

A Study on Work-Life Balance of High School Teachers in Ballari Region

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Abstract:

This study examines the level of work-life balance among high school teachers working in selected schools in the Ballari region. It focuses on factors such as workload, working hours, school management support, stress, and family time. Primary data were collected from 150 high school teachers using a structured questionnaire. The findings indicate that a majority of teachers are satisfied with their working hours and overall work-life balance, and that most schools are perceived as supportive; however, a considerable proportion of respondents continue to carry school-related work home and experience after-hours disturbance from school communication. The study concludes that reducing administrative workload and strengthening school-level support systems can further improve teachers' work-life balance and overall teaching effectiveness.

Key Words: Work-Life Balance, High School Teachers, Workload, Job Satisfaction, School Management Support

INTRODUCTION

Work-life balance refers to a person's ability to manage work responsibilities alongside family and personal life. Employees who maintain a good balance tend to experience lower stress, better physical and mental health, higher job satisfaction, and greater productivity.

Education is a profession held in high esteem and is critical to the future of society. However, the demands placed on high school teachers extend well beyond the classroom, covering lesson planning, evaluation, record-keeping, meetings, and parent communication. These expanding responsibilities create pressure that can make it difficult for teachers to maintain balance between their personal and professional lives.

This study examines the level of work-life balance among high school teachers working in selected schools in the Ballari region. The findings will help school management improve policies and enhance overall teacher well-being and effectiveness.

STATEMENT OF THE PROBLEM

Work-life balance is essential for improving teacher performance and the quality of education. However, many high school teachers face challenges such as heavy workload, long working hours, administrative burden, and limited personal time, which affect their well-being and job satisfaction. These issues can lead to stress, burnout, and reduced teaching effectiveness. Therefore, this study aims to examine the level of work-life balance and the factors influencing it among high school teachers in the Ballari region.

NEED FOR THE STUDY

This study is undertaken to understand the level of work-life balance among high school teachers in the Ballari region and to identify the factors affecting it. It helps school management improve policies, teacher welfare, and overall institutional performance.

OBJECTIVES OF THE STUDY

- To study the work-life balance of high school teachers and identify the factors affecting their ability to balance professional and personal life.
- To evaluate the relationship between job satisfaction and work-life balance among high school teachers.

LITERATURE REVIEW

Review 1

Mahajan, R. and Singh, S. (2023)'s study, "Work-Life Balance and Happiness among School Educators," reviewed existing literature on the relationship between work-life balance and happiness among school educators. The study found that teaching is a demanding profession marked by long working hours and high responsibility, and that educators who manage work and personal life effectively experience lower stress, higher job satisfaction, and greater overall happiness. The authors concluded that promoting work-life balance among teachers should be a priority for educational institutions.

Review 2

Study team, Pondicherry schools' research's study, "Examining the Relationship between Work-Life Balance, Job Stress and Job Satisfaction among School Teachers: A Case of Schools in Pondicherry," examined how work-life balance and job stress relate to job satisfaction among school teachers in Pondicherry. The study found that work-life balance had a significant, moderately positive relationship with job satisfaction, while the direct relationship between job stress and job satisfaction was not significant. The authors concluded that improving work-life balance is a more effective route to job satisfaction than addressing job stress alone.

Review 3

Punia, V. and Kamboj, M. (2013)'s study, "Quality of Work-Life Balance among Teachers in Higher Education Institutions," investigated the quality of work-life balance among Indian teachers across academic streams and institution types. The study found

that designation, nature of appointment, and institution type significantly affected teachers' quality of work-life balance, while gender and marital status showed no significant variation. The authors concluded that institutional factors play a larger role than personal demographics in shaping work-life balance.

Review 4

Bibliometric review team, Scopus database study (2024)'s study, "Impact of Work-Life Balance on Job Satisfaction among School Teachers of the 21st Century: A Bibliometric Review," conducted a bibliometric analysis of over a hundred research papers on teachers' work-life balance published between 2014 and 2024. The review found growing global research interest, driven by the evolving role of teachers, increased technology use, and rising job demands. The authors concluded that institution-specific work-life policies are needed to address the pressures unique to teaching staff.

