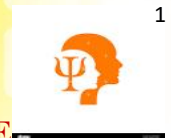




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JOB INSECURITY, WORK LIFE BALANCE AND QUALITY OF WORK LIFE AS PREDICTORS OF PSYCHOLOGICAL WELLBEING AMONG SECONDARY SCHOOL TEACHERS IN IBADAN SOUTH WEST LOCAL GOVERNMENT, OYO STATE

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Abstract

This paper examines the influence of work-life balance, quality of work life, and job insecurity on psychological wellbeing among secondary school teachers in Ibadan, Oyo State. There were 200 respondents used in the study, about 11 hypotheses were tested. Correlation analysis revealed that work-life balance had no significant relationship with psychological wellbeing ($r = -0.03$, $p > .05$) and most of its subcomponents, except for environmental mastery and autonomy, which showed significant negative relationships ($r = -0.16$, $p < .05$). This indicates that teachers with higher work-life balance reported lower levels of environmental mastery and autonomy. Quality of work life, however, showed significant positive correlations with psychological wellbeing ($r = 0.23$, $p < .01$) and five of its subcomponents, including self-acceptance, positive relations, environmental mastery, purpose in life, and autonomy. Job insecurity also showed positive correlations with psychological wellbeing and its components, but not with personal growth. Independent t -tests were used to test four hypotheses. There was no significant difference in psychological wellbeing between teachers with high and low job insecurity [$t(198) = 0.76$, $p > .05$]. However, a significant difference was found based on work-life balance [$t(198) = 2.09$, $p < .05$], but in an unexpected direction: teachers with low work-life balance reported higher wellbeing. No significant difference in psychological wellbeing was observed based on quality of work life or gender. Multiple regression analysis showed that work-life balance, quality of work life, and job insecurity jointly predicted psychological wellbeing [$R^2 = 0.07$, $F(3,196) = 4.77$, $p < .01$], though none of the predictors had a significant independent effect. These predictors also jointly predicted self-acceptance and positive relations with others, with quality of work life and job insecurity emerging as significant individual predictors for each outcome respectively. Overall, the findings suggest that while work-life balance, job insecurity, and quality of work life have some influence on psychological wellbeing, their effects vary across specific dimensions, with quality of work life showing the most consistent positive influence. The results were discussed accordingly.

Keywords: Job Insecurity, Work-Life Balance, Quality of Work Life, Psychological Well-Being

Introduction

Psychological well-being refers to positive mental health (Edwards, 2005). Research has shown that psychological well-being is a diverse multidimensional concept (MacLeod & Moore, 2000; Ryff, 1989; Wissing & Van Eeden, 2002), which develops through a combination of emotional regulation, personality characteristics;

identity and life experience (Helson & Srivastava, 2001). Psychological well-being can increase with age, education, extraversion and consciousness and decreases with neuroticism (Keyes et al., 2002). Ryff's components of objective psychological well-being are outlined separately below for explanation and clarification purposes. When unpacked there appears to be a relationship between Ryff's psychological well-being components and the psychological skill components previously outlined, with psychological well-being components seemingly inter-related with various psychological skills components.

Psychological well-being is a feeling of happiness which focuses on the subjective experiences of individuals. Psychologists tend to focus on two components of psychological well-being: hedonic and eudaimonic (Ryan & Deci, 2001). The hedonic component is concerned with subjective experiences of pleasure, or the balance of positive and negative thoughts and feelings in individuals' judgments. In organizations, research on job satisfaction represents the hedonic approach to understanding psychological well-being: job satisfaction is defined in terms of employees' subjective judgments about their work situations (Kiviamki, 2005). However, some scholars have argued that job satisfaction is a passive state, describing satisfied employees as "contented cows" (Ryan & Deci, 2001) and arguing that a high level of job satisfaction probably is closer to a state of bovine contentment than a state of happiness. It is important to note that just as job satisfaction contributes to some amount of psychological wellbeing; it is limited to explaining its total relationship. However, it is worth adding that the increasing organizational phenomenon of job insecurity can adversely curtail one's psychological wellbeing.

Additionally, the eudaimonic component of psychological well-being is concerned with fulfillment and the realization of human potential. In organizations, research on meaning and engagement represents the eudaimonic approach to understanding psychological wellbeing: meaning is defined in terms of employee's feelings of fulfillment and purpose in their efforts (Wrzesniewski, 2003). Researchers have posited that the feeling of psychological wellbeing is influenced by the perceived job security of an employee. Thus, an employee who has low job security will feel dissociated from the organization which will lead to deterioration in their psychological wellbeing. According to Richmond (2006), employees experience lower psychological wellbeing when that employee is affected with high level of psychological problems such as stress, depression and anxiety resulting from many other organizational factors such as job insecurity. Richmond (2006) explained further that job-related stress and job dissatisfaction is evident in those with low job security.

It has been identified that highly insecure job climates create a stressful work environment, which could have detrimental effects on employee behavioral and organizational outcomes (Bliese & Britt, 2001). Research suggests that job insecurity is likely to have a detrimental effect on employee safety attitudes, behaviours, and outcomes (Grunberg, Moore, & Greenberg, 1996; Probst, 2002; Probst & Brubaker, 2001). According to Neal, Griffin and Hart (2000) measuring safety outcomes such as safety compliance, safety knowledge, and safety motivation are key in achieving adherence to safety standards. This study focuses on safety compliance and its relationship with job insecurity. Safety compliance is the extent to which employees adhere to safety standards, regulations, procedures, legal obligations and requirements (Probst, 2002). It is also referred to as the absence of accidents and hazards (Schoeman & Johnston, 2007). Job insecure workers are found to engage in risk related behaviours when they perceive their job conditions to be dissatisfying (Rundmo & Iversen, 2007). Over 5,000 employees lost their lives in 2001 due to work-related injuries, and an additional 5.7 million employees suffered nonfatal work-related injuries and illnesses in the US (Bureau of statistics, 2001). Usually, organisations get preoccupied in the attempt to improve productivity, meet performance targets with limited time constraints attached.

