

## Impact of Work Load on Work Life Balance of Secondary School Teachers

Asma Abdul Qayyum\*<sup>1</sup>, Misbah Malik<sup>2</sup>

<sup>1</sup>\*M Phil, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan.

<sup>2</sup>Assistant Professor, Institute of Education and Research University of the Punjab, Lahore, Punjab, Pakistan.

**Corresponding author:** [asmaulhusna935@gmail.com](mailto:asmaulhusna935@gmail.com)

**Keywords:** Workload, Work-Life Balance, Secondary School Teachers

**DOI No:**

<https://doi.org/10.56976/jsom.v2i2.419>

*Workload is a critical factor influencing teachers' professional performance and their ability to maintain a healthy work-life balance. This study aimed to investigate the impact of workload on the work-life balance of secondary school teachers in Lahore, Punjab, Pakistan. A quantitative research design was employed, and data were collected from 200 male and female teachers working in public high schools using a Workload Scale for Teachers and a Work-Life Balance questionnaire. Multi stage sampling technique was used for sample selection. Descriptive statistics (mean and standard deviation) and inferential statistics (independent sample t-test, correlation, and regression) were applied using IBM SPSS version 20.0. The findings revealed a significant negative relationship between workload and work-life balance, indicating that increased workload leads to poor balance between professional and personal life. The study highlights the importance of effective workload management strategies to improve teachers' well-being, job satisfaction, and performance.*

## 1. Introduction

Teaching is widely recognized as one of the most demanding and complex professions, requiring educators to perform multiple roles simultaneously. In addition to delivering instructional content, teachers are responsible for lesson planning, classroom management, student assessment, record keeping, administrative duties, and participation in co-curricular and extracurricular activities. These responsibilities extend beyond school hours, often requiring teachers to work at home, which significantly increases their overall workload. As a result, teachers frequently experience difficulty in maintaining a balance between their professional obligations and personal lives (Aziz et al., 2020).

Workload, in the context of teaching, refers to the quantity and intensity of tasks assigned to teachers within a given period. It includes both instructional duties (such as teaching hours and lesson preparation) and non-instructional duties (such as administrative work, meetings, and student counseling). When workload exceeds manageable limits, it can lead to stress, fatigue, and decreased productivity. More importantly, excessive workload can disrupt teachers' ability to maintain a healthy work-life balance. Work-life balance is defined as the ability of individuals to effectively manage their professional responsibilities alongside their personal and family life. For teachers, achieving work-life balance is particularly challenging due to the nature of their work, which often demands emotional involvement, extended hours, and continuous engagement with students. A lack of work-life balance can lead to burnout, reduced job satisfaction, and poor mental health, ultimately affecting teaching effectiveness and student outcomes (Mbunda, 2006).

In Pakistan, rare researches are conducted and even bothered about teaching profession so for the organizations especially the educational sector restoring a work-life balance is been done for the betterment of their teachers' performance, which ultimately works for the education of students. Therefore, Institutions believe in the provision of a balanced life for their workforce as they know their workforce is not that much worried about their financial security. Now a days these types of approaches are practiced in various Educational Institutions. Therefore, the school administration is responsible to have implemented those policies and strategies which facilitate its working staff members to balance between working life and personal life. This research was designed keeping in view to investigate whether "to what extent work -life balance affects job satisfaction among elementary school teachers of Karachi". Factors drawn are work-life balance and job-satisfaction in which the work-life balances with reverence to long hours of work, pressure on work, intention to change a job, flexible working conditions (Subha, 2013).

The issue of workload and work-life balance has gained increasing attention in educational research due to its impact on teacher performance and well-being. Teachers who experience high levels of workload are more likely to suffer from stress and job dissatisfaction, which can negatively affect their teaching quality. This study focuses on secondary school teachers in Lahore, Punjab, Pakistan, aiming to examine how workload influences their ability to maintain a healthy work-life balance. By identifying the extent of this relationship, the study seeks to provide insights for policymakers and educational administrators to develop strategies that reduce workload and promote teacher well-being.

Workload has been extensively studied in organizational and educational research as a critical factor influencing employee performance, job satisfaction, and overall well-being. In the teaching profession, workload is multidimensional, encompassing teaching hours, lesson preparation, grading, administrative responsibilities, and involvement in extracurricular activities. Researchers have consistently found that excessive workload leads to negative outcomes such as stress and reduced job performance.

