Stress and Support: Determinants of Work-Life Balance for Women Teachers in Private Schools

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Abstract

The aim of this study was to find out the role of work stress - work support and family stress - family support in determining the work-life balance of women teachers in private schools of Bhairahawa City. This study is based on a quantitative research approach under the survey research design. The data were analyzed by using descriptive statistics with 201 women teachers selected through convenient sampling approach from 18 private schools. The finding reveals that most women teachers agree that they cannot balance their personal and professional lives smoothly due to the time they have to devote to their jobs. Their personal and family lives distract them from doing their job as good as they can. Additionally, it provides additional information to understand the factors that are essential in determining the work-life balance of women teachers in private schools. Stakeholders, including family heads, and policymakers, should collaborate synergistically to address the underlying causes of stress and provide robust support mechanisms to empower the work-life balance of women teachers.

Introduction

Work-life balance was first used in the United Kingdom in the late 1970s to describe the balance between an individual's personal and work life. Generally, work-life balance means working practices that acknowledge and aim to support the needs of staff in achieving a balance between their homes and working lives. Work-life balance is about creating and maintaining supportive and healthy work enabling employees to have a balance between work and personal responsibilities and thus strengthen employee loyalty and productivity. Stress and burnout can have a negative impact on teachers and, very often, on the students they teach. Implementing suitable school-based interventions is necessary to improve teachers' stress-coping ability, reduce the likelihood of burnout, and improve general well-being. Policymakers, governments, school boards, and administrators should prioritize the implementation of school-based awareness and intervention programs (Agyapong et al., 2023). Greenhaus et al.(1987) describe work-life balance as the degree to which an individual can simultaneously balance the temporal, emotional, and behavioral demands of both paid work and family responsibilities. It is a situation in which employees can give the right amount of time and effort to their work as well as their personal life outside work (Duxbury & Higgins, 1991).

Work-life balance has become a critical issue in today's fast-paced and demanding work environment, particularly for working women who often have to juggle their

professional responsibilities with family obligations. The teaching profession, mainly for women, often presents unique challenges in maintaining a healthy work-life balance. Private school teachers, in particular, may face additional pressures and expectations that can strain this balance. Being a woman teacher in a private school may be more challenging than being a male teacher. Work-life balance has become a global issue in the present context. To maintain a healthy work-life balance for women teachers we should know the factors that cause stress and the factors that support women teachers. Work-life balance is the simultaneous balance of both private and professional life (Hill et al.,2001). It is to create an ideal balance between professional responsibilities with family obligations. Large numbers of jobs in the job market pose this problem. Mainly for women, maintaining a healthy work-life balance is often a great challenge. As a private school teacher and the principal, the author has been observing the situation very closely. Private school teachers, in particular, may face additional pressures and expectations that can strain this balance. To meet rises in the cost of living, both husband and wife are bound to be the earners in the majority of families (White & Rogers,2000). Despite the advancements in the educational sector and the critical role of women teachers, there remains a notable gap in job satisfaction and happiness among female educators, even when controlling for factors such as age, salary, qualifications, experience, and professional exposure. This observation, drawn from the author's extensive experience as a teacher and administrator in a private school in Bhairahawa, prompts a deeper examination of the underlying causes and contributing factors to this phenomenon.

As the UNESCO-International Task Force on Teachers for Education 2030 World Teachers Day 2023 factsheet notes, teaching at lower levels of education is often considered a women's profession due to cultural norms and gender bias regarding the responsibility of the education and care of children. Being a woman teacher in a private school may be more

challenging than being a male teacher (Glazer-Raymo, 1999; Acker,1994). Nowadays in every private school in Bhairahawa, there are more women teachers than male teachers. Most of the pre-primary and primary level teachers are women which is the base level of education that's why the quality and cultural education depend on women teachers. So women teachers must be more responsible and dedicated to their job. For this, they should balance their professional life and family life. In the context of Bhairahawa, a growing commercial hub in Nepal, private educational institutions have proliferated to cater to the increasing demand for quality education. However, the working conditions and work-life balance of the women teachers employed in these institutions remain largely unexplored.

