

Work-life Balance and Happiness among School Educators

Rhea Mahajan^{1*}, Dr. Seema Singh²

ABSTRACT

This review study explores the relationship between work-life balance and happiness among school educators. In recent years, the field of education has witnessed increasing attention toward the well-being of teachers and the importance of maintaining a healthy work-life balance. This study aims to examine existing literature to gain insights into the factors influencing work-life balance and its impact on the overall happiness levels of school educators. The review begins by discussing the concept of work-life balance and its significance for educators. It highlights the demanding nature of the teaching profession, characterized by long working hours, high job responsibilities, and the expectation to meet diverse student needs. The literature review analyzes various factors influencing work-life balance among school educators. These factors encompass individual characteristics, such as personal values, coping strategies, and time management skills, as well as organizational factors, including workload, job autonomy, and support from school administration. The findings suggest that achieving a satisfactory work-life balance positively affects the happiness and well-being of educators. When educators can effectively manage their work and personal lives, they experience reduced stress levels, improved job satisfaction, and enhanced overall happiness.

Keywords: *Work-Life Balance, Happiness, Qualitative Study, School educators, Well-Being*

In today's fast-paced and demanding world, achieving a harmonious balance between work and personal life has become a significant challenge for individuals across various professions. The pursuit of happiness is a fundamental human desire, and understanding the factors that contribute to it is of great importance. One such factor that has gained considerable attention is the relationship between work-life balance and happiness. This research paper aims to delve into this relationship, examining the impact of work-life balance on the overall happiness and well-being of individuals.

In recent years, the concept of work-life balance has garnered increased attention as the boundaries between work and personal life have become blurred. As individuals strive to meet the demands of their professional lives, they often find it challenging to maintain a sense of fulfilment and satisfaction in their personal lives. Consequently, the intricate interplay between work and personal life has a profound influence on an individual's happiness and overall quality of life.

¹Student, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, India

²Professor, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, India

*Corresponding Author

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Research has shown that a healthy work-life balance is associated with numerous positive outcomes, including reduced stress levels, improved mental health, enhanced job satisfaction, and increased overall well-being. When individuals are able to effectively manage their time and energy, they are more likely to experience greater contentment and happiness in both their professional and personal spheres.

This research paper seeks to examine the various factors that contribute to work-life balance and how they impact an individual's happiness. It will explore the strategies employed by individuals to achieve a satisfactory work-life balance, the role of organizational policies and support systems, and the potential consequences of an imbalance between work and personal life. By gaining a deeper understanding of this relationship, we can identify effective interventions and strategies that can promote greater happiness and well-being among individuals.

Work-Life Balance

Work-life balance is a critical aspect for school educators that directly influences their overall well-being, job satisfaction, and effectiveness in the classroom. Educators often face demanding workloads, long hours, and the need to balance their professional responsibilities with personal commitments. Achieving a healthy work-life balance is crucial to prevent burnout, enhance job satisfaction, and promote overall mental and physical well-being.

One of the primary reasons why work-life balance is important for school educators is to prevent burnout. The teaching profession can be emotionally and mentally demanding, and educators who consistently neglect their personal lives in favor of work are at risk of experiencing exhaustion and fatigue. By maintaining a balance between work and personal life, educators can recharge, rejuvenate, and prevent burnout, ultimately enhancing their job performance and quality of teaching.

Furthermore, work-life balance contributes to educators' job satisfaction. When educators have the opportunity to engage in activities outside of work, such as spending time with family, pursuing hobbies, or engaging in self-care practices, they experience a sense of fulfillment and happiness. By prioritizing their personal well-being, educators are more likely to bring a positive and energized mindset into the classroom, resulting in improved interactions with students and a higher quality of teaching.

Work-life balance is also crucial for the overall mental and physical health of school educators. By allowing time for exercise, relaxation, and socializing, educators can reduce stress levels and improve their overall well-being. Engaging in activities outside of work promotes a sense of work-life integration, where personal and professional lives complement each other, leading to greater job satisfaction and a more fulfilled life.

Moreover, work-life balance among school educators positively impacts their personal relationships. By allocating time and attention to family, friends, and personal connections, educators strengthen their support systems and nurture healthy relationships. Strong personal relationships provide a sense of belonging and emotional support, which can positively impact educators' job satisfaction and overall happiness.

Happiness

Happiness among school educators is a significant factor that contributes to their overall well-being, job satisfaction, and effectiveness in the classroom. When educators experience

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happiness in their professional lives, it has a positive impact on their motivation, engagement, and relationships with students. Understanding the factors that contribute to happiness among school educators is crucial for creating a supportive and fulfilling work environment within educational institutions.