Review 5

Research team, Tiruchirappalli school study (2024)'s study, "Work-Life Balance among School Teachers: Challenges and Management," assessed work-life balance among aided and private school teachers in Tiruchirappalli using the Hayman work-life balance scale. The study found that a large share of teachers experienced work interfering with personal life, with income level and gender also influencing the degree of imbalance reported. The authors recommended boundary-setting, prioritisation of goals, and stronger organisational support.

Review 6

Dey, M. and Sinha, S. (2024)'s study, "Understanding Higher Secondary Teachers' Job Satisfaction and Quality Work-Life Balance in English Medium Private Schools in Kolkata, India," examined job satisfaction and work-life balance among higher secondary teachers in English-medium private schools in Kolkata. The study found that recognition, team support, and working environment were as important as pay and job security in shaping teacher satisfaction and balance. The authors highlighted a gap in research specifically addressing

high-school-level teachers in the Indian private school context.

Review 7

Garg, R. and colleagues (2023)'s study, "Exploring the Influence of Work-Life Balance and Work Environment on Job Satisfaction among College Teachers," explored how work-life balance and work environment jointly influence job satisfaction among college teachers. The study found that both factors independently and jointly contributed to higher job satisfaction, with supportive work environments producing better outcomes on both fronts. The authors concluded that work-life balance initiatives should be paired with broader work-environment improvements.

Review 8

Review panel, EPRA International Journal (2023)'s study, "Work-Life Balance and Job Satisfaction of Higher Education Teachers: A Systematic Review," conducted a systematic review of studies on the balance between work and personal life among college teachers. The review identified a consistent link between personal and family circumstances and teachers' overall work-life balance, and catalogued strategies institutions use to help teachers manage this balance. The authors concluded that combining institutional and personal strategies works best to enhance teacher well-being.

Review 9

Alonzo, M. and Dela Cruz, R. (2023)'s study, "Work-Life Balance and Teaching Competence among Private School Teachers," examined the relationship between work-life balance and teaching competence among private school teachers. The study found that flexibility, institutional support, and job satisfaction were all positively associated with better work-life balance, which in turn was linked to stronger teaching competence. The authors concluded that supporting teachers' personal lives has a direct payoff in classroom effectiveness.

Review 10

Fermin, J. (2022)'s study, "Addressing Teacher Workload: Recommendations for Improving

Educational Outcomes," examined the impact of rising administrative and instructional workload on teacher effectiveness. The study found that excessive non-teaching duties, such as paperwork and reporting, reduced the time available for both instruction and personal life, contributing to stress and lower job satisfaction. The author recommended reducing administrative burden as a direct way to improve teacher well-being and student outcomes.

Review 11

Kaushal, P. (2021)'s study, "Occupational Stress, Organisational Work Environment and Work-Life Balance: A Quantitative Study among Uttar Pradesh Academics," examined the relationship between occupational stress, organisational work environment, and work-life balance among academic staff. The study found that a poor organisational work environment significantly increased occupational stress and reduced work-life balance, while supportive institutional practices helped offset these effects. The author concluded that institutions should treat work environment quality as a direct lever for improving staff work-life balance.

Review 12

Madurai school teachers' study's study, "A Study on the Impact of Occupational Stress on the Performance of School Teachers in Madurai, Kerala," examined how demographic variables such as gender, age, education, income, and teaching experience relate to work-life balance among 308 school teachers across government, aided, and unaided schools. The study found that occupational stress had a clear adverse effect on teacher performance. The authors concluded that understanding teachers' working conditions and expectations is essential for improving both performance and well-being.

