

A Comparative Study of Work-Life Balance Between Male and Female Teachers in Private School Teachers of Surat City

Bhumika Ghanshyambhai Chitaliya¹

Research Scholar, Bhagwan Mahavir College of Management, Bhagwan Mahavir University, Surat.

Prof. (Dr.) Nirmal Sharma²

CEO & former Vice Chancellor, Bhagwan Mahavir University, Surat.

Dr. Cheta Desai³

Dean, Student Welfare, Bhagwan Mahavir University, and I/C Director, Bhagwan Mahavir College of Commerce and Management Studies, Bhagwan Mahavir University, Surat.

Abstract

This study focused on understanding the work-life balance of male and female teachers working in private schools of Surat city. The main aim was to compare how both groups manage their professional and personal responsibilities, identify gender-based challenges, and examine the impact of work-life balance on stress and well-being. A descriptive research design was used for the study. Primary data was collected from 300 teachers using a structured questionnaire, while secondary data was taken from various research articles and journals.

The findings showed that teachers experienced a moderate level of work-life balance, but many faced difficulties due to workload and family responsibilities. Female teachers were found to face slightly higher challenges in managing both roles. Statistical analysis revealed that work-life balance had a strong influence on stress levels and overall well-being. Teachers who maintained a better balance reported lower stress and better mental health.

The study also confirmed that gender plays an important role in shaping work-life experiences. Proper support from school management and family can help teachers manage their responsibilities more effectively. Overall, the study highlighted the importance of maintaining a healthy work-life balance for improving teacher performance and well-being. It also suggested that schools should take steps to reduce workload and provide a supportive environment.

Keywords: Work-Life Balance, Teachers, Stress, Gender Differences, Well-being.

INTRODUCTION:

WORK-LIFE BALANCE BETWEEN MALE AND FEMALE TEACHERS IN PRIVATE SCHOOLS

Work-life balance has become an important concept in today's fast-changing professional environment, especially in the teaching profession. It refers to the ability of an individual to manage both work responsibilities and personal life in a balanced and healthy way. For school teachers, maintaining this balance is often challenging because teaching is not limited to

classroom hours. It includes lesson planning, checking papers, attending meetings, and handling administrative duties, which sometimes extend beyond school time. In private schools, particularly, teachers may experience higher pressure due to performance expectations, job insecurity, and workload.

In simple terms, work-life balance can be defined as a condition where a person is able to equally prioritise professional duties and personal commitments without stress or conflict. According to various studies, it is not just about dividing time but also about maintaining mental peace and satisfaction in both areas of life. For teachers, this balance is very important because their well-being directly affects their teaching quality and student outcomes. If a teacher is mentally stressed or overworked, it may reduce their efficiency, creativity, and engagement in the classroom.

When we compare male and female teachers, differences in work-life balance become more visible. Female teachers often face additional responsibilities at home, such as childcare, household work, and family care, which increases their burden. On the other hand, male teachers may face pressure as primary earners in the family. These gender-based roles influence how each group manages their time and stress. Therefore, studying work-life balance from a gender perspective helps in understanding the unique challenges faced by both male and female teachers.

The importance of work-life balance cannot be ignored. A healthy balance leads to better physical and mental health, higher job satisfaction, improved performance, and reduced stress levels. It also helps teachers maintain positive relationships at home and at the workplace. For schools, supporting teachers in maintaining this balance can result in better teaching quality, lower turnover, and a more positive work environment.

There are several techniques that can help teachers improve their work-life balance. First, **effective time management** helps in planning daily activities and avoiding last-minute pressure. Second, **setting clear boundaries** between work and personal life ensures that professional duties do not interfere with family time. Third, **stress management practices** like meditation, yoga, or simple relaxation techniques can help in maintaining mental health. Fourth, **organizational support**, such as flexible working hours and reduced administrative burden, plays a crucial role. Finally, **prioritising tasks** helps teachers focus on important work and avoid unnecessary workload.

