



International Journal of Research in Management

ISSN Print: 2664-8792
ISSN Online: 2664-8806
Impact Factor: RJIF 8
IJRM 2024; 6(1): 52-56
www.managementpaper.net
Received: 10-12-2023
Accepted: 13-01-2024

Anna Gigi Eloor
Research Scholar, Marian
College, Kuttikkanam (LUC-
MRC), Lincoln University
College, Malaysia

Dr. Sreekumar D Menon
Research Guide, Adjunct
Faculty, Marian College,
Kuttikkanam, Kerala, India

The work-life balance of Teachers: A review

Anna Gigi Eloor and Dr. Sreekumar D Menon

DOI: <https://doi.org/10.33545/26648792.2024.v6.i1a.125>

Abstract

This study emphasises the importance of work-life equilibrium in the teaching profession. It synthesises existing research in order to provide valuable insights into the challenges teachers face and potential strategies to improve their work-life balance (WLB). The paper begins by highlighting the importance of WLB for teachers, illuminating its implications for their job satisfaction, well-being, and overall classroom effectiveness. It systematically analyses the various factors, such as heavy workloads, administrative demands, and the emotional toll of teaching, that contribute to work-related stress among educators. In addition, it investigates a variety of coping mechanisms and interventions proposed to mitigate these difficulties, including flexible work arrangements, professional development, and support systems. This study seeks to inform educational policymakers, school administrators, and teachers themselves about effective strategies to promote and sustain a healthier work-life balance in the teaching profession by conducting a comprehensive review of the current state of research.

Keywords: Work life balance, teachers well-being, challenges, influencing factors

Introduction

The presence of teachers in a school and college is essential. The objectives of the education cannot be met without the presence and participation of the instructors. Teachers played diverse responsibilities within the organisation in fulfilling the national educational vision and objective. The contribution of teachers to the education of the nation's children would be insufficient. The importance of teachers in empowering and improving the area of education in this country cannot be overstated. It is not an exaggeration to say that teachers are valuable educational assets since they have intellectual capital, leadership abilities, a high personality, and are committed to ensuring the achievement of the student excellence.

In today's national education, teachers must assume a great deal of responsibility for teaching and learning, including extracurricular activities and labour similar to secretarial duties (Swinson, J. (2023) ^[27]). Teachers' work-life balance has become a key global issue due to changes in job expectations, work conditions, and international work norms. This has been demonstrated by the teachers' increased workload. Many teachers are given additional activities that are unrelated to their primary responsibilities (Adni *et al.*, 2023) ^[1]. Teachers have been tasked with a variety of challenging activities as a result of the curriculum reform and renewal at their school, jobs that are so overwhelming that they make them feel overwhelmed (Park & Ramirez 2022) ^[21].

Over the last two decades, there has been an increase in interest in work-life balance, which has recently become an important predictor of an individual's health and happiness. An unbalanced work-family interaction might result in health problems and poor work performance. WLB refers to a person's job and other duties in life, such as an unbalanced allocation of time between work and family. WLB entails spending quality time with family, being able to devote enough time to one's emotional wellness and health, having a high level of communication & support from co-workers, and being satisfied with one's job (Susanto *et al.*, 2004) ^[26]. Maintaining this equilibrium also requires efficient communication with co-workers. A job role is a position with particular tasks that is given to a person. Similarly, everyone has a role in their own lives. Bowling and colleagues (2017) Role conflict is defined as incompatibility or inconsistency in meeting the expectations of distinct positions. Role conflict is defined as the ambiguity in prioritising two conflicting actions (Javed *et al.*, 2014) ^[16].

Corresponding Author:
Anna Gigi Eloor
Research Scholar, Marian
College, Kuttikkanam (LUC-
MRC), Lincoln University
College, Malaysia

Work and family are both vital in the lives of an elementary school teacher (Asif Iqba *et al.*, 2020) ^[14]. He is inviting conflict if he fosters competitiveness between them. According to role theory, inability to undertake various life roles concurrently can lead to conflict.