Consequently, employees overlook safety procedures whilst attempting to achieve these performances targets (Moller, 2003), as a result engage in unsafe behaviours which include shortcuts that compromise safety compliance and may lead to accidents. It always seems that the feeling of job insecurity has grown more widespread and more serious than ever (Foster, 2007). Cheng (2005) indicates that employers respond to intensive global competition through the deregulation of labour hence job insecurity has become a widespread

problem. Emberland and Rundmo (2009) added that organisations find it necessary to reduce the number of workforce to remain competitive. These critical changes to the job market have brought job security to the forefront of many employees' concerns (Burchell, 2002; Näswall, Sverke, & Hellgren, 2008). Mauno kinnunen, Makikangas & Naitte (2005) posit that since the 1970s, increase competitiveness, quest for lower cost and productivity by organisations have resulted in the subjective feeling of losing one's job. Presently most organizations have adopted strategies to remain productive which often result in an anticipation phase where employees experience high insecurity related to the future of their jobs in the organisation (Ferrie 2001).

Quality of work life (QWL) is defined as the favourable conditions and environments of a workplace that support and promote employee satisfaction by providing them with rewards, job security, and growth opportunities. The continuous effort to bring increased labour-management cooperation through joint problem solving to improve organizational performance and employee satisfaction are key aspects of QWL. Shamir and Solomon (1985) defined quality of work life (QWL) as a comprehensive construct that includes wellbeing related to an individual's job and the degree to which work experiences were rewarding, fulfilling, and reduce stress. Serey (2006) defined that QWL was associated with meaningful and satisfying work. It includes an opportunity to utilize one's skills and capacities, to confront challenges and situations that require self-initiative and self-direction; an activity should be practiced by the individuals in organization.

QWL as a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work." - Robbins (1989)

Quality of work life is the degree to which members of a work organization are able to satisfy important personal needs through their experiences in the organization. Suttle (1977) Quality of work life is an indicator of how free the society is from exploitation, injustice, inequality, oppression and restrictions on the continuity of growth of man, leading to his development to the fullest. De (1976) Quality of work life is the work culture that serves as the cornerstone – Richard Walton (1975). Quality of work life is more than fad, more than any attempt to pacify the growing demands of impatient employees, for the manager, QWL can offer new challenges, opportunities for growth and satisfaction –Graver Robert F (1983). QWL is the degree to which work in an organization contributes to material and psychological well-being of its members" – Harrison M (2004). It is a process by which an organization attempts to unlock the creative potential of its people by involving them in decisions affecting their work lives"- Robert H.Guest (1979).

Work-life balance is the proper prioritizing between 'work' (career and ambition) on one hand and 'life' (pleasure, leisure, family and spiritual development) on the other (Greenhaus, Collins and Shaw (2003). Related, though broader, terms include 'lifestyle balance' and 'life balance'. There is a large individual Components of work life balance includes each individual's needs, experiences, and goals. What work-life balance does not mean is an equal balance in units of time between work and life. Rather its involves one's sense of control over the number of hours that the individual devote to work or the number of hours available to a person, family and leisure activities. It is accomplish when one feels satisfied both with job and personal life. Work life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life (Beutell, 1985)

The concept of work life balance is important both to the organizations and to employees. Organisations are hard pressed for higher productivity and need employees with improved work-life balance such that they will contribute more meaningfully towards the organizational growth and success (Naithani, 2010). Investigations on Work Life Balance have come to the fore due to multitude of changes in the work place, in employee demographics and in the family sphere (Lucas, and Smith, 2009).

In today's world, work and family are the most central and prominent role domains for the majority of adults. Both are significant in terms of where employees spend their time how that impact their quality of life. With the increasing demands that each of these domain's place upon employees' lives, it should come as no surprise that significant attention is now being paid to issues of work life balance

Literature Review

Work Life Balance and Psychological Well Being

Historically, most of the literature has focused on how the pursuit of work-life balance has affected women, not men (Burke, 2000). As men have long been considered the universal worker, unencumbered by responsibilities outside of the home and most concerned with financial gain, most work-life balance policies were created to help with the multiple roles faced by women with children, who were seen as having most of the care giving responsibilities. (Burke, 2000; Halford et al., 1997 as cited in Halrynjo, 2009; Williams, 2010). However, in the last few years, the notion of the man as the traditional breadwinner or universal worker has begun to change (Halford et al., 1997; Hochschild, 1997). The changing work force and the increase in dual-earning families had a dramatic impact on the role of men in the workplace and the home, especially as it relates to work-life balance. However, the construct is an important one with implications for counselors as they seek to assist clients dealing with issues related to work-life balance (Perrone, Wright, & Jackson, 2009; Shallcross, 2009).