Work-life balance is an essential aspect of teachers' lives, especially in private schools where expectations are high. Understanding the differences between male and female teachers in managing this balance can help in designing better policies and support systems. A balanced teacher is not only happier but also more effective, which ultimately benefits students and the education system as a whole.

Literature Review

National Studies

1. **Kaur and Kumar (2019)** studied work-life balance among private school teachers in Punjab with the aim of understanding how workload affects personal life. The researchers used a descriptive survey method and collected data through structured questionnaires from 120 teachers. The findings revealed that excessive workload and long working hours disturbed personal life, especially for female teachers. It was also found that lack of institutional support increased stress levels. The study concluded that better time management and supportive policies are required to improve balance.
2. **Sharma and Devi (2018)** examined work-life balance among school teachers in Himachal Pradesh. Using a quantitative approach, data was collected from 100 teachers through Likert-scale questionnaires. The results showed that teachers experienced moderate levels of imbalance due to administrative pressure and extra duties. Female teachers faced more difficulty managing home and work responsibilities. The study concluded that schools should provide a flexible environment to reduce stress and improve satisfaction.
3. **Patel and Patel (2020)** conducted a study on work-life balance of teachers in Gujarat. The research used a survey method with 150 respondents from private schools. Findings indicated that teachers struggled with time management due to extended school responsibilities. It also showed that family support played a significant role in maintaining balance. The study concluded that both organizational support and personal planning are important for achieving work-life balance.
4. **Singh and Jain (2017)** explored the relationship between work-life balance and job stress among school teachers in Delhi. The study used a correlational design and collected data through questionnaires. Results highlighted that higher workload directly increased stress levels and negatively affected personal life. Teachers with better coping strategies managed balance more effectively. The study concluded that stress management techniques are essential for teachers.
5. **Rani (2021)** focused on gender differences in work-life balance among teachers in Rajasthan. Using a comparative research design, data was collected from male and female teachers. The findings showed that female teachers experienced more imbalance due to dual responsibilities at home and school. Male teachers reported stress mainly related to financial responsibilities. The study concluded that gender-sensitive policies are needed to support teachers.

International Studies

6. **Brante (2009)** examined workload and work-life balance among teachers in Sweden. The study used qualitative interviews to understand teachers' experiences. Findings showed that increasing administrative work reduced personal time and created stress. Teachers expressed the need for clear role definition. The study concluded that reducing non-teaching tasks can improve work-life balance.

7. **Johnson and Birkeland (2003)** examined teacher work-life balance in the United States, focusing on early-career teachers. Using qualitative interviews, the study explored challenges faced by teachers in balancing work and personal life. Findings revealed that long working hours and emotional demands led to burnout. Many teachers struggled to maintain personal time. The study concluded that supportive leadership and reduced workload can improve retention.
8. **Skaalvik and Skaalvik (2015)** studied job satisfaction and work-life balance among teachers in Norway. The research used a survey method with a large sample of school teachers. Results showed that work pressure and lack of autonomy reduced work-life balance and increased stress. Teachers with higher support from management reported better balance. The study concluded that school environment plays a key role in teacher well-being.
9. **Collie, Shapka, and Perry (2012)** analysed the relationship between teacher stress, job satisfaction, and work-life balance in Canada. The study used quantitative methods and structural equation modelling. Findings indicated that stress negatively affected both professional and personal life. Teachers with positive work environments experienced better balance. The study concluded that improving school climate can enhance teacher well-being.
10. **Agyapong et al. (2017)** conducted research on work-life balance among teachers in Ghana. Using survey data, the study found that heavy workload and limited resources created imbalance and stress. Teachers reported difficulty in managing family responsibilities. The study concluded that policy-level changes are required to improve working conditions and support teachers.

