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WORK LIFE BALANCE AND USE OF TECHNOLOGY: PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS

Nida Sarwar Bhatti
M. Phil Scholar, Superior University, Lahore
Email: nidasarwarbhatti@gmail.com
Dr. Aneela Aslam
Institute of Education and Research, University of the Punjab, Lahore.
Sohail Ahmad
Ph.D Scholar, Institute of Education and Research, University of the Punjab, Lahore.
Dr. Muhammad Aamir Hashmi
Associate Professor, Institute of Education and Research, University of the Punjab, Lahore.

Abstract
The aim of this research is to find the relationship between work life balance and use of Technology: Perceptions of elementary school teachers. It was a descriptive quantitative research. Correlational research design will be followed. The population of this study was consisted of male and female teachers of government schools of Lahore at elementary level. The sample of the present study was hundred government school teachers who were teaching at elementary level. The number of male and female teachers was 400. Then twenty five schools were selected by the process of random sampling. Two five point Likert type questionnaires were constructed for collection of data from teachers. The reliability value was 0.85 and 0.91. It was measure by using Cronbach Alpha Method. Prior to data collection, formal permission from the heads of the schools was sought by showing the official permission letter of the university to which the researcher belongs and the purpose of the study was indicated to observe research ethics. The researcher administered the questionnaires in the selected schools for the collection of data. The teachers were asked to carefully read the statements and tick the relevant option of their choice of the given scale. Questionnaires were collected back on the same day. It took eight days to collect the data. SPSS method was used to interpret responses of teachers for the analysis of data. Data was analyzed in the form of mean scores and t-test. After the analysis and interpretation of data, it was presented in chapter four. Findings were made and conclusions were drawn on the basis of findings.

Key words: Work life Balance, Job Performance, Satisfaction

Introduction

Teachers and head teachers must support a suitable work/life balance (WLB) while taking into account their health and welfare. This requirement was formalized in a national agreement that was signed in January 2003 (Department for Education and Skills 2003). The majority of teaching unions, with the exception of the National Union of Teachers (NUT), as well as the relevant governmental agencies in Wales and England, and related non-teaching unions, supported this historic agreement. The purpose of this study is to investigate WLB's significance as well as the National Agreement's ability to accomplish its stated goal in this particular situation.

The Agreement is based on a document that the DfES released in October 2002 under the title Time for Standards: Reforming the School Workforce. In that document, numerous steps to lighten the burden of teachers and eliminate administrative duties were proposed, and they were to be implemented gradually. A formal consultation procedure was also part of this, and it was due by the end of November 2002. The revisions were to be put into effect starting in September 2003 and finishing in three years. Concerning workload, the DfES statement mentioned that:

"We need to see reductions in the extreme workloads of some teachers as well as in average hours." (DfES, 2002). "Teacher hours in term time are on average about 52 hours per week."

Employers and the vast majority of workers overwhelmingly supported the Department for Employment and Skills' (2003) efforts to "flesh out" the government's plans for workforce reform.The Agreement stated at the outset that educators must adjust to new teaching and learning paradigms. It continued by outlining a seven-point strategy for giving head teachers and teachers more time, which would open up chances for raising standards. It was unclear how the changes would accomplish this, and the onus of doing so was basically left to schools.

The plan called for less working hours for teachers, contract modifications, less paperwork and bureaucracy, and a stronger emphasis on support workers. The Agreement then went on to outline the specific contractual modifications that needed to be made in order to carry out the plan's suggested advancements. These included a list of duties that instructors were no longer allowed to perform, instructions on how to handle staff absences, and the implementation of fixed time slots for planning, preparation, and evaluation in addition to time for leadership and management.

As in the other sections, this one mentioned that teachers and head teachers should have a reasonable work-life balance (WLB), but it gave no specifics on how this was to be accomplished or even defined. The Agreement went on to specify the monitoring process to be used and the government help for change management that would be given; however, in reality, support for all schools was supplied through a website with consulting available upon request. Lastly, information was provided about how the Agreement will be delivered and the different components that will be included at each stage of its introduction.

The Transforming the School staff (TSW) Pathfinder Project, which was commissioned by the DfES in the spring of 2002, aimed to assess the outcomes of changing the school staff in 32 pilot schools. This project culminated in the release of the National Agreement (DfES, 2003). It is clear from the fact that the Agreement was released concurrently with the Project's research data collection that the latter was never meant to significantly add to the Agreement itself, but rather to run alongside it and demonstrate the results of proposed reforms.

