



RELATIONSHIP BETWEEN STRESS AND WORK LIFE BALANCE AMONG TEACHING PROFESSIONALS

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Abstract

The current study investigated the link between stress and work-life balance among teaching professions. The study proposed that there is no substantial link between stress and work-life balance in the studied population. In a correlational examination of 100 teaching professionals, the study discovered a statistically significant negative correlation between stress levels and work-life balance. The findings show that as stress levels rise, work-life balance deteriorates among teaching professionals. This shows that job-related pressures have an impact on their capacity to balance professional and personal duties. The findings highlight the need of implementing stress management measures and supporting work-life

balance efforts at educational institutions to enhance the well-being of teachers. Addressing these challenges may improve work satisfaction, retention, and overall effectiveness in providing great education.

Keywords: *Stress, work life balance, well-being, teaching profession*

Introduction

STRESS

In the stressful and fast-paced world of today, stress has become an unavoidable part of daily existence. In its most basic form, stress is the body's normal reaction to any kind of pressure or difficulty. It is a physiological and psychological response that happens when people feel threatened, whether that threat is actual or imagined. The body's "fight-or-flight" response is triggered by this reaction, planning it to either face the threat or flee from it. Stress physiologically causes the release of chemicals like cortisol and adrenaline, which raise blood pressure, quicken heartbeat, and sharpen focus to get ready for action.

Furthermore, depending on its duration, severity, and source, stress can be divided into a number of categories. Acute stressors having obvious outcomes, such as making a presentation or meeting a deadline, are referred to as acute stressors. On the other hand, chronic stress refers to stresses that are continual and last for a long time, such relationship problems or constant pressure at work. In addition, external circumstances, interpersonal disputes, and internal expectations like perfectionism can all lead to stress.

Individual variations in coping mechanisms, resilience, and control perspectives can cause the extremely subjective feeling of stress to differ from person to person. Some people

might be able to handle stress well and see it as a challenge to be overcome, whereas others might find it crippling and overpowering. Furthermore, prolonged or severe stress can be harmful to one's bodily and emotional well-being, raising one's chance of developing illnesses including anxiety, depression, and cardiovascular disease.

STRESS IN EDUCATIONAL SETTINGS AMONG TEACHING PROFESSIONALS

Additionally, the multitude of demands put on educational instructors can make educational environments a breeding ground for stress. In addition to satisfying curriculum requirements and attending to the needs of students, teachers frequently deal with a variety of pressures that can negatively affect their well-being and productivity in the classroom. The stress of a heavy workload and deadlines is a major issue for educators. In addition to preparing classes, teachers must also grade assignments, attend meetings, participate in professional development, and balance the demands of a variety of student populations. Teachers' capacity to function well and sustainably can be impacted by emotions of fatigue and burnout brought on by the sheer amount of work and time constraints.

Teaching staff may experience stress due to persistent issues with classroom management and student behaviour. Disruptive conduct, student conflicts, and disciplinary concerns can cause havoc in the classroom and deplete the resources and energy of teachers. Effective communication, consistency, and patience are necessary to manage these dynamics, and they can be demanding, particularly for inexperienced or rookie teachers.

Furthermore, teaching professionals may experience stress due to the expectation to satisfy academic standards and accomplish desired outcomes. The implementation of accountability measures, performance evaluations, and high-stakes testing puts instructors under more scrutiny and fosters a culture of comparison and competition. Teachers may

experience dissatisfaction and disappointment because of feeling forced to "provide instruction to the test" rather than encouraging creativity and critical thinking.

Moreover, interpersonal connections and communication difficulties may cause teaching professionals to experience additional stress. Emotional intelligence and good interpersonal skills are necessary for managing organisational structures, working with co-workers, and interacting with parents. Stress can be made worse by miscommunication, disagreement, or a lack of support, which can also lower teachers' feelings of efficacy and job satisfaction.

