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Post-Pandemic Challenges in Maintaining Work-Life Balance Among School Teachers: Evidence from Kerala, India

Abstract

The work-life balance issues that Kerala, India's school teachers, confront in the wake of the pandemic's *new normal* are examined in this empirical, quantitative research. Using a descriptive-correlational approach, the study was grounded in the Role Strain Theory and directed by a positivist research paradigm. 116 respondents were chosen from a sample of instructors working in digital and hybrid learning contexts using a purposive selection approach. A systematic questionnaire with Likert-scale questions covering four important variables—co-worker contributions, flexible scheduling, digital work modes, and work-from-home practices—was used to gather data. Using SPSS, statistical analysis was carried out using multiple regression, ANOVA, Pearson correlation, and descriptive statistics. There is no strong statistical signal to support the idea that the variables significantly enhance or discourage work-life balance among female primary school teachers during the post-pandemic period; nonetheless, there were minor tendencies in the replies regarding work spillover and colleague support. According to these results, institutional and policy-level interventions are still crucial even if teachers are negotiating post-pandemic problems with differing degrees of success. In order to better assist educators in preserving a healthy work-life balance, the study recommends gender-sensitive regulations, context-specific tactics, and longitudinal research.

Keywords: new normal, work-life, digital work manner, COVID-19 pandemic, statistically analyze, modern classroom, teachers

Introduction

Substantial attention has been paid to the concept of balancing work and private life in the midst of the educational landscape's quick evolution, especially in the consideration of teachers adjusting to the *new normal*. The COVID-19 epidemic and the impact it had on education have forced teachers to deal with a variety of difficulties while attempting to strike the right balance between their personal and professional obligations. Concerns have been raised concerning the well-being and happiness of teachers due to the complexity of juggling expectations resulting from remote teaching, escalating workloads, and personal responsibilities.

The purpose of this study is to provide insight into teachers' ability to maintain a healthy work-life balance in the context of the *new normal*. This study is intended to provide insight into the effects of these problems on educators' general well-being and the caliber of their teaching by evaluating the particular difficulties they encounter in the contemporary educational environment. This study also intends to identify successful treatments and practices that can help teachers achieve and maintain a healthy work-life balance, which will eventually increase their retention and overall job satisfaction.

Objectives

1. To examine the challenges teachers face in maintaining a work-life balance in the post-pandemic environment.

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2. To comprehend how a lack of balance between work and life affects teachers' general well-being and sense of fulfillment in their positions.
3. To identify strategies and programs for maintaining a work-life balance in the current education system.
4. To establish whether there are significant differences in work-life balance scores when educators are categorized by gender.
5. To evaluate the effectiveness of institutional work-life policies in supporting female elementary teachers in Kerala during the post-pandemic educational shift.
6. To examine how work-life balance impacts teachers' job performance and classroom effectiveness in the post-pandemic period.