Review 13

Kunda Ragi, P.B., Nadaf, M., and Punia, V.'s study, "A Study on Factors Influencing Work-Life Balance of School Teachers in Coimbatore," analysed the factors determining work-life balance among 150 private school teachers in Coimbatore. The study found

significant differences between male and female teachers, with female teachers experiencing greater strain from workload and social-support factors. The authors concluded that female private-school teachers face a distinctly different work-life balance experience compared to their male counterparts.

Review 14

Research Scholar and Chairperson, Dept. of Psychology, Bangalore University (2020)'s study, "The Role of Work-Life Balance on Occupational Stress among College Teachers," examined how work-life balance influences occupational stress among college teachers facing multiple role demands such as teaching, research, and administrative documentation. The study found that poor work-life balance was a significant predictor of higher occupational stress, and that women teachers reported comparatively higher stress levels. The authors concluded that improving work-life balance is an effective way to reduce occupational stress in academia.

Review 15

Research team, Tiruchirappalli quality-of-work-life study (2024)'s study, "Factors Impacting Work-Life Balance and Quality of Work Life among Teachers in Tiruchirappalli District," explored the factors affecting stress levels and quality of work life among 200 teachers in government-aided and self-financing schools. The study found that teachers in government-aided schools experienced lower stress and greater satisfaction across various quality-of-work-life dimensions compared to those in self-financing schools. The authors concluded that school type and management structure meaningfully shape teachers' work-life balance outcomes.

Review 16

Ishrat, A. and Ali, S. (2024)'s study, "Harmony in Academia: Investigating Work-Life Balance among Faculty Members in Management Institutes of Prayagraj and Lucknow Regions," addressed the challenges of work-life balance faced by faculty members in India's demanding academic work culture. The study found that escalating work hours and stressful

conditions negatively affected faculty mental health, and called for greater employer intervention in workload distribution. The authors concluded that institutional support and workload planning are essential to protect faculty well-being.

Review 17

Research team, employee performance and WLB study (2022)'s study, "The Effect of Work-Life Balance on Employee Performance with Job Stress and Job Satisfaction as Intervening Variables," examined how work-life balance affects employee performance through the intervening roles of job stress and job satisfaction. The study found that better work-life balance improved performance both directly and indirectly, by lowering job stress and raising job satisfaction. The authors concluded that organisations aiming to improve performance should treat work-life balance initiatives as a core strategy rather than a peripheral benefit.

Review 18

Unni maya, P.S. (2018)'s study, "A Study on Job Satisfaction of Educators with Reference to Higher Education Institutions of Dimapur District," measured work-life balance and job satisfaction among 50 educators across five higher education institutions using standardised work-life balance and job-satisfaction scales. The study found that work-life balance and job satisfaction were positively and significantly correlated, and that selected demographic factors significantly predicted the level of work-life balance reported. The author concluded that demographic-sensitive policies could help institutions better support faculty balance.

Review 19

Research team, SSR Institute of International Journal of Life Sciences (2023)'s study, "Comparative Study of Stress among Teachers Working in Government and Private High Schools of Vijayapura, Karnataka," compared stress levels between teachers working in government and private high schools in Vijayapura district, Karnataka. The study found notable differences in stress levels and coping patterns between the two groups, linked to differences in job security,

workload expectations, and institutional support. The authors concluded that stress-management interventions for teachers should be tailored to the specific pressures of government versus private school environments.

Review 20

Thalassery occupational stress study (2021)'s study, "A Cross-Sectional Study to Estimate Occupational Stress among Higher Secondary School Teachers in Thalassery, Kerala," estimated the prevalence and severity of occupational stress among higher secondary school teachers in Thalassery. The study found a considerable proportion of teachers experiencing moderate to high occupational stress, associated with workload, examination pressure, and administrative responsibilities. The authors concluded that regular stress-screening and support programmes at the school level could help identify and assist affected teachers earlier.