Teaching professionals must put their own health and well-being first while managing stress in educational contexts. Teachers can handle the pressures of their job more skill-fully by practicing stress management skills, setting up appropriate boundaries, and developing resilience. Additionally, strain can be reduced and a culture of well-being among teaching staff can be fostered by establishing supportive school environments that encourage collaboration, autonomy, and professional development.

WORK LIFE BALANCE

The harmony between one's professional and private obligations is known as work-life balance. It entails efficiently allocating time, effort, and resources to fulfil personal and professional obligations while preserving general wellbeing. Achieving work-life balance is crucial for fostering relationships, pursuing interests, and attending to one's physical and emotional needs in addition to one's professional commitments. It also helps people be happier, healthier, and more productive.

Setting limits, giving tasks a high priority, and managing time and resources so that

people can succeed in their personal and professional lives are all part of a healthy work-life balance. In order to prevent burnout and preserve long-term contentment and fulfilment in both spheres of life, it is necessary to acknowledge the significance of downtime, relaxation, and caring for oneself.

WORK LIFE BALANCE AMONG TEACHING PROFESSIONALS

Establishing work-life balance is difficult for numerous teachers since teaching is a demanding profession that frequently demands large time and energy investments. Being a teacher may be stressful, overwhelming, and exhausting due to the mix of administrative duties, extracurricular activities, and classroom responsibilities. This can cause a blurring of the lines between work and personal life.

The time-consuming nature of teaching makes it one of the main obstacles to attaining a work-life balance for educators. In addition to teaching in the classroom, instructors are in charge of creating lesson plans, assigning grades, setting up meetings, and participating in professional development activities. The duties of the job can go beyond the typical school day; planning lessons or finishing administrative work frequently takes place in the evenings, on weekends, and on vacations.

Furthermore, the emotional strain of teaching can be detrimental to teachers' health and lead to a work-life imbalance. Teachers frequently use a great deal of mental resources establishing rapport with students, attending to their specific needs, and controlling the dynamics in the classroom. It can be difficult to detach from work and refuel when dealing with student conduct, academic difficulties, or personal issues because these situations can be emotionally taxing and may affect teachers in their personal life.

Professors' work-life imbalance may also be made worse by the pressure to fulfil academic standards, produce desired results, and attend to the many demands of their students. A culture of overload and perfectionism is fostered in education by high stakes testing, accountability measures, and performance assessments, which put educators under additional stress. Teachers could experience pressure to put work ahead of their interactions and well-being, even at the price of their personal time.

Setting boundaries and giving personal care first priority are crucial for educators when it comes to work-life balance in the classroom. Teachers can make time for hobbies, relaxation, and social interactions outside of work hours by exercising time management skills, setting reasonable expectations, and drawing clear boundaries between work and personal life. Furthermore, asking for assistance from mentors, co-workers, or professional networks can offer encouragement, validation, and useful stress- and workload-management techniques.

Also, establishing a culture of work-life balance within educational institutions involves systemic adjustments and supportive policies. Schools can employ strategies such as customisable arranging, lower task expectations, and professional development opportunities focused on well-being and stress management. Encouraging educators to prioritise their well-being and seek help, when necessary, can also be accomplished by providing resources for work-life balance training, counselling services, and mental health support.

Additionally, encouraging a sense of belonging and teamwork among teachers helps establish a positive work atmosphere where teachers feel appreciated, respected, and empowered to manage their work and personal commitments. A positive school culture

benefits both teachers and students when it is characterised by open communication, teamwork, and recognition of the significance of work-life balance in job satisfaction and retention.

RELATIONSHIP BETWEEN STRESS AND WORK LIFE BALANCE AMONG TEACHING PROFESSIONALS

The deep and multifaceted relationship between stress and work-life balance among teacher professionals has a significant impact on their general satisfaction, job performance, and well-being. Among educational individuals, stress and work-life balance have a reciprocal relationship in which both factors influence and exacerbate one another.