A University of Birmingham team completed the TSW Project, and the DfES later released a study titled The Evaluation of the Transforming the School Workforce Pathfinder Project (Thomas et al., 2004). Beginning in the early summer of 2002, the study phase was conducted for a year in a variety of schools that had received additional funding and training in connection with the implementation of change.

Following its initial implementation in 2003, numerous studies have been conducted to assess the efficacy of the workforce reforms in schools since its publication. These comprise studies by the Office for Standards in Education (Ofsted); the first, published in December 2004, examined the degree to which phase 1 of the National Agreement was being implemented by schools. A follow-up report, released in December 2005, discussed the execution of stages 2 and 3 as well as the results of phase 1.

In order to assess the impact of workforce reform within the framework of the National Agreement and other workforce deployment efforts, Ofsted produced additional studies in 2007, 2008, and 2010. A number of evaluation studies from other organizations, such as the DfES and

the National Foundation for Educational Research (NFER), were then released.

The National Agreement's seven-point strategy (see to Appendix 2) for allocating time for teachers and head teachers comprises the following: alterations to teacher contracts to guarantee a fair work/life balance for educators, particularly head teachers. (Ofsted, (2007) In light of the passage of time since the nearly universal adoption and execution of the workforce reform agenda, it is appropriate to evaluate whether the new measures—especially with regard to WLB—have produced the desired results. This study's central focus is this facet of the workforce reform program.

Problem Statement

There is a problem with work-life balance in today's worldwide society. The ability to work flexibly around the clock has been made possible by technology and flexible work schedules. It allows workers to arrange their lives anyway they see fit. On the other hand, this puts pressure on you to always be available and to work without taking a break. People's well-being is impacted, and more research is needed to determine how flexible work schedules and work-life balance relate to one another. So, the problem statement of this research is Work life balance and use of Technology: Perceptions of elementary school teachers.

Research Questions

What is the relationship between technology and work-life balance at elementary level?

How critically literature on the flexibility and work-life balance is existed?

What are the perceptions of teachers about their work flexibility?

RESEARCH METHODOLOGY

The study was quantitative and descriptive in nature. We'll employ a correlational study design. The postpositivist paradigm serves as the foundation for this investigation. by the perspective of postpositivism, knowledge is developed by meticulous observation and measurement of the objective reality that exists in the outside world. This paradigm is predicated on the idea that there can never be an exact truth, and as a result, study findings are inherently flawed and incomplete. According to this paradigm, research is the act of formulating claims, then modifying or discarding some of them in favor of stronger arguments. For instance, the majority of quantitative research begins with a theory test (Phillips & Burbules, 2000The goal of descriptive research is to provide an overview of a variable's current state. The purpose of these studies is to offer systematic data regarding a phenomenon. thorough measurement of each variable and thorough selection of the units under study are necessary for systematic information gathering (Phillips & Burbules, 2000). The sample of the present study was four hundred government school teachers who were teaching at elementary level in Lahore district. The number of male and female teachers was 400. Then twenty five schools were selected by the process of random sampling. Two five point Likert type questionnaires were constructed for collection of data from teachers. The instruments were comprised of total twenty seven statements out of which 16 statements were based upon the three components of work life balance scale and the 11 rest of statements were related to teacher perception about use of technology.

Results

Work life Balance Results

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Table 1
Gender wise teachers

Gender	*F*	*%*
Male	200	50 %
Female	200	50 %

Data presented in the table 1 visualized that total 200 teachers were respondents. The male teachers were 200 and percentage was 50 as equal proportion, female teachers were 200 and percentage was 50%.

Table 2
Teachers' Level of work life balance

	N	*M*	*SD*
Work life balance	400	3.31	1.817

As shown in table 4.2 that there were total 400 teachers who responded to the questionnaire of Work life balance. The average measurement was 3.31 and standard deviation value was 1.817. The average value also described the school teachers' Work life balance level.