RESEARCH METHODOLOGY

1. The study adopted a descriptive research design to assess the level of work-life balance among high school teachers in the Ballari region.
2. Primary data were collected from 150 high school teachers using a structured questionnaire, while secondary data were gathered from books, journals, research articles, and websites.
3. The collected data were analyzed using percentage analysis, tables, charts, and statistical tools to interpret the results and draw meaningful conclusions.

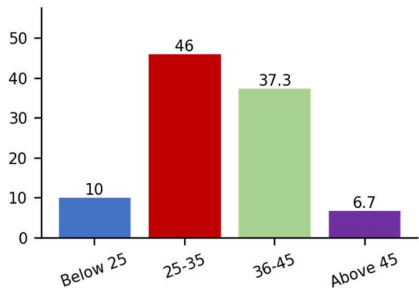
Sampling Design

The technique chosen to select a sample is called a sampling design. This study employed convenience sampling.

Sampling unit	High school teachers from government, aided, and private schools
Sample size	A sample size of 150 was used in this study
Graph	Pie Chart / Bar Chart

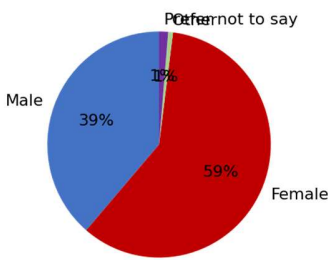
DATA ANALYSIS AND INTERPRETATION

1. Age



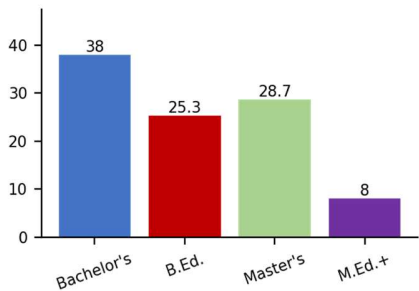
***ANALYSIS:** The chart above shows the responses of 150 respondents. 46.0% of the respondents belong to the 25–35 years age group, 37.3% belong to 36–45 years, 10.0% to below 25 years, and 6.7% are above 45 years. This indicates that the majority of teachers are in the early-to-mid career age group.*

2. Gender



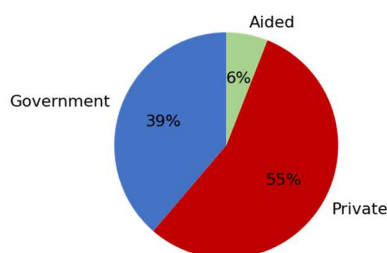
***ANALYSIS:** The chart above shows the responses of 150 respondents. 59.3% of the respondents are Female, 38.7% are Male, 0.7% belong to the Other category, and 1.3% preferred not to say. This indicates that the high school teaching workforce is predominantly female.*

3. Educational Qualification



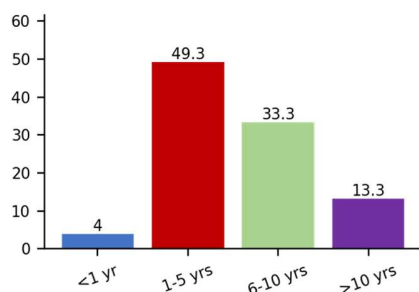
ANALYSIS: The chart above shows the responses of 150 respondents. 38.0% hold a Bachelor's Degree, 28.7% hold a Master's Degree, 25.3% hold a B.Ed., and 8.0% hold an M.Ed. or above. This indicates that most teachers possess strong academic qualifications.

4. Type of School



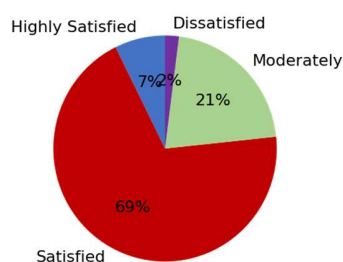
ANALYSIS: The chart above shows the responses of 150 respondents. 55.3% teach in Private Schools, 38.7% in Government Schools, and 6.0% in Aided Schools. This indicates that the study is largely represented by private-school teachers.