Human resources are utilised in numerous industries, such as finance, insurance, information technology, business process outsourcing, healthcare, and education. Teachers must reconcile high job expectations, job commitments, family obligations, etc. As a consequence, there is a greater risk of work burnout at the workplace, which leads to a disturbed work-life balance. All personnel in the education industry must maintain a healthy work-life equilibrium. Numerous studies have been conducted on the topic of WLB for educational sector employees. In this review and analysis study, the researcher hopes to learn more about the WLB of education sector employees.

Objective

The major goal of the is to understand teachers' ongoing ability to manage and effectively address key issues and challenges that arise during work and family life. The review of the literature also offered the basic knowledge and structure required to build the conceptual and theoretical framework for the current investigation.

Methods

The information used in this research originated from previously published studies and teacher reviews of WLB. The secondary data used came from various books, journals, and websites. Science Direct, Google Scholar, Elsevier, Scopus, Web of Science, and Research Gate were queried with a variety of keywords to identify literature pertinent to this study. Work-family balance, job satisfaction, stress management, conflict resolution, and work-family conflicts were among the phrases used in the search.

Earlier reviews of literature on work life balance

Borg *et al.* (1991) ^[8] found that educators who reported higher levels of stress were less content with their jobs and less committed to the profession. Previous research by Blix *et al.* (1994) ^[7] found that tasks associated to teaching or service are less stressful than research-related activities; nevertheless, subsequent research by Bradley and Eachus (1995) ^[9] found that female employees are more susceptible to the negative effects of work-related stress. According to research by Collings & Murray (1996) ^[10] conducted in Chennai, factors including gender, age, education level, and years of teaching experience are major contributors to the many types of teaching-related stress. Long work hours & time limits were also important sources of stress for humanities professors, despite Thorsen's (1996) ^[28] survey of faculty at four Ontario institutions supporting the view that research is the most demanding activity for humanities professors. Although Oshagbemi (2000) ^[20] found that female academics at the top of the hierarchy were more satisfied than male academics, she found no direct association between gender and job happiness among university professors in the United Kingdom. In their study of British universities, Tytherleigh *et al.* (2005) ^[29] found that work itself can be stressful. In a different research of American university professors, Okpara *et al.* (2005) ^[19] found that while work and co-workers were more significant to women, compensation, advancement opportunities, and

overall job satisfaction were more important to men. Several stress-related aspects, such as dealing with challenging students, low student motivation, and other negative academic results, were identified by Antoniou *et al.* (2006) ^[3]. By these measures, female educators have it tougher than their male counterparts in the classroom. In their study of UK academic workers, Kinman and Jones (2008) ^[17] found that stress was reduced when teachers were provided with a work-life balance that took into account their workload and any institutional support they may have needed.

Overload and a lack of work-life balance are major contributors to the ill health of academic staff in South African universities, according to research by Barkhuizen and Rothmann (2008) ^[5]. Ahsan *et al.* (2009) ^[2] looked at university workers in Malaysia to determine if there was a connection between job stress and happiness. Career progression was shown to be the most stressful aspect of working in higher education (Archibong *et al.*, 2010) ^[4], who also found that male and female academics experienced stress differently. According to Bhatti *et al.* (2011) ^[6], work stress & job satisfaction are adversely connected among university teachers in Pakistan, and workplace stress is harmful to teachers' health. According to Sliskovic and Sersic (2011) ^[25], female instructors experience more stress than male instructors; additionally, associate professors, assistant professors, and assistants experience more stress than full professors. Salami (2011) ^[23] argues that both individual and organisational factors contribute to the onset of burnout. Support from a life partner, support from the college, and the availability of work resources all contribute positively to work-life balance, whereas biased criticism at work is correlated negatively with it among private and public universities in Pakistan, as found by Fatima & Sahibzada (2012) ^[12]. Saeed and Farooqi (2014) ^[22] found that university faculty members in Gujarat who maintained a healthy work-life balance reported higher levels of job satisfaction. In addition, the findings revealed that there is no correlation between job stress & job satisfaction.

Darakshan & Islam (2014) ^[11] examined two major institutions in Delhi; female faculty members express extreme satisfaction with their positions. Samad *et al.* (2015) ^[24] found that working hours of regional university faculty and staff were a significant factor in the development of work-life conflict in Australia. According to Ilyas (2017) ^[13], university professors in Pakistan report a strong correlation between work-family conflicts and emotional distress. It was shown that there is a positive correlation between work-family conflict and mental anguish.