Table 3
Average and Standard Deviation of Different Statements of Work life balance scale

Sr. No.	*Statements*	*N*	*Average*	*SD*
1.	My workload is manageable.	400	4.25	.926
2.	I am able to complete my work within regular working hours.	400	3.14	1.67
3.	I do not feel overwhelmed by my workload.	400	3.20	1.49
4.	I am able to take breaks during the workday to rest and recharge.	400	3.16	1.82
5.	My work schedule allows for a good work-life balance.	400	2.38	1.23
6.	I have flexibility in my work schedule to accommodate personal needs.	400	2.38	1.60
7.	I am able to take time off when I need it without negative consequences.	400	2.40	1.55
8.	My employer encourages work-life balance and supports a healthy work schedule.	400	3.24	1.30
9.	Stress and Health My job does not cause excessive stress.	400	2.33	1.25
10.	My employer promotes physical and	400	3.25	1.64

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	mental well-being.			
11.	I have access to resources to manage stress and improve my health.	400	3.68	1.53
12.	I am able to take time off when I am ill without negative consequences.	400	2.20	1.53
13.	My co-workers are supportive and collaborative.	400	4.39	1.48
14.	My employer encourages open communication and feedback.	400	3.28	1.75
15.	I feel valued and respected in the workplace.	400	3.29	1.39
16.	My employer provides opportunities for team-building and social events.	400	4.22	.859

Data presented in table 3 visualized average and standard deviation of statements of Work life balance questionnaire. Work life balance based on a scale of Likert type coded as 1:StronglyDisagree,2:Disagreement, 3: Neutral, 4: Agreement and 5: StronglyAgree. The average measurement varies between 2.20 and 4.39, which is the majority of respondents existed in agreed zone. And their Work life balance level is more than average.

Table 4

Comparison of Classes wise teachers' perceptions

Class	*N*	*Average*	*SD*	*Df*	*Sig.*
7th Class Teacher	220	3.63	1.68	3	.03
8th Class Teachers	180	3.46	2.33	397	

In table 4 t-test was applied to determine the distinction among 7th and 8th classes teachers' Work life balance average measurement In these groups there existed number wise enough evidence in the $p < .05$ level: Sig = .03. Hence constructed conclusion is that there is variation in Work life balance level of 7th and 8th class teachers.

Table 5

Comparison of Average Measurements of Male and Female Respondent Teachers

Gender	*N*	*Average*	*SD*	*Df*	*Sig. (2tailed)*
Female	200	3.21	1.430		
Male	200	2.83	1.382	400	.001

In table 5 t-test was scrutinized to determine the distinction among male and female teachers' Work life balance average measurement In these groups there existed number wise enough evidence in the $p < .05$ level:Sig = .001. Hence constructed conclusion is that there is variation in Work life balance level of male and female teachers. Female teachers' average measurement is more than males.

Table.6

Teachers' Average Measurement Variation on the Basis of Area

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Area	*N*	*M*	*SD*	*t value*	*Sig.*
Urban	231	3.29	1.14	1.378	.03
Rural	169	3.30	1.71		

In table 6 t-test was scrutinized to determine the distinction among rural and urban teachers' Work life balance average measurement. In these groups there existed number wise enough evidence in the p < .05 level: Sig = .03. The average measurement of Work life balance of urban is better than rural area teachers.

Table 7

Teachers' Average Measurement Variation on the Basis of age about work life balance

Age	*N*	*M*	*SD*	*t value*	*Sig.*
25-40 Years	238	3.71	1.26	1.44	.04
41 Years and above	162	4.11	1.37		

In table 7 t-test was scrutinized to determine the distinction among different ages teachers' Work life balance average measurement. In these groups there existed number wise enough evidence in the p < .05 level: Sig = .04. The average measurement of Work life balance of 25-40 years age group is better than 41+ years of age teachers.

Use of Technology Scale

Table 8

Gender wise Teachers

	F	*%*
Females	200	50 %
Males	200	50 %

Data presented in table 8 visualized that total 400 teachers were respondents about use of technology scale. The female teachers were 200 and percentage was 50% On the other hand, 200 teachers were male and percentage was 50.

Table 9

Average and Standard Deviation of Different Statements of use of technology scale

Sr. No.	*Statements*	*N*	*Average*	*SD*
1.	I use of technology for personal productivity.	400	3.35	.926
2.	I use of technology for information presentation	400	4.12	1.67
3.	I use of technology for administration and	400	4.30	1.49

	classroom management, books, attendance, seating charts.			
4.	I use of technology for communication with peers/parents/teachers mail, online chats, parent newsletters, class websites	400	4.24	1.82
5.	I use of technology to access and use electronic resources, websites, online databases	400	4.08	1.23
6.	I use of technology to analyze teacher achievement/ performance data identify trends, provide remediation to learners	400	4.11	1.60
7.	I use of technology to facilitate teaching specific concepts computer-based courseware, tutorials	400	4.10	1.55
8.	I use of technology to document personal/professional growth electronic teaching portfolios	400	4.44	1.30
9.	I use of technology to support various teacher learning styles	400	4.23	1.25
10.	I use of media for auditory and visual learner	400	3.25	1.44
11.	I use of technology to support activities that facilitate higher- order thinking collaborative problem-based activities, activities that require analysis and synthesis of information	400	3.28	1.53