Review of Literature

According to Santiago (2023), teachers frequently struggle to maintain a healthy work-life balance, especially in the age of the *new normal*. The forced shift to remote teaching due to the COVID-19 pandemic has made it harder to keep personal and professional lives apart, increased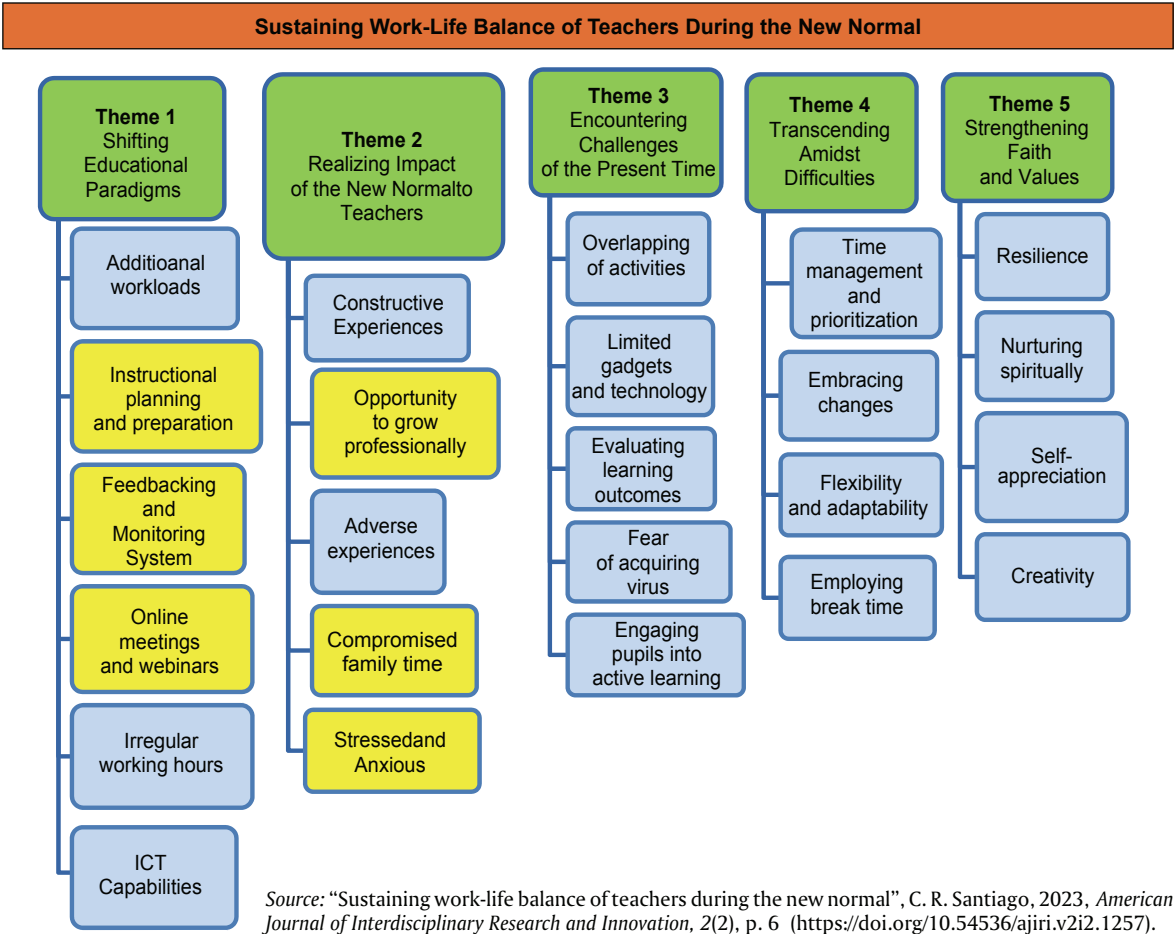 workloads, and increased pressure to keep up with technological advancements. These difficulties have been shown in studies to negatively affect teachers' retention rates, work satisfaction, and general well-being.

According to Adisa (2022), the balance between work and life among teachers is impacted by a number of factors. Significant workloads, a lack of autonomy, little administrative assistance, and insufficient work-life policies and practices are some of these. The influence of gender has also been investigated, and it was shown that work-life conflicts are exacerbated for female instructors, since they frequently have additional caregiving and household management obligations and demands.

According to San Jose et al. (2021), everyone was affected by the COVID-19 epidemic, but mothers raising children were affected in particular. This qualitative research primarily looked at how women are now instructors towards their children due to the new normal. Six women with elementary-aged children at both public and private schools were purposefully chosen. A validated interview questionnaire created by the researcher was used to collect the information.

The information was gathered online using e-mails and Facebook Messenger. Six topics emerged from

Figure 1

Model of Sustaining Work-life Balance of Teachers due to the New Normal

Source: "Sustaining work-life balance of teachers during the new normal", C. R. Santiago, 2023, *American Journal of Interdisciplinary Research and Innovation, 2*(2), p. 6 (https://doi.org/10.54536/ajiri.v2i2.1257).

the data analysis, including the challenges of being a mother and a teacher, the advantages of teaching one's own children, monitoring children's academic progress, children's perceptions of modular schooling, concerns for children's learning, and reflection on mothers' learning. Each topic was covered extensively (San Jose et al., 2021). The Department of Education can think about providing help through home-visit tutorials to address the condition of these women.

According to Kundu (2021), the COVID-19 pandemic was caused by the Coronavirus's lethality, and spread to every part of the world in an improbable amount of time. The World Health Organization (WHO) declared it as Serious Acute Respiratory Syndrome (SARS) pandemic. This fatal process was accelerated by human social connectivity. We were forced to endure a *once in a century* event because of the prolonged social isolation used as a preventative method to deal with the fatal viral activity and the numerous political, cultural, economic, and psychological effects of the COVID-19 epidemic (Kundu, 2021). We are all aware of the impact of the Coronavirus on people's physical health thanks to the measures taken by the government, the media, and numerous health-related organizations to raise awareness.