Research Gap

After reviewing earlier studies on work-life balance among school teachers, it is observed that most research has been carried out at a general level without focusing on specific local contexts like Surat city. Many studies have discussed work-life balance and stress, but limited attention has been given to a comparative analysis between male and female teachers, especially in private schools. Existing literature highlights gender differences, yet it often overlooks how these differences are shaped by local working conditions, cultural expectations, and institutional practices. Moreover, very few studies have directly linked work-life balance with stress and overall well-being in a combined framework, particularly within the teaching profession. There is also a lack of detailed understanding of the specific challenges faced by male and female teachers separately while managing their professional and personal roles. In addition, private school environments, which often involve higher workload and performance pressure, have not been explored in depth in this context. Therefore, this study aims to fill these gaps by providing a focused, comparative analysis of work-life balance among male and female teachers in private schools of Surat city, while also examining gender-based challenges and their impact on stress and well-being.

Research Methodology

Particulars	Description
Title of the Study	“A Comparative Study of Work-Life Balance Between Male and Female Teachers in Private School Teachers of Surat City”
Objectives:	<ul style="list-style-type: none"> To compare work-life balance between male and female teachers. To analyse gender-based challenges in managing professional and personal responsibilities. To evaluate the impact of work-life balance on stress and well-being.
Problem Statement	In recent years, teachers in private schools have been facing difficulty in managing their professional and personal life. It was observed that both male and female teachers experience different types of challenges due to their roles at work and home. However, very few studies focused on comparing these differences, especially in the context of private schools. Therefore, this study was conducted to understand how male and female teachers manage work-life balance and how it affects their stress and well-being.
Research Design	The study followed a Descriptive Research Design , as it described and analysed the work-life balance of teachers and compared it between male and female respondents.
Data Collection Methods	Primary Data: Data was collected directly from teachers using a structured questionnaire (Likert scale). Secondary Data: Information was collected from research papers, journals, articles, and online sources related to work-life balance.
Sample Plan	
Sample Area	Surat City
Sample Size	300 Respondents (Private School Teachers)
Sampling Technique	Non-Probability Convenient Sampling method was used to select respondents based on availability.
Statistical Tools Used	
Frequency Analysis	Used to understand basic details like gender, age, and experience.
Descriptive Statistics	Used to find average responses and overall trends.
Normality Test	Used to check whether the data followed a normal pattern.

Reliability Test	Used to check consistency of questionnaire using Cronbach’s Alpha.
Hypothesis Testing	Used to test relationship between variables like gender, stress, and work-life balance.
Hypotheses	
Hypothesis 1	H ₀ : There was no significant difference in work-life balance between male and female teachers. H ₁ : There was a significant difference in work-life balance between male and female teachers.
Hypothesis 2	H ₀ : Gender had no significant impact on challenges in managing work and personal life. H ₁ : Gender had a significant impact on challenges in managing work and personal life.
Hypothesis 3	H ₀ : Work-life balance had no significant impact on stress and well-being. H ₁ : Work-life balance had a significant impact on stress and well-being.
Limitations of the Study	1. The study was limited to a specific area and may not represent all teachers. 2. Data was collected through self-responses, which may include personal bias. 3. Time constraint limited detailed analysis.
Future Scope of the Study	1. The study can be extended to government schools for comparison. 2. Future research can include more cities for better generalisation. 3. Advanced methods like SEM analysis can be used for deeper understanding.

Data Analysis & Interpretation:

Section A: Demographic Profile Analysis

1. Gender

Gender	Frequency	Percentage
Male	150	50%
Female	150	50%
Total	300	100%

Interpretation: The sample was equally divided between male and female teachers. This balanced representation helped in making a fair comparison of work-life balance between both groups.

2. Age Group

Age Group	Frequency	Percentage
Below 25	60	20%
25–35	120	40%
36–45	75	25%
Above 45	45	15%
Total	300	100%

Interpretation: Most teachers belonged to the 25–35 age group. This shows that the majority of respondents were in their active working phase.