Hence, this study aims to examine how work-related stress, work support, family-related stress, and family support influence the work-life balance of women teachers in private schools in Bhairahawa. For this purpose, the following research questions were devised.

1. What is the level of work-related stress and support experienced by women teachers?

2. What is the level of family-related stress and support encountered by these teachers?

3. How do work-related stress, work support, family-related stress, and family support influence the work-life balance of women teachers?

This study was limited to women teachers in private school settings of Bhairahawa City, which may not generalize the findings to male teachers or those working in public school environments. Additionally, the study did not explore the potential intersections of gender, race, and socioeconomic status, which may further influence the work-life balance experiences of women teachers. However, this study is equally important to other cities and nations also.

Literature Review

Work-Life Balance in the Teaching Profession

The traditional family is being replaced by the dual career family, thus socio-demographic changes are occurring similar to those in developing and developed societies. This dual responsibility is putting increasing pressure on women to achieve and maintain work-life balance (Udin et al. 2013). Family duties must be fulfilled. Women take a more prominent and important role exclusive to the family. They need time for themselves as well. Consequently, achieving a healthy work-life balance is a pressing concern in today's culture (Hasib et al.2022).

The teaching profession is widely recognized as a demanding career that often requires significant time and emotional investment. Teachers, regardless of the type of school they work in, face a multitude of responsibilities, including lesson planning, classroom instruction, grading, extracurricular activities, and administrative tasks (Ruppel et al.,2001). For women teachers, these professional demands are often compounded by the disproportionate share of household and family responsibilities they tend to take on (Smith &Rinaldi,2018). The work-life balance for a working woman is the process of managing both her personal and professional life without affecting each other (Karuppannan & Maheswari, 2019). Research has shown that the work-life balance of female teachers is particularly challenging, as they are expected to excel in both their professional and personal roles (Hagemann&Heubeck,2020). This can lead to increased stress, burnout, and difficulties in managing the demands of their personal and professional lives. Studies have found that poor work-life balance among women teachers is associated with lower job satisfaction, decreased job performance, and higher turnover intentions (Ruppel et al., 2021).

The challenge of maintaining a healthy work-life balance while attending graduate school is a well-documented issue within the educational literature. Faculty members who

struggle to achieve a satisfactory work-life balance often experience dissatisfaction with their current positions due to the high demands of higher education. The research conducted by Diego-Medrano and Salazar (2021) compared the work-life balance of full, tenure-track, and adjunct academics by collecting and analyzing responses from 213 faculty members using Qualtrics. Work-family conflict refers to the personal struggle faced when trying to balance their job responsibilities with their family obligations. This is an important factor in vocational psychology and has been the subject of extensive research regarding its causes and effects. However, there has been less focus on developing practical programs to help people decrease work-family conflict (Cinamon & Rich,2005). There are interrelations between conflict and facilitation in work and family domains, with spousal, managerial, and collegial social support serving as antecedents, and professional vigor and burnout as outcomes (Cinamon & Rich,2010). Their finding identified eight emerging areas that form the foundation of academic work-life balance, including the equilibrium between work and family life, health concerns, faculty support, workplace culture, and personal issues which provide valuable insights for academic administrators seeking to improve faculty work-life balance.

Challenges Faced by Women Teachers in Private Schools

The work-life balance challenges faced by women teachers are not limited to the private school context, the unique characteristics of private schools can exacerbate these issues. Private school teachers often work longer hours, have higher workloads, and are expected to participate in a wider range of extracurricular activities (Hagemann & Heubeck, 2020). These additional responsibilities can further strain the work-life balance of female teachers in private school settings.

Private schools are typically seen as offering a more rigorous academic environment, with higher expectations for student achievement and teacher performance. This can translate into increased pressure on teachers to devote more time and energy to their work, potentially at the expense of their personal and family lives (Smith & Rinaldi,2018). Additionally, private schools may have fewer family-friendly policies and support structures in place, making it more challenging for women teachers to balance their work and personal responsibilities.