Prior research suggests there is a connection between work-life balance and various aspects of psychological well-being (Munir, Nielsen, Garde, Albertsen, & Carneiro, 2012). The term psychological well-being can refer to a sense of happiness or to a lack of psychological distress (Grossi et al., 2006). Additionally, the term can refer to quality of life (Hallberg, Ringdah, Holmes, & Carver, 2005). Psychological well-being can also refer to positive psychological traits, such as self-acceptance, satisfaction, hope or optimism, which are beneficial to well-being (Ryff & Singer, 1996; Seligman, & Csikszentmihalyi, 2000). In this case, psychological well-being would be synonymous with positive well-being (McNulty & Fincham, 2012). This type of definition arose out of developmental psychology (Ryff & Singer, 1996) and has influenced the creation of the theory of positive psychology (McNulty & Fincham, 2012). Other definitions include both positive and negative characteristics, such as optimism, enjoyment, self-control, depression and anxiety in relation to psychological well-being (Dupuy, 1984; Grossi et al., 2006; Uher & Goodman, 2009). McNulty and Fincham (2012) argue the importance of contextualizing psychological traits as they relate to positive or negative well-being, instead of classifying specific traits as positive or negative. Psychological well-being is influenced by factors such as age, employment, marital status, personality and negative life events (Skomorovsky & Sudom, 2011). At this time, there is little research to address if there is a connection between the relationship of work-life balance and general psychological well-being. Further, there is a need to understand how the potential connection between work life balance and psychological well-being may differ according to gender

Gender with Job Insecurity and Psychological wellbeing

Males were more insecure and emphasized financial concerns, while females expressed concerns about intrinsic facets of their jobs. It was further revealed that while all job attitudes for females were adversely affected by job insecurity, for males“ only organizational commitment, intention to leave, and resistance to change was affected. Females have significant higher rates of symptoms of common mental disorders such as anxiety and depression than men, but the effect of gender is much less clear when it comes to mental well-being. Studies showed little evidence of gender differences (e.g. Donovan & Halpern, 2002; Helliwell, 2003). Stephens, Dulberg and Joubert, (2009) opined that males recorded higher scores for mental wellbeing whereas Ryff and Singer, (1998) showed higher scores for females on psychological wellbeing.

Additionally, gender differences on psychological well-being were assessed as gender roles. Roothman, Kirsten and Wissing (2003) conducted a study to find how psychological wellbeing varies due to gender. The researchers run 13 instruments to measure general, affective, cognitive, physical, spiritual, self and social aspects of psychological well-being and found that females and males reported psychological wellbeing differences. Roothman et al. (2003) revealed that males scored significantly higher on cognitive, physical and self-aspects, whereas females scored significantly higher on somatic symptoms, expressing affect and spiritual aspects but there was no difference between men and women regarding social dimension. The results finally concluded that males scored higher than females. Furthermore, Cenkseven (2004) in a study on a sample made

up of Turkish university students, found that female students reported higher levels of psychological well-being than males did and emphasized that the literature reported that females score higher on positive relations with others and personal growth subscales. Cirhinlioğlu (2006) also revealed that females reported higher levels of positive relations with others and personal growth subscales and added self-acceptance and autonomy subscales.

Job Insecurity and Psychological Well-Being

Most importantly because there is more to well-being than just feeling happy and content with life. To add to that, Dekker and Schaufeli (1995) suggested that the prolonged exposure to job insecurity can result to the wearing out of the resources of the employee. Studies of this kind are needed at this crucial moment in Nigeria, where the country has been plunged into a harsh economic climate affecting organizations operating in it. Hence, creating fears of job loss for the already employed. Lam, Fan and Moen (2011) explored the research question whether job insecurity worse for well-being in turbulent times with health in context. Using a sample size of about 6,554, the researchers assessed the relationship between job insecurity and wellbeing depending on economic environment. They compared employees from the economic turbulent time and employees before the recession period as well as their income and gender. They found respondents with higher levels of job insecurity in 2010 reported lower levels of happiness compared to those similarly insecure in 2006. Again it was revealed that the relationship between job insecurity and days of reduced mental health becomes more noticeable for those who lived the turbulent period. To add to that, men with greater insecurity also showed low mental health in both 20014 and 2018. This finding supports the quest to conduct this present study in Nigeria's heightened turbulent economic times.

Also, De Cuyper and NeleDe Witte (2006), in a study to investigate the impact of job insecurity and contract types on attitudes, well-being and behavioural reports, the researchers found that job insecurity is expected to be problematic in terms of outcomes for permanents, but not for temporaries. This study categorically addresses this issue by considering the role of job insecurity on job satisfaction, organizational commitment, life satisfaction, and self rated performance among permanent employees (N = 396) as compared with temporary ones (N = 148). Again, no such differential effects are observed for life satisfaction and self-rated performance. However, a drawback to note was that the study was generally dominated with permanent employees, thus findings cannot be generalized because there was an obvious difference in the sample size of permanent and contract employees.

Quality of Work Life and Psychological Well Being

The term 'Quality of Work Life (QWL)' is reputed to have originated from an international labor relations conference in 1972 at Arden House, Columbia University, New York (Davis & Cherns, 1975). While there seems to be no agreed upon definition of quality of work life, it has been used as a construct which relates to the well-being of employees. Some say that Mills (1978) may have first coined the term 'quality of work life' and he suggested that QWL had moved into the permanent vocabulary of both unions and management. From a business perspective, quality of work life (QWL) is important since there is evidence demonstrating that the nature of the work environment is related to satisfaction of employees and work-related behaviors (Greenhaus et al., 1987). QWL is also found to affect employees' work responses in terms of organizational identification, job satisfaction, job involvement, job effort, job performance, intention to quit, organizational turnover and personal alienation (Carter et al., 1990; Efraty & Sirgy, 1990; Efraty et al., 1991).

