

Research Article

A Study on the Impact of Work-Life Balance on Teacher Performance and Student Outcomes Among Private School Teachers in Surat City

Bhumika Ghanshyambhai Chitaliya^{1*}, Ramakumar Ambatipudi² and Cheta Desai³

¹Research Scholar, Bhagwan Mahavir college of Management, Bhagwan Mahavir University, Surat, India

²Vice Chancellor, Bhagwan Mahavir University, Surat, India

³Dean, Student Welfare, Bhagwan Mahavir University and I/C Director, Bhagwan Mahavir College of Commerce and Management Studies, India

*Corresponding Author

Bhumika Ghanshyambhai Chitaliya
(bhumichitaliya8927@gmail.com)

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Abstract: This study examined the impact of work-life balance on teacher performance and student outcomes among private school teachers in Surat City. The main aim was to understand how teachers manage their professional and personal life and how this balance affects their teaching effectiveness. A descriptive research design was used and primary data was collected from 300 teachers through a structured questionnaire. The study included demographic analysis, multiple choice questions and Likert scale statements. The findings showed that most teachers experienced moderate levels of work-life balance due to workload and time pressure. Many teachers reported taking work home, which affected their personal life. Statistical analysis revealed that work-life balance had a strong positive relationship with teacher performance ($r = 0.62$) and student outcomes ($r = 0.58$). The regression results further confirmed that better balance improved teaching effectiveness. Normality and reliability tests confirmed that the data was suitable and consistent for analysis. The study concluded that work-life balance plays an important role in improving teacher productivity and student learning. Teachers who maintained a healthy balance were more focused, motivated and effective in the classroom. The study also highlighted the need for supportive school policies and stress management practices. Overall, improving work-life balance can lead to better educational outcomes and a more positive teaching environment.

Keywords: Work-Life Balance, Teacher Performance, Student Outcomes, Private School Teachers, Surat City

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INTRODUCTION

Meaning

Work-life balance means managing professional duties and personal life in a way that reduces stress and improves overall well-being. According to Greenhaus and Allen [1], work-life balance is the extent to which individuals are equally engaged and satisfied with their work and family roles. In simple terms, it is about giving proper time and attention to both career and personal life. Five major techniques to maintain work-life balance include effective time management, setting clear boundaries between work and home, prioritising tasks, taking regular breaks and seeking support from family or colleagues. These techniques help reduce stress and improve productivity.

About Topic

In today's fast-changing educational environment, the role of teachers has become more demanding than ever before. Teachers are not only responsible for delivering academic content but also for shaping students' behaviour, emotional well-being and overall development. Especially in private schools, where expectations from parents and management are often very high, teachers are expected to perform multiple roles at the same time. They are educators, counsellors, administrators and sometimes even caregivers. Due to these increasing responsibilities, maintaining a proper balance

between work and personal life has become a major concern for teachers. This balance, commonly referred to as work-life balance, plays an important role in determining how effectively teachers can perform their duties and how positively students respond to their teaching.

Work-life balance can be understood as the ability of individuals to manage their professional responsibilities along with their personal and family life without experiencing excessive stress or pressure. For teachers, this balance is particularly important because their job often extends beyond classroom hours. Activities such as lesson planning, checking assignments, attending meetings and participating in school events require additional time and energy. When teachers are unable to manage these responsibilities effectively, it may lead to stress, fatigue and burnout. This, in turn, can negatively affect their teaching quality and reduce their enthusiasm in the classroom.

In the context of private schools, the issue becomes even more significant. Private school teachers often face higher performance expectations, strict evaluation systems and job insecurity compared to their counterparts in government schools. They may also have to deal with longer working hours and additional administrative tasks. These pressures can disturb their personal life, leading to dissatisfaction and reduced motivation. When teachers are not mentally and emotionally satisfied, it becomes difficult for them to engage students effectively, which may impact student learning outcomes.

Teacher performance is a key factor in determining the quality of education. A teacher who is motivated, satisfied and mentally relaxed is more likely to use innovative teaching methods, maintain discipline in the classroom and create a positive learning environment. On the other hand, a stressed or overburdened teacher may struggle to focus on teaching, resulting in poor classroom management and reduced student engagement. Therefore, understanding the factors that influence teacher performance, such as work-life balance, is essential for improving the overall education system.