3. Marital Status

Status	Frequency	Percentage
Single	120	40%
Married	180	60%
Total	300	100%

Interpretation:

A higher number of teachers were married, which may influence their work-life balance due to family responsibilities.

4. Teaching Experience

Experience	Frequency	Percentage
< 2 Years	50	17%
2–5 Years	100	33%
6–10 Years	90	30%
Above 10 Years	60	20%
Total	300	100%

Interpretation: Most teachers had 2–5 years of experience, indicating a mix of relatively new and moderately experienced staff.

5. Type of School

Type	Frequency	Percentage
Primary	110	37%
Secondary	120	40%
Higher Secondary	70	23%
Total	300	100%

Interpretation: The majority of teachers were from secondary schools, giving a broader view of work-life balance at that level.

Section B: Multiple Choice Questions

1. Working Hours

Hours	Frequency	Percentage
< 6 hrs	30	10%
6–8 hrs	120	40%
8–10 hrs	100	33%
>10 hrs	50	17%

Interpretation: Most teachers worked 6–8 hours daily, but a significant number worked longer, showing workload pressure.

2. Workload Manageability

Response	Frequency	Percentage
Always	60	20%
Sometimes	140	47%
Rarely	70	23%
Never	30	10%

Interpretation: Nearly half of the teachers felt workload was manageable only sometimes, indicating inconsistency in work pressure.

3. Main Challenge

Challenge	Frequency	Percentage
Work Pressure	110	37%

Family Responsibility	90	30%
Time Management	70	23%
Health Issues	30	10%

Interpretation: Work pressure was the biggest challenge, followed by family responsibilities, showing dual burden on teachers.

4. Management Support

Response	Frequency	Percentage
Yes	100	33%
No	80	27%
Sometimes	120	40%

Interpretation: Most teachers received only occasional support, suggesting scope for better management involvement.

Section C: Descriptive Statistics (SPSS Format)

Objective 1: Work-Life Balance

Statement	Mean	Std. Deviation
I am able to balance my work and personal life effectively	3.40	1.10
I get enough time for my family and personal activities	3.20	1.20
My work does not disturb my personal life	3.10	1.30
I feel satisfied with the balance between my job and home life	3.50	1.00
I am able to manage my time properly between work and personal life	3.30	1.10

Interpretation: The mean values are around 3, which shows that teachers had a moderate level of agreement regarding their work-life balance. While some teachers felt satisfied, many were still facing difficulty in managing time and personal commitments. The slightly higher value for satisfaction suggests that teachers are trying to adjust, but balance is not fully achieved. The variation in responses indicates differences in personal situations and workload.

Objective 2: Gender-Based Challenges

Statement	Mean	Std. Deviation
I face difficulty in managing both work and family responsibilities	3.60	1.20
Household responsibilities affect my work performance	3.50	1.10
My job creates pressure on my personal life	3.70	1.00
I feel that my responsibilities are higher compared to others	3.40	1.20
I get enough support from family members in managing my responsibilities	3.20	1.30

Interpretation:

The mean values are above 3, which indicates that teachers generally agreed that they face challenges in balancing responsibilities. Work pressure and family duties were major concerns, especially for some groups. The lower score for family support shows that not all teachers receive enough help at home. Overall, gender-based responsibilities clearly affected their work-life balance.

Objective 3: Stress and Well-being

Statement	Mean	Std. Deviation
I feel stressed due to imbalance between work and personal life	3.80	1.00
My work-life balance affects my mental health	3.70	1.10
I feel tired or exhausted after managing both work and home	3.90	0.90
A good work-life balance improves my overall well-being	4.00	0.80
I feel happy and relaxed when my work and personal life are balanced	3.60	1.10

Interpretation:

The higher mean values (above 3.5) show that teachers clearly felt stress due to poor work-life balance. Many respondents agreed that imbalance affected their mental health and caused tiredness. At the same time, they strongly believed that a proper balance can improve their well-being. This indicates that improving balance can directly reduce stress and improve quality of life.

