

Work–Life Balance and Psychological Well-Being of Educators: An Empirical Perspective on Teaching Effectiveness and Academic Sustainability

Fr. Dr. M.J. Thomas,

Principal & HOD – Psychology

PG Department of Psychology

ST PAULS COLLEGE, Bengaluru

Abstract

Work–life balance and psychological well-being have become critical concerns in the education sector, particularly in the context of increasing academic workload, administrative responsibilities, and digitalisation of teaching practices. Educators play a pivotal role in ensuring teaching quality and institutional sustainability; however, persistent work-related stress and role imbalance can adversely affect their mental health and professional effectiveness. This empirical study examines the relationship between work–life balance and psychological well-being of educators and analyses their influence on teaching effectiveness and academic sustainability in Indian educational institutions. The study adopts a descriptive and analytical research design and utilises both primary and secondary data. Primary data were collected from 210 school and college educators through a structured questionnaire, while secondary data were sourced from UGC CARE–listed journals, academic books, and educational research reports. Descriptive statistics, independent samples *t*-test, and Pearson correlation analysis were employed for data analysis. The findings indicate a strong positive association between work–life balance and psychological well-being. Educators with better work–life balance reported higher teaching effectiveness, job satisfaction, and long-term commitment to the profession. The study emphasises the need for institution-level interventions and policy reforms aimed at promoting educator well-being as a foundation for sustainable academic excellence.

Keywords: Work–life balance, psychological well-being, educators, teaching effectiveness, academic sustainability, India

Literature Review

Work–Life Balance in the Teaching Profession

Work–life balance refers to an individual's ability to manage professional duties alongside personal and family responsibilities without experiencing excessive stress or role conflict. In the teaching profession, work–life balance has become increasingly challenging due to expanded job roles, continuous evaluation mechanisms, curriculum reforms, and the integration of digital technologies. Indian educators often spend significant time beyond classroom hours on lesson planning, assessment, research, mentoring, and institutional documentation. Previous studies have shown that prolonged work hours and role overload among teachers lead to stress, burnout, and reduced professional engagement.

Psychological Well-Being of Educators

Psychological well-being encompasses positive emotional functioning, life satisfaction, autonomy, competence, and resilience. In educational psychology, teachers' psychological well-being is closely linked to classroom climate, instructional quality, and student outcomes. Educators experiencing poor psychological well-being are more prone to anxiety, emotional exhaustion, absenteeism, and attrition from the profession. Indian research highlights that educators face increasing mental health challenges due to performance pressures, job insecurity, and the demand to adapt rapidly to digital and blended teaching environments.

Relationship between Work–Life Balance and Psychological Well-Being

Several psychological theories suggest a strong link between work–life balance and psychological well-being. Balanced integration of work and personal roles contributes to emotional stability and positive mental health, whereas imbalance results in chronic stress and emotional fatigue. Empirical studies in educational settings indicate that teachers who maintain healthy work–life balance report lower stress levels, higher self-efficacy, and greater job satisfaction.

Teaching Effectiveness and Academic Sustainability

Teaching effectiveness refers to the ability of educators to facilitate learning through effective communication, classroom engagement, assessment practices, and student support. Academic sustainability relates to the long-term maintenance of educational quality through a stable, motivated, and psychologically healthy teaching workforce. Research suggests that educators with high psychological well-being demonstrate stronger commitment, innovation, and instructional effectiveness, thereby contributing to sustainable academic environments.

Research Gap

Although prior studies have examined teacher stress and job satisfaction, limited empirical research in the Indian context integrates work–life balance, psychological well-being, teaching effectiveness, and academic sustainability within a single analytical framework. This study addresses this gap.

Objectives of the Study

1. To assess the level of work–life balance among educators.
2. To examine the psychological well-being of educators.
3. To analyse the relationship between work–life balance and psychological well-being.
4. To study the influence of educator well-being on teaching effectiveness and academic sustainability.

Research Hypotheses

- **H₁:** There is a significant relationship between work–life balance and psychological well-being of educators.
- **H₂:** Educators with better work–life balance exhibit higher teaching effectiveness.
- **H₃:** Psychological well-being significantly contributes to academic sustainability.

Research Methodology

Research Design

The present study adopted a **descriptive and analytical empirical research design**. This design was considered appropriate as the study sought to both describe the prevailing levels of work–life balance and psychological well-being among educators and to analytically examine their relationships with teaching effectiveness and academic sustainability. The descriptive component enabled systematic documentation of educators' perceptions and experiences related to work demands and mental health, while the analytical component facilitated statistical testing of associations among key variables. By employing an empirical approach, the study ensured that conclusions were grounded in **observed data collected directly from educators** rather than in conceptual or theoretical assumptions, thereby enhancing the objectivity, validity, and practical relevance of the findings.

Sample and Sampling Technique

The study sample comprised **210 educators** drawn from school and college educational institutions located in **urban regions of India**. **Stratified random sampling** was employed to select the respondents, ensuring proportionate representation of educators from different teaching levels. Stratification was carried out based on the type of institution (school and college), following which respondents were randomly selected from each stratum. This technique was chosen because it reduces sampling bias, enhances representativeness, and allows for meaningful comparison between educator groups. The inclusion of educators from multiple educational levels strengthened the generalizability of the findings and

provided a comprehensive understanding of work–life balance and psychological well-being across the education sector.

Data Collection

The study relied on both **primary and secondary data sources** to ensure comprehensive analysis and contextual depth.