Educators who are under a lot of stress may find it difficult to maintain a work-life balance since it takes up most of their time and energy, leaving little time for leisure activities and personal interests. This mismatch has the potential to increase stress levels even further, resulting in a vicious cycle of tension and unhappiness. For instance, a teacher who consistently puts in long hours at work and disregards self-care tasks may be subject to chronic stress, which can result in fatigue and a lack of happiness with their personal and professional lives.

On the other hand, trainers who experience an imbalance in their work-life balance may experience higher levels of stress. Teachers may feel overburdened, guilty, and frustrated when they prioritise their professional responsibilities over their personal needs and obligations. For example, a teacher who routinely misses family time in order to fulfil job obligations may find it difficult to maintain their personal ties, which may increase their stress levels and general discontent.

Additionally, the effects of stress and work-life balance on educational professionals have an impact on organisational effectiveness, student outcomes, and job performance in addition to their own personal wellbeing. Excessive stress can affect a person's ability to concentrate, pay attention, and make decisions, which can make a teacher less effective in the classroom. For instance, a teacher who is burned out may find it difficult to keep the classroom orderly, interact with the kids in an effective manner, and deliver high-quality instruction.

In the same manner, an unbalanced work-life schedule can lower instructors' morale, motivation, and job satisfaction, which lowers retention and efficiency. Teachers may become disengaged and demotivated, which will lower performance and decrease job retention, if they feel overburdened and unsupported in juggling their work and home obligations. For example, a teacher who feels overworked and overcommitted to their personal lives may become less satisfied with their work and may even think about quitting teaching entirely.

It is crucial to take organisational characteristics, support networks, and intervention techniques into account when addressing the complicated relationship between stress and work-life balance among teacher professionals. When it comes to supporting teachers' wellbeing and creating a positive work environment that helps them achieve work-life balance, educational institutions can be crucial. For instance, schools can put in place procedures and policies that give priority to managing the workload of teachers, offer tools for stress relief and self-care, and promote a work-life balance culture. On an individual basis intervention can also help teachers prioritise self-care in the middle of their professional obligations and learn more effective coping mechanisms. Examples of these interventions include

mindfulness training, stress management workshops, and time management techniques. For instance, taking part in mindfulness meditation workshops can help teachers develop resilience and lower their stress levels, which will enable them to maintain a better work-life balance.

In conclusion, there is a complicated and multifaceted relationship between stress and work-life balance among teacher professionals, with one aspect having a major impact on the other. Stress levels that are too high can make it difficult for teachers to strike a work-life balance, and an unbalanced work-life schedule can make stress levels even higher. This reciprocal interaction affects not just the well-being of the individual but also the efficacy of the organisation, job performance, and student results. Through a comprehensive approach that incorporates policies, practices, and interventions that support teachers, educational institutions can foster teacher well-being and establish a favourable work-life balance environment.

Rationale of the Study

The study aims to investigate the intricate relationship between stress and work-life balance among teaching professionals, recognizing the significant implications for their well-being and job performance. Given the demanding nature of the teaching profession, with its myriad responsibilities and pressures, understanding how stress levels impact the ability of teachers to maintain a healthy balance between their professional duties and personal lives is crucial. By examining this relationship, the study seeks to provide insights into the factors influencing stress and work-life balance among educators, ultimately informing the development of targeted interventions and support mechanisms to enhance teacher well-being, job satisfaction, and overall effectiveness in the classroom.

Research Gap

Despite extensive research on stress and work-life balance among teaching professionals, there remains a significant knowledge gap regarding the complex mechanisms and moderating variables influencing this relationship. While numerous studies have explored the association between stress and work-life balance in educational settings, few have investigated the potential reciprocal nature of this relationship or considered how other psychological factors may moderate it. Existing research indicates that high levels of stress can hinder work-life balance among teachers, but there is limited understanding of how personal traits such as social support or self-worth might influence this dynamic. Moreover, little attention has been given to how interventions and support plans tailored to the specific needs of teaching professionals can effectively address these gaps. Therefore, there is a pressing need for further research to elucidate the nuanced interplay between stress and work-life balance in the teaching profession, ultimately informing the development of targeted interventions and support strategies to enhance teacher well-being and job satisfaction.