5. Teaching Experience



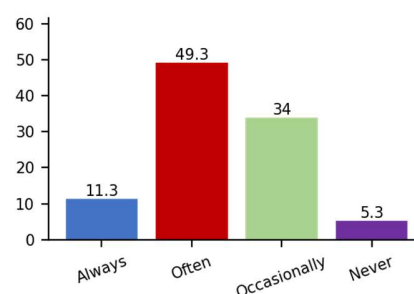
ANALYSIS: The chart above shows the responses of 150 respondents. 49.3% of the respondents have 1–5 years of experience, 33.3% have 6–10 years, 13.3% have more than 10 years, and 4.0% have less than 1 year. This indicates a moderately experienced teaching workforce.

6. Satisfaction with Current Working Hours



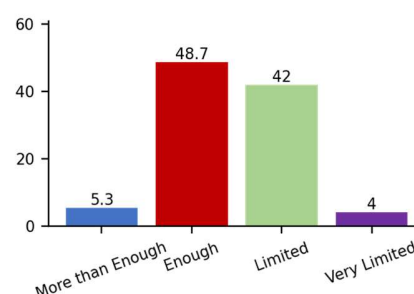
ANALYSIS: The chart above shows that 69.3% of the respondents are Satisfied with their current working hours, 21.3% are Moderately Satisfied, 7.3% are Highly Satisfied, and 2.0% are Dissatisfied. The findings indicate that most teachers are satisfied with their working hours.

7. Frequency of Carrying School-Related Work Home



ANALYSIS: The chart above shows that 49.3% of the respondents Often carry school-related work home, 34.0% do so Occasionally, 11.3% Always, and 5.3% Never. This indicates that school work frequently spills into teachers' personal time.

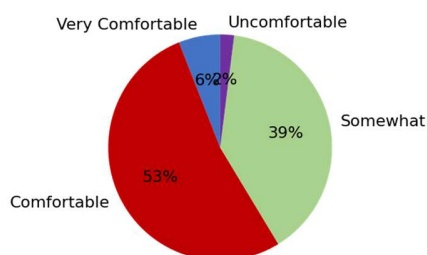
8. Time Spent with Family after School Hours



ANALYSIS: The chart above shows that 48.7% of the respondents get Enough time with family after school

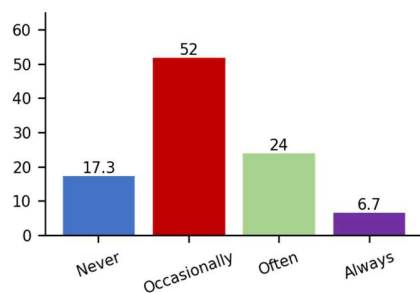
hours, 42.0% report Limited time, 5.3% report More than Enough, and 4.0% report Very Limited time. This indicates a mixed picture of family time among teachers.

9. Comfort with Current Teaching Workload



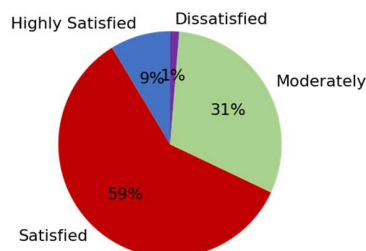
ANALYSIS: The chart above shows that 52.7% of the respondents are Comfortable with their current teaching workload, 39.3% are Somewhat Comfortable, 6.0% are Very Comfortable, and 2.0% are Uncomfortable. This indicates that most teachers manage their workload comfortably.

10. School Duties Affecting Personal Plans



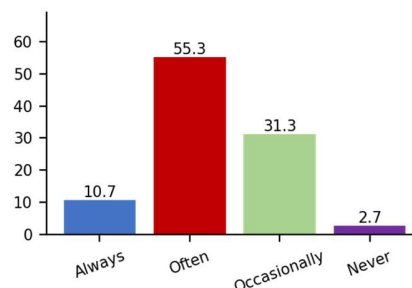
ANALYSIS: The chart above shows that 52.0% of the respondents said school duties Occasionally affect their personal plans, 24.0% said Often, 17.3% said Never, and 6.7% said Always. This indicates that school responsibilities sometimes interfere with personal life.