One of the primary factors influencing happiness among school educators is the intrinsic satisfaction they derive from their work. Educators find joy and fulfillment in witnessing the growth, progress, and success of their students. The sense of purpose and impact they have on shaping the lives of young learners brings a deep sense of happiness and fulfillment.

Positive relationships with students and colleagues also contribute to educators' happiness. Building strong connections with students, understanding their needs, and fostering a supportive and inclusive classroom environment create a sense of belonging and happiness among educators. Similarly, collegial relationships with fellow educators, collaboration, and a sense of camaraderie contribute to a positive work atmosphere and overall happiness.

Autonomy and professional development opportunities are essential factors in educators' happiness. When educators have the freedom to make instructional decisions, innovate in the classroom, and pursue their professional interests, it fosters a sense of ownership and satisfaction. Additionally, access to continuous learning opportunities, such as workshops, conferences, and professional development programs, enhances educators' skills, knowledge, and overall happiness in their profession.

Work-life balance is a crucial aspect of happiness among school educators. Balancing professional responsibilities with personal life, leisure activities, and self-care is essential for their well-being and overall happiness. Institutions that promote work-life balance through supportive policies and practices enable educators to prioritize their personal lives, leading to increased happiness and satisfaction.

Recognition and appreciation for their efforts and contributions significantly impact educators' happiness. When educators feel valued and acknowledged for their hard work, dedication, and positive impact on students' lives, it enhances their sense of accomplishment and happiness. Regular feedback, encouragement, and opportunities for growth and advancement also contribute to their overall happiness in the profession.

REVIEW OF LITERATURE

Malik and Allam (2021) investigated Work Life Balance and Satisfaction among the University Academicians. Academicians at universities play an important role in nation building, working hard to provide students with quality education while also instilling moral and ethical values in them. The study's findings revealed that (i) all aspects of WLB have positive relationships with one another, resulting in workplace satisfaction; (ii) the result also reflects that male faculty members have more pressure and responsibility in universities than female faculty members, indicating that males are more prone to dissatisfaction in comparison to female faculty members; and (iii) the factor personal needs has a high degree of correlation. The findings indicate that WLB plays an important role in providing satisfaction and igniting new information in contemporary knowledge.

Elnanto and Suharti (2021) studied The Impact of Work from Home to Work Life-Balance and Its Implication to Employee Happiness. The paper studies the impact of work-from-home on work-life balance, the impact of work-life balance on happiness, and the

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moderating role of organisational supports on work-from-home and work-life balance. According to the findings of this study, WFH has a positive effect on WLB, and WLB has a positive effect on employee happiness. The moderating effect testing revealed that organisational support does not moderate the effects of WFH on WLB. This study's findings can also be used as management practise for any institution and employees to be more aware of their life balances and well-being during the pandemic.

Bangun et al. (2021) studied the relationship between happiness, attitudes toward technology, and lecturers' job performance in higher education. This study found that happiness completely mediated the relationship between attitude towards digital technology and job performance. Furthermore, this study found that happiness mediated the relationship between job satisfaction and job performance. These findings suggested that lecturers with a positive attitude towards digital technology and higher job satisfaction would be happier and perform better on the job.

Zaki et al. (2022) studied the correlation between emotional Intelligence and Psychological well-being. Teachers, like their students, are essential components of educational institutions and have a significant impact on the process of shaping future generations. This study will also look into the relationship between emotional intelligence and psychological well-being, as well as the predictors of psychological well-being in teachers. This study, which included 328 teachers from five schools, discovered a significant relationship between emotional intelligence and psychological well-being. More interventions and approaches to increasing teachers' job satisfaction and work-life balance can be revised and implemented by investigating teachers' psychological well-being and the factors that contribute to it.

Jufri and Karta (2019) studied the effect of work life quality on job satisfaction of teachers of senior high school. This study's population consisted of 580 senior high school teachers from Mataram city. The study sample consisted of 85 teachers chosen at random using the proportionate random sampling technique. According to the study's findings, the quality of work life has a 9.2% influence on the job satisfaction of senior high school teachers in Mataram. As a result, it can be concluded that the higher the quality of senior high school teachers' work lives, the higher their job satisfaction in Mataram city.

Azmi, and Irfan (2017) studied work life balance and job satisfaction on higher education teachers in oman. Work-life balance issues have become extremely important as levels of stress, competition, and insecurity in life have increased. Employees are looking for ways to effectively balance their work and personal lives. Work-life balance, according to researchers, leads to positive organisational outcomes. Although work-life balance has been a popular topic of discussion in the Western world, no studies on the subject have been conducted in the Sultanate of Oman. In the context of higher education institutions in the Sultanate of Oman, this study validates the relationship between work-life balance, teaching satisfaction, and job satisfaction.