Due to the nature of their contracts or short-term employment opportunities, lecturers and other university employees are frequently concerned about their replace ability (Bodla, Hussain, & Chen, 2014) ^[18]. Mohanty (2014) ^[18] indicated that there is a need to develop WLB policies and programmes for the teaching community to help them balance their work and life demands. WLB is negatively correlated with occupational stress, according to research by Zaheer *et al.* (2016) ^[32]. Kakul & Khan (2019) ^[33] claim that female teachers in Oman are more likely to be affected by their personal life than their male counterparts. A person's ability to strike a good work-life balance is influenced by several factors, including the type of their profession and the workplace.

Souza *et al.* (2022) ^[34] indicated that the Covid-19 epidemic has harmed teachers' work quality of life due to increasing workloads, non-payment of overtime bonuses, difficulty adapting, social alienation, separation of work and leisure time, and professional devaluation. Islam & Aziza (2022) ^[15] demonstrate that the effect of teaching from home (TFH) is contingent on variables such as gender, age, marital status, type of university, and number of dependents. Xi and Dindin (2023) ^[30] suggested as coping mechanisms effective time management, professional development opportunities, clear communication of expectations, setting boundaries, prioritising self-care, establishing support networks, and developing conflict resolution skills. Young college instructors can effectively manage work tension, increase

job satisfaction, and maintain a healthy work-life balance by implementing these coping strategies. Goncalves *et al.* (2023) ^[35] demonstrated that emergency remote teaching (ERE) negatively impacted the instructors' quality of life. Work overburden, physical exhaustion, and a decline in mental health were among the observed effects. It is crucial to note that the teachers' productivity and well-being were directly affected by the quality of their work environment, resulting in physical and mental illness. Yasmin (2023) ^[21] found a significant difference in teachers' perceptions of opportunities in their profession based on demographic variables, and the researchers concluded that the teaching profession has a variety of issues, as well as challenges for teachers' career growth and development.

Table 1: Literature Summary

Year	Author	Main Findings
1991	Borg <i>et al.</i>	Teachers with higher stress levels reported lower job satisfaction and dedication to teaching as a career.
1994	Blix <i>et al.</i>	The pressures of teaching and service were lower than those of research.
1995	Bradley & Eachus	Stress at work has a more harmful impact on women workers.
1996	Collings & Murray	Stress in the classroom was linked to factors such as gender, age, degree of education, and years of experience teaching.
1996	Thorsen	Long work hours and time constraints also contributed to stress among humanities teachers, although research was the most difficult activity.
2000	Oshagbemi	No direct relationship between gender & job satisfaction among university professors in the UK, but female academics at the top hierarchy were more satisfied than males.
2005	Tytherleigh <i>et al.</i>	The job was a source of stress in UK higher education.
2005	Okpara <i>et al.</i>	Female professors in the United States placed a higher importance on work and coworkers, while men professors placed a higher value on money, promotion, supervision, and overall job satisfaction.
2006	Antoniou <i>et al.</i>	Teachers, especially women, report higher levels of occupational stress due to factors such as dealing with challenging students, low student enthusiasm, and low graduation rates.
2008	Kinman & Jones	Work-life balance, adjusting for overwork and institutional support, reduced stress among UK academic employees.
2008	Barkhuizen & Rothmann	Leading causes of poor health: Overload & WLB
2009	Ahsan <i>et al.</i>	Found an association among work stress & reduced job satisfaction among Malaysian university staff
2010	Archibong <i>et al.</i>	Career advancement is the most stressful factor; male and female academics experience stress differently
2011	Bhatti <i>et al.</i>	Stress at work negatively correlates with job satisfaction among Pakistani university professors
2011	Sliskovic and Sersic	Female instructors experience more stress; associate/assistant professors and assistants experience more stress than full professors
2011	Salami	Both the workplace and an individual's traits play a role in the development of burnout.
2012	Fatima & Sahibzada	Positively associated with partner support, college support, and work resources; negatively associated with biased criticism at work
2014	Saeed and Farooqi	Positive correlation between job satisfaction & WLB; no correlation between job stress and job satisfaction
2014	Darakshan & Islam	Women academics at Delhi's two top institutions report high levels of job satisfaction.
2014	Bodla, Hussain, &	Since many university jobs are temporary or have limited tenures, lecturers and other staff members worry about being replaced.
2014	Mohanty	WLB policies and programmes are needed to assist educators in juggling their professional and personal responsibilities.
2015	Samad <i>et al.</i>	Working hours of regional university teachers and staff in Australia significantly impact work-life conflict.
2016	Zaheer <i>et al.</i>	Occupational stress is significantly negatively correlated with work-life balance.
2017	Ilyas	Among university professors in Pakistan, there is a statistically significant correlation between work-family conflict & emotional distress.
2019	Kakul and Khan	Female instructors in Oman are more impacted by personal lives than male counterparts, but job nature and work environment play crucial roles in maintaining a healthy WLB.
2022	Souza <i>et al.</i>	Covid-19 epidemic has harmed teachers' work quality of life due to increasing workloads, non-payment of overtime bonuses, difficulty adapting, social alienation, separation of work and leisure time, and professional devaluation.
2022	Islam & Aziza	Age, gender, marital status, number of dependents, and the type of university are all factors in determining eligibility for TFH.
2023	Xi and din	Young college instructors can effectively manage work tension, increase job satisfaction, and maintain a healthy work-life balance by implementing these coping strategies.
2023	Goncalves <i>et al.</i>	Emergency remote teaching (ERE) negatively impacted the instructors' quality of life. Work overburden, physical exhaustion, and a decline in mental health were among the observed effects. It is crucial to note that the teachers'