According to Leo et al. (2022), there is growing concern that women, particularly those who are pregnant, have been disproportionately affected by the COVID-19 epidemic. In comparison to their male colleagues, female educators, and those with childcare duties in particular, have also reported greater levels of stress and difficulties juggling work and personal obligations. It is not known precisely what causes these differences (Leo et al., 2022). While some have suggested that the gender-based division of household tasks is the key cause, other pandemic- and job-related stress may also play a role in female educators' elevated stress levels and difficulties with work and family obligations. This hybrid study method makes use of survey information from 752 educators across New York State to examine this issue. Results show that women experienced higher levels of anxiety and issues with work and family than men.

According to Rashid et al. (2021), a nation's progress is significantly influenced by its level of education. Having the power to effectively influence and prepare pupils, teachers are among the key players in the education industry. An atmosphere that is conducive to learning is essential for achieving this strategic objective in the education sector. The primary goal of the current study is to examine how stress, workload, and supervisory assistance affect teachers' job performance in Pakistani private educational institutions. To accomplish this goal, data have been gathered using a survey technique approach (Rashid et al., 2021). The faculty at private educational institutes in Islamabad received 300 surveys. *Regression, correlation, and mediation studies* were carried out to determine the empirical results.

According to Vyas (2022), teachers' capacity to balance their personal and professional life was greatly affected by supportive organizational policies and practices. For instance, the authors discovered that schools

with accommodating leadership and flexible schedules had better levels of job satisfaction among their teachers and fewer instances of work-life conflict. The efficacy of such practices in the context of the *new normal*, however, has not been studied. Further research is required to comprehend how organizational assistance might be tailored to the difficulties experienced by instructors in remote or blended instructional contexts.

Anees et al. (2021), conducted a study on connection between teachers' job satisfaction and their ability to combine work and personal obligations. The results indicated a substantial positive relationship between work-life balance and general job satisfaction, highlighting the importance of aiding educators in establishing a favorable work-life balance. Work-life balance must take the health of teachers into account. Significant work-life conflict has been shown in several studies to have a detrimental effect on teachers' satisfaction with their jobs and overall well-being. However, studies have indicated that well-being-focused treatments, such as social support networks and mindfulness training, can improve teachers' ability to manage their professional and personal lives. The effectiveness of these treatments over the long term must be investigated, and innovative approaches need to be examined that might enhance teacher well-being in the face of the *new normal*. However, more study is required in these areas.

According to Tsen et al. (2021) certain research and technology may make it easier to implement flexible work schedules and reduce administrative hassles. The study produced contradictory results, with some research emphasizing how technology may improve flexibility, and other research finding that technology causes greater effort and blurs boundaries. Considering teachers' work-life balance, there are both advantages and disadvantages to integrating technology into the classroom. The study thoroughly reviewed the effect of the use of technology on teachers' ability to combine work and personal life. However, this study has revealed issues concerning the blending of both personal and professional life, since instructors find it challenging to take a break from job-related responsibilities. Understanding how the work-life balance is affected by technology in the modern workplace is essential to figure out how instructors might handle these difficulties.

Gender has been identified as a key element related to teachers work life balance, according to Abdulaziz et al. (2022) previous research has demonstrated that female instructors frequently have additional difficulties juggling their job and family obligations, such as an uneven division of childcare and housework. A teacher's sense of work-life balance may differ for male and female counterparts depending on society's standards and gender expectations. Addressing the distinctive requirements and experiences of educators across genders requires exploring the gendered components of a balance between work and life in the *new normal*. To comprehend a balance between work and life in the teaching field, numerous theoretical approaches have been employed. The role strain hypothesis contends

that stress and diminished well-being might result from different work and personal life demands (Demerouti & Bakker, 2022). According to the spillover idea, events and feelings from either a personal or professional realm may cross over and affect the overall balance. The maintenance of resources theory also highlights the significance of resource replenishment and allocation in preserving work-life balance.