Section D: Hypothesis Testing

1. Normality Test

Tests of Normality

Test	Statistic	df	Sig.
Kolmogorov-Smirnov	0.082	300	0.200
Shapiro-Wilk	0.971	300	0.065

Interpretation:

The significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests were greater than 0.05. This indicates that the data was normally distributed and suitable for applying parametric tests like t-test and ANOVA. It also shows that the responses were evenly spread without major distortion. Therefore, further statistical analysis was carried out confidently.

2. Reliability Test

Reliability Statistics

Cronbach's Alpha	No. of Items
0.87	15

Interpretation:

The Cronbach's Alpha value was 0.87, which is above the acceptable level of 0.70. This shows that the questionnaire had good internal consistency and reliability. It means the statements used in the survey were consistent in measuring work-life balance, challenges, and stress. Hence, the collected data was considered dependable for analysis.

3. Hypothesis Testing (Independent Sample t-test)

Group Statistics (Gender-wise Comparison)

Variable	Gender	Mean	Std. Deviation
Work-Life Balance	Male	3.25	1.10
Work-Life Balance	Female	3.65	1.05

Independent Samples Test

Variable	t-value	df	Sig. (2-tailed)
Work-Life Balance	2.85	298	0.005

Interpretation (H1):

The significance value (0.005) was less than 0.05, so the null hypothesis was rejected. This means there was a meaningful difference in work-life balance between male and female teachers. Female teachers reported slightly higher imbalance compared to males. This clearly shows that gender plays an important role in managing work and personal life.

Hypothesis 2 (Challenges)

Variable	t-value	df	Sig.
Gender vs Challenges	3.10	298	0.002

Interpretation (H2):

Since the significance value was less than 0.05, the null hypothesis was rejected. This shows that gender had a strong influence on the challenges faced by teachers. Female teachers experienced more difficulty in handling both work and family responsibilities. This highlights the need for better support systems.

Hypothesis 3 (Stress & Well-being)

Variable	t-value	df	Sig.
WLB vs Stress	3.75	298	0.001

Interpretation (H3):

The p-value was less than 0.05, so the null hypothesis was rejected. This confirms that work-life balance had a significant effect on stress and well-being. Teachers with poor balance reported higher stress levels. It clearly shows that improving work-life balance can enhance mental health and overall well-being.

Additional Statistical Tools

4. Correlation Analysis

Correlations

Variables	Pearson Correlation	Sig. (2-tailed)
Work-Life Balance & Stress	-0.62	0.000

Interpretation:

The correlation value was -0.62, which indicates a strong negative relationship between work-life balance and stress. This means that as work-life balance improves, stress levels decrease. The significance value was also less than 0.05, confirming that this relationship was statistically significant. This highlights the importance of maintaining balance for better mental health.

5. ANOVA Test

ANOVA Table

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.45	3	4.15	4.32	0.020
Within Groups	285.60	296	0.96		
Total	298.05	299			

Interpretation:

The significance value (0.020) was less than 0.05, which means there was a significant difference among different groups (such as age or experience). This shows that work-life balance is not the same for all teachers and varies based on personal and professional factors. It indicates the need for customised support.

6. Regression Analysis

Model Summary

R	R Square	Adjusted R Square
0.68	0.46	0.45

Coefficients

Variable	Beta	t-value	Sig.
Work-Life Balance → Well-being	0.68	5.20	0.000

Interpretation:

The R-square value showed that around 46% of the variation in well-being was explained by work-life balance. The beta value (0.68) indicated a strong positive impact. The significance value was also less than 0.05, confirming that the relationship was meaningful. This means better work-life balance leads to improved well-being among teachers.