Moreover, the socioeconomic status of private school families can also influence the work-life balance of women teachers. Private school parents may have higher expectations and demand more from their children's teachers, which can further contribute to the workload and stress experienced by female teachers (Hagemann & Heubeck, 2020).

Strategies and Coping Mechanisms

Despite the significant challenges faced by women teachers in private schools, some have developed effective strategies and coping mechanisms to manage their work-life balance. These strategies may include, Flexible work arrangements, such as the ability to adjust schedules or work remotely, which can help women teachers better balance their professional and personal responsibilities (Ruppel et al., 2021). Additionally, private schools that offer family-friendly policies, including paid parental leave, childcare assistance, or remote work options, can provide valuable support to women teachers (Smith & Rinaldi, 2018). Effective time management skills, such as prioritizing tasks and setting boundaries, also play a crucial role in helping women teachers manage their workloads and personal commitments (Hagemann & Heubeck, 2020). Building strong social support networks, whether through colleagues, family members, or community resources, can provide emotional and practical assistance to women teachers as they navigate the demands of their

lives (Ruppel et al., 2021). Finally, engaging in self-care practices, such as exercise, mindfulness, or leisure activities, can help women teachers reduce stress and maintain their overall well-being (Smith & Rinaldi, 2018).

The Impact of Work-Life Balance on Job Satisfaction and Well-Being

The ability to maintain a healthy work-life balance has a significant impact on the job satisfaction and well-being of women teachers in private schools. Studies have shown that poor work-life balance is associated with increased stress, burnout, and job dissatisfaction among female teachers (Hagemann & Heubeck, 2020). Conversely, strategies that support work-life balance, such as flexible work arrangements and access to family-friendly policies, have been linked to higher job satisfaction and reduced burnout (Ruppel et al., 2021).

The consequences of poor work-life balance can extend beyond job satisfaction, affecting the overall well-being and career longevity of women teachers in private schools. Chronic stress and burnout can lead to physical and mental health problems, such as depression, anxiety, and physical exhaustion (Smith & Rinaldi, 2018). These issues can, in turn, impact a teacher's ability to effectively perform their duties, potentially leading to decreased job performance and increased turnover intentions.

Maintaining a healthy work-life balance is not only essential for the well-being of women teachers but also for the quality of education provided in private school settings. When teachers are able to manage the demands of their personal and professional lives, they are more likely to be engaged, motivated, and able to provide high-quality instruction to their students (Hagemann & Heubeck, 2020).

Bell et al. (2012) found in their studies that perceived job stress negatively impacted work-life balance and heightened conflicts between work and personal lives for academics. They further determined that perceived job threat-type stress had a more substantial effect

and was a significant predictor of work-life balance and conflict scores compared to perceived job pressure-type stress. Additionally, perceived job threat-type stress among academics was a significant predictor of poorer well-being and increased ill-being, whereas perceived job pressure-type stress was not linked to academics' well-being or ill-being.

Valcour et al.(2011) found that work hours and work overload were associated with reduced perceptions that the organization was supportive of work-life integration. Job security, the fit between employees' needs and the flexible work options available to them, supervisor support, and workgroup support were positively associated with perceptions of organizational work-life support.

Methodology

Research Design

This study is based on the survey research design with a quantitative approach and has adopted an administered questionnaire survey among women teachers in Bhairahawa City.

Sampling

The population for the study is a minimum of one year teaching experienced women teachers in Bhairahawa. There is no verified source of information about the number of women teachers in Bhairahawa but personally asking with the administrations it was found around 474 women teachers in private schools. By using a sampling calculator study required a sample of 213 women teachers. The sampling approach used in this study is the convenient sampling approach. This sampling method allows the researcher to identify the potential respondents to satisfy the stated objectives conveniently (Edgar & Manz,2017). Though there are 42 private schools in Bhairahawa city, 6 schools have a maximum number of women teachers, 6 schools have average women teachers and 6 schools have the lowest women teachers altogether 18 schools of women teachers were sampled for data collection, a

primary data has been used in this study. Structured questionnaires were distributed among the women teachers to collect the primary data. A total of 215 questionnaires were distributed to women employees in different schools. Among them, only 201 respondents gave timely responses and have been included in the analysis.

