Exploring the Impact of Work-Life Balance on Teaching Performance of Private Higher Secondary School Teachers in Chennai

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ABSTRACT

School education forms the foundation for an individual's personal and academic development, and teachers play a pivotal role in shaping this journey. In private higher secondary schools, educators often juggle the demands of classroom responsibilities alongside household obligations, requiring them to maintain a delicate balance between work and personal life. The present study was designed to investigate the various factors influencing teachers' ability to manage this balance and to understand how these factors contribute to their teaching performance.

The study surveyed 150 teachers from private higher secondary schools in Chennai using structured questionnaires. Statistical tools such as t-tests, correlation analysis, and multiple regression were applied to examine gender differences, relationships between variables, and predictive influences. The analysis revealed that work-life balance has a significant effect on teaching performance, with male teachers reporting better outcomes in both areas. Among the examined factors, job-related characteristics had the most notable influence on teaching effectiveness, while support from management was found to be the weakest contributor. The results underscore the need for institutions to strengthen support systems, provide adequate training, and offer recognition to improve both teacher well-being and classroom outcomes.

Keywords: Work-Life Balance, Job Characteristics, Management Support, Work Environment, Family Support, Teaching Performance, School Teachers.

1. Introduction

School education holds a pivotal role in shaping the future of a nation, as the children of today are the citizens and leaders of tomorrow. The strength and progress of any country are closely tied to the effectiveness and quality of its current school education system (World Bank, 2024). It is during these formative years that the foundation of a student's personality, values, and outlook is established. In this context, teachers play a key role—second only to parents—in guiding and nurturing students both academically and personally (Darling-Hammond et al., 2024).

While the primary responsibility of teachers is to educate, their influence extends far beyond the delivery of subject content. Within the classroom, they also serve as mentors, role models, and motivators (Ragas Inocencio et al., 2024). In addition to their professional duties, many teachers simultaneously manage family responsibilities, requiring them to balance personal and professional demands effectively. This dual role can pose significant challenges, especially in demanding school environments (Özata Değerli et al., 2025).

This study aims to explore the various factors influencing the work-life balance of teachers and examine how these factors impact their teaching performance. The focus is specifically on teachers employed in private higher secondary schools in Chennai, Tamil Nadu. By identifying and analyzing these factors, the study seeks to provide insights that can support better teacher well-being and enhance performance in the educational setting.

2. Formulation of Research Problem

The Indian Education System is one of the largest in the world with more than 1.5 million schools, 9.5 million teachers and 250 million children (Unicef, 2023). India's education sector is expanding rapidly, with school teachers constituting a significant portion of its workforce (Sahoo Sanjukta, 2024). Teaching is inherently a human-intensive profession, where the interaction between teachers and students plays a critical role in determining the quality of education delivered. School teachers serve as foundational pillars of the educational framework, directly contributing to the academic and personal development of students (Ulferts Hannah et al., 2021).

However, the teaching profession today is confronted with numerous challenges. Factors such as excessive workload, limited rest periods, job stress, and the constant pressure to meet institutional expectations have made teaching increasingly demanding (Zhao et al., 2022). In particular, teachers are often required to manage responsibilities both at work and at home, resulting in conflicts between their personal and professional lives. These challenges can negatively impact their psychological well-being, disrupt work-life balance, and ultimately hinder their ability to perform effectively in the classroom (Cho et al., 2023).

In a fast-evolving educational environment marked by continuous reforms and rising expectations, maintaining a healthy work-life balance has become a major concern for teachers (Vanessa et al., 2024). The inability to achieve this balance not only affects their mental and emotional well-being but also compromises the quality of their teaching and academic output (Thi Thuy Tran et al., 2024). Recognizing the importance of this issue, the present study aims to examine school teachers' perceptions of the various factors influencing their work-life balance and to explore how these factors impact their teaching performance (Tipan & Phoebe, 2025). The research specifically focuses on teachers employed in private

higher secondary schools in Chennai, Tamil Nadu, with the objective of identifying actionable insights that can help improve both teacher well-being and educational quality.

3. Objectives of the Study

The primary objective of this study is to examine the impact of work-life balance on the teaching performance of private higher secondary school teachers in Chennai. Specifically, the study aims to identify and analyze how key factors such as job characteristics, management support, work environment, and family support influence teachers' ability to balance their professional and personal responsibilities. By exploring the relationship between these dimensions of work-life balance and teaching effectiveness, the study seeks to provide meaningful insights that can help educational institutions develop supportive policies and practices to enhance teacher well-being and performance.