		productivity and well-being were directly affected by the quality of their work environment, resulting in physical and mental illness.
2023	Yasmin	Teachers' views on career advancement vary widely among demographic groups, leading academics to conclude that the teaching profession faces a number of systemic problems and professional development obstacles.

Findings

The in-depth assessment of the pertinent research offers a multidimensional comprehend of the WLB and the elements contributing to stress among educators working in a variety of contexts. Notable findings include the negative influence of stress on job satisfaction and dedication to teaching, the variable stress levels associated with different jobs, and female employees' vulnerability to work-related stress. Furthermore, the influence of gender, age, education, & teaching experience on teaching-related stress is clear. Long work hours and the balance between research and teaching activities emerge as significant sources of stress. The gender differences in job satisfaction preferences are highlighted, with male colleagues prioritising pay and promotions more than their female counterparts. Stress-related factors include pupil challenges and educational outcomes, and female teachers experience more occupational stress. The significance of work-life balance, tailored to manage overwork, and institutional support in reducing stress among academic employees is emphasised. In addition, also emphasises the health implications of academic overburden and work-life balance. Identified are the cultural influences on work-life balance, including the evolving gender roles in societies such as India. The COVID-19 pandemic has a negative impact on teachers' work quality of life, whereas demographic variables are associated with varying perceptions of opportunities within the teaching profession. Recognising the critical role of the work environment, the research highlights the need for comprehensive work-life balance policies, gender-sensitive support, and coping strategies for educators to improve their well-being & job satisfaction.

Conclusion

According to the study, balancing work and personal life is becoming increasingly difficult, especially for women and those who work around the clock. That's why it's crucial for businesses to show appreciation for their workers by introducing better WLB policies. Employees must strike a balance between their professional and personal life, regardless of the type of their work. The job of management and staff is to maintain a work-life balance that benefits both the organisation and its people. The degree of work-life balance clearly differs by culture. Level variation is influenced by gender equality, individualism/collectivism, and the power distance dimension of culture (Behan, S. Drobni, & Prag, 2014; Billing, Babakus, Krishnan, Ford, & B. N. Srivastava, 2014; Stock, Strecker, & Bieling, 2016) ^[36, 37, 38]. Traditional gender roles in India are altering as the region's economies shift towards Western values. Individual responsibilities and functions have expanded as a result of the shift in family culture. According to the study of relevant literature, a rise in duties makes balancing work and personal life more challenging, hence increasing role conflict.