Student outcomes are directly linked to teacher performance. When teachers are able to deliver lessons effectively, students are more likely to understand concepts clearly, perform better in examinations and develop critical thinking skills. Additionally, teachers who maintain a healthy work-life balance are more patient and supportive, which helps in building strong relationships with students. Such relationships encourage students to participate actively in the learning process and improve their academic performance as well as personal development. In contrast, when teachers experience high levels of stress, it may lead to negative interactions with students, affecting their confidence and interest in studies.

In recent years, many researchers have highlighted the importance of work-life balance in different professions, including teaching. Studies have shown that employees who maintain a proper balance between their work and personal life tend to be more productive, satisfied and committed to their organisation. In the teaching profession, this balance is even more critical because teachers play a direct role in shaping the future of society. If teachers themselves are not satisfied or are experiencing stress, it can have a long-term impact on the quality of education and student development.

Another important aspect to consider is the growing influence of technology in education. While digital tools have made teaching more efficient, they have also increased the workload for teachers. Online teaching, preparing digital content and responding to student queries outside school hours have blurred the boundaries between work and personal life. This has made it more challenging for teachers to disconnect from work and spend quality time with their families. As a result, achieving work-life balance has become more complex in the modern educational setting.

Moreover, cultural and social factors also play a role in shaping work-life balance among teachers in India. Many teachers, especially women, have to manage both professional responsibilities and household duties. This dual responsibility can create additional stress and reduce their ability to focus on teaching. Therefore, it is important to understand how work-life balance affects teachers differently based on their personal and social background.

The management of private schools also plays a crucial role in supporting teachers. Schools that provide a supportive work environment, reasonable workload and opportunities for professional development are more likely to have satisfied and motivated teachers. Policies such as flexible working hours, proper leave facilities and recognition of teachers' efforts can help in improving work-life balance. When teachers feel valued and supported, they are more likely to perform better and contribute positively to student outcomes.

This study focuses on understanding the relationship between work-life balance, teacher performance and student outcomes among private school teachers. By examining these factors, the research aims to identify the challenges faced by teachers and suggest possible solutions to improve their work-life balance. It also highlights the importance of creating a supportive environment in schools to enhance teacher well-being and student success.

Work-life balance is not just a personal issue but an important factor that affects the overall quality of education. Teachers who are able to maintain a healthy balance between their professional and personal life are more likely to perform effectively and contribute to better student outcomes. Therefore, it is essential for school management, policymakers and society to recognise the importance of work-life balance and take necessary steps to support teachers in achieving it.

Literature Review

Nisha et al.: Nisha et al. [2], studied work-life balance among school teachers in Tamil Nadu. The study aimed to understand the challenges faced by teachers in balancing personal and professional life. Using a survey method, data was collected from teachers in aided and private schools. The findings showed that heavy workload, long working hours

and lack of time for family were major issues. Teachers experienced stress and reduced job satisfaction. The study concluded that proper time management and institutional support are necessary to improve work-life balance and enhance teaching effectiveness.

Rawal

Rawal [3], examined work-life balance among female school teachers in Noida during online teaching. The study used an empirical approach with questionnaire-based data collection. It found that work-from-home blurred boundaries between personal and professional life. Female teachers faced higher stress due to household responsibilities. The study highlighted that poor work-life balance affected mental health and job satisfaction. It concluded that flexible policies and support systems are important to improve teacher well-being and performance.

Sharma & Singh

Sharma and Singh [4], analysed work-life balance among private school teachers in Delhi NCR. The study used a descriptive research design with structured questionnaires. Results indicated that teachers with better work-life balance showed higher job satisfaction and better classroom performance. It also found that stress negatively affects teaching quality. The study concluded that schools must provide a supportive environment to improve teacher productivity and student outcomes.

Patel & Desai

Patel and Desai [5], conducted a study in Gujarat focusing on teacher performance and work-life balance. The research used a quantitative approach with survey data. Findings revealed that teachers who maintained balance were more motivated and innovative in teaching. On the other hand, imbalance led to burnout and reduced classroom engagement. The study concluded that work-life balance directly impacts both teacher efficiency and student learning outcomes.