4. Review of Literature and Research Gap

4.1 Literature Review

Several studies have highlighted the challenges teachers face in maintaining a healthy balance between their work and personal lives. Wesley and Muthuswamy (2005), in their research on engineering college faculty in Coimbatore, found that work-to-family conflict was more common than family-to-work conflict, suggesting that professional responsibilities often intrude into personal life. Similarly, Leena et al. (2012) observed that many women faculty members in a management college in Pune struggled to manage both roles effectively, which negatively impacted their job performance. These findings emphasize the significant pressure educators face in balancing dual responsibilities.

Further research has identified workload and stress as critical factors affecting teachers' personal well-being and professional efficiency. Akob (2016) noted that excessive workload leads to a decline in both personal life quality and work performance. Soomro et al. (2018) reported that young teachers, in particular, suffer from stress due to work-life imbalance, which hampers their ability to perform well at their jobs. On a more positive note, Sana Rashid et al. (2022) found that work-life balance and supervisory support had a favorable impact on teachers' performance, while heavy workload remained a significant challenge affecting outcomes.

In addition to performance, studies have also linked work-life balance with broader organizational outcomes such as job satisfaction and employee retention. Agarwal et al. (2024) demonstrated a strong correlation between work-life balance and job satisfaction, which in turn enhanced employee performance. Montaño (2025) found that better work-life balance contributed to stronger intentions among employees to remain with their organizations. Similarly, Oyewole and Kayode (2025), in a study on polytechnic staff in Nigeria, found that while supportive work environments positively influenced productivity and satisfaction, work stress and personal lifestyle conflicts had adverse effects on employee performance.

4.2 Research Gap

Although research on work-life balance has expanded across different professions, there is a noticeable lack of studies focusing on how it affects the teaching performance of private higher secondary school teachers in India, especially in urban areas like Chennai. Much of the existing literature concentrates on college faculty or broader employee groups, often ignoring the specific pressures faced by school teachers who juggle professional duties with family responsibilities. Moreover, aspects such as gender differences and the role of institutional support in shaping work-life balance and teaching quality have received little attention. This gap highlights the need for focused research to better understand how these factors influence both the well-being and performance of school-level educators.

5. Conceptual Framework

5.1 Work-Life Balance

Work-life balance refers to the ability of individuals to effectively manage and separate their professional responsibilities from their personal and family commitments. It involves creating clear boundaries between one's career and other important aspects of life, such as family, health, and personal interests. Scholars have offered various interpretations of this concept. For instance, Clark (2000) described work-life balance as achieving satisfaction and optimal functioning at both work and home with minimal role conflict. Similarly, Greenblatt (2002) emphasized that work-life balance is present when there is no significant conflict between job-related and non-work demands. Achieving this balance requires managing both emotional strain and time pressures associated with professional and personal roles.

In the context of the present study, work-life balance is examined with specific reference to school teachers working in private higher secondary schools. These teachers often face unique challenges due to the nature of their profession, which demands constant engagement, emotional labour, and time management. The conceptual framework of this study is structured around the idea that work-life balance is a critical factor influencing the professional effectiveness of teachers. Drawing from relevant theoretical foundations such as Clark's Border Theory and Greenhaus and Beutell's Work-Family Conflict Theory, the study identifies four key factors that contribute to work-life balance: job characteristics, management support, work environment, and family support. By analyzing how these elements contribute to or hinder the ability of teachers to balance their professional and personal responsibilities, the study aims to provide insights into improving teaching performance through better support mechanisms.

5.2 Teaching Performance

Teaching performance refers to the extent to which a teacher effectively carries out their academic responsibilities within a specific timeframe and environment. It encompasses the quality, efficiency, and impact of a teacher's instructional work, and serves as a key indicator of their value to the institution (Aindra et al., 2022). According to Nayyar (1994), it is measured by how well a teacher performs assigned duties in accordance with set standards. Teaching performance is also shaped by the surrounding conditions and can vary depending on how well a teacher adapts to them. Importantly, a teacher's ability to balance work and

personal life plays a significant role in influencing performance outcomes (Salvo-Garrido et al., 2025). When work-life balance is disrupted, it can lead to decreased teaching quality, reduced student satisfaction, increased staff turnover, and overall decline in professional effectiveness (Badmus, 2025).

6. Research Methodology

This study employed an exploratory and cross-sectional research design, adopting a mixed-methods approach to gain a comprehensive understanding of the research problem. The survey method was used for primary data collection, with respondents selected through convenient sampling. Data were gathered using a structured questionnaire administered to 150 school teachers working in private higher secondary schools located in Chennai. Both descriptive and inferential statistical analyses were performed to examine the data. Specifically, independent sample t-tests, correlation analysis, and multiple regression techniques were used to test the hypotheses concerning the relationship between work-life balance and teaching performance among the selected group of teachers.

