connection between psychological health and the workplace.

Variables	Correlation (r)	Mean	Std. D	Prob.	Remark
Role Conflict	0.529	3.1496	0.3496	0.759	Significant
Psychological well-being		3.1967	0.2497		
N	125				

DISCUSSION

This research examined the connections between a few elements that contribute to work-related stress. It particularly named the following as causes of occupational stress: role ambiguity, role conflict, and work environment [19]. In Kalyana Karnataka Institutions University libraries, it also looked into the connection between the psychological health of library employees, their work environment, job ambiguity, and role conflict.

Table 3 identified a number of significant characteristics that contributed to respondents' workplace stress, including technological difficulties and an excessive amount of labour [20, 19].

The respondents' sole cause of work stress, when role ambiguity elements as shown in Table 4 were taken into account, was their uncertainty regarding their level of power (61.6%).

In relation to role conflict, as Table 5 also shows, the respondents disagreed that role conflict causes stress.

Lastly, the study's findings indicate that the respondents' physical work environment, as shown in Table 5, does not contribute to their job stress [21].

Table 6 demonstrates that there is a strong correlation between role ambiguity stress and psychological well-being, contrary to the original hypothesis, which claimed that there was none.

According to the second hypothesis, respondents' psychological well-being and role conflict are not significantly correlated [22, 23]. This theory seems to be supported by the results shown in Table 7, which demonstrate that role conflict improves psychological well-being.

The respondents' psychological well-being and the physical work environment were found to be positively correlated, as shown in Table 8, contrary to the previous hypothesis, which claimed that there was no meaningful association between the two.

CONCLUSION

Based on the results, the research comes to the conclusion that employees at a few university libraries in Kalyana, Karnataka, have usually recognised a few issues brought on by work-related stress. Furthermore, the research found that role ambiguity and role conflict, as well as the physical workplace and psychological well-being, are positively correlated.

The research suggests that the library administration try to raise knowledge of and comprehend the elements that lead to work stress for the library personnel in light of these known facts. In order to reduce these stresses, the organisation should also work to put intervention mechanisms into place. Furthermore, it is suggested for employees and their managers/supervisors to communicate better since job ambiguity is linked to unclear or ineffective communication.

Lastly, it is advised that the administration's strategic plan explicitly include steps that would support the administrative staff's welfare and psychological health. The demands and difficulties of the library personnel will be better managed as a result. Creating a comfortable workplace will be one aspect of it, and it may assist lessen the negative impacts of stress-related issues on library employees' wellbeing.

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