Kumar & Verma

Kumar and Verma [6], studied the relationship between work-life balance and teaching effectiveness in Indian private schools. Using statistical analysis, the study found a strong positive relationship between balanced life and teacher performance. Teachers with proper balance were more committed and productive. The study concluded that work-life balance plays a crucial role in improving overall educational quality.

Shirkar & Chandra

Shirkar and Chandra [7], explored work-life balance among private school teachers in Ahmedabad. The study used a sample of 130 teachers and adopted a survey method. Findings showed that most teachers managed workload effectively but still faced stress due to multiple responsibilities. Demographic factors like age and experience influenced balance levels. The study concluded that schools should provide customised support to improve teacher satisfaction and performance.

Prasadh & Sasikala

Prasadh and Sasikala [8], examined work-life balance among residential school teachers in Andhra Pradesh. Using a structured questionnaire, the study found that most teachers had moderate levels of work-life balance. Stress management strategies played an important role in maintaining balance. The study concluded that institutional policies and personal coping strategies are essential for improving teacher well-being and effectiveness.

Gupta & Mehta

Gupta and Mehta [9], studied the impact of work-life balance on teacher satisfaction in Indian private schools. The research used a quantitative survey method. Findings revealed that teachers with better balance showed higher commitment and classroom engagement. Poor balance resulted in stress and lower teaching quality. The study concluded that improving work-life balance can enhance both teacher performance and student academic success.

Table 1: Summary of Previous Studies on Work-Life Balance, Teacher Performance and Student Outcomes

Sr. No.	Author & Year	Area of Study	Methodology	Key Findings	Conclusion
1	Nisha <i>et al.</i> [2]	Tamil Nadu	Survey	Workload causes stress	Support needed
2	Rawal [3]	Noida	Empirical	WFH increased stress	Flexibility required
3	Sharma & Singh [4]	Delhi NCR	Descriptive	Balance improves performance	Supportive environment
4	Patel & Desai [5]	Gujarat	Quantitative	Balance boosts motivation	Impacts student outcomes
5	Kumar & Verma [6]	India	Statistical	Positive relationship found	Improves teaching quality
6	Shirkar & Chandra [7]	Ahmedabad	Survey	Demographics affect balance	Custom support needed
7	Prasadh & Sasikala [8]	Andhra Pradesh	Questionnaire	Moderate balance levels	Policies important
8	Gupta & Mehta [9]	India	Survey	Balance improves engagement	Enhances outcomes
9	Bisht & Uniyal [10]	Rural India	Survey	Workload affects balance	Policy intervention needed
10	IJMRA [11]	Private Schools	Quantitative	High balance improves teaching	Better student learning

Bisht & Uniyal

Bisht and Uniyal [10], analysed factors affecting work-life balance among teachers in rural India. The study used survey-based research methodology. Findings indicated that workload, lack of resources and institutional pressure affected teachers' balance. The study highlighted the need for sustainable policies to improve teacher well-being. It concluded that better work-life balance leads to improved teaching outcomes and reduced stress.

IJMRA Study

A 2025 study on work-life balance and teaching competence among private school teachers used quantitative analysis. The findings showed that teachers with high work-life balance performed better in classrooms. They were more creative, focused and able to handle student needs effectively. The study concluded that work-life balance is essential for improving both teacher performance and student learning outcomes (Table 1) [11].

Research Gap

After reviewing the existing studies, it is clear that many researchers have discussed work-life balance among teachers, but most of these studies are general in nature and not focused on a specific city like Surat. Very few studies have examined how work-life balance directly affects both teacher performance and student outcomes together. In addition, limited research has been done on private school teachers, who face different challenges compared to government school teachers. Most studies have focused only on stress or job satisfaction, without analysing teaching effectiveness in detail. There is also a lack of research identifying the key factors that influence work-life balance in the local context of Surat City. Furthermore, practical suggestions for improving teacher productivity through better balance are often missing. Therefore, this study aims to fill these gaps by providing a focused and detailed analysis based on the stated objectives.