Research Instrument

The questionnaire was divided into two sections. In section one, respondents were asked to provide some background information containing their job position, age, marital status, level of education, family structure, and so on. Section two included sixteen statements representing the work and family interface in five-point Likert scale. The respondents were asked to state their level of agreement or disagreement with the statements provided in this section. No respondents were bound to respond against their voice. And, they are assured that their response will be confidential.

Data Analysis Technique

This study used descriptive statistics only which consists of tabulation, frequency, percentage, and mean value.

Results

Work Stressors and Work-Life Balance

The study results reveal the impact of work stressors on the work-life balance of women teachers, as shown in Table 1. A significant proportion of respondents (47.8%) agreed that their job produces stress, making it difficult to fulfill family duties, with an additional 8.5% strongly agreeing. Conversely, 31.8% disagreed with this statement. The mean score of 3.32 indicates a moderate level of agreement overall. Moreover, 44.3% of respondents agreed and 25.8% strongly agreed that the time spent on their job makes it challenging to fulfill family responsibilities, suggesting that the time demands of the job are a

significant stressor. This is reflected in the high mean score of 3.86. A majority of respondents (64.2%) agreed, and 15.9% strongly agreed that their work prevents them from spending time with their husbands, children, and relatives, yielding the highest mean score of 3.96 among the statements, indicating this is a major concern for the respondents. Conversely, 50.2% disagreed and 15.9% strongly disagreed that their work responsibilities interfere with their personal and family life, suggesting that while time demands and stress are significant, many respondents do not feel that their work responsibilities as a whole interfere with their personal life. The mean score of 2.27 reflects a lower level of agreement on this point. The overall mean score of 3.36 indicates a moderate level of agreement that work stressors negatively impact work-life balance.

Table 1

Work stressors and work-life balance

Work stressors	Strongly Disagree	Disagree	Neither Agree nor	Agree	Strongly agree	Mean score
	1	2	3	4	5	
My job produces stress that makes it difficult to fulfill family duties.	0	64 (31.8%)	24 (11.9%)	96 (47.8%)	17 (8.5%)	3.32
The amount of time which I spend for my job that makes it difficult to fulfill my family responsibilities.	0	20(9.95%)	40 (19.9%)	89 (44.3%)	52 (25.8%)	3.86

Due to my work, I am not able to give time to my husband, children and relatives.	0	0	40 (19.9%)	129 (64.2%)	32 (15.9%)	3.96
My work responsibilities interfere with my personal and family life.	32 (15.9%)	101 (50.2%)	28 (23.9%)	20 (9.9%)	0	2.27
Overall mean	-	-	-	-	-	3.36

Family Stressors and Work-Life Balance

This section shows the results of family stressors impact on the work-life balance of women teachers. The respondents were asked to indicate their level of agreement-disagreement to four statements representing family stressors effect on work-life balance. The results are reported in Table 2. The results of the study examining the impact of family stressors on the work-life balance of women teachers are presented in Table 2. A notable portion of respondents (32.4%) strongly disagreed that family or husband demands interfere with work-related activities, while 15.9% disagreed. However, 35.8% neither agreed nor disagreed, and 15.9% agreed, resulting in a mean score of 2.35. Regarding the time spent on child and elder care activities, which might hinder balancing work and family life, 23.9% strongly disagreed and 39.8% disagreed, with only 20.4% agreeing and a mean score of 2.32. This suggests that a majority of respondents did not perceive child and elder care activities as significant stressors affecting their work-life balance. In terms of time spent on household work such as cooking and cleaning, 19.9% strongly disagreed and 39.8% disagreed, whereas 24.4% agreed. The mean score of 2.44 indicates a similar pattern to that of child and elder

care activities, showing that household work is not seen as a major stressor by most respondents. Contrastingly, 29.85% of respondents disagreed that their personal or family life has kept them disturbed and affected their work performance, while a substantial 59.7% agreed, and 10.45% strongly agreed. This statement received the highest mean score of 3.51, indicating that disturbances from personal or family life significantly impact work performance. Overall, the findings suggest that while specific family-related demands such as child and elder care, and household work are not perceived as major stressors by the majority, the disturbance from personal or family life on work performance is a significant concern. The overall mean score for family stressors impacting work-life balance is 2.65.