7. Data Analysis and Results

7.1 Factors that affecting Work-Life Balance of Higher Secondary School Teachers – Mean Analysis

In this study, four key factors have been identified and examined to analyze work-life balance and its influence on the teaching performance of higher secondary school teachers. Twelve Questions relating to four Work-Life Balance Factors (3 questions for each aspect) based on 5-point Likert scale, (Strongly Disagree to Strongly Agree) were given in the questionnaire. Teachers' perception on these factors is measured by using Mean Analysis under descriptive statistics.

Table 1

Factors that affecting Work-Life Balance of Higher Secondary School Teachers - Mean Analysis

FACTORS	N	Mean	RANK
Job Characteristics	**150**	**11.25**	**I**
Management Support	**150**	**9.33**	**IV**
Work Environment	**150**	**10.70**	**II**
Family Support	**150**	**10.35**	**III**
Factors that affecting Work-Life Balance of Higher Secondary School Teachers	**150**	**41.63**	

Source: Primary Data

Based on Table 1, the analysis of mean scores reveals that among the various factors influencing work-life balance, school teachers reported the highest perception (first rank) for Job Characteristics (M = 11.25), while Management Support received the lowest (least & fourth Rank) perception (M = 9.11). The overall mean score for all four factors combined stands at 41.63 out of a possible 60, which translates to 69.38%. This suggests that school teachers in private higher secondary schools in Chennai perceive their work-life balance to be moderately well-managed, with an overall perception level of approximately 69%, which is above average.

7.2 Factors that affecting Work-Life Balance of Higher Secondary School Teachers – Independent Sample 't' Test Analysis

H_0: There is no significant difference between the Male and Female School Teachers with respect to the Factors that affecting the Work-Life Balance.

An independent-samples t-test was conducted to examine whether there is any significant gender-based differences in the perception of factors influencing work-life balance among school teachers. The analysis compared the mean scores of male and female teachers across the identified factors. This statistical test helps determine if the observed differences in responses between male and female teachers are statistically significant or due to random variation.

Table 2

Gender – Factors that affecting Work-Life Balance of Higher Secondary School Teachers

VARIABLE	GENDER						t - value	p – value
	MALE			FEMALE				
	N	Mean	SD	N	Mean	SD		
Factors affecting Work-Life Balance	56	43.73	5.622	94	41.36	6.963	4.637	0.000**

Source: Primary Data (1% Level of Significance)**

Since the p-value (0.000) is less than the significance level (0.01), the null hypothesis is rejected, indicating a statistically significant difference between male and female school teachers regarding the factors influencing work-life balance. Based on the mean scores, male teachers (M = 44.35) reported a higher level of perception compared to female teachers (M = 42.28).

This suggests that male teachers tend to perceive the factors affecting work-life balance more strongly than their female counterparts. Therefore, it can be concluded that there exists a significant gender-based difference in the perception of work-life balance among private higher secondary school teachers in Chennai.

7.3 Impact of Work-Life Balance factors on Teaching Performance of School Teachers - Independent Sample 't' Test Analysis

H_0: There is no significant difference between the between the Male and Female School Teachers with respect to the Impact of Work-Life Balance Factors on Teaching Performance of the school teachers.

An independent-samples t-test was carried out to determine whether there is a significant difference between male and female school teachers in terms of the impact of work-life balance factors on their teaching performance. The test aimed to compare the mean scores of male and female teachers to assess if

gender influences how work-life balance affects their professional effectiveness in private higher secondary schools.

Table 3

Gender – Teaching Performance due to the Impact of Work-Life Balance Factors

VARIABLE	GENDER						t - value	p – value
	MALE			FEMALE				
	N	Mean	SD	N	Mean	SD		
Teaching Performance due to the Impact of Work-Life Balance factors	**56**	**20.55**	**6.258**	**94**	**18.60**	**7.533**	**3.956**	**0.005****

Source: Primary Data (1% Level of Significance)**

As the p-value (0.005) is less than the significance level of 0.01, the null hypothesis is rejected. This indicates a statistically significant difference between male and female school teachers regarding the impact of work-life balance factors on teaching performance. Based on the mean scores, male teachers (M = 20.55) reported higher teaching performance influenced by work-life balance factors compared to female teachers (M = 18.60). Therefore, it can be concluded that male teachers demonstrate relatively greater teaching performance in relation to work-life balance factors, highlighting a gender-based variation in how these factors affect teaching outcomes in private higher secondary schools.

7.4 Relationship between the Work-Life Balance and Teaching Performance of school teachers – Correlation Analysis

H_0: There is no significant relationship between the Work-Life Balance and Teaching Performance of school teachers.