11. Satisfaction with Work-Life Balance



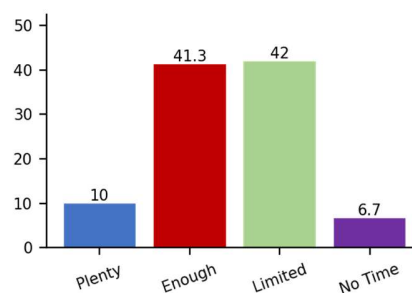
ANALYSIS: The chart above shows that 59.3% of the respondents are Satisfied with their work-life balance, 30.7% are Moderately Satisfied, 8.7% are Highly Satisfied, and 1.3% are Dissatisfied. This indicates that most teachers maintain a satisfactory work-life balance.

12. Getting Enough Time for Rest and Sleep



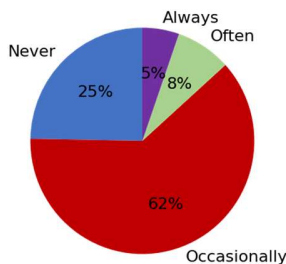
ANALYSIS: The chart above shows that 55.3% of the respondents Often get enough time for rest and sleep, 31.3% Occasionally, 10.7% Always, and 2.7% Never. This indicates that most teachers receive adequate rest.

13. Time for Hobbies and Personal Interests



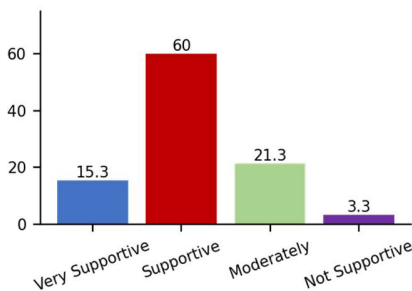
ANALYSIS: The chart above shows that 42.0% of the respondents have Limited time for hobbies and personal interests, 41.3% have Enough time, 10.0% have Plenty of time, and 6.7% have No time. This indicates that leisure time remains constrained for many teachers.

14. Stress Due to Teaching Responsibilities



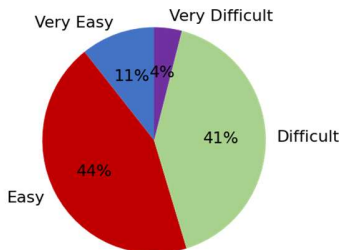
ANALYSIS: The chart above shows that 62.0% of the respondents Occasionally experience stress due to teaching responsibilities, 24.7% Never, 8.0% Often, and 5.3% Always. This indicates that most teachers experience moderate, not constant, work-related stress.

15. School Management Support for Work-Life Balance



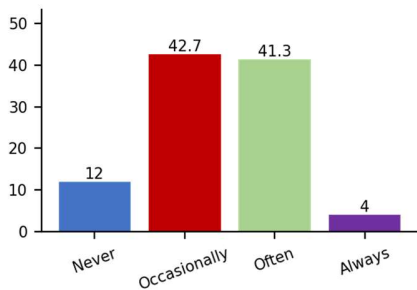
ANALYSIS: The chart above shows that 60.0% of the respondents find their school management Supportive of work-life balance, 21.3% find it Moderately Supportive, 15.3% find it Very Supportive, and 3.3% find it Not Supportive. This indicates a generally positive institutional environment.