Teachers' responsibilities were categorized by Kim et al. (2005) as professional responsibilities, classroom instruction, student counseling, classroom management, lecture preparation, parent interactions, the advancement of the teaching profession, and assistance with school administration (Lee & Poon, 2014). Although While there are many officially recognized teaching activities, some of the so-called "invisible work" activities include creating lesson plans, copying worksheets and activities, completing paperwork, checking homework, monitoring pupils, interviewing parents, and tutoring. Other responsibilities include planning extracurricular activities in addition to these (Dibbon, 2004; Lee & Poon, 2014).

Empirical evidence suggests that workload has a direct impact on work-life balance. Bruggen (2015) found that increased workload negatively affects employees' ability to maintain balance, while Molino et al. (2015) highlighted that workload positively relates to work-family conflict, especially when recovery opportunities are limited. Similarly, Young et al. (2013) reported that excessive workload leads to fatigue and reduced performance.

Parent-Teacher Meetings (PTMs) and feedback provision further increase workload, as they demand time, preparation, and emotional engagement (Bubb & Earley, 2004; Day et al., 2016). Extracurricular activities and discipline management extend working hours and intensify workload. Additionally, student counseling requires emotional labor and contributes to exhaustion (Bascia & Rottmann, 2011).

Work-life balance refers to an individual's ability to manage work and personal responsibilities effectively. It is a multidimensional concept involving work, family, and personal domains (Clark, 2000; Singh, 2014). Work-life balance is the ability to combine professional and personal roles, while Caven and Raiden (2010) describe it as achieving equilibrium between work and life commitments.

Key factors influencing work-life balance include work-home interference, role conflict, and personal life impact. Work-home interference occurs when work responsibilities disrupt personal life (Voydanoff, 2005). High workload leads to emotional exhaustion and reduced life satisfaction. Role conflict arises when individuals struggle to meet competing demands. Studies show a strong negative relationship between workload, role conflict, and work-life balance (Michel et al., 2011).

Research consistently shows that workload negatively affects work-life balance. Heavy workload leads to work-home interference, stress, and reduced personal time (Bataineh, 2019; Abidin et al., 2011). Professional responsibilities, student discipline, counseling, and extracurricular activities contribute to imbalance (Hakanen et al., 2006; Kinman et al., 2011). PTMs and administrative duties further increase stress and reduce recovery time (Walker et al., 2010; Burke et al., 1996).

This study is grounded in three key theories. The Conservation of Resources (COR) Theory explains that stress occurs when resources such as time and energy are depleted (Hobfoll, 1989).

COR theory has been widely applied in various domains, including occupational stress, health, and well-being. In occupational stress, COR theory has been used to explain how individuals experience stress and burnout when they perceive a lack of resources, such as control, support, and rewards, in the workplace. Individuals may experience burnout when they are unable to protect and build personal and social resources, leading to feelings of exhaustion, cynicism, and reduced professional efficacy. In health, COR theory has been applied to explain how individuals protect and build health-related resources, such as physical activity, healthy diets, and social support, to prevent and cope with health problems.

The Work-Family Border Theory highlights the importance of managing boundaries between work and personal life (Clark, 2000). Work-Family Border Theory emphasizes managing the boundaries between work and home. Secondary school teachers often face challenges due to the permeability of these boundaries, as work-related tasks frequently intrude on personal time. Activities like parent-teacher meetings or responding to emails outside school hours blur the lines, making it hard to separate professional and personal responsibilities. Teachers with clear boundaries and fixed schedules are better able to maintain balance (Clark, 2000).

The Spillover Theory suggests that experiences in one domain affect another, often leading to negative outcomes when workload is excessive (Staines, 1980). Spillover Theory explains how experiences, emotions, and behaviors in one domain of life, such as work, transfer to another domain, such as family or personal life. It highlights both negative spillover—where work-related stress, like managing disciplinary issues, adversely affects mood and personal interactions—and positive spillover, where professional achievements enhance personal satisfaction and well-being. Widely applied in sociology, psychology, and organizational behavior, the theory emphasizes the interconnectedness of life domains and is particularly useful in understanding work–family relationships. In the teaching profession, due to its demanding nature, individuals are more likely to experience negative spillover, which can disrupt their overall work-life balance (Staines, 1980).