Work life balance is a universal struggle, experienced by both men and women across different life-stages and in all types of professions (Darcy, McCarthy, Hill & Grady, 2012; Emslie & Hunt, 2009). Part of the struggle with work-life balance is the challenge of juggling work and personal life (Perrone, Wright, & Jackson, 2009). Currently, Americans are working more and longer hours compared to any other industrialized nation, taking less leave or vacation and personal time (International Labor Organization, 2009). With this, comes the struggle to find a balance between work, home, family and personal life (Hochschild, 1997). A lack of work-life balance is associated with emotional and behavioral problems such as: anxiety, depression, guilt, decreased productivity, and problematic drinking (Kalliath & Brough, 2008). Additionally, a lack of work-life balance can lead to

increased stress and a sense of burnout (Ten Brummelhuis & Van Der Lippe, 2010). Regardless of sex, gender identity, or marital status, both men and women struggle with work life balance (Powell & Greenhaus, 2010). Over the years a number of work-life balance initiatives have been implemented in the workplace with the goal of creating better balance for employees (Zachariou, 2005). However, these initiatives have largely been geared towards women in the workplace and tend to be underutilized, especially by men and pre-retirement employees (Darcy et al., 2012). As a starting point, it is important to understand what the term work-life balance means and how it is defined. A cohesive, definite and consistent definition of work-life

Based upon an understanding of employees' various needs and their QWL experiences, management can identify the strategic gap (if any) in the organization and can take further necessary actions to improve the QWL of employees. This may be helpful for an organization to be successful and to achieve organizational objectives since employees' QWL experiences are directly related with a variety of desirable organizational outcomes, such as reduced rate of absenteeism, turnover, tardiness frequency and health care utilization (thus, reduced health care costs), and increased job performance (Warr 2005, Wright and Bonett 2007, Wright and Croppanzano 2004).

Objectives of the study

The general objective of the study is to investigate the relationship between job insecurity, work life balance, quality of work life and psychological wellbeing among teachers in Ibadan South West Local Government (ISWLG) Area of Oyo State, Nigeria

On the basis of this, the study seeks to achieve the following specific objectives:

- i. To investigate the predictory role of job insecurity on the psychological wellbeing of teachers in South West Local Government (ISWLG) Area of Oyo State, Nigeria
- ii. To investigate the influence of work life balance on the psychological wellbeing of teachers in South West Local Government (ISWLG) Area of Oyo State, Nigeria
- iii. To examine the influence of quality of work life on the psychological wellbeing of teachers in South West Local Government (ISWLG) Area of Oyo State, Nigeria
- iv. To investigate the role of gender on the psychological wellbeing of teachers in South West Local Government (ISWLG) Area of Oyo State, Nigeria
- v. To examine the influence of work-life balance, quality of work life and job insecurity on psychological wellbeing significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

Hypotheses

Based on the above reviewed literature, the following hypotheses would be tested.

- 1 Participants who report higher job insecurity will have lower psychological wellbeing than participants with lower job insecurity
- 2 Work-life balance will have a significant influence on psychological wellbeing among secondary school teachers in Ibadan, Oyo State, Nigeria
- 3 Teachers who report higher quality of work life will have lower psychological wellbeing than teachers with lower quality of work life
- 4 Male teachers will significantly score higher on psychological wellbeing than their female counterparts
- 5 Work-life balance, quality of work life and job insecurity will jointly and independently predict psychological wellbeing significantly among secondary school teachers in Ibadan, Oyo state, Nigeria
- 6 Work-life balance, quality of work life and job insecurity will jointly and independently predict self-acceptance significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

7 Work-life balance, quality of work life and job insecurity will jointly and independently predict positive relations with others significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

8 Work-life balance, quality of work life and job insecurity will jointly and independently predict environmental mastery significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

9 Work-life balance, quality of work life and job insecurity will jointly and independently predict purpose in life significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

10 Work-life balance, quality of work life and job insecurity will jointly and independently predict personal growth significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

11 Work-life balance, quality of work life and job insecurity will jointly and independently predict autonomy significantly among secondary school teachers in Ibadan, Oyo state, Nigeria

Method

Study participants

The participants for the study comprise of secondary school teachers in Ondo West local government area of Ondo State. Participants for the study consist of 200 individual teachers with a mean age 45 (age range 18-65). Of the total of 200 teachers, 118(59.0%) were Males and 82(41.0%) were females. Ethnicity 195(97.5%) were Yoruba, 5(2.5%) were Igbo. Religion, 107(53.4%) were Christian, 92(46.0%) were Muslim while 1(0.5%) were traditional worshipers. Marital status, 31(15.5%) were single, 105(52.5%) were married, 38(19.0%) were widow while 26(13.0%) were divorce. Qualification, 1(0.5%) has SSCE, 126(63.0%) has ND/NCE, 69(34.5%) has B.Sc/HND, 4(2.0%) has postgraduate certificate. Year of Experience, 95(43.6%) has 1-5 years of experience, 100(50.0%) has 6-10 years of experience, 3(1.7%) has 11-15 years of experience, 2(1.0%) has 16-20 years of experience. Age, 45(22.5%) were between 18-22years, 97(48.5%) were between 23-27years, 8(4.0%) were between 28-32years, 35(17.5%) were between 33-37years, 15(7.5%) were between 38years and above.

Sample Size

Sampling size was determined using sample size calculation method developed by Yamane (1967) formula $n = N / 1 + N(e)^2$

Where; n=required sample size, N= is the population size with $\pm 5\%$ precision.