METHODOLOGY

Purpose

The purpose is to study the relationship between relationship between stress and work-life balance among teaching professionals.

Hypothesis

There will be significant relationship between stress and work life balance among teaching professionals.

Sample

In this study, a sample of 100 people who were above the age of 23 years old were

selected from urban areas. The sample was chosen using convenience sampling based on accessibility and availability to the researcher. Demographic information, such as age, gender, and college, was also collected from each participant to explore potential relationships with the variables chosen. All participants provided informed consent before participating in the study.

Measures

Two standardized instruments (including Perceived Stress Scale and Work Life Balance: Scale Development and Validation) were used in this research along with a demographic information sheet.

S.NO	Tools used.	Developed by	Items	Year	Reliability
1.	Perceived Stress Scale	Cohen, Kamarch & Mermelstein	10	1983	Test-Retest Reliability- 0.70
2.	Work Life Balance: Scale Development and Validation	Kakul Agha, Sami A Khan, Feza Tabassum Azmi	15	2017	Cronbach's Alpha: WPL- 0.9 PLIW- 0.9 WPLE- 0.8

Procedure

The participants were informed about the purpose of the research and the questionnaires were filled through Offline, face to face mode. Each participant was thanked for their cooperation. Standardizes psychological tests were administered to the participants.

ANALYSIS OF DATA

RESULTS

Table 1

Correlation between Work-Life Balance and Stress

	Career Self-efficacy		Achievement Anxiety	
Work-Life Balance	1		-0.5	
Stress		-0.5		1

Discussion of Results

The goal of the study was to investigate the relationship between stress and work-life balance among teaching professionals. The demanding nature of teaching and its possible effects on educators' performance and well-being make this topic extremely important. By examining this link, the study hoped to advance knowledge of the difficulties faced by educators and offer suggestions for interventions and support techniques meant to enhance educators' overall job satisfaction and work life balance.

The Perceived Stress Scale (PSS) was used in the study to measure participant stress levels. The PSS is a popular self-report tool used to evaluate how stressful one feels about several situations in their life. It is appropriate for evaluating stress in a variety of populations, including teaching professionals, as it offers an accurate and dependable indicator of the level of stress experienced during the previous month.

Furthermore, the Work-Life Balance; instrument was employed in the study to assess the work-life balance of educators. This scale provides a thorough evaluation of workload, time management, and happiness with both work and home life, among other aspects of work-life balance. This scale, which was created and verified especially for professionals—including educators—offers insightful information about the difficulties and achievements encountered in attaining work-life balance in the teaching profession.

The results which of the correlational study found a statistically significant negative relationship between stress and work-life balance among teachers ($r = -0.5$, $p = 0.01$). This data implies that as stress levels rise, work-life balance declines among this set of professionals. The negative connection suggests that higher levels of stress are linked to poorer work-life balance. This is consistent with existing research on workplace stress, which frequently emphasizes the negative impacts of stress on

numerous elements of people's well-being, including work-life balance.

Workload, time limits, student behavior difficulties, and administrative pressures are all variables that contribute to high levels of workplace stress for teachers. These tensions might bleed over into their personal lives, making it difficult for them to strike a healthy work-life balance.

The negative association discovered in this study emphasizes the necessity of stress management measures and work-life balance initiatives in educational institutions. Interventions targeted at reducing stress in teachers may increase their general well-being and job satisfaction.

Conclusion

In conclusion, the findings of this study provide evidence supporting the hypothesis that there is a significant relationship between stress and work-life balance among teaching professionals. The negative correlation observed suggests that higher levels of stress are associated with poorer work-life balance among this group.

The negative association discovered in this study emphasizes the necessity of stress management measures and work-life balance initiatives in educational institutions. Interventions targeted at reducing stress in teachers may increase their general well-being and job satisfaction.

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