A Pearson product-moment correlation analysis was conducted to examine the relationship between Work-Life Balance and Teaching Performance among school teachers. As the p-value (0.000) is less than the significance level (0.01), the null hypothesis is rejected. The analysis shows a strong positive and statistically significant correlation (r = 0.785) between work-life balance and teaching performance among school teachers.

Table 4

Relationship between Work-Life Balance and Teaching Performance of School Teachers

VARIABLE	N	*'r'* VALUE	*P* - VALUE	RELATIONSHIP	REMARKS	
					SIGNIFICANT	RESULT
Work-Life Balance Factors and Teaching Performance	**150**	**0.785****	**0.000**	**Positive**	**Significant**	**Rejected**

. Correlation is significant at the 0.01 level (2-tailed).

This indicates that better work-life balance is strongly associated with improved teaching performance. Therefore, it can be concluded that there is a significant relationship between work-life balance and teaching performance among teachers working in private higher secondary schools.

7.5 Impact of Work-Life Balance Factors on Teaching Performance of school teachers – Multiple Regression Analysis

H_0: Work-Life Balance Factors have no significant impact on Teaching Performance of school teachers.

A multiple regression analysis was conducted to identify the best linear combination of factors influencing work-life balance in predicting the teaching performance of school teachers. This analysis examined how well the selected work-life balance factors collectively explain variations in teaching performance among private higher secondary school teachers.

Table 5

Impact of Work-Life Balance Factors on Teaching Performance

Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.695	.358		8.365	0.000
	Job Characteristics	**.402**	**.067**	**.394**	**6.854**	**0.000****
	Management Support	.142	.083	.138	2.569	0.019*
	Work Environment	.329	.072	.343	4.652	0.000**
	Family Support	.263	.077	.257	3.888	0.000**

Dependent Variable: Teaching Performance (**1% and *5% Level of Significance)

The multiple regression results revealed that the combination of all four independent variables related to work-life balance significantly predicts the dependent variable—Teaching Performance—among higher secondary school teachers, $F(4, 115) = 302.117$, with p-values less than 0.01 and 0.05, indicating statistical significance. The adjusted R^2 value of 0.755 suggests that 76% of the variance in teaching performance is explained by the selected work-life balance factors, representing a large effect size as per Cohen's classification.

Among the four predictors, Job Characteristics emerged as the strongest factor influencing teaching performance with a standardized coefficient of 0.394, while Management Support was the weakest contributor with a coefficient of 0.138. This indicates that the nature of job roles and responsibilities plays a more substantial role in shaping teaching effectiveness than institutional support mechanisms. It is concluded that Work-Life Balance Factors have significant impact on Teaching Performance of school teachers.

8. Discussion of the Results

The findings of the study revealed that male higher secondary school teachers demonstrated a stronger perception of factors influencing their work-life balance and showed comparatively better teaching performance than female teachers. A clear and strong positive association was identified between work-life balance and teaching performance, suggesting that when teachers are able to maintain a balance between their personal and professional lives, their effectiveness in the classroom improves. Among the factors studied, Job Characteristics had the most significant influence on teaching performance, implying that the nature and structure of the teaching role play a critical role in shaping outcomes. On the other hand, Management Support had the least impact, highlighting an area where school administrations may need to provide more effective institutional backing to enhance teacher performance.

9. Suggestions and Conclusion

9.1 Suggestions

The findings of the study highlight the need for private higher secondary school managements to strengthen their internal systems and practices to support teachers more effectively. Management should focus on developing a healthy and inclusive work culture, especially for female teachers who often face greater challenges in balancing personal and professional responsibilities. Providing stress-free working conditions, flexible schedules where possible, and creating a woman-friendly workplace would greatly enhance their work-life balance. Training sessions and professional counselling can further help teachers manage their roles more efficiently, while workload should be kept reasonable and achievable to prevent burnout.

9.2 Conclusion

This study highlights the importance of work-life balance in enhancing teaching performance among private higher secondary school teachers in Chennai. While it provides meaningful insights into how workplace factors influence professional effectiveness, it is not without limitations. The use of convenience sampling and a geographically confined sample may limit the generalizability of the results.

Future researchers may consider employing probability sampling techniques and expanding the study across different regions and types of educational institutions, including government and international schools. Longitudinal studies may also be useful in observing changes in work-life balance over time. Despite these constraints, the study contributes to the growing body of knowledge on teacher well-being by offering empirical evidence on the link between organizational support and teaching outcomes. It also provides school administrators with actionable guidance to improve teacher support systems, ultimately fostering a more balanced and productive academic environment.

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