Research Instruments

This study utilized a self-report questionnaire. The respondent's demographic characteristics such as age, sex, marital status, education and year of service were listed under section A, while sections B to E contains the scales as described below:

Section B: Work life balance: Work life balance was measured with a 15-item scale adapted by Hayman (2005), originally developed by Fisher (2001). This broader approach is useful for organizations to assess the non-work domain of employees, as family may not be relevant to all employees. Moreover, this scale also measures positive spill over or enhancement (Hayman, 2005). The scale consisted of 15 items, designed to assess 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 scale is scored on 5 point (Strongly Disagree -1, Disagree - 2, Neither Agree nor Disagree- 3, Agree -4, Strongly Agree -5), the scoring will be done as 5, 4, 3, 2, 1 for the dimensions of WIPL (except item 7, which will be reverse scored, i.e. and PLIW, since the items were negatively worded. High score indicated lower interference and, lower levels of interference were interpreted as higher levels of work life balance.

For the dimension of WPLE, scoring will be 1,2,3,4,5,6,7 (i.e. (Strongly Disagree -1, Disagree -2, Neither Agree nor Disagree- 3, Agree -4, Strongly Agree - 5) as the items were positively worded. High score indicated high work/ personal life enhancement. Higher levels of work/ personal life enhancement are considered to be

associated with higher levels of work life balance. The overall work life balance score will be thus computed by adding the scores on the three dimensions. Reliability for the scale, estimated using Cronbach alpha coefficient will be .91 for WIPL, .82 for PLIW and .67 for WPLE. The scale will be tested for reliability under the Indian conditions and Cronbach alpha will be found to be .87.

Section C: Psychological well-being: The participants' psychological well-being was assessed using the RPWB. Ryff (1989b) developed the 18-item scale to measure six identified components of well-being: (1) self-acceptance (e.g., 'When I look at the story of my life, I am pleased with how things have turned out'); (2) positive relations with others (e.g., 'People would describe me as a giving person, willing to share my time with others'); (3) autonomy (e.g., 'My decisions are not usually influenced by what everyone else is doing'); (4) environmental mastery (e.g., 'I am quite good at managing the many responsibilities of my daily life'); (5) purpose in life (e.g., 'I used to set goals for myself, but that now seems like a waste of time'); and (6) personal growth (e.g., 'I gave up trying to make big improvements or changes in my life a long time ago'). Responses for the scale are presented on a six-point agreement scale that ranges from 1 (strongly disagree) to 6 (strongly agree).

Section D: The Work-Related Quality of Life (WRQoL): The Work-Related Quality of Life (WRQoL) scale has six dimensions within 24 items and all of the items were measured on a five-point (1 = Strongly Agree through to Strongly Disagree = 5) Likert scale (Van Laar et al., 2007). Three reversed items were would be recoded while computing the overall WRQoL. WRQoL is based on the idea that the many facets of work experience can't be effectively explained separately and need to be considered together (Edwards et al., 2009). General Well-Being (GWB) -six items-: Items are related to happiness and life satisfaction: e.g. "Generally things work out well for me". Home-Work Interface (HWI) -three items-: Items are related to issues of accommodating family and work commitments, e.g. "My current working hours/patterns suit my personal circumstances". Job and Career Satisfaction (JCS) -six items- e.g. "I am satisfied with the career opportunities available to me at the organization". Control at Work (CAW) (three items): Items are related to being able to have control over decisions, e.g. "I am involved in decisions that affect me in my own area of work". Working Conditions (WCS) -three items-: Items are related to the physical working environment: e.g. "The working conditions are satisfactory". Stress at Work (SAW) -two items-: Items are related to demands. e.g. "I often feel under pressure at work"

Section E: Job insecurity: Job insecurity was measures using the job insecurity questionnaire scale developed by Alarape (2004) which consist of 11 items, using the Likert type scale of 1=Strongly agree to 5= Strongly Disagree. The scales have recorded 0.78 alpha in previous studies (Alarape, 2003). After analysis, 5-items were deleted for weak performance. In this study the scale achieved a Cronbach alpha of 0.801 and split -half reliability of 0.841. the means score in this study will be used to dichotomize job insecurity into high and low.

Procedure for Data Collection

Firstly, the researchers sought permission from the Principals of each secondary school in ISWLG at different point in time. After, the permission to conduct the study was granted. Directions on how to complete the questionnaire were also explained. The researchers also assured the respondents that their responses were strictly to be used for academic purposes. They were also told that they can withdraw from the study at any time they so wished to do so.

Results

Table 1: Zero Order Correlation Showing Relationship Among Variables of Study

Variables	N	X	SD	1	2	3	4	5	6	7	8	9	10
1.Work life Balance	200	24.30	7.08	1									
2.Quality of Work life	200	70.72	19.01	-.09	1								
3.Job Insecurity	200	28.24	8.48	-.08	.65**	1							
4.Psychological Wellbeing	200	59.38	10.96	-.03	.23**	.24**	1						
5.Self-Acceptance	200	10.11	2.54	.05	.25**	.20**	.61**	1					
6.Positive Relations with others	200	8.50	2.30	.09	.20**	.25**	.69**	.38**	1				
7.Environmental Mastery	200	10.41	2.58	-.16*	.16*	.19**	.70**	.22**	.36**	1			
8.Purpose in Life	200	8.34	2.57	.04	.17*	.28**	.77**	.25**	.54**	.53**	1		
9.Personal Growth	200	11.00	2.63	.04	-.01	-.08	.72**	.38**	.43**	.31**	.51**	1	
10.Autonomy	200	11.03	2.87	-.16*	.22**	.18*	.75**	.38**	.31**	.53**	.45**	.42**	1

*p < 0.05, **P < .01

Results on Table 1 revealed that, work-life balance was not significantly related to psychological wellbeing ($r = -.03$; $P > .05$). Likewise, work-life balance did not have significant relationship with; self-acceptance ($r = .05$; $P > .05$); positive relations with others ($r = .09$; $P > .05$); purpose in life ($r = .04$; $P > .05$); and personal growth ($r = .04$; $P > .05$). However, work-life balance was significantly and negatively correlated with; environmental mastery ($r = -.16$; $P < .05$); and autonomy ($r = -.16$; $P < .05$).