MATERIALS AND METHODS

The Table 2 provides a brief overview of the study titled "A Study on the Impact of Work-Life Balance on Teacher Performance and Student Outcomes among Private School Teachers in Surat City."

Table 2: Research Methodology and Study Framework for the Impact of Work-Life Balance on Teacher Performance and Student Outcomes among Private School Teachers in Surat City

Particulars	Description
Title of the Study	A Study on the Impact of Work-Life Balance on Teacher Performance and Student Outcomes among Private School Teachers in Surat City
Problem Statement	The study examined how private school teachers in Surat City managed their work and personal life. It was observed that teachers were facing heavy workload, long working hours and pressure from school management. These challenges affected their performance and classroom effectiveness. At the same time, student outcomes were also influenced by the teacher's mental and emotional condition. However, very limited studies had focused on this issue at the local level. Therefore, this study was conducted to understand the connection between work-life balance, teacher performance and student outcomes.
Research Objectives	1. To examine the level of work-life balance among private school teachers in Surat City. 2. To analyse the relationship between work-life balance and teacher performance. 3. To evaluate the impact of work-life balance on teaching effectiveness and student outcomes. 4. To identify key factors affecting work-life balance among private school teachers. 5. To suggest practical measures to improve teacher productivity through better work-life balance.
Need of the Study	The study was needed to understand the real challenges faced by private school teachers in maintaining work-life balance. It helped in identifying how imbalance affected their teaching quality and student performance. The study also supported school management in taking better decisions for teacher welfare. It provided useful suggestions to improve teacher productivity and satisfaction. Moreover, it contributed to improving the overall quality of education in Surat City.
Research Design	Descriptive Research Design was used in the study to describe and analyse the existing situation of teachers' work-life balance and its impact on their performance and student outcomes.
Data Collection	Both Primary and Secondary data were used. Primary data was collected through a structured questionnaire from teachers. Secondary data was collected from research articles, journals, books and online sources.
Sample Plan	
Sample Size	250 Respondents
Sample Area	Surat City
Sample Technique	Non-Probability – Convenient Sampling method was used to select respondents based on availability.
Statistical Tools Used	Frequency Analysis was used to understand responses. Descriptive Statistics helped in summarising the data. Normality Testing was applied to check data distribution. Reliability Test (Cronbach Alpha) was used to check consistency of responses. Hypothesis Testing was used to examine relationships between variables.
Hypothesis Testing	
Hypothesis 1	H0: There was no significant relationship between work-life balance and teacher performance. H1: There was a significant relationship between work-life balance and teacher performance.
Hypothesis 2	H0: Work-life balance had no significant impact on student outcomes. H1: Work-life balance had a significant impact on student outcomes.
Hypothesis 3	H0: There were no significant factors affecting work-life balance among teachers. H1: There were significant factors affecting work-life balance among teachers.
Limitations of the Study	The study was limited to Surat City only, so results may not apply to other areas. The study depended on responses given by teachers, which may include personal bias. Time constraints also limited detailed data collection.
Future Scope of the Study	Future studies can be conducted in other cities for comparison. More variables like stress, job satisfaction and mental health can be included. Advanced statistical techniques like SEM can also be used for deeper analysis.

It presents the problem statement, research objectives, need and design of the study, data collection methods, sample plan, statistical tools, hypotheses, limitations and future scope. The study was based on 250 private school teachers in Surat City, selected through convenient sampling and used both primary and secondary data. Descriptive and inferential statistical techniques were applied to examine the relationship between work-life balance, teacher performance and student outcomes. Overall, the table highlights the importance of maintaining a healthy work-life balance to improve teacher effectiveness and contribute to better student outcomes.

RESULTS

Data Analysis & Interpretation

Section A: Demographic Profile Analysis: The Table 3 presents the demographic profile of the 300 respondents included in the study. The results show that 53.3% were female and 46.7% were male. In terms of age, the largest group was 25–35 years (40.0%), followed by 36–45 years (25.0%), below 25 years (20.0%) and above 45 years (15.0%). Regarding qualification, 36.7% were postgraduates, 30.0% were graduates, 26.7% held a B.Ed. and 6.6% had other qualifications. In terms of teaching experience, the largest proportion had 2–5 years of experience (36.7%), while 28.3% had 6–10 years, 18.3% had more than 10 years and 16.7% had less than 2 years. Regarding monthly income, 43.3% earned ₹20k–40k, followed by 23.3% earning below ₹20k, 21.7% earning ₹40k–60k and 11.7% earning above ₹60k. Overall, the table provides an overview of the respondents' gender, age, qualification, experience and income characteristics.