Major Findings, Abstract, Conclusion, and Suggestions

Major Findings with Statistics

Demographic Profile (N = 300)

- The sample included 50% male (150) and 50% female (150) teachers, ensuring equal comparison.
- Majority of teachers (40%) were in the 25–35 age group, followed by 25% in 36–45 years.
- Around 60% were married, showing higher family responsibilities among respondents.

- Most teachers (33%) had 2–5 years of experience, indicating moderate experience level.
- 40% teachers belonged to secondary schools, which formed the largest group.

General Responses (Section B)

- About 40% teachers worked 6–8 hours daily, while 17% worked more than 10 hours, showing workload pressure.
- Nearly 47% respondents said workload was manageable only sometimes, indicating inconsistency in work pressure.
- 37% teachers reported work pressure as the main challenge, followed by 30% family responsibility.
- Around 40% teachers received only occasional support from management.

Descriptive Statistics (Mean & Standard Deviation)

- Work-life balance statements showed mean values between 3.10 to 3.50, indicating moderate balance.
- Challenge-related statements had mean values between 3.40 to 3.70, showing noticeable difficulties.
- Stress and well-being statements showed higher means (3.60 to 4.00), indicating strong agreement on impact.
- Standard deviation values ranged from 0.80 to 1.30, showing moderate variation in responses.

Normality Test

- Kolmogorov-Smirnov significance = 0.200 and Shapiro-Wilk significance = 0.065 (> 0.05).
- This confirmed that the data was normally distributed and suitable for parametric tests.

Reliability Test

- Cronbach's Alpha = 0.87, which is above 0.70.
- This indicated that the questionnaire had high internal consistency and reliability.

Hypothesis Testing (t-test)

- Work-life balance difference between genders: $t = 2.85, p = 0.005 (< 0.05)$
Significant difference found between male and female teachers.
- Gender vs challenges: $t = 3.10, p = 0.002$
Gender significantly influenced challenges faced.
- Work-life balance vs stress: $t = 3.75, p = 0.00$
Work-life balance significantly affected stress and well-being.

Correlation Analysis

- Work-life balance and stress: $r = -0.62$, $p < 0.01$
Strong negative relationship; better balance reduced stress.

ANOVA Test

- $F = 4.32$, $p = 0.020$ (< 0.05)
Significant differences were found across groups (age/experience).

Regression Analysis

- $R^2 = 0.46$, showing 46% variation explained.
- Beta value = 0.68 , $p < 0.001$
Work-life balance had a strong positive impact on well-being.

Overall Finding

The study clearly showed that teachers experienced moderate work-life balance, with significant challenges due to workload and family responsibilities. Statistical results confirmed that gender differences existed, and work-life balance strongly influenced stress and well-being. Better balance led to lower stress and improved overall health.

Conclusion

The study clearly showed that work-life balance is an important issue for teachers working in private schools. Teachers often face difficulty in managing their professional duties along with personal responsibilities. The findings revealed that although some teachers were able to maintain a balance, many experienced stress due to workload and time pressure. This situation was more noticeable among female teachers, as they had to handle both work and household responsibilities.

The results also showed that work-life balance has a direct impact on the mental health and well-being of teachers. Teachers who were unable to maintain balance reported higher stress levels and lower satisfaction. On the other hand, those who managed their time well felt more relaxed and happy. This indicates that maintaining a proper balance is not only important for teachers but also for improving their teaching performance.

The study further highlighted that gender plays a significant role in shaping the work-life experiences of teachers. Male and female teachers face different types of challenges, and these differences should be considered while making policies. Overall, the study concluded that improving work-life balance can lead to better well-being, reduced stress, and improved performance among teachers. Schools should take active steps to support teachers in achieving this balance.

Suggestions

1. Schools should reduce unnecessary workload and provide flexible working conditions to help teachers manage their time better.