Results of analysis on Table 1 showed further that, quality of work life was significantly and positively related to: psychological wellbeing ($r = .23$; $P < .01$); self-acceptance ($r = .25$; $P < .01$); positive relations with others ($r = .20$; $P < .01$); environmental mastery ($r = .16$; $P < .05$); purpose in life ($r = .17$; $P < .05$); and autonomy ($r = .22$; $P < .01$). However, quality of work life was not significantly correlated with personal growth ($r = -.01$; $P > .05$). Moreover, Table 1 indicated further that, job insecurity was significantly and positively related to: psychological wellbeing ($r = .24$; $P < .01$); self-acceptance ($r = .20$; $P < .01$); positive relations with others ($r = .25$; $P < .01$); environmental mastery ($r = .19$; $P < .01$); purpose in life ($r = .28$; $P < .01$); and autonomy ($r = .18$; $P < .05$). However, job insecurity was not significantly correlated with personal growth ($r = -.08$; $P > .05$).

Hypothesis one which stated that, participants who report higher job insecurity will have lower psychological wellbeing than participants with lower job insecurity was carried using independent t-test.

Table 2: Summary of Independent t-Test Showing Influence of Job Insecurity on Psychological Wellbeing

Job Insecurity	N	$\bar{X}$	Df	T	P
Low	78	58.64	198	0.76	> .05
High	122	59.84			

Result on Table 2 indicated that job insecurity did not significantly influence psychological wellbeing of the sampled Secondary school teachers in Ibadan [$t(198) = 0.76$; $p > .05$]. This result implied that there was no significant difference in the psychological wellbeing of Secondary school teachers who reported higher job insecurity and those who reported lower job insecurity. Thus, the first hypothesis stated was rejected.

Hypothesis two which stated that, work-life balance will have a significant influence on psychological wellbeing among secondary school teachers in Ibadan, Oyo State, Nigeria was tested using independent t-test.

Table 3: Summary of Independent t-Test Showing Influence of Work-life Balance on Psychological Wellbeing

Work-Life Balance	N	$\bar{X}$	Df	T	p
Low	114	60.77	198	2.09	< .05
High	86	57.52			

Result on Table 3 revealed that work-life balance significantly influenced psychological wellbeing of the sampled secondary school teachers in Ibadan [$t(198) = 2.09$; $p < .05$]. Further analysis showed that teachers who reported low work-life balance ($\bar{X} = 60.77$) reported higher psychological wellbeing than teachers who reported high ($\bar{X} = 57.52$) on work-life balance. Thus, the second hypothesis stated was confirmed.

Hypothesis three which stated that, teachers who report higher quality of work life will have lower psychological wellbeing than teachers with lower quality of work life was carried using independent t-test.

Table 4: Summary of Independent t-Test Showing Influence of Quality of Work Life on Psychological Wellbeing

Quality of Work Life	N	$\bar{X}$	Df	T	P
Low	76	58.55	198	0.83	> .05
High	124	59.88			

Result on Table 4 indicated that quality of work life did not significantly influence psychological wellbeing of the sampled Secondary school teachers in Ibadan [$t(198) = 0.83$; $p > .05$]. This result implied that there was no significant difference in the psychological wellbeing of Secondary school teachers who reported higher quality of work life and those teachers that reported lower quality of work life. Thus, the third hypothesis stated was rejected.

Hypothesis four which stated that, male teachers will significantly score higher on psychological wellbeing than their female counterparts was conducted with the aid of independent t-test.

Table 5: Summary of Independent t-Test Showing Influence of Gender on Psychological Wellbeing

Gender	N	$\bar{X}$	Df	T	P
Female	82	58.63	198	0.80	> .05
Male	118	59.89			

Result on Table 5 showed that gender did not significantly influence psychological wellbeing of the sampled Secondary school teachers in Ibadan [$t(198) = 0.80$; $p > .05$]. Finding revealed further that there was no significant difference in the psychological wellbeing of female employees and male employees. Thus, the fourth hypothesis stated was not supported.

Hypothesis five which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict psychological wellbeing significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 6: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Psychological Wellbeing

Predictors	R	R ²	F	P	β	T	P
Work-Life Balance	0.26	0.07	4.77	< .01	-0.01	-0.10	> .05
Quality of Work Life					-0.14	-1.51	> .05
Job Insecurity					0.15	1.65	> .05

Result on Table 6 indicated that work-life balance, quality of work life and job insecurity jointly predicted psychological wellbeing significantly among secondary school teachers in Ibadan [$R^2 = 0.07$, $F(3, 196) = 4.77$, $p < .01$]. Regarding independent prediction, work-life balance ($\beta = -0.01$; $t = -0.10$, $P > .05$), quality of work life ($\beta = -0.14$; $t = -1.51$, $P > .05$) and job insecurity ($\beta = 0.15$; $t = 1.65$, $P > .05$) did not independently predict psychological wellbeing significantly. Thus, the fifth hypothesis stated was partly confirmed.

