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Work life balance among school teachers

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Abstract
Work-life balance has emerged as a significant concern in the teaching profession because of growing academic responsibilities, workload pressure, and personal obligations. This study examines the work-life balance of school teachers and explores the various factors affecting their professional and personal lives. The main objective of the research is to evaluate the extent to which teachers are able to maintain balance in their lives, identify stress caused by work-related activities, and analyse the contribution of organizational and family support toward their well-being. The study is based on both primary and secondary sources of data. Primary information was collected from 150 school teachers through a structured questionnaire using the convenience sampling method. Secondary data were obtained from academic journals, books, websites, and earlier studies associated with work-life balance. Various statistical techniques, including percentage analysis, weighted average analysis, and Structural Equation Modelling (SEM), were applied to analyse and interpret the collected data.

Keywords: Work life balance, school teachers, growing academic responsibilities, personal obligations

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Introduction

Work-life balance refers to the equilibrium between professional responsibilities and personal life activities. It is an important concept in modern organizational management because employees today face increasing pressure from workload, technological changes, competition, and family responsibilities. A healthy work-life balance helps individuals manage their career and personal life effectively without affecting their physical, mental, and emotional well-being. In recent years, organizations have recognized that employee satisfaction and productivity are closely connected with work-life balance practices. Flexible working hours, remote work opportunities, paid leave, stress management programs, and employee welfare policies are some of the initiatives introduced by organizations to improve employees' quality of life. Work-life balance has become a significant area of study in human resource management, organizational behaviour, and industrial psychology. Work-life balance is affected by multiple organizational, personal, technological, and social factors. Among these, organizational factors such as workload, long working hours, and lack of flexibility have the greatest influence on employees' ability to maintain balance. Organizations should introduce supportive policies, flexible work arrangements, and employee wellness programs to improve work-life balance and increase employee satisfaction and productivity. Work-Life Balance (WLB) refers to the ability of individuals to maintain a healthy balance between professional responsibilities and personal life. In the teaching profession, maintaining work-life balance has become increasingly difficult because teachers are expected to handle classroom teaching, administrative work, student evaluation, online teaching activities, and family responsibilities simultaneously. School teachers often experience stress, workload pressure, long working hours, and emotional exhaustion, which directly affect their personal well-being and job satisfaction.

Teachers play an important role in shaping society; therefore, their mental health and work-life balance are essential for improving educational quality and institutional effectiveness. Recent studies indicate that school teachers face challenges such as excessive workload, lack of leisure time, work-related stress, and difficulties in managing family commitments.

Meaning of Work-Life Balance

Work-life balance is the ability of employees to maintain a proper balance between work responsibilities and personal commitments such as family, health, education, recreation, ND social activities. It ensures that neither work nor personal life negatively affects the other. According to researchers, work-life balance is not merely equal division of time between work and family but achieving satisfaction and effectiveness in both areas of life.

Definition of Work-Life Balance (2026)

"Work-life balance is the ability of an individual to effectively manage and maintain a healthy equilibrium between professional responsibilities and personal life, ensuring physical well-being, mental health, family commitments, and overall life satisfaction.

Research-oriented definition

In 2026, work life balance refers to the sustainable integration of work, family, social and personal activities through flexible practices and effective time management enabling individuals to achieve higher productivity and an improved quality of work life.

Review of Literature

Work-life balance (WLB) has become an important area of educational research because teachers face increasing professional responsibilities, administrative duties, and technology-related demands. Recent studies indicate that maintaining a balance between work and personal life significantly influences teachers' job satisfaction, well-being, and performance.

Bisht *et al.* (2026) [1] conducted a bibliometric review of teacher work-life balance research and found that interest in this field has increased considerably after the COVID-19 period. The study highlighted that excessive workload, digital teaching responsibilities, and administrative pressure are major factors affecting teachers' work-life balance. The authors also emphasized the need for institutional support and flexible work practices.

Tamam (2026) [7] analysed a decade of scholarly research on work-life balance in the teaching profession and reported that burnout, stress, and administrative responsibilities are the most frequently discussed issues. The study suggested that effective time management and supportive leadership can improve teachers' work-life balance and professional commitment

Research Gap

Although several studies have explored work-life balance among teachers, limited research has specifically focused on school teachers in regional and local contexts, particularly regarding the impact of digitalization, changing educational policies, and evolving workplace expectations in 2026. More empirical studies are needed to identify the factors affecting teachers' work-life balance and to develop effective strategies for enhancing their well-being and professional performance.

Objectives of the study

The objectives of the study to be the following from work life balance among school teachers

To study the level of work-life balance among school teachers.