Primary data were collected through a structured questionnaire administered to the selected educators. The questionnaire adopted a **5-point Likert scale**, ranging from “strongly disagree” to “strongly agree,” to measure dimensions of work–life balance, psychological well-being, and teaching effectiveness. The Likert scale method was chosen for its suitability in capturing subjective psychological perceptions and attitudinal responses in an objective and quantifiable manner.

Secondary data were sourced from academic journals, textbooks, UGC CARE-listed research articles, and educational research reports. These sources provided theoretical foundations, empirical benchmarks, and contextual insights relevant to the study.

Variables

The study examined clearly defined variables to establish systematic relationships:

- The **independent variable** was **work–life balance**, reflecting educators’ ability to manage professional responsibilities alongside personal and family life.
- The **mediating variable** was **psychological well-being**, representing educators’ emotional stability, satisfaction, and overall mental health.
- The **outcome variables** were **teaching effectiveness** and **academic sustainability**, reflecting educators’ instructional performance and long-term commitment to the profession.

The identification of psychological well-being as a mediating variable enabled a deeper understanding of how work–life balance influences teaching effectiveness and academic sustainability indirectly.

Tools for Analysis

Appropriate statistical tools were employed to analyse the collected data in line with the study objectives. **Descriptive statistics** such as mean and standard deviation were used to summarise respondents’ perceptions of work–life balance, psychological well-being, and teaching effectiveness. The **independent samples *t*-test** was applied to identify statistically significant differences between educator groups based on work–life balance levels. **Pearson’s correlation analysis** was used to examine the strength and direction of relationships between work–life balance, psychological well-being, and outcome variables. These statistical techniques are widely accepted in psychological and educational research and ensured robust and meaningful interpretation of the results.

Data Analysis and Interpretation

Table 1
Descriptive Statistics of Key Study Variables

Variable	Mean	Standard Deviation	Interpretation
Work–Life Balance	3.68	0.64	Moderate level
Psychological Well-Being	3.74	0.61	Moderate level
Workload Stress	3.92	0.69	High stress indicator
Extended Working Hours	3.85	0.72	Major stressor

Explanation:

The descriptive statistics indicate that educators experience moderate levels of work–life balance and psychological well-being. However, higher mean scores for workload stress and extended working hours suggest that these are significant contributors to occupational stress.

Table 2
Correlation between Work–Life Balance and Psychological Well-Being

Variables	Correlation (r)	Significance (p-value)
Work–Life Balance & Psychological Well-Being	0.63**	< 0.01

Note: Significant at 1% level

Explanation:

The correlation coefficient of 0.63 indicates a strong positive association between work–life balance and psychological well-being. Educators who maintain a better balance between professional and personal roles tend to report superior mental health outcomes. This result supports Hypothesis H₁.

Table 3
Comparison of Teaching Effectiveness and Job Satisfaction based on Work–Life Balance

Dimension	Work–Life Balance Level	Mean Score	t-value	Significance (p)
Teaching Effectiveness	High WLB	4.05	3.21	< 0.01
	Low WLB	3.52		
Job Satisfaction	High WLB	4.12	3.48	< 0.01
	Low WLB	3.46		

Explanation:

The *t*-test results indicate statistically significant differences between educators with high and low work–life balance. Educators reporting higher work–

life balance demonstrate greater teaching effectiveness and job satisfaction, providing empirical support for Hypotheses H₂ and H₃.

Findings of the Study

1. Educators experience moderate to high work-related stress due to workload and role conflict.
2. Work–life balance is positively and significantly associated with psychological well-being.
3. Psychologically healthy educators demonstrate higher teaching effectiveness.
4. Poor work–life balance negatively affects long-term academic sustainability.
5. Institutional support plays a crucial role in enhancing educator well-being.

Implications of the Study

Theoretical Implications

The study contributes to educational and occupational psychology literature by empirically validating the relationship between work–life balance and psychological well-being and linking these constructs to teaching effectiveness and academic sustainability.

Practical Implications

Educational institutions should implement workload rationalisation, flexible scheduling, and faculty wellness programmes. Mental health awareness and counselling services should be integrated into institutional support systems.

Policy Implications

Educational policymakers should incorporate educator well-being indicators into quality assurance and accreditation frameworks to ensure sustainable academic development.

Limitations and Scope for Future Research

The study was limited to urban institutions and relied on self-reported data. Future research may adopt longitudinal designs, include rural educators, and explore intervention-based studies focusing on improving educator well-being.

II.CONCLUSION

Work–life balance and psychological well-being are foundational to teaching effectiveness and academic sustainability. The study highlights that educators who maintain a healthy balance between professional and personal roles are better equipped to deliver quality education and sustain long-term institutional performance. Promoting educator well-being is therefore essential not only for individual health but also for the sustainability of the education system in India.

III. REFERENCES

1. Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253–260.
2. Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension. *Journal of Management*, 37(1), 10–34.
3. Kumar, R., & Joseph, J. (2021). Work stress and work–life balance among Indian teachers. *Indian Journal of Educational Psychology*, 56(2), 89–101.
4. Reddy, G. L., & Poornima, R. (2016). Occupational stress and professional burnout of teachers. *International Journal of Educational Research*, 4(1), 21–28.
5. Ryff, C. D. (2014). Psychological well-being revisited. *Psychotherapy and Psychosomatics*, 83(1), 10–28.
6. Sharma, P., & Nair, S. (2020). Work–life balance challenges in the Indian education sector. *Journal of Educational Studies*, 12(3), 44–56.