Research on work-life balance and workload has received global attention, but in Pakistan, studies specifically focusing on secondary school teachers are limited compared to higher education faculty, primary school teachers, or other sectors like healthcare and corporate settings. Secondary school teachers face multifaceted responsibilities, including teaching, administrative tasks, student discipline, counseling, extracurricular activities, and parent-teacher meetings, yet the impact of these duties on their work-life balance remains underexplored. Demographic factors such as age, gender, and teaching experience, as well as differences across public and private sectors, are often overlooked, and most studies are qualitative with few quantitative analyses applying theoretical frameworks like Work-Family Conflict, Spillover, or Conservation of Resources Theory. Furthermore, research on actionable policies or interventions to alleviate workload and enhance work-life balance for secondary school teachers is scarce, highlighting the need for comprehensive, data-driven studies to

inform strategies that support teacher well-being and improve educational outcomes in Pakistan.

### **1.1 Research Objectives**

The study was conducted to attain the following objectives

1. To identify the workload and the work-life balance of secondary school teachers.
2. To find out the impact of workload on the work-life balance of secondary school teachers.
3. To determine the relationship of the workload and the work-life balance of secondary school teachers.
4. To predict the work-life balance of secondary school teachers on the basis of their workload.

## **2. Methodology**

This study employed a quantitative research approach to examine the impact of workload on the work-life balance of secondary school teachers. The research design was descriptive in nature, incorporating a causal-comparative framework to explore relationships between variables. Quantitative methods were considered appropriate as they allow for objective measurement and statistical analysis of relationships between workload and work-life balance.

### **2.1 Population**

The target population of the study comprised secondary school teachers working in public schools in Lahore, Punjab, Pakistan.

## **3. Sampling**

A sample of 200 secondary school teachers, including both male and female participants, was selected using a convenient sampling technique. The inclusion of both genders provided a balanced perspective on work-life balance issues among teachers.

### **3.1 Instrumentation**

Data were collected through standardized questionnaires, which are widely recognized as effective tools in survey research due to their ability to ensure uniformity and collect large amounts of data within a limited time (Kothari, 2005). The study utilized two adopted instruments: the Workload Scale developed by Hendres (2009) and the Work-Life Balance Scale developed by Hyman (2005). These instruments were selected for their established validity and relevance to the study variables. The reliability of the instruments was ensured through prior validation studies, while data collection was conducted with informed consent from participants, maintaining confidentiality and anonymity. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 20 (Trial Version). Descriptive statistics, including mean and standard deviation, were used to summarize the data, while inferential statistics such as independent sample t-test, correlation, and regression analysis were applied to examine relationships and differences among variables.

Ethical considerations were strictly observed throughout the study. Participants were informed about the purpose of the research, and their participation was voluntary. Confidentiality of responses was maintained, and data were used solely for academic purposes.

#### 4. Data Analysis

Data was analyzed by applying appropriate statistical technique. Descriptive statistics (means, and standard deviations) and inferential statistics (Visual binning, One-Way ANOVA, correlation, and Regression,) was used as statistical techniques to analyze data.

**Table No 1: Low Workload, Medium Workload, and High Workload of the Respondents about Work-Life Balance**

	N	Mean	S D	95% confidence		Minimum	Maximum
				Interval			
				Lower Bound	Upper Bound		
LOW WL	2	76.50	13.06	36.76	43.18	20	71
MWDIUMWL	66	52.33	9.85	50.63	54.02	23	77
HIGHWL	132	39.97	6.36	19.32	133.68	72	81
Total	200	48.49	12.71	46.72	50.26	20	81

The table 1 presents the impact of workload on work-life balance, with three distinct workload levels: low, medium, and high. The LOWWL (Low Workload) group has the highest mean score of 76.50, indicating a relatively better work-life balance. Responses of teachers having Medium Workload shows a moderate mean score of (M=52.33, SD=13.06) reflecting a more balanced work-life scenario. However, teachers with High Workload (M=39.97, SD=6.36) demonstrates the lowest work-life balance, suggesting that higher workload is associated with poorer work-life balance. The results highlighted that as workload increases, work-life balance tends to decrease, with the highest workload group experiencing the greatest imbalance.

**Table No 2: One way ANOVA to Find Out the Impact of Workload on the Work-life Balance of Secondary School Teachers**

	Sum of Square	df.	Mean Square	F	Sig.
Between Groups	8302.548