Azeem and Akhtar (2014) studied the influence of work-life balance and job satisfaction on organizational commitment of healthcare employees, The study looks at how healthcare personnel' perceptions of work-life balance and job satisfaction affect their loyalty to the organization. It was projected that a perceived work-life balance increases job satisfaction, which eventually results in an employee's loyalty to the firm. Work-life balance, job happiness, and organizational dedication are all significantly correlated. According to a

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regression analysis, work-life balance accounts for 37% of the variation in organizational commitment and job satisfaction.

Farooqi (2014) studied the impact of work-life balance on job satisfaction and organizational commitment among university teachers, the study concluded that Work-life balance is now important and required for almost all types of employees, including those in teaching positions. Employee satisfaction and commitment to the organization are influenced by their work-life balance. The correlation result demonstrates that there is a significant positive relationship between work-life balance and job satisfaction among university teachers. According to the Pearson correlation results, there is a positive relationship between work-life balance and organizational commitment among university teachers.

Maeran et al (2013) studied work life balance and job satisfaction among teachers and highlighted that the importance of issues related to the need to reconcile diverse roles has significantly increased as a result of the rise in female employment rates and the resulting deterioration of the conventional model of family duties division. Overall, the findings showed that teachers only experience a somewhat unfavourable impact of work on family life, as indicated by the average value of this variable's marginally significant value. 55% of respondents cited a lack of social recognition for their job as a major source of occupational stress. The perception that teaching may be harmful to teachers' health may be linked to the lack of social recognition and stress reported by our respondents. As a result, additional research is required in this area.

Sunitha (2020) examined the work life balance of employees. 113 participants took part in the study. Results revealed that long working hours, inflexible schedules are the major irritants. 67% of the participants reported low work life balance. 30% reported moderate work life balance.

Aruldoss et al. (2020) studied the relationship between quality of work life and work life balance mediating role of job stress, job satisfaction and job commitment. Investigates the relationship between work-life quality and work-life balance. The instrument's psychometric properties were tested first, and then hierarchical regression was used as a statistical technique to analyse the data. According to the results of the hierarchical regression, QWL is (1) negatively related to job stress, (2) positively related to job satisfaction, and (3) positively related to job commitment. The findings also revealed that (1) job stress is negatively associated with WLB, (2) job satisfaction is positively associated with WLB, and (3) job commitment is positively associated with WLB. The findings also show that the relationship between QWL and WLB partially mediates job stress, job satisfaction, and job commitment.

Kanchana (2020) studied the work-life balance of women employees working in the garment industry. A total of 125 women took part in the study. The results revealed that 59% of the women reported an imbalance in work and life. It is very difficult to maintain work life balance considering the present times. 48% females reported more than 60 hours per week of working. In addition to the work from home, there has been a sudden increase in the number of responsibilities that women have to cater too. As a result, the majority of women reported a low work-life balance.

Sreeleka (2020) studied the work life balance of women working in IT industry in India. Work life balance is especially important for women because they have to manage their

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professional lives and personal lives together. A total of 433 women took part in the study. The results revealed that with the work from home orders since March 2020 the work life balance seems impossible. T test and correlation were used to analyze the data. Working hours, working conditions and job satisfaction are the factors that influence the work life balance.

Shukla (2020) studied the work life balance of female employees working in Gorakhpur. 150 women took part in the study. 60% of women reported stress while working. 58% of the women reported an inability to contribute to their home and personal lives. 55% women reported that the organization should introduce policies like family involvement programs.

Manohar (2020) studied the work life balance of rural employees working in private spinning mills. 84% of participants were satisfied with the working hours. 97% participants reported that they get enough time to spend with their families. 98% of the participants reported that the organization takes proper measures to help employees manage their work and personal life.

METHODOLOGY

Review of literature was conducted to write the study. Existing evidence were summarised and compiled in order to improve the general efficacy of testing. Secondary reporting involves research contained in research journals and other related papers. Sources like google scholar, Research Gate and Jstor were used and papers were found using specific key words, the papers studied are dated between 20013-2021.

The study tries to study the relationship between work-life balance and happiness among school educators in the 21st century and the various factors influencing it. The study also explains how it can be improved.

DISCUSSION

Achieving a harmonious balance between work and personal life has become an increasingly difficult task in today's fast-paced and demanding world. People across various professions are faced with the challenge of maintaining their happiness amidst the blurred boundaries between work and personal life. The concept of work-life balance has gained significant attention in recent years as individuals struggle to find fulfillment and satisfaction in their personal lives while meeting the demands of their professional obligations. This delicate interplay between work and personal life has a profound impact on an individual's overall happiness and quality of life.