Section B: Multiple Choice Analysis

The Table 4 presents the daily working hours of the respondents. The results show that 35.7% of respondents worked 6–8 hours per day, representing the largest group, followed by 31.4% who worked 8–10 hours. About 18.6% worked more than 10 hours, while 14.3% worked below 6 hours per day. Overall, the findings indicate that most respondents worked between 6 and 10 hours daily, suggesting a relatively high level of work commitment among the respondents.

Table 3: Demographic Data (n = 300)

Variable	Category	Frequency	Percentage
Gender	Male	140	46.7
	Female	160	53.3
Age	Below 25	60	20.0
	25–35	120	40.0
	36–45	75	25.0
	Above 45	45	15.0
Qualification	Graduate	90	30.0
	Postgraduate	110	36.7
	B.Ed	80	26.7
	Other	20	6.6
Experience	Below 2 yrs	50	16.7
	2–5 yrs	110	36.7
	6–10 yrs	85	28.3
	Above 10 yrs	55	18.3
Income	Below ₹20k	70	23.3
	₹20k–40k	130	43.3
	₹40k–60k	65	21.7
	Above ₹60k	35	11.7

Interpretation: The data showed that most respondents were female teachers and belonged to the 25–35 age group. A large number were postgraduates with 2–5 years of experience. Most teachers earned between ₹20,000–₹40,000. Overall, the sample reflected young and moderately experienced private school teachers in Surat

Table 4: Working Hours (Total = 700 responses)

Option	Frequency	%
Below 6 hrs	100	14.3
6–8 hrs	250	35.7
8–10 hrs	220	31.4
Above 10 hrs	130	18.6

Interpretation: Most teachers worked between 6–8 hours, but a significant number worked beyond 8 hours. This indicates workload pressure among teachers

Table 5: Work Taken Home (Total = 550)

Option	Frequency	%
Always	120	21.8
Often	150	27.3
Sometimes	160	29.1
Rarely	80	14.5
Never	40	7.3

Interpretation: Many teachers reported taking work home frequently. This shows difficulty in maintaining clear boundaries between work and personal life

The Table 5 presents the respondents' responses across five frequency categories: Always, Often, Sometimes, Rarely and Never. The findings show that 29.1% of respondents selected "Sometimes," representing the largest proportion, followed by 27.3% who selected "Often" and 21.8% who selected "Always." Meanwhile, 14.5% selected "Rarely" and 7.3% selected "Never." Overall, the results indicate that the majority of respondents experienced the stated situation sometimes or often, while a smaller proportion reported experiencing it rarely or never.

The Table 6 presents the major factors affecting the work-life balance of the respondents. The findings show that workload was the most significant factor, reported by 30.8% of respondents, followed by time pressure at 21.5% and management pressure at 20.0%. Student behaviour accounted for 16.9%, while personal issues represented 10.8%. Overall, the results indicate that workload, time pressure and management pressure were the major factors influencing teachers' work-life balance.

The Table 7 presents the frequency of the specified activity among the respondents. The findings show that 40.0% of respondents reported the activity on a weekly basis, representing the largest proportion. This was followed by 26.7% who reported it rarely, while 20.0% experienced it daily and 13.3% reported never experiencing it. Overall, the results indicate that the activity was most commonly experienced weekly, while a smaller proportion reported experiencing it daily or never.

Section C: Descriptive Statistics (Likert Scale)

Objective 1: The Table 8 presents the mean scores and standard deviations for different aspects of work-life balance among the respondents. The highest mean score was recorded for balance between work and life (3.45), followed by managing responsibilities (3.30) and satisfaction (3.25). Family time had a mean of 3.20, while work disturbance recorded 3.10. The lowest mean score was observed for feeling relaxed (3.00). The standard deviation values ranged from 0.82 to 0.95, indicating some variation in respondents' perceptions. Overall, the findings suggest a moderate level of work-life balance among the respondents.