Batongbakal (2024) aimed to investigate the impact of teachers' stressors and work-life quality on their commitment and performance in the new normal. 332 teachers were surveyed using a descriptive-correlational method. Data were collected using standardized instruments, and documentary analysis was used for teaching performance. Results showed that teachers experienced significant stressors due to role overload, job design, role conflict, and relationships with school administrators. They also valued a high quality of work life, organizational culture, and various aspects such as training, compensation, facilities, job satisfaction, security, autonomy, and resource adequacy. Teachers' commitment was primarily affective, continuance, and normative. Teachers had a satisfactory rating on their IPCRF, with job stressors significantly affecting both affective and continuance commitment. Quality of work life also significantly affected affective commitment, with a t-value of 8.581817 and a p-value of 0.000.

Maria N. Cusipag et al. (2024) examines the effects of employer support, workspace, and attitudes on work-life balance and job satisfaction in online teaching in the Philippines. A total of 256 responses were analyzed using SmartPLS. The results showed that workspace positively influences work-life balance but not students' attitudes. Job satisfaction may be affected by workspace but not full employer support. Teaching online is positively affected by workspace and employer support but not students' attitudes. Future research should consider varied statistical tools, wider school sampling, and replication in different regions.

A study by Manalo and Velasco (2024) examines the relationship between work-related variables and work-life balance among 120 elementary school teachers in the Division of Lipa City. The results show that factors such as working hours, vacation and leave, quality time, and overall health significantly impact teachers' work-life balance. The study recommends prioritizing time management and physical exercise for teachers to avoid stress, anxiety, and poor mental health, as extra work and extended hours are inevitable in the teaching field.

Materials and Methodology

Research Design

This study is an empirical, quantitative analysis designed to explore the correlation between remote work practices, flexible schedules, digital work modalities, and colleague contributions among female primary school educators in Kerala, India, in the post-pandemic *new normal*. The study used a structured questionnaire and applied statistical methods like correlation, ANOVA, descriptive statistics, and multiple regression analysis to evaluate the relationships and impacts among the chosen variables.

Participants

The target population included female teachers employed in both public and private elementary schools in Kerala. A total of 150 questionnaires were distributed via online platforms such as e-mail and WhatsApp, with 116 fully completed responses returned, resulting in a 77.3% response rate. Participants were selected using a purposive sampling technique, ensuring that those included were actively engaged in digital or hybrid teaching modes and had relevant experience balancing professional and personal responsibilities during COVID-19.

Data Collection

A questionnaire with a predefined format was used to gather data that measured four primary aspects:
- Work-from-home behaviors
- Flexible work schedules
- Virtual work modes
- Co-worker input.

Respondents were asked to state how much they agreed with a series of statements using a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Experts in this subject area validated the questionnaire for content relevance and clarity. All research was carried out according to ethical standards, with electronic consent and anonymous and confidential data storage.

Data Analysis

Data analysis was conducted using SPSS, focusing on the following statistical techniques:

1. Correlation analysis
   The study used Pearson correlation coefficient to analyze the relationships between work-from-home practices, flexible timings, digital work modes, and co-worker contributions.
2. ANOVA
   The study aimed to compare means and assess significant differences between groups using one-way ANOVA for co-worker contributions, digital work modes, flexible timings, and work-from-home practices.
3. Descriptive statistics
   The objective was to provide a comprehensive summary of the dataset's main features using descriptive statistics such as mean, standard deviation, percentiles, range, minimum, maximum, skewness, and kurtosis.
4. Regression analysis
   The study aimed to analyze the correlation between co-worker contributions, digital work modes, flexible timings, and work-from-home practices using multiple regression analysis, aiming to determine the extent to which predictors explain the variance in the dependent variable.

Limitations

This study, however, has certain drawbacks. Firstly, relying heavily on data collected through survey questionnaires in which respondents self-report might result in bias and limits due to participant responses. Additionally, the use of a particular online survey platform might result in selection bias, because not all instructors may have the same access to or inclination to participate. The study's particular setting and sample population may restrict how broadly the results may be applied.

Results and Discussion

Correlations

The Pearson correlation coefficient of the variable *I sometimes bring work home, but it's just a few things I may not have finished up* was 1. This was expected, as it is perfectly correlated with itself. Meanwhile, there was no strong correlation between this variable and the belief that *flexible timings of digital and remote work mode are beneficial for a positive work life*, as reflected by a very low correlation value of 0.065 and a p-value of 0.628, which implies no statistical significance.