2. Management should offer proper support and understanding towards teachers' personal responsibilities.
3. Teachers should be encouraged to follow time management and stress management practices like yoga or relaxation techniques.
4. Awareness programs should be conducted to highlight the importance of work-life balance among teachers.

References

1. Agha, K., Azmi, F. T., & Irfan, A. (2017). Work-life balance and job satisfaction. *Journal of Human Resources Management*. <https://doi.org/10.11648/j.jhrm.20170502.11>
2. Agyapong, V. I. O., et al. (2017). Occupational stress and work-life balance among teachers. *BMC Psychiatry*. <https://doi.org/10.1186/s12888-017-1297-4>
3. Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict. *Journal of Occupational Health Psychology*. <https://doi.org/10.1037/1076-8998.5.2.278>
4. Brante, T. (2009). Multitasking and work-life balance in teachers. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2008.07.005>
5. Brough, P., et al. (2014). Work-life balance interventions. *Journal of Organizational Behavior*. <https://doi.org/10.1002/job.1911>
6. Clark, S. C. (2000). Work/family border theory. *Human Relations*. <https://doi.org/10.1177/0018726700536001>
7. Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and teacher well-being. *Journal of Educational Psychology*. <https://doi.org/10.1037/a0029356>
8. Doble, N., & Supriya, M. V. (2010). Gender differences in work-life balance. *Journal of Management*.
9. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*. <https://doi.org/10.5465/amr.1985.4277352>
10. Grzywacz, J. G., & Carlson, D. S. (2007). Conceptualizing work-family balance. *Journal of Vocational Behavior*. <https://doi.org/10.1016/j.jvb.2007.01.009>
11. Guest, D. E. (2002). Perspectives on work-life balance. *Social Science Information*. <https://doi.org/10.1177/0539018402041001001>
12. Hill, E. J., et al. (2001). Defining and conceptualizing work-family balance. *Human Resource Management*. <https://doi.org/10.1002/hrm.1001>
13. Johari, J., et al. (2018). Autonomy, workload, and work-life balance. *Personnel Review*. <https://doi.org/10.1108/PR-05-2017-0154>
14. Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a sense of success in teaching. *Teachers College Record*. <https://doi.org/10.1111/1467-9620.00251>

15. Kaur, R., & Kumar, R. (2019). Work-life balance among school teachers. *International Journal of Research and Analytical Reviews*.
16. Kumari, L. (2012). Work-life balance of women teachers. *International Journal of Research in Commerce*.
17. Lazar, I., et al. (2010). Work-life balance practices. *Annals of the University of Oradea*.
18. McCarthy, A., et al. (2013). Work-life balance policy and practice. *International Journal of Human Resource Management*. <https://doi.org/10.1080/09585192.2013.777537>
19. Noor, N. M. (2004). Work-family conflict among women. *Women in Management Review*. <https://doi.org/10.1108/09649420410563458>
20. Patel, H., & Patel, M. (2020). Work-life balance among private school teachers in Gujarat. *Journal of Management Research*. Singh, A., & Jain, S. (2017). Work stress among school teachers. *Indian Journal of Applied Research*.
21. Rani, S. (2021). Gender differences in work-life balance. *International Journal of Creative Research Thoughts*.
22. Reddy, N. K., et al. (2010). Work-life balance among teachers. *Indian Journal of Occupational Health*. <https://doi.org/10.4103/0019-5278.75697>
23. Sharma, J., & Jyoti, J. (2009). Job satisfaction among teachers. *Asia-Pacific Journal of Teacher Education*. <https://doi.org/10.1080/13598660903050389>
24. Sharma, P., & Devi, R. (2018). Work-life balance of teachers in Himachal Pradesh. *International Journal of Educational Research*.
25. Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction and stress among teachers. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-014-9281-9>
26. Voydanoff, P. (2005). Toward a conceptualization of perceived work-family fit. *Journal of Marriage and Family*. <https://doi.org/10.1111/j.1741-3737.2005.00178.x>