16. Ease of Taking Leave for Personal/Family Needs



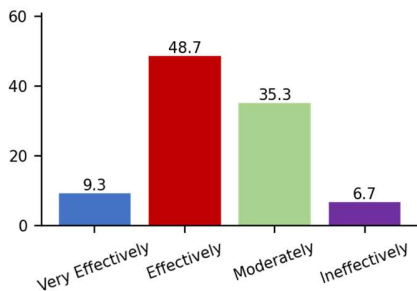
ANALYSIS: The chart above shows that 44.0% of the respondents found it Easy to take leave for personal or family needs, 41.3% found it Difficult, 10.7% found it Very Easy, and 4.0% found it Very Difficult. This indicates mixed experiences with leave policies.

17. School Calls/Messages Disturbing After Working Hours



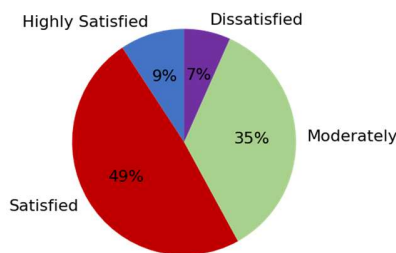
ANALYSIS: The chart above shows that 42.7% of the respondents are Occasionally disturbed by school calls or messages after working hours, 41.3% Often, 12.0% Never, and 4.0% Always. This indicates that after-hours communication is a common intrusion on personal time.

18. Effectiveness Managing Teaching and Family Responsibilities



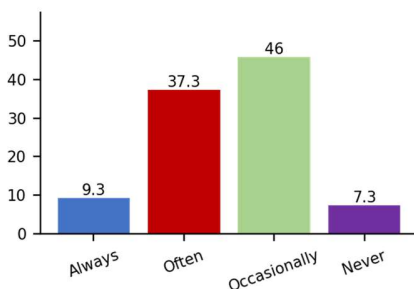
ANALYSIS: The chart above shows that 48.7% of the respondents manage teaching and family responsibilities Effectively, 35.3% Moderately Effectively, 9.3% Very Effectively, and 6.7% Ineffectively. This indicates that most teachers manage both roles reasonably well.

19. Satisfaction with Holidays and Breaks Provided



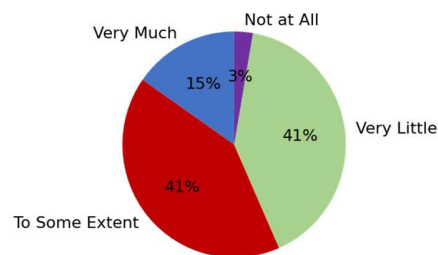
ANALYSIS: The chart above shows that 48.7% of the respondents are Satisfied with the holidays and breaks provided, 35.3% are Moderately Satisfied, 9.3% are Highly Satisfied, and 6.7% are Dissatisfied. This indicates general satisfaction with leave schedules.

20. Participation in Family Functions and Social Activities



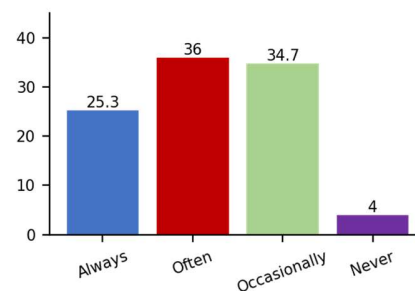
ANALYSIS: The chart above shows that 46.0% of the respondents Occasionally participate in family functions and social activities, 37.3% Often, 9.3% Always, and 7.3% Never. This indicates that teaching commitments still limit consistent social participation.

21. Technology Helping Reduce Teaching Workload



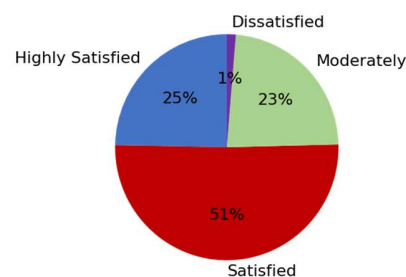
ANALYSIS: The chart above shows that 41.3% of the respondents feel technology helps To Some Extent in reducing workload, 40.7% feel it helps Very Little, 15.3% feel it helps Very Much, and 2.7% feel it does Not at All. This indicates only partial adoption benefits so far.