This result partially contradicts previous studies. For example, Vyas (2022) highlighted that flexible working hours had a positive impact on work-life balance, especially when complemented with organizational policies. In the same way, Awan and Naz (2022) noted that home-based university teachers were more satisfied if flexible timing was permitted. Yet, in this study, such flexibility had little effect on whether teachers took work home, perhaps because of variation in job assignments, school-level tasks, or institutional assistance in the Kerala context. The absence of significance in this research indicates that although flexibility is valued in theory, it does not necessarily decrease after-hours workload or improve actual work-life balance without systemic reform. This emphasizes the need to examine further how such policies enacted and lived by teachers in practice.

While the first variable hints at the idea that working digitally is bad for one's physical and mental well-being, the discussion does not offer any concrete information or proof to back up or elaborate on this claim. The possible correlation involving digital occupation and mental/physical well-being requires careful investigation, taking into account variables including workload, ergonomics, work-life balance, and individual experiences. Co-workers supposedly have a good effect on the workplace, according to the second variable (Alfatihahet al., 2021). This shows that having co-workers around and interacting with

Table 1

Correlation Between Work From Time and Flexible Time

		I sometimes bring work home, but it's just a few things I may not have finished up	Flexible timings of digital and remote work mode are beneficial for a positive work life (3 questions related to online education)
I sometimes bring work home, but it's just a few things I may not have finished up	Pearson Correlation Sig. (2-tailed) N	1 64	0.065 0.628 58
Flexible timings of digital and remote work mode are beneficial for a positive work life (3 questions related to online education)	Pearson Correlation Sig. (2-tailed) N	0.065 0.628 58	1 58

Source: authors' own work based on SPSS.

Table 2

Correlation Between Digital work and Co-worker Contribute Towards my Work Environment

		Digital work is detrimental to mental and physical health	Co-workers positively contribute to my work environment (2 questions related to work environment satisfaction)
Digital work mode is detrimental to mental and physical health	Pearson correlation Sig. (2-tailed) N	1 58	−0.044 0.744 58
Co-workers positively Contribute to my work environment (2 questions Related to work Environment satisfaction)	Pearson correlation Sig. (2-tailed) N	−0.044 0.744 58	1 64

Source: authors' own work based on SPSS.

them positively affects how much work is done, how well others work together, how much support there is, and how enjoyable work is. It might be difficult to completely comprehend the exact elements or behaviors of co-workers that assist in this productive work environment without further context or information.

ANOVA

Co-workers positively contribute to my work environment (two questions related to work environment satisfaction)

The outcomes of the ANOVA reveal a *Between Groups* combined value of squares of 6.824 and a *Within Groups* average of squares of 101.607 for the sample size 3.0 and 2.275 are the mean square and degrees of freedom (*df*) for the between-groups data, respectively. The f-value is 1.209, and the p-value (Sig.) is 0.315.

Means Plots

ANOVA

Flexible timings of digital and remote work mode are beneficial for a positive work life (three Questions related to online education)

According to the ANOVA findings, the squared sums *Between Groups* and *Within Groups* are 9.487 and 118.030 respectively. The *between groups* correlation has three degrees of freedom (*df*) and a mean square of 3.162. The f-value is 1.447, and the p-value (Sig.) is 0.239.

Table 3

One-Way Anova for Co-Worker Contribution and Digital Work

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.824	3	2.275		
Within Groups	101.607	54	1.882	1.209	0.315
Total	108.431	57			