In particular, work-life balance holds immense importance for school educators as it directly influences their overall well-being, job satisfaction, and effectiveness in the classroom. Educators often face demanding workloads and long hours, requiring them to balance their professional responsibilities with personal commitments. Achieving a healthy work-life balance is crucial for educators to prevent burnout, enhance job satisfaction, and promote their mental and physical well-being.

One of the primary reasons why work-life balance is crucial for school educators is its role in preventing burnout. The teaching profession can be emotionally and mentally demanding, and educators who consistently neglect their personal lives in favor of work are at risk of experiencing exhaustion and fatigue. By maintaining a balance between work and personal

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life, educators can recharge, rejuvenate, and ultimately enhance their job performance and the quality of their teaching.

Additionally, work-life balance contributes significantly to educators' job satisfaction. When educators have the opportunity to engage in activities outside of work, such as spending time with family, pursuing hobbies, or practicing self-care, they experience a sense of fulfillment and happiness. By prioritizing their personal well-being, educators are more likely to bring a positive and energized mindset into the classroom, resulting in improved interactions with students and a higher quality of teaching.

Happiness among school educators is a vital factor that contributes to their overall well-being, job satisfaction, and effectiveness in the classroom. When educators experience happiness in their professional lives, it has a positive impact on their motivation, engagement, and relationships with students. Understanding the factors that contribute to happiness among school educators is crucial for creating a supportive and fulfilling work environment within educational institutions.

One of the primary factors influencing happiness among school educators is the intrinsic satisfaction they derive from their work. Educators find joy and fulfillment in witnessing the growth, progress, and success of their students. The sense of purpose and impact they have on shaping the lives of young learners brings them a deep sense of happiness and fulfillment.

Furthermore, positive relationships with students and colleagues also contribute to educators' happiness. Building strong connections with students, understanding their needs, and fostering a supportive and inclusive classroom environment create a sense of belonging and happiness among educators. Similarly, collegial relationships with fellow educators, collaboration, and a sense of camaraderie contribute to a positive work atmosphere and overall happiness.

Several studies have explored the relationship between work-life balance and happiness among school educators. Rawal (2020) investigated the work-life balance between female and male teachers in a private university in Udaipur, Rajasthan. The study revealed that female teachers often find it challenging to balance work and personal life, while males rarely face the same difficulties. Hafeez and Akbar (2015) studied the impact of work-life balance on job satisfaction among school teachers and found that working conditions significantly influenced job satisfaction, while working hours, work pressure, and job change had a less significant relationship. Mukherjee (2021) examined the work-life balance of female school teachers in Noida, Uttar Pradesh, and discovered that many women reported work-life imbalance due to longer working hours, lack of recognition, and increased responsibilities while working from home.

Recommendations

- Teachers should practice self-care, such as exercise, meditation, or hobbies that they enjoy. This can help to reduce stress and in Teachers should set realistic goals for themselves, both in terms of their teaching responsibilities and their personal lives. This can help to reduce stress and increase wellbeing.
- Teachers can seek support from colleagues, friends, and family members when they need it. This can help to reduce stress and provide a sense of community.

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- Teachers can advocate for additional support from school administrators, such as additional resources or professional development opportunities to manage workload and improve job satisfaction and eventually work-life balance.
- Teachers should set boundaries between their work and personal lives, such as avoiding work emails or phone calls after a certain time in the evening. This can help to create a healthy work-life balance and increase overall happiness.

CONCLUSION

In today's fast-paced world, achieving a balance between work and personal life is challenging, and it has a significant impact on individuals' happiness. This research paper focuses on the relationship between work-life balance and happiness among school educators. Work-life balance is crucial for educators as it influences their well-being, job satisfaction, and effectiveness in the classroom. Educators face demanding workloads, making it essential to maintain a healthy balance to prevent burnout and enhance their overall well-being. When educators prioritize their personal lives and engage in activities outside of work, they experience fulfillment and bring a positive mindset into the classroom, resulting in improved teaching quality and student interactions. Happiness among educators is vital for their motivation, engagement, and relationships with students. The intrinsic satisfaction they derive from witnessing students' growth and success contributes to their happiness. Positive relationships with students and colleagues also play a significant role. Several studies have explored work-life balance among educators, highlighting the challenges faced by female teachers and the impact of working conditions on job satisfaction. By understanding the factors influencing educators' happiness and implementing strategies to promote work-life balance, educational institutions can create a supportive environment that fosters greater happiness among educators.

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Conflict of Interest

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