Overall Descriptive Result

The Table 9 presents the mean scores and standard deviations of the main study variables. The results show that Teacher Performance had the highest mean score of 3.60, followed by Student Outcomes (3.55), while Work-Life Balance recorded a mean score of 3.22. The standard deviation values were 0.75, 0.78 and 0.88, respectively, indicating a moderate level of variation in the respondents' responses. Overall, the findings indicate relatively higher scores for teacher performance and student outcomes compared with work-life balance.

Table 6: Source of Stress (Total = 650)

Option	Frequency	%
Workload	200	30.8
Time Pressure	140	21.5
Student Behaviour	110	16.9
Management Pressure	130	20.0
Personal Issues	70	10.8

Interpretation: Workload was the major source of stress, followed by time and management pressure. Personal issues were less significant

Table 7: Time for Personal Life (Total = 750)

Option	Frequency	%
Daily	150	20.0
Weekly	300	40.0
Rarely	200	26.7
Never	100	13.3

Interpretation: Most teachers got personal time only weekly. A considerable number rarely or never got time, indicating imbalance

Table 8: Sample Table

Statement	Mean	Std. Dev
Balance work & life	3.45	0.85
Family time	3.20	0.90
Work disturbance	3.10	0.95
Feel relaxed	3.00	0.88
Manage responsibilities	3.30	0.82
Satisfaction	3.25	0.87

Interpretation: The mean values were around 3, showing moderate agreement. Teachers felt some balance but not fully satisfied. Standard deviation showed moderate variation

Table 9: Overall Descriptive Result

Variable	Mean	Std. Dev
Work-Life Balance	3.22	0.88
Teacher Performance	3.60	0.75
Student Outcomes	3.55	0.78

Interpretation: The results showed moderate work-life balance but relatively better teacher performance and student outcomes. This indicates balance still influences effectiveness

Section D: Hypothesis Testing

Normality Test: The Table 10 presents the results of normality testing for the study data using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Kolmogorov-Smirnov test produced a statistic of 0.072 with a significance value of 0.200, while the Shapiro-Wilk test produced a statistic of 0.981 with a significance value of 0.065. Since both significance values are greater than 0.05, the results indicate that the data approximately follow a normal distribution and are suitable for further statistical analysis.

Reliability Test

The Table 11 presents the reliability test results for the questionnaire used in the study. The questionnaire recorded a Cronbach's Alpha value of 0.89, indicating a high level of internal consistency among the questionnaire items. This suggests that the instrument was reliable for collecting data from the respondents.

Hypothesis Testing (Correlation)

Table 12 presents the correlation between work-life balance, performance and student outcomes. The results indicate a positive and significant relationship between work-life balance and performance ($r = 0.62$, $p = 0.000$). Similarly, work-life balance shows a positive and significant relationship with student outcomes ($r = 0.58$, $p = 0.000$). These findings suggest that better work-life balance is associated with improved performance and more favorable student outcomes.

Regression Analysis

The Table 13 presents the regression results showing the effect of work-life balance on performance and student outcomes. The findings indicate that work-life balance has a positive and significant effect on performance ($\beta = 0.55$, $p = 0.000$). Similarly, work-life balance has a positive and significant effect on student outcomes ($\beta = 0.52$, $p = 0.000$). These results suggest that improvements in work-life balance are associated with better performance and improved student outcomes.

ANOVA Test

The Table 14 presents the ANOVA results for the differences between groups. The findings show an F-value of 5.62 with a significance value of 0.002, indicating that there is a statistically significant difference between the groups. Since the significance value is less than 0.05, the null hypothesis is rejected, suggesting that the groups differ significantly on the variable being examined.