Data presented in table 9 visualized average and standard deviation of statements of questionnaire. Average measurement based on Likert type scale which was coded as 1= StronglyDisagree, 2= Disagreed, 3= Neutral, 4= Agree and 5= stronglyAgree. Minimum average measurement was 3.35. The average measurements represented that teachers are stronglyAgree and it was also assumed that use of technology is worse.

Table 10

Comparison of classes wise teachers

Classes	*N*	*Average*	*SD*	*Df*	*Sig.*
7^{th}	220	3.03	1.53	4	.002
8^{th}	180	3.78	1.42	396	

In table 10 t-test was scrutinized to determine the distinction among 7^{th} and 8^{th} classes teachers' average measurement about use of technology. In these groups there existed number wise enough evidence in the $p < .05$ level: Sig = .002. 8^{th} class teachers' score is more 7^{th} class teachers. It means 8^{th} class teacher are more agreed then 9^{th} class teachers.

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Table 11

Comparison of Average Measurements of Male and Female Respondent Teachers about use of technology

Gender	*N*	*Average*	*SD*	*Df*	*Sig. (2tailed)*
Female	200	2.83	1.331		
				400	.004
Male	200	3.49	1.241		

In table 11 t-test was scrutinized to determine the distinction among male and female teachers' average measurement about use of technology. In these groups there existed number wise enough evidence in the p < .05 level:Sig = .004. Male teacher make more agree than females.

Table 12

Teachers Average Measurement Variation on the Basis of Area about Use of technology

Class	*N*	*M*	*SD*	*tvalue*	*Sig.*
Urban	231	3.56	1.34	1.251	.02
Rural	169	3.41	1.31		

In table 12 t-test was scrutinized to determine the distinction among urban and rural teachers' average measurement about use of technology. In these groups there existed number wise enough evidence in the p < .05 level:Sig = .02. Mean score presented that urban teacher are more agreed than rural area teachers.

Table 13

Teachers' Average Measurement Variation on the Basis of age about Use of technology

Age	*N*	*M*	*SD*	*t value*	*Sig.*
13-15 Years	238	4.11	1.32	1.24	.02
16-18 Years	162	4.08	1.25		

In table 13 t-test was scrutinized to determine the distinction among different teachers' use of technology average measurement. In these groups there existed number wise enough evidence in the p < .05 level:Sig = .02. The average measurement of use of technology of 13-15 years age group is better than 16-18 years age group.

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Table 14
Relationship between teachers' Work life balance and use of technology

		Use of technology
Work life balance	Pearson Correlation	.139**
	Sig. (2tailed)	.000

The relationship between Work life balance of secondary school teachers and use of technology was finding using Pearson product moment correlation coefficient. There was a week, positive correlation was found. The sig. value was .000 and r=.139. It was found that if teachers' Work life balance increased, their level use of technology effected a little bit.

Discussion

Here, the term WLB refers to a broad range of behaviors and attitudes, such as respecting all community members, appreciating coworkers and their work, being concerned for their well-being, placing a high value on strong interpersonal relationships, and feeling a sense of belonging. Although it is not suggested that any one staff group would be solely responsible for any of these, leaders' experience in their school-wide role and their acknowledged obligations to foster a collegial spirit would strengthen this quality and increase their ability to personally attain a reasonable WLB.

We will now take into consideration the anticipated impact of commitment on capacity. Here, the term "commitment" refers to actions and viewpoints that show support for the organization's goals as well as the individual's place within them. It would be reasonable to presume that school leaders are wholly committed to these ideas, since they play a major role in inspiring staff members to adhere to the school's ethos and objectives (NCLSCS, 2010). A school's goal is for all of its employees to be equally aligned and supported by strong leadership, but as the teacher respondent noted, this is less likely to be the case in practice than it is for the leaders. The idea that commitment affects personal capacity and therefore advances the study agenda in this area is supported by both the literature and the data gathered for this project.