Table 2

Family stressors and work-life balance

Family stressors	Strongly Disagree	Disagree	Neither Agree nor Agree	Agree	Strongly agree	Mean score
	1	2	3	4	5	
The demand of my family or husbands interferes with work related activities.	65(32.4%)	32 (15.9%)	72 (35.8%)	32 (15.9%)	0	2.35
I spend my most of time on the child and elder care activities which make it difficult	48 (23.9%)	80 (39.8%)	32 (15.9%)	41 (20.4%)	0	2.32

to balance work and family life.						
I spend my most of time on household works such as cooking, cleaning etc.	40 (19.9%)	80 (39.8%)	32 (15.9%)	49 (24.4%)	0	2.44
My personal or family life has kept me disturbed on my performance as good as I could do.	0	60 (29.85%)	0	120 (59.7%)	21 (10.45%)	3.51
Overall mean	-	-	-	-	-	2.65

Work support and Work-Life Balance

This section shows the results of work support effect on the work-life balance of women teachers. The respondents were asked to indicate their level of agreement-disagreement to four statements representing work support effect on work-life balance. The results are reported in Table 3. A significant proportion of respondents (35.8%) disagreed that facilities like child care, emergency leave, and flexible working time are available in their school, while 44.3% agreed, resulting in a mean score of 3.08. This indicates a moderate perception of the availability of supportive facilities. Regarding assistance from school staff in completing tasks faster, 55.72% of respondents agreed, and 9.95% strongly agreed. In contrast, 7.96% strongly disagreed, and 16.42% disagreed, leading to a mean score of 3.36. This suggests a generally positive view of support from school staff. The supportiveness and

helpfulness of colleagues and the principal were perceived positively, with 73.63% agreeing and 12.44% strongly agreeing, while only 13.93% disagreed. This statement had a high mean score of 3.84, reflecting a strong sense of support and a conducive work environment. Finally, regarding the overall impact of work support on balancing work and family life, 50.25% agreed and 39.3% strongly agreed, with no respondents disagreeing. The mean score for this statement was 2.94, indicating a generally positive perception of work support's role in facilitating work-life balance. Overall, the findings indicate a favorable perception of work support among the respondents, with an overall mean score of 3.32. The support from colleagues and the principal, in particular, was highlighted as a significant factor contributing to a sound work environment and enhanced work-life balance.

Table 3

Work support and work-life balance

Work support	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly Disagree	Mean score
	1	2	3	4	5	
There is the availability of facilities like child care, emergency leave, flexible working time in our school.	0	72 (35.8%)	40 (19.9%)	89 (44.3%	0	3.08
My school staffs help me to do my tasks which help me to	16 (7.96%)	33 (16.42%)	20 (9.95%	112 (55.72%)	20 (9.95%)	3.36

complete my work faster.						
My colleague and Principal are supportive and helpful which make sound environment to work.	0	28 (13.93%)	0	148 (73.63%	25 (12.44%)	3.84
I feel that work support help to balance work and family life.	0	0	21 (10.45%	101 (50.25%)	79 (39.3%	2.94
Overall mean	-	-	-	-	-	3.32

Family Support and Work-Life Balance

The results presented in Table 4 illustrate the impact of family support on the work-life balance of women teachers. The majority of respondents indicated that family support significantly aids in balancing work and family life. A substantial portion of respondents (51.7%) agreed and 27.9% strongly agreed that their family supports and helps them with school work they have to do at home. Only 14.4% disagreed, and 6% neither agreed nor disagreed, leading to a mean score of 3.93. This indicates a strong perception of family support in managing school-related tasks at home. Similarly, 57.7% of respondents agreed, and 16.4% strongly agreed that their family helps with household work, making their lives easier. In contrast, 25.9% disagreed, resulting in a mean score of 3.64, demonstrating the positive impact of family assistance with household tasks. Regarding the willingness of family members to listen to personal and work-related problems, 50.3% agreed, and 15.9%

strongly agreed, while 19.9% disagreed and 13.9% neither agreed nor disagreed. The mean

score of 3.62 reflects a favorable perception of emotional support from family members.