Hypothesis six which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict self-acceptance significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 7: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Self-Acceptance

Predictors	R	R ²	F	P	β	T	P
Work-Life Balance	0.27	0.07	5.01	< .01	0.07	1.03	> .05
Quality of Work Life					0.21	2.35	< .05
Job Insecurity					0.07	0.79	> .05

Result on Table 7 indicated that work-life balance, quality of work life and job insecurity jointly predicted self-acceptance significantly among secondary school teachers in Ibadan [$R^2 = 0.07$, $F(3, 196) = 5.01$, $p < .01$]. Regarding independent prediction, work-life balance ($\beta = 0.07$; $t = 1.03$, $P > .05$) and job insecurity ($\beta = 0.07$; $t = 0.79$, $P > .05$) did not independently predict self-acceptance significantly. However, quality of work life ($\beta =$

0.21; $t = 2.35$, $P < .05$) independently predicted self-acceptance significantly. Thus, the sixth hypothesis stated was partly confirmed.

Hypothesis seven which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict positive relations with others significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 8: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Positive Relations with Others

Predictors	R	R ²	F	P	β	t	P
Work-Life Balance					0.11	1.62	> .05
Quality of Work Life					0.08	0.83	>.05
	0.27	0.08	5.31	< .01			
Job Insecurity					0.21	2.28	< .05

Finding on Table 8 indicated that work-life balance, quality of work life and job insecurity jointly predicted positive relations with others significantly among secondary school teachers in Ibadan [$R^2 = 0.08$, $F(3, 196) = 5.31$, $p < .01$]. Regarding independent prediction, work-life balance ($\beta = 0.11$; $t = 1.62$, $P > .05$) and quality of work life ($\beta = 0.08$; $t = 0.83$, $P > .05$) did not independently predict positive relations with others significantly. However, job insecurity ($\beta = 0.21$; $t = 2.28$, $P < .05$) independently predicted positive relations with others significantly. Thus, the seventh hypothesis stated was partly confirmed.

Hypothesis eight which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict environmental mastery significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis

Table 9: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Environmental Mastery

Predictors	R	R ²	F	P	β	T	P
Work-Life Balance					-0.15	-2.13	< .05
Quality of Work Life					0.05	0.52	>.05
	0.25	0.06	4.28	< .01			
Job Insecurity					0.15	1.68	> .05

Result on Table 9 indicated that work-life balance, quality of work life and job insecurity jointly predicted environmental mastery significantly among secondary school teachers in Ibadan [$R^2 = 0.06$, $F(3, 196) = 4.28$, $p < .01$]. Regarding independent prediction, quality of work life ($\beta = 0.05$; $t = 0.52$, $P > .05$) and job insecurity ($\beta = 0.15$; $t = 1.68$, $P > .05$) did not independently predict environmental mastery significantly. However, work-life balance ($\beta = -0.15$; $t = -2.13$, $P < .05$) independently predicted environmental mastery significantly. Thus, the eighth hypothesis stated was partly confirmed.

Hypothesis nine which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict purpose in life significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 10: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Purpose in Life

Predictors	R	R ²	F	P	β	T	P
Work-Life Balance					0.07	0.95	> .05
Quality of Work Life					-0.02	-0.23	>.05
	0.29	0.09	6.05	< .01			
Job Insecurity					0.30	3.36	< .05

Results on Table 4.10 indicated that work-life balance, quality of work life and job insecurity jointly predicted purpose in life significantly among secondary school teachers in Ibadan [$R^2 = 0.09$, $F(3, 196) = 6.05$, $p < .01$]. Regarding independent prediction, work-life balance ($\beta = 0.07$; $t = 0.95$, $P > .05$) and quality of work life ($\beta = -0.02$; $t = -0.23$, $> .05$) did not independently predict purpose in life significantly. However, job insecurity ($\beta = 0.30$; $t = 3.36$, $P < .05$) independently predicted purpose in life significantly. Thus, the ninth hypothesis stated was partly confirmed.

Hypothesis ten which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict personal growth significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 11: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Personal Growth

Predictors	R	R ²	F	P	β	t	P
Work-Life Balance					0.04	0.55	> .05
Quality of Work Life					0.08	0.90	>.05
	0.11	0.01	0.77	> .05			
Job Insecurity					-0.13	-1.41	> .05

Results on Table 4.11 indicated that work-life balance, quality of work life and job insecurity did not jointly predict personal growth significantly among secondary school teachers in Ibadan [$R^2 = 0.01$, $F(3, 196) = 0.77$, $p > .05$]. Regarding independent prediction, work-life balance ($\beta = 0.04$; $t = 0.55$, $P > .05$), quality of work life ($\beta = 0.08$; $t = 0.90$, $> .05$) and job insecurity ($\beta = -0.13$; $t = -1.41$, $P > .05$) did not independently predict personal growth significantly. Thus, the tenth hypothesis stated was rejected.

Hypothesis eleven which stated that work-life balance, quality of work life and job insecurity will jointly and independently predict autonomy significantly among secondary school teachers in Ibadan, Oyo state, Nigeria was analysed using multiple regression analysis.