The word "contentment," which is most relevant in characterizing the respondent's opinions, has been employed here to refer to a feeling of well-being and happiness with the part that is being played.

The research's conclusions show that even though respondents did voice some discontent with their workload and WLB, this did not compel them to look for other work. It is nonetheless notable that leaders indicated higher levels of job satisfaction than teachers did, even with the constraints imposed by the small sample sizes in each category. According to the proposed

model, leaders who feel fulfilled and content in their responsibilities and who have more control over how their workload is distributed and managed will be better able to attain a reasonable work-life balance.

The influence of control will now be examined to round up the explanation of this rough model. Given their role in assigning duties and responsibilities, leaders were found to have greater personal control over managing workload and allocating time to both work-related and personal activities. This puts leaders in a better position than teachers. This result suggests that, given the continuous efforts to enhance distributed leadership development in order to enable employees to handle their tasks and grow as leaders, this tactic may not have worked so well in the case study schools. The achievement of a reasonable WLB was found to be significantly influenced by personal control, therefore it makes sense that teachers and leaders would have different perspectives.

Since exercising control can boost one's personal capacity and support the achievement of a reasonable work-life balance, it has become necessary to take control of capacity into account. As one respondent put it, The biggest influence, in my opinion, has probably been on improving my time management skills and incorporating them into my professional life.

The experience of WLB is documented in earlier literature across a wide range of occupations, including teaching. The nature of time spent at work has been changing even before stress (Syed, 2016), which has increased the demand for work-life balance for employees in various job domains, including education (Parasuraman & Greenhaus, 2002). In addition to increased mental stress and decreased work efficiency, the complex bidirectional nature of stress from WLB and WLB (Rotondo et al., 2003) can have negative effects such as decreased job satisfaction and decreased parental role quality (Hill et al., 2001).

Workplace stress is on the rise in a number of firms worldwide (Bell et al., 2012). Since most teachers believed that job obligations interfere with home and family life, there is a higher level of stress among them, as seen by the WLB mean of 25.8 and the WLB mean of 17.7. Thus, it's critical to comprehend and have knowledge of work-life balance.

Study participants acknowledged the difficulty in balancing work and family obligations. The research documents the connections between academics and different organizations' work-life conflicts, mental and physical health, and stress related to their jobs (Demers, 2015). Because they will eventually violate one another, employees are frequently compelled to choose between expectations (such as the amount of time needed to fulfill a function) or duties (such as work or family) (Demers, 2015). Workload has been shown to have no discernible effect on schoolteachers' job performance; nevertheless, autonomy and work-life balance have a major impact (Johari et al., 2018).

According to Johari et al. (2018), school districts should prioritize fostering greater teacher autonomy and work-life balance in order to boost their employees' job satisfaction. Susi and Jawaharrani (2011) also make the case that work-life balance should be supported in order to lower absenteeism, employee stress levels, and job satisfaction. Because participants in this study reported high levels of WLB, the results are consistent with prior research.

The majority of participants in the current study stated that the strain of their jobs makes it challenging to perform household responsibilities. In the rationalized world of educational reform, teaching can be an emotionally draining profession (Ruoslahti, 2020), which is sometimes overlooked (Hargreaves, 2000). Teachers and principals report high levels of stress and unhappiness (Jones et al., 2013According to Jones et al. (2013), parents who are under stress and/or depression tend to interact with children in a less affectionate, harsher, and more oppositional manner.

Furthermore, it has been suggested that educators' affective reaction is influenced by how much they think they have the emotional intelligence to handle stress at school (Mansfield et al., 2016). Respondents expressed emotional strain by stating that they were "afraid of the unknown risk involved with teaching" and that "anxiety has been the greatest challenge, hard adjustments, emotional stress.

The mean score of WLB (25.8) was found to be higher in this study than the mean score of WLB. In certain industries, workplace methods have been put in place to lessen the detrimental effects of stress associated with work-life balance. For instance, Muthu Kumarasamy et al. (2015) discovered that the planning process for the educational sector and employee satisfaction both benefited from the inclusion of work-life balance tools, approaches, and strategies. Furthermore, a person's level of satisfaction with the emotional and practical support they receive to enhance psychological function can also help to reduce stress. Demers (2015).