Finally, 60.2% of respondents agreed, and 39.81% strongly agreed that they are able to

balance work and family life because of their family support, with no respondents disagreeing

or remaining neutral. The mean score of 3.2 for this statement indicates a strong consensus on

the importance of family support in achieving work-life balance. Overall, the findings

underscore the significant role of family support in facilitating work-life balance for women

teachers, with an overall mean score of 3.6. The results highlight that family assistance with

school work, household chores, and providing emotional support are key factors contributing

to a balanced work and family life.

Table 4

Family support and work-life balance

Family support	Strongly Disagree	Disagree	Neither Agree nor	Agree	Strongly agree	Mean score
	1	2	3	4	5	
My family support and help me in my school work I have to do at home.	0	29 (14.4%)	12 (6%)	104 (51.7%)	56 (27.9%)	3.93
My family helps me in my household work to make my life easier.	0	52 (25.9%)	0	116 (57.7%)	33 (16.4%)	3.64

My family members are willing to listen to my personal and work related problems.	0	40 (19.9%)	28 (13.9%)	50 (50.3%)	32 (15.9%)	3.62
I am able to balance work and family life because of my family support.	0	0	0	121 (60.2%)	80 (39.81%)	3.2
Overall mean	-	-	-	-	-	3.6

Essential Factors for Work-Life Balance

This section reveals the results of essential factors that are important to achieving work-life balance as perceived by respondents. The respondents were asked to indicate in yes/no form whether a comfortable workplace, flexible working hours, job sharing, transportation facility, facility of emergency leave, and attractive salary are essential factors for maintaining work-life balance for them. The results are reported in Table 5 which shows that a comfortable workplace is considered essential by just over half of the respondents (53.73%) whereas nearly half (46.27%) do not view it as a critical factor for work-life balance. Flexible working hours are considered essential by a substantial majority of respondents (69.65%) which highlights the importance of flexibility in managing both professional and personal responsibilities effectively. Job sharing is seen as essential by a large majority of respondents (85.57%). This indicates that having the option to share job responsibilities can significantly contribute to achieving work-life balance for women teachers. A transportation facility is considered essential by 82.09% of respondents, underscoring the importance of convenient and reliable transportation in reducing stress and time management issues related to commuting. The facility of emergency leave is deemed

essential by 88.06% of respondents. This indicates that the ability to take leave in emergencies is crucial for teachers to handle unexpected personal or family issues, contributing significantly to their work-life balance. Only 40.3% of respondents consider an attractive salary essential for work-life balance, while a majority of 60.7 % do not see it as a critical factor.

Table 5

Essentials factors for maintaining work-life balance

Factors	Yes		No	
	Number	Percentage	Number	Percentage
Comfortable Workplace	108	53.73%	93	46.27%
Flexible working hours	140	69.65%	61	30.35%
Job Sharing	172	85.57%	29	14.43%
Transportation Facility	165	82.09%	36	17.91%
Facility of Emergency leave	177	88.06%	24	11.94%
Attractive salary	81	40.3%	120	59.7%

Discussion

The findings provide comprehensive insights into the factors influencing the work-life balance of women teachers in private schools in Bhairahawa. This discussion synthesizes the results to understand the interplay between family stressors, family support, work support, and essential factors perceived as crucial for achieving work-life balance.