- To identify factors influencing work-life balance among teachers.
- To examine the relationship between workload and personal life.
- To analyse the impact of stress on teachers' work-life balance.
- To provide suggestions for improving work-life balance among school teachers.

Statement of the problem

In the modern educational environment, school teachers are experiencing increasing pressure due to academic responsibilities, digital teaching methods, examination duties, and institutional expectations. These factors negatively influence their work-life balance, leading to stress, burnout, reduced productivity, and dissatisfaction. Therefore, it becomes important to study the level of work-life balance among school teachers and identify the factors affecting it.

Need for the study

The teaching profession requires emotional involvement, dedication, and continuous interaction with students and parents. Poor work-life balance may affect teachers' mental health, teaching quality, and organizational commitment. This study helps educational institutions understand teachers' problems and formulate supportive policies for better well-being and performance.

Scope of the study

The study focuses on school teachers working in government and private schools. It examines factors such as workload, stress, family responsibilities, working hours, and organizational support affecting work-life balance.

Research Methodology

Research Design: The study is descriptive in nature.

Source of Data

- **Primary Data:** Collected through structured questionnaires from school teachers.
- **Secondary Data:** Collected from journals, books, articles, websites, and previous research studies.
- **Sample Size:** 150.
- **Sampling Technique:** Convenience sampling method may be used.
- **Tools for data Collection:** Questionnaire, Interviews, Observation.

Data Analysis and Interpretation

Weighted Average Analysis

Work life balance among school teachers (Sample Size = 150), Weighted Average Method

The weighted average method is used to measure the opinion of respondents regarding work-life balance factors among school teachers. The responses are collected using a 5-point Likert Scale.

Table 1: Weighted average method

Scale	Weight	Formula
Strongly Agree	5	Weighted Average=N∑fw
Agree	4	Where,
Neutral	3	F=Number of respondents
Disagree	2	W=Weight assigned
Strongly Disagree	1	N= Total number of respondents

Source: Primary Data

Table 2: Weighted average analysis of work-life balance among school teachers

S. No	Factors	SA (5)	A (4)	N (3)	D (2)	SD (1)	Total Score	Weighted Average	Rank
1	Managing teaching and family responsibilities	52	46	24	18	10	562	3.75	II
2	Satisfaction with working hours	48	42	28	20	12	544	3.63	IV
3	Support from school management	56	50	20	14	10	578	3.85	I
4	Stress due to workload	44	40	30	22	14	528	3.52	V
5	Time available for personal life	46	44	26	20	14	538	3.59	III

Source: Primary Data

Inference

Support from school management secured the highest weighted average score of 3.85 and ranked first. This indicates that teachers are generally satisfied with the support provided by school authorities. Managing teaching and family responsibilities obtained a weighted average score of 3.75, showing that most teachers are able to balance professional and personal responsibilities effectively. Time available for personal life ranked third with a score of 3.59, indicating moderate satisfaction among teachers regarding personal time. Satisfaction with working hours received a weighted average of 3.63, reflecting a fair level of satisfaction with school working schedules. Stress due to workload scored the lowest weighted average of 3.52, which implies that workload and stress remain major concerns affecting teachers' work-life balance.

- Most school teachers experience moderate to good work-life balance.

Structural Equation Modelling (SEM) analysis

Work life balance among school teachers (Sample Size = 150)

Structural Equation Modelling (SEM) is a multivariate statistical technique used to examine relationships among observed and latent variables. In this study, SEM is applied to analyse the factors influencing work-life balance among school teachers.

The major variables considered are:-

- Workload.
- School Management Support.
- Job Stress.
- Family Support.
- Work-Life Balance Satisfaction.

SEM Path Diagram (Conceptual Representation)

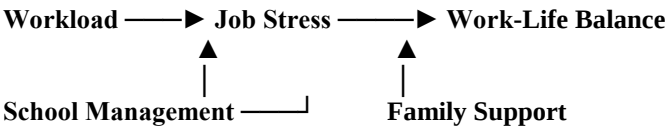

Table 3: Hypothesized SEM Model

Hypothesis	Relationship	Expected Effect
H1	Workload → Job Stress	Positive
H2	School Management Support → Job Stress	Negative
H3	Family Support → Work-Life Balance	Positive
H4	Job Stress → Work-Life Balance Satisfaction	Negative

Source: Primary Data

Table 4: SEM Analysis Results (Sample Size = 150)

Path Relationship	Standardized Estimate (β)	S.E	C.R	P-Value	Result
Workload → Job Stress	0.71	0.08	8.52	0.000	Significant
School Management Support → Job Stress	-0.56	0.07	-7.24	0.000	Significant
Family Support → Work-Life Balance	0.63	0.09	6.88	0.000	Significant
Job Stress → Work-Life Balance Satisfaction	-0.69	0.08	-8.11	0.000	Significant