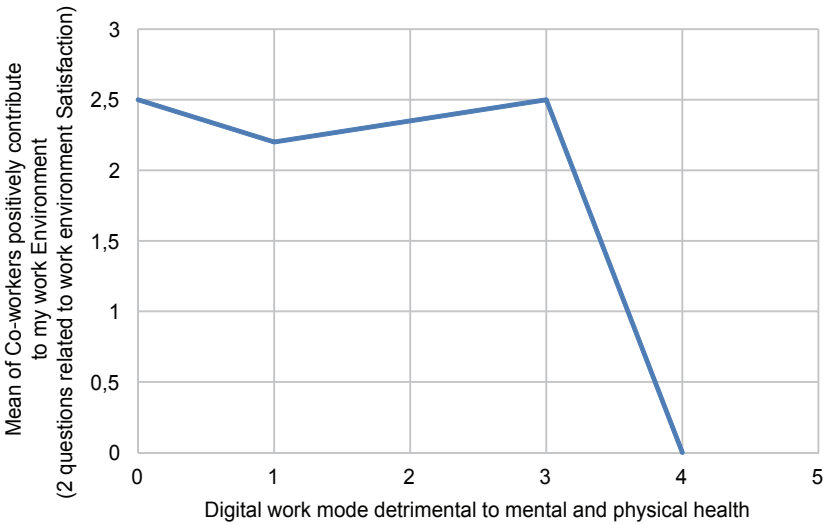*Source:* authors' own work based on SPSS.

Table 4

Co-workers Positively Contribute to my Work Environment (Two Questions Related to Work Environment Satisfaction)

Robust Tests of Equality of Means[a]

	Statistic[b]	df1	df2	Sig.
Welch	1.189		48.6	0.319
Brown-Forsythe	1.174	3	50.2	0.325

Note. a. Robust tests of equality of means cannot be performed if co-workers positively contribute to my work environment (two questions related to work environment satisfaction) because at least one group has the sum of case weights less than or equal to 1. b. Asymptotically F distributed.

Source: authors' own work based on SPSS.

Figure 2

Mean Plot for Co-worker Contribution and Digital Work

Source: authors' own work based on SPSS.

Table 5

One-Way Anova for Flexible Timings and Work from Home

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.487	3	3.162		
Within Groups	118.03	54	2.186	1.447	0.239
Total	127.517	57			

Source: authors' own work based on SPSS.

Figure 3

Mean Plot for Flexible Timings and Work from Home

Source: authors' own work based on SPSS.

The p-values (0.315 and 0.239) are higher than 0.05 for both variables, and the F-values are lower than 1.447 for both. According to the questions on happiness in the work environment and the flexibility of digital and remote employment modes, there may not be a statistically significant distinction between the groups (Awan & Naz, 2022). In other words, the data we currently have failed to promote the existence of significant differences in these factors between groups.

Descriptive Statistics Analysis

Statistics

The descriptive analysis showed that overall the participants did not strongly agree with the advantages of flexible work arrangements, with a mean score of 1.79 for the statement *Flexible timings of digital and remote work mode are beneficial for a positive work life*, which is different from previous studies by Vyas (2022) and Awan and Naz (2022), which highlighted the positive effect of flexibility on teachers' work-life satisfaction. Likewise, the low mean rating of 1.29 for *Digital work mode is harmful to physical and mental well-being* shows that the majority of respondents did not view digital work as harmful, which contradicts evidence provided by Tsen et al. (2021) and Leo et al. (2022), who described huge mental and physical bur-

dens experienced by teachers during the pandemic. The mean of 2.30 for *I sometimes bring work home* indicates a moderate amount of work spillover into off-work time, consistent with Adisa (2022), but not high levels of overload. Finally, the mean of 2.48 for *Co-workers positively contribute to my work environment* indicates a moderate sense of peer support, partly consistent with Alfatihah et al. (2021), who concluded that co-worker interactions have a positive effect on job satisfaction. Overall, whereas the present study's findings support some of the previous studies, there are main differences indicating contextual factors—institutional support, work culture, and regional adaptability—which can influence teachers' experiences amid the post-pandemic transition towards the new normal.

Regression

The regression model's constant term is 2.520. The coefficient of the variable *Digital work mode is detrimental to mental and physical health*, which is –0.042, shows that the dependent variable and the independent variable have a negative connection. Given that the standardized coefficient (Beta) is –0.044, the impact could not be very significant. The t-value is –0.328, which is statistically insignificant ($p > 0.05$). Collinearity issues are avoided by using the adaptability (1.000) and VIF (1.000) values.