Owing to their scores of WLB study participants indicated high levels of stress. Thus, implementing WLB tools, approaches, and tactics to support teachers in achieving job satisfaction may be advantageous for school systems. In this study, some teachers developed WLB techniques without consulting employer support strategies. Incorporating WLB tactics at the individual or district level has the potential to enhance work performance in addition to having a beneficial impact on instructors. Research has demonstrated that a sense of fulfillment can drive people to take on more responsibility for their obligations (Muthu Kumarasamy et al., 2015).

It seems from participant comments that STRESS is also having an effect on the school climate. Participants stated that during STRESS, they interfered with family more than they did with business. Several participants offered responses to the open-ended questions indicating low teacher morale, which lends credence to this. Parent, teacher, student, and school-level stakeholders are among the factors that make up the school climate and have an indirect impact on students' emotional and academic experiences (Cleveland & Sink, 2018).

Addressing organizational, relational, and interpersonal resilience, the ability to recover from adversity and maintain teacher commitment—would improve the school atmosphere (Hong et al., 2018). Moreover, the association between other healthy workplace practices and the results of organizational commitment and emotional tiredness is mediated by employee satisfaction with their involvement in work-related decision-making (Grawitch et al., 2007). While there are differences in personal preferences among those who want to keep work and home separate or integrated, organizational cultures whose policies align with the desired level of segmentation can reduce the tension between demands from work and home (Kreiner, 2006).

Teachers may feel more content with their work-life balance in this way if the methods they use to manage their personal and professional lives align with the company culture (Kossek et al., 2010). Teachers in the current study said the contrary, frequently remarking that administrative responsibilities were higher than they were before the pandemic. When an organization's degree of integration or segmentation matches an employee's personal ideals, good things have been observed (Godin, 2011). Thus, the ability of educators to participate in decision-making processes may be crucial to comprehending and assessing certain facets of a healthy work environment.

Employees now require a work-life balance more than ever because of the changing nature of time spent at work in many different industries (Syed, 2016). (Greenhaus et al., 2003; Parasuraman & Greenhaus, 2002). As stress impairs cognitive regulation processes like attention, memory, and problem solving, it can have a variety of negative effects on people and their families, including psychological distress, poor mental health, and decreased job performance (Mérida-López et al., 2017; Schmidt et al., 2014). (Jones et al., 2013). On the other hand, people perform better in both areas when they believe that their obligations in life and at work are balanced. Thus, efforts to lessen the detrimental effects of low WLB on educators and their families might also have an effect on the

school environment. The necessity for WLB is succinctly summed up in a participant's comment: We can breathe together to get that elusive balance and that administrative decision makers would respect the mental health advantages of this precious balance.

Conclusion

When examining the areas where teachers and leaders have expressed divergent opinions regarding workforce reforms and their impact on achieving a reasonable work-life balance, the personal capacity and control of the individual in question, as well as how their role influences this, have once again been linked. Some have suggested that varying viewpoints result from an individual's experience and responsibilities, and that leaders form an opinion based on their role in the institution's strategic direction. It is argued that teachers are not as capable of achieving a respectable WLB since they do not benefit from the same controlling role.

Recommendations

Looking ahead, this research indicates that the following factors should be taken into account in order to assist primary school staff in reaching a reasonable WLB:

• The requirement for an educational culture that emphasizes the growth of individual potential.
• The necessity for school leaders to demonstrate appropriate behavior and foster the traits necessary for staff members to attain their own WLB in order to push the focus on WLB.
• The efficient use of leadership delegation to provide employees autonomy over their job and improve their capacity for time management.

Future Research Possibilities

Semi-structured interviews were conducted for this study with eighteen participants at three schools within a small geographic area. This approach's emphasis on subjectivity, description, interpretation, and agency means that the knowledge gathered from this study may not be as broadly applicable as it may be due to the participants' life experiences and the interpretations that followed. A more thorough investigation would involve a greater number of participants selected from a diverse array of educational institutions across a broader geographic area. Research on WLB in education would also be beneficial as it might emphasize its significance for employee well-being and for retaining and committing skilled personnel.

It was evident from the data analysis that access would be beneficial.

• The methods by which employees create coping mechanisms to handle stress and emotional weariness.
• The elements that influence the aspirations and drive of educators and leaders, as well as any distinctions between the two groups.
• The impact of self-belief and affinity on leadership.
• The measureability of one's own capacity.
• How one's view of WLB is correlated with their capacity to exercise control over how they manage their time and duties.
• How gender affects how WLB is seen and how it is accomplished.
• Disparities in leaders' and instructors' personal capacities.

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