This study is very significant for a variety of reasons. One of the reasons for this is the growing importance of WLB research. Due to the importance and nature of the job, an individual, particularly a teacher, must effectively balance their personal & professional obligations to achieve personal

fulfilment and pleasure for the benefit of future generations. The paper highlights the increasing difficulty of maintaining a work-life balance, particularly for women and those who work long hours. It emphasizes the need for businesses to recognize and address this issue by implementing improved WLB policies. The responsibility for achieving WLB is seen as a shared effort between management and staff, with the degree of balance influenced by cultural factors such as gender equality and individualism. Notably, the changing societal roles in regions like India impact the challenge of balancing work & personal life. This research is deemed significant in the context of the growing importance of WLB research, especially for professions like teaching, where personal fulfilment plays a crucial role in benefiting future generations. Future research is recommended to incorporate unpublished sources and encompass multiple sectors for a more comprehensive understanding of this critical topic. Unpublished data, such as government statistics, should be included in future studies. This paper relies only on secondary sources for its data, which may not be representative of the general population at large. Future research into the problem should look at it from multiple angles to really get to the bottom of it.

References

1. Adni MA, Abdullah Z, Mustapha R. Systematic Literature Analysis (SLR) of the Factors Affecting the Work Life Balance of Teachers in Malaysia. *Journal of Contemporary Social Science and Education Studies (JOCSSSES)*. 2023;3(2):32-43.
2. Ahsan N, Abdullah Z, Fie DY, Alam SS. A study of job stress on job satisfaction among university staff in Malaysia: Empirical study. *European journal of social sciences*. 2009;8(1):121-131.
3. Antoniou AS, Polychroni F, Vlachakis AN. Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*; c2006.
4. Archibong IA, Bassey AO, Effiom DO. Occupational stress sources among university academic staff. *European Journal of Educational Studies*. 2010;2(3):217-225.
5. Barkhuizen N, Rothmann S. Occupational stress of academic staff in South African higher education institutions. *South African journal of psychology*. 2008;38(2):321-336.
6. Bhatti N, Hashmi MA, Raza SA, Shaikh FM, Shafiq K. Empirical analysis of job stress on job satisfaction among university teachers in Pakistan. *International Business Research*. 2011;4(3):264.
7. Blix AG, Cruise RJ, Mitchell BM, Blix GG. Occupational stress among university teachers. *Educational research*. 1994;36(2):157-169.
8. Borg MG, Riding RJ, Falzon JM. Stress in Teaching: a study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology*. 1991;11(1):59-75. DOI: 10.1080/0144341910110104.