Table 6
Descriptive Analysis of Selected Variables

		Flexible timings of digital and remote work mode is beneficial for a positive work life (3 questions related to online education)	Digital work mode is detrimental to mental and physical health.	I sometimes bring work home, but it's just a few things I may not have finished up	Co-workers positively contribute to my work environment (2 questions related to work environment satisfaction)
N	Valid	58	58	64	64
	Missing	6	6	0	0
Mean		1.79	1.29	2.30	2.48
Std. Error of Mean		0.196	0.187	0.151	0.171
Median		3.00	1.00	3.00	3.00
Mode		3	0	3	3
Std. Deviation		1.496	1.427	1.204	1.368
Variance		2.237	2.035	1.450	1.873
Skewness		−0.089	0.397	−1.108	−1.059
Std. Error of Skewness		314	0.314	0.299	0.299
Kurtosis		−1.717	−1.705	−0.489	−0.358
Std. Error of Kurtosis		618	0.618	0.590	0.590
Range		4	4	4	4
Minimum		0	0	0	0
Maximum		4	4	4	4
Sum		104	75	147	159
Percentiles	25	0.00	0.00	1.00	3.00
	50	3.00	1.00	3.00	3.00
	75	3.00	3.00	3.00	3.00

Source: authors' own work based on SPSS.

Table 7
Regression Analysis between Co-Worker Contribution and Digital Work Mode

Model Summary[a]

Model	*R*	*R* Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	*F Change*	*df1*	*df2*	Sig. F Change	
1	0.044[b]	0.002	−0.016	1.390	0.002	0.108	1	56	0.744	1.882

Note. a. Dependent Variable: Co-workers positively contribute to my work environment (two questions related to work environment satisfaction).
b. Predictors: (Constant), digital work mode is detrimental to mental and physical health.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1. (Constant) Digital work modeis detrimental to mental and physical health.	2.520 −0.042	0.247 0.129	−0.044	10.190 −0.328	0.000 0.744	1.000	1.000

Note. a. Dependent Variable: Co-workers positively contribute to my work environment (two questions related to work environment satisfaction).

Source: authors' own work based on SPSS.

Table 8

Regression Analysis between Flexible Timings and Work From Home

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.065[a]	0.004	−0.014	1.19						
					0.004	0.238	1	56	0.628	2650

Note. a. Predictors: (Constant), flexible timings of digital and remote work mode are beneficial for a positive work life (three questions related to online education).

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1. (Constant) Flexible timings of digital and remote work mode are beneficial for a positive work life (3 questions related to online education)	2.287 0.051	0.245 0.105	0.065	9.327 0.488	0.000 0.628	1.000	1.000

Note. a. Dependent Variable: I sometimes bring work home, but it's just a few things I may not have finished up.

Source: authors' own work based on SPSS.

Model Summary

The dependent variable's variance is only 0.4% according to the R-square value of 0.004, which is low. The variable that predicts the *Flexible timings of digital and remote work mode is beneficial for a positive worklife*" has coefficients that are not statistically significant ($p > 0.05$). When the tolerance (1.000) and VIF (1.000) values are used, collinearity problems are not present.

Conclusion and Future Scope

Conclusion

The research indicates that flexible working times, virtual working modes, and co-worker support are seen with moderate positivity, yet there is no strong statistical signal to support the idea that the variables significantly enhance or discourage work-life balance among female primary school teachers during the post-pandemic period. The mid-range responses and non-significant correlations indicate that teachers are coping with the demands of personal and professional life with differential levels of success, as opposed to all struggling or succeeding. These ambiguous findings speak to the complexity and specificity of work-life experiences in the new normal. Hence, instead of concluding that teachers are unable to achieve balance, the study highlights the imperative of context-specific institutional support mechanisms and policy interventions that can enhance the capacity of teachers to balance their roles in a sustainable

manner. Future research needs to target longitudinal studies, measure the influence of work-life dynamics on teaching performance and student outcomes, and investigate context-specific measures to facilitate sustainable work-life balance among teachers.

Future Scope

Conducting longitudinal studies, examining the impact on student results, and creating specific approaches based on research findings are all future areas of focus for the assignment on maintaining work-life balance for teachers throughout the new normal.

Recommendations

- The unique difficulties instructors experience in the New Normal require further study.
- Work-life rules and procedures need to be put in place to address excessive workloads, a lack of independence, and inadequate support.
- More institutional assistance needs to be provided to women teachers, understanding that gender-related assumptions and family responsibilities can aggravate the challenges to balancing work and life.
- Theoretical stances such as the role strain assumption and the spillover concept need to be investigated to comprehend the complexities of work-life balance.
- The efficacy of the current interventions and strategies needs to be assessed to assist teachers in preserving a good work-life balance.

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