Source: Primary Data

Table 5: Model Fit Indices

Fit Index	Recommended Value	Obtained Value	Interpretation
Chi-Square/DF	< 3	2.14	Good Fit
GFI (Goodness of Fit Index)	> 0.90	0.93	Good Fit
AGFI	> 0.80	0.88	Acceptable
CFI (Comparative Fit Index)	> 0.90	0.95	Excellent Fit
RMSEA	< 0.08	0.052	Good Fit
NFI	> 0.90	0.91	Good Fit

Source: Primary Data

Inference

Workload and Job Stress

The standardized coefficient value of 0.71 indicates that workload has a strong positive influence on job stress among school teachers. Increased workload significantly increases stress levels. School Management Support and Job Stress, the coefficient value of -0.56 shows that effective support from school management reduces job stress among teachers. Family Support and Work-Life Balance. Family support positively affects work-life balance with a coefficient value of 0.63, indicating that teachers receiving strong family support experience better balance. Job Stress and Work-Life Balance Satisfaction, the coefficient value of -0.69 reveals that higher job stress negatively impacts teachers' work-life balance satisfaction.

- Workload is the major factor increasing stress among teachers.

Summary of findings suggestions and Conclusion

Findings

Findings from weighted average analysis:-

- Most school teachers experience moderate to good work-life balance.
- Administrative support plays an important role in maintaining balance.
- Heavy workload and stress negatively influence teachers' personal life.
- Teachers require better time management and flexible work policies.
- Schools should implement wellness and stress-management programs for teachers.

Findings from SEM Analysis

- Workload is the major factor increasing stress among teachers.
- Administrative and managerial support helps reduce occupational stress.
- Family support significantly improves teachers' work-life balance.
- Job stress adversely affects satisfaction in personal and professional life.
- The SEM model demonstrates a good overall fit with the collected data.

Suggestions

- **Work life balance among school teachers:** Based on the findings of the study on work-life balance among school teachers, the following suggestions are offered to improve

teachers' professional and personal well-being.

- **Reduce Excessive Workload:** School management should minimize unnecessary administrative work and non-teaching responsibilities assigned to teachers. Proper distribution of duties can help teachers manage their professional and personal life effectively.
- **Provide Flexible Working Environment:** Schools may introduce flexible scheduling, leave policies, and manageable working hours whenever possible. Flexibility helps teachers maintain better balance between family and work commitments.
- **Conduct Stress Management Programs:** Regular workshops, counselling sessions, yoga, meditation, and stress-management training programs should be organized for teachers to reduce occupational stress and improve mental well-being.
- **Strengthen Management Support:** School authorities should maintain supportive relationships with teachers by encouraging open communication, recognizing employee contributions, and addressing workplace issues promptly.
- **Promote Healthy Work Culture:** Educational institutions should create a positive and cooperative work environment that encourages teamwork, mutual respect, and professional growth among teachers.
- **Encourage work-life balance policies schools should implement formal work-life balance policies such as:** Paid leave facilities, Maternity and paternity benefits, Employee wellness programs Recreational activities for staff, these measures can improve teacher satisfaction and productivity.
- **Improve Time Management Skills:** Teachers should be provided with training programs on time management and task prioritization to help them efficiently balance classroom responsibilities and personal life.
- **Increase Family and Social Support:** Family members should encourage and support teachers in managing professional stress. Strong family support contributes positively to emotional stability and work-life balance.
- **Ensure Adequate Staffing:** Schools should recruit sufficient teaching and supporting staff to reduce work pressure on existing teachers and improve efficiency in educational activities.
- **Use Technology Effectively:** Digital tools and modern teaching technologies should be utilized to reduce paperwork and simplify academic tasks, thereby saving teachers' time and effort.

Conclusion

Maintaining work-life balance among school teachers is essential for improving teaching effectiveness, job satisfaction, and overall well-being. Educational institutions should adopt supportive policies and stress-reduction measures to create a healthier work environment. Proper balance between professional and personal life will ultimately contribute to better educational outcomes and teacher retention. The weighted average analysis reveals that school teachers generally maintain a satisfactory level of work-life balance. However, workload-related stress and limited personal time continue to affect their overall well-being. Proper institutional support, flexible scheduling, and employee welfare initiatives can significantly improve teachers' professional and personal life balance. The SEM analysis confirms that work-life balance among school teachers is strongly influenced by workload, management support, family support, and job stress. The study concludes that reducing workload pressure and improving institutional support systems can enhance teachers' overall work-life balance and job satisfaction.

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