9. Bradley J, Eachus P. Occupational stress within a UK higher education institution. *International Journal of Stress Management*. 1995;2(3):145-158.
10. Collings JA, Murray PJ. Predictors of stress amongst social workers: An empirical study. *British Journal of Social Work*. 1996;26(3):375-387.
11. Darakshan N, Islam JU. Effect of occupational stress and work-life balance on job satisfaction among female faculties of central universities in Delhi. *Pezzottaite Journals*. 2014;3(2):1005-1009.
12. Fatima N, Sahibzada SA. An empirical analysis of factors affecting work life balance among university teachers: the case of Pakistan. *Journal of International Academic Research*. 2012;12(1):16-29.
13. Ilyas N. Spiritual Intelligence, Work-Family Conflict and Psychological Distress among University Teachers. *Bahria Journal of Professional Psychology*. 2017;16(1):1-25.
14. Iqbal A, Ali MS, Abbas F, Shah MAU, Anjum S. A Study of Work-Family Conflict among Elementary School Teachers. *International Journal of Innovation, Creativity and Change*; c2020.
15. Islam MN, Aziza T. Work From Home Experience of University Teachers During the COVID-19 Pandemic: A Qualitative Overview. In: *Cybersecurity Crisis Management and Lessons Learned From the COVID-19 Pandemic*; c2022. p. 192-217.
16. Javed M, Khan MA, Yasir M, Aamir S, Ahmed K. Effect of Role Conflict, Work Life Balance and Job Stress on Turnover Intention: Evidence from Pakistan. *Journal of Basic and Applied Scientific Research*. 2014:125-133.
17. Kinman G, Jones F. A Life Beyond Work? Job Demands, Work-Life Balance, and Wellbeing in UK Academics. *Journal of Human Behavior in the Social Environment*. 2008;17(1-2):41-60. DOI: 10.1080/10911350802165478.
18. Mohanty SS. A study on work life balance among women teachers in Mumbai city. *ZENITH International Journal of Multidisciplinary Research*. 2014;4(8):68-75.
19. Okpara JO, Squillace M, Erondy EA. Gender differences and job satisfaction: a study of university teachers in the United States. *Women in management Review*. 2005;20(3):177-190.
20. Oshagbemi T. Gender differences in the job satisfaction of university teachers. *Women in Management Review*. 2000;15(7):331-343. DOI: 10.1108/09649420010378133.
21. Park D, Ramirez G. Frustration in the classroom: Causes and strategies to help teachers cope productively. *Educational Psychology Review*. 2022;34(4):1955-1983.
22. Saeed K, Farooqi YA. Examining the relationship between work-life balance, job stress, and job satisfaction among university teachers (A case of University of Gujarat). *International Journal of Multidisciplinary Sciences and Engineering*. 2014;5(6):9-15.
23. Salami SO. Job stress and burnout among lecturers: Personality and social support as moderators. *Asian Social Science*. 2011;7(5):110.
24. Samad A, Reaburn P, Ahmed E. An investigation of work-life conflict in regional Australia: Empirical evidence from an Australian regional university. *The Journal of Developing Areas*. 2015;49(4):355-366.
25. Slišković A, Seršić D. Work stress among university teachers: Gender and position differences. *Archives of Industrial Hygiene and Toxicology*. 2011;62(4):299-307.
26. Susanto P, Hoque ME, Jannat T, Emely B, Zona MA, Islam MA. Work-life balance, job satisfaction, and job performance of SMEs employees: The moderating role of family-supportive supervisor behaviors. *Frontiers in Psychology*. 2004;13:906876.
27. Swinson J. The influence of educational psychology on government policy and educational practice. *Educational Psychology in Practice*; c2023. p. 1-14.
28. Thorsen EJ. Stress in academe: What bothers professors? *Higher Education*. 1996;31(4):471-489.
29. Tytherleigh MY, Webb C, Cooper CL, Ricketts C. Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher Education Research & Development*. 2005;24(1):41-61. DOI: 10.1080/0729436052000318569.
30. Xi D, Dindin JM. The Challenges on The Work Stress of Young College Teachers in L University. *Journal of Education, Humanities and Social Sciences*. 2023;19:15-20.
31. Yasmin K. A study of challenges and opportunities to teachers in Colleges. *The Online Journal of Distance Education and e-Learning*; c2023, 11(2).
32. Zaheer A, Islam JU, Darakhshan N. Occupational stress and work-life balance: A study of female faculties of central universities in Delhi, India. *Journal of Human Resource Management*. 2016;4(1):1-5.
33. Khan NM, Ali I, Ullah H. Phosphate rock upgradation by combination of shaking table and high intensity magnetic separator: Ghari Habibullah, Pakistan. *Journal of Applied and Emerging Sciences*. 2019 Apr 3;8(2):pp118-123.
34. De Souza AP, Burgess SJ, Doran L, Hansen J, Manukyan L, Maryn N, *et al.* Soybean photosynthesis and crop yield are improved by accelerating recovery from photoprotection. *Science*. 2022 Aug 19;377(6608):851-4.
35. Gonçalves NG, Ferreira NV, Khandpur N, Steele EM, Levy RB, Lotufo PA, *et al.* Association between consumption of ultraprocessed foods and cognitive decline. *JAMA neurology*. 2023 Feb 1;80(2):142-50.
36. Kidenya BR, Webster LE, Behan S, Kabangila R, Peck RN, Mshana SE, *et al.* Epidemiology and genetic diversity of multidrug-resistant tuberculosis in East Africa. *Tuberculosis*. 2014 Jan 1;94(1):1-7.
37. Billing TK, Bhagat RS, Babakus E, Krishnan B, Ford Jr DL, Srivastava BN, *et al.* Work-family conflict and organisationally valued outcomes: The moderating role of decision latitude in five national contexts. *Applied Psychology*. 2014 Jan;63(1):62-95.
38. Stock RM, Strecker MM, Bieling GI. Organizational work-family support as universal remedy? A cross-cultural comparison of China, India and the USA. *The International Journal of Human Resource Management*. 2016 Jun 16;27(11):1192-216.