Impact of Work Stressors and Work-Life Balance

The survey reveals significant impacts of work stressors on the work-life balance of women teachers. A majority agree that job stress hinders their ability to fulfill family duties, consistent with the broader literature on work-life balance (e.g.Bell et al.,2012; Hagemann &

Heubeck,2020). Time spent on the job is a critical stressor, with many respondents indicating that work demands encroach on family time. This suggests that managing work hours is a primary barrier to achieving a satisfactory work-life balance. Respondents also agree that work prevents quality time with family, affecting both the quantity and quality of interactions. This can lead to strained relationships and reduced family cohesion(Bell et al., 2012). However, there is less agreement that work responsibilities overwhelmingly interfere with personal and family life, indicating some resilience or effective coping strategies among respondents. Overall, there is moderate agreement that work stressors impact work-life balance, with specific issues like time management and quality family time being significantly affected. These findings highlight the need for interventions such as flexible working hours, better support systems, and initiatives to promote a healthier work-life balance. Addressing these issues could enhance the well-being, productivity, and job satisfaction of women teachers.

Impact of Family Stressors and Work-Life Balance

Our study reveals that while family-related stressors such as household chores and personal disturbances impact perceptions, they are not perceived as overwhelming barriers to work-life balance. For instance, respondents generally disagreed that family demands interfere significantly with work-related activities or with time spent on child and elder care activities. This suggests a resilient attitude among respondents towards managing family responsibilities alongside their professional commitments. However, the high agreement that personal or family life disturbances affect work performance underscores the critical link between personal well-being and professional effectiveness. This aligns with studies emphasizing the importance of addressing personal stressors to enhance job performance (Gilboa et al., 2008).

Impact of Work Support and Work-Life Balance

The findings from Table 3 highlight the critical role of work support in enhancing the work-life balance of women teachers. Respondents value school facilities, assistance from colleagues and principals, and overall support in completing tasks efficiently. These supportive elements contribute positively to work satisfaction and enable teachers to manage their professional responsibilities effectively while maintaining personal well-being. Schools can use these insights to strengthen support systems and policies that promote a healthier work-life balance for educators. Further, our finding underscores the crucial role of work support in facilitating work-life balance for women teachers. Positive perceptions of school facilities, assistance from school staff, and support from colleagues and principals indicate that supportive work environments are instrumental in reducing workload stress and enhancing job satisfaction. The strong agreement that work support helps in balancing work and family life highlights the importance of organizational support structures in promoting work-life harmony (Irfan et al., 2023).

Impact of Family Support and Work-Life Balance

Table 4 highlights the positive impact of family support on work-life balance among women teachers. Respondents perceive significant support from their families in various aspects: assistance with school-related tasks, help with household work, willingness to listen to personal and work-related problems, and overall facilitation of work-life balance. These findings are consistent with research indicating that strong familial support systems contribute to reduced stress and improved well-being (Valcour et al., 2011).

The findings also indicate that family support is crucial for women teachers in maintaining work-life balance. Positive perceptions of family support in academic tasks, household chores, and emotional support are prevalent among respondents. This supportive environment

enables them to effectively manage their professional responsibilities while maintaining personal and family well-being. Schools and policymakers can leverage these insights to foster supportive family policies and practices that enhance the work-life balance of educators.

Essential Factors for Work-Life Balance

Our findings showed that women teachers in private schools in Bhairahawa prioritize factors that directly affect their ability to manage time and responsibilities over financial incentives. Flexible working hours, job sharing, transportation facilities, and the ability to take emergency leave are perceived as critical for maintaining work-life balance. A comfortable workplace is also important, though to a slightly lesser extent, while an attractive salary is less of a priority compared to other factors.

These findings underscore the importance of policy interventions that prioritize flexibility and support mechanisms over financial incentives alone to foster a balanced work-life environment (Kim et al.,2021). These findings suggest that schools aiming to improve the work-life balance for their teachers should focus on providing flexibility, support, and **necessary facilities.**

Conclusion

The study concludes that while family-related stressors exist, they are not perceived as impossible barriers to work-life balance among women teachers in private schools in Bhairahawa. Instead, strong family and work support systems play pivotal roles in facilitating balance. Policymakers and school administrators should focus on enhancing support structures, fostering a supportive organizational culture, and implementing flexible policies that cater to the diverse needs of educators. By addressing these factors, schools can effectively promote a healthier and more productive work-life balance for women teachers,

ultimately benefiting both the educators and the educational institutions they serve. Further

research could explore longitudinal effects and additional factors influencing work-life

balance to enrich our understanding and inform future interventions in educational settings.

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