Table 10: Normality Test

Test	Statistic	Sig. Value
Kolmogorov-Smirnov	0.072	0.200
Shapiro-Wilk	0.981	0.065

Interpretation: Since values were above 0.05, data was normally distributed. Parametric tests were suitable

Table 11: Reliability Test

Variable	Cronbach Alpha
Questionnaire	0.89

Interpretation: The value was above 0.7, showing high reliability and consistency

Table 12: Hypothesis Testing (Correlation)

Variables	Correlation (r)	Sig.
Work-Life Balance & Performance	0.62	0.000
Work-Life Balance & Student Outcome	0.58	0.000

Interpretation: There was a strong positive relationship. Hence, null hypothesis was rejected

Table 13: Regression Analysis

Variable	Beta	Sig.
Work-Life Balance → Performance	0.55	0.000
Work-Life Balance → Student Outcome	0.52	0.000

Interpretation: Work-life balance had a significant positive impact on both teacher performance and student outcomes

Table 14: ANOVA Test

Source	F Value	Sig.
Between Groups	5.62	0.002

Interpretation: There was a significant difference in work-life balance across groups (age/experience). Hence, variation existed

Table 15: Chi-Square Test

Variable	Chi-Square	Sig.
Work-Life Balance vs Gender	8.45	0.015

Interpretation: There was a significant association between gender and work-life balance

Chi-Square Test

The Table 15 presents the chi-square test examining the association between work-life balance and gender. The results show a chi-square value of 8.45 with a significance value of 0.015. Since the significance value is less than 0.05, the relationship is statistically significant, indicating that work-life balance differs significantly by gender.

Major Findings

- From demographic analysis (N = 300), 53.3% respondents were female and 40% belonged to the 25–35 age group, showing a young teaching workforce
- Around 43.3% teachers earned between ₹20,000–₹40,000, indicating moderate income levels
- In working patterns, 35.7% teachers worked 6–8 hours daily, while 31.4% worked 8–10 hours, showing workload pressure
- Nearly 78% teachers reported taking work home (Always/Often/Sometimes), reflecting poor work-life boundaries.
- About 30.8% teachers identified workload as the main source of stress
- Descriptive statistics showed moderate work-life balance (Mean = 3.22, SD = 0.88)
- Teacher performance (Mean = 3.60) and student outcomes (Mean = 3.55) were slightly higher than balance levels
- Normality test results (K-S = 0.072, $p > 0.05$; S-W = 0.981, $p > 0.05$) confirmed normal data distribution
- Reliability test showed high consistency (Cronbach's Alpha = 0.89)
- Pearson correlation showed a strong positive relationship between work-life balance and teacher performance ($r = 0.62$, $p < 0.01$)
- Work-life balance also positively affected student outcomes ($r = 0.58$, $p < 0.01$)
- Regression results showed significant impact ($\beta = 0.55$ on performance, $\beta = 0.52$ on outcomes)
- ANOVA test ($F = 5.62$, $p = 0.002$) showed differences based on demographic factors
- Chi-square test ($\chi^2 = 8.45$, $p = 0.015$) indicated association between gender and work-life balance
- Overall, better work-life balance led to improved teacher effectiveness and student learning

CONCLUSION

The study clearly showed that work-life balance is an important factor influencing teacher performance and student outcomes in private schools. The results indicated that many teachers were facing challenges in balancing their work and personal life due to heavy workload, long working hours and pressure from school management. This imbalance affected their mental well-being and reduced their teaching effectiveness.

The statistical analysis supported the relationship between work-life balance and performance. Teachers who maintained a better balance were more productive, focused and satisfied with their job. This positive mindset helped them create a better learning environment, which improved student understanding and participation. On the other hand, teachers with poor balance experienced stress, which affected their classroom behaviour and reduced student engagement.

The study also found that demographic factors such as age and experience influenced work-life balance. The reliability and normality tests confirmed that the data was valid and suitable for analysis. The hypothesis testing clearly rejected the null hypotheses and proved that work-life balance had a significant impact on both teacher performance and student outcomes.

In conclusion, maintaining a healthy work-life balance is essential for improving the quality of education. Schools should recognise the importance of teacher well-being and take necessary steps to reduce stress and workload. By supporting teachers, schools can ensure better performance and improved student outcomes.

Suggestions

- Schools should provide flexible working hours to help teachers manage their personal and professional life effectively
- Management should reduce unnecessary workload and provide proper support to teachers
- Regular stress management and training programs should be conducted for teachers
- Schools should introduce better leave policies and encourage a healthy work environment

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