Table 12: Summary of Multiple Regression Analysis Showing Predictive Influence of Quality of Work Life on Autonomy

Predictors	R	R ²	F	P	β	t	P
Work-Life Balance					-0.14	-2.05	< .05
Quality of Work Life					0.17	1.92	>.05
	0.27	0.07	5.08	< .01			
Job Insecurity					0.06	0.64	> .05

Results on Table 12 indicated that work-life balance, quality of work life and job insecurity jointly predicted autonomy significantly among secondary school teachers in Ibadan [$R^2 = 0.27$, $F(3, 196) = 5.08$, $p < .01$]. Regarding independent prediction, quality of work life ($\beta = 0.17$; $t = 1.92$, $> .05$) and job insecurity ($\beta = 0.06$; $t = 0.64$, $P > .05$) did not independently predict autonomy significantly. However, work-life balance ($\beta = -0.14$; $t = -2.05$, $P < .05$) independently predicted autonomy significantly. Thus, the eleventh hypothesis stated was partly confirmed.

Discussion

Findings of the study revealed that, work-life balance was not significantly related to psychological wellbeing. Likewise, work-life balance did not have significant relationship with; self-acceptance, positive relations with others; purpose in life; and personal growth. However, work-life balance was significantly and negatively correlated with; environmental mastery and autonomy

Furthermore, the finding also showed that, quality of work life was significantly and positively related to: psychological wellbeing self-acceptance positive relations with others; environmental mastery; purpose in life; and autonomy. However, quality of work life was not significantly correlated with personal growth.

Moreover, findings of this study also indicated that, job insecurity was significantly and positively related to: psychological wellbeing self-acceptance, positive relations with others; environmental mastery, purpose in life; and autonomy. However, job insecurity was not significantly correlated with personal growth. The findings of the study indicated that job insecurity did not significantly influence psychological wellbeing of the sampled secondary school teachers in Ibadan. This result implied that there was no significant difference in the psychological wellbeing of secondary school teachers who reported higher job insecurity and those teachers that reported lower job insecurity. Lam, Fan and Moen (2011) explored the research question whether job insecurity worse for well-being in turbulent times with health in context. Using a sample size of about 6,554, the researchers assessed the relationship between job insecurity and wellbeing depending on economic environment. They compared employees from the economic turbulent time and employees before the recession period as well as their income and gender. They found respondents with higher levels of job insecurity in 2010 reported lower levels of happiness compared to those similarly insecure in 2006. Again it was revealed that the relationship between job insecurity and days of reduced mental health becomes more noticeable for those who lived the turbulent period.

The findings of this study also revealed that work-life balance significantly influenced psychological wellbeing of the sampled secondary school teachers in Ibadan. Further findings showed that secondary school teachers who reported low work-life balance reported higher psychological wellbeing than teachers who reported high on work-life balance.

Furthermore, the findings of this study also showed that gender did not significantly influence psychological wellbeing of the sampled secondary school teachers in Ibadan. Finding revealed further that there was no significant difference in the psychological wellbeing male and female secondary school teachers in Ibadan this study also is in line with the work of Roothman, Kirsten and Wissing (2003) conducted a study to find how psychological wellbeing varies due to gender. The researchers run 13 instruments to measure general, affective, cognitive, physical, spiritual, self and social aspects of psychological well-being and found that females and males reported psychological wellbeing differences. Roothman et al. (2003) revealed that males scored significantly higher on cognitive, physical and self-aspects, whereas females scored significantly higher on somatic symptoms, expressing affect and spiritual aspects but there was no difference between men and women regarding social dimension

Finding of this study indicated that quality of work life significantly predicted psychological wellbeing among secondary school teachers in Ibadan. Observation of value indicated further that 23% of the observed variance in the psychological wellbeing of the sampled participants was contributed by quality of work life.

Conclusion

First, the quality of work life impacts positively and significantly on teachers' psychological well-being. The study also shows that the quality of work life affects negatively and significantly on participants. Work life balance of secondary school teachers in Ibadan still has influence on Psychological well-being, although it is small, but the influence is not significant. This means that teachers' psychological well-being otherwise cannot mediate the effect of quality of work life on secondary school teachers in Ibadan. Second, indicator of pride in organization is the most dominant indicator in measuring quality of work life variable, while mastery of environment indicator is the most dominant indicator in measuring psychological well-being variable. Third, quality of work life has the most dominant influence on secondary school teachers in Ibadan'. Contributions of quality of work life influence and psychological well-being variable as a whole, both directly and indirectly, may become a reference to focus on teachers' quality of work life at schools, thus improving the quality of work life will reduce problems and improve the psychological well-being

Recommendations

- Working environment and condition of the employees should be adequately enhanced by management. Incentives such as medical cares, housing allowances, etc., should be adequately provided to bring about high intrinsic motivation.
- The growth and advancement of the employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction. Employment of staff must be based on merit by Government in order to give room for best hands to work in the school.
- Management must encourage equity between effort put into the job and promotion to encourage hard work

Limitations

Since the present study was limited to participants employed in the secondary schools based in Ibadan South West local government area of Oyo State (Nigeria), the results cannot be generalized to other occupational contexts or regions. Future research efforts should focus on obtaining a larger and more representative sample of employees in organizational settings. Furthermore, given the exploratory nature of the research design, this study can yield no statements about causation. The observed associations between the variables were therefore interpreted rather than established. Despite the aforementioned limitations, the results of the study show potential for the analysis of the relationship between job security, work life balance, quality of work life and psychological well being, as well as differences between biographical groups experiences of these constructs. This study could be used as a basis for understanding these relationships and differences in order to inform the formulation of coping strategies. Finally, since this study has been limited to teachers in secondary schools in Ibadan south west local government, the findings cannot be generalized to other employees from other organization. Since there are several state governmental organizations in Oyo State, future research could move some steps forward to examine the potential factors affecting the psychological well-being of employees in Nigeria by involving large number of governmental organizations.

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