22. Feeling Mentally Refreshed Before Starting School Day



ANALYSIS: The chart above shows that 36.0% of the respondents Often feel mentally refreshed before starting their school day, 34.7% Occasionally, 25.3% Always, and 4.0% Never. This indicates inconsistent recovery between working days for some teachers.

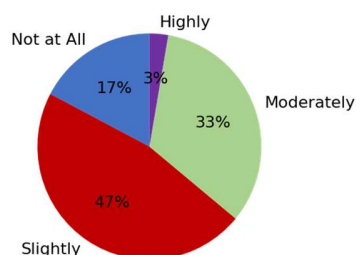
23. Satisfaction with Support from Colleagues



ANALYSIS: The chart above shows that 50.7% of the respondents are Satisfied with the support from

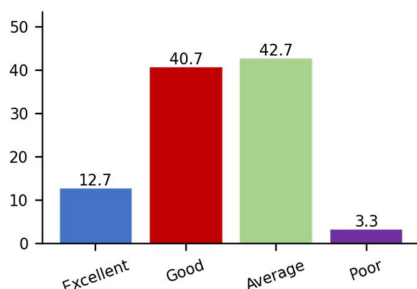
colleagues, 24.7% are Highly Satisfied, 23.3% are Moderately Satisfied, and 1.3% are Dissatisfied. This indicates generally positive peer relationships within schools.

24. Workload Affecting Physical and Mental Well-Being



ANALYSIS: The chart above shows that 46.7% of the respondents feel workload affects them Slightly, 33.3% Moderately, 17.3% Not at All, and 2.7% Highly. This indicates low-to-moderate strain on well-being for most teachers.

25. Overall Work-Life Balance Rating



ANALYSIS: The chart above shows that 42.7% of the respondents rate their overall work-life balance as Average, 40.7% as Good, 12.7% as Excellent, and 3.3% as Poor. This indicates a moderately positive overall perception among high school teachers.

FINDINGS

- Most teachers are satisfied with their current working hours and overall work-life balance.
- A large share of teachers regularly carry school-related work home, and after-hours calls or messages disturb many respondents.

- Teachers are generally comfortable with their teaching workload, though time for hobbies and personal interests remains limited for many.
- Stress due to teaching responsibilities is common but occasional rather than constant for most respondents.
- Most teachers find their school management supportive of work-life balance, though experiences with leave policies are mixed.
- Teachers are largely satisfied with the support they receive from colleagues and with the holidays and breaks provided.
- Technology is seen as helping reduce workload only to a limited extent by most respondents.
- Overall, the study reveals that while work-life balance among high school teachers in the Ballari region is moderately positive, workload spillover and after-hours communication remain key areas of concern.

SUGGESTIONS

- Schools should reduce unnecessary administrative and paperwork burden on teachers.
- Management should maintain reasonable and evenly distributed teaching workloads.
- Schools should establish clear guidelines limiting non-urgent after-hours communication with teachers.
- Simplifying leave procedures would help teachers manage personal and family needs more easily.
- Regular recognition and appreciation of teachers' efforts should be encouraged to boost morale.
- Schools should invest in digital tools and infrastructure that genuinely reduce teacher workload.
- Wellness programmes and counselling support should be made available to help teachers manage stress.
- Adequate staffing levels should be maintained to reduce workload pressure on individual teachers.

CONCLUSION

Work-life balance plays a vital role in improving teacher performance, motivation, and overall educational quality. The findings of this study reveal that most high school teachers in the Ballari region are satisfied with their working hours, workload, school management support, and colleague relationships. Effective communication, supportive leadership, and reasonable scheduling have positively influenced teachers' sense of balance.

However, there is still scope for improvement in areas such as after-hours communication boundaries, ease of taking leave, and reducing administrative burden. By continuously strengthening school policies and addressing teacher concerns, school management can enhance work-life balance, improve teaching quality, and support long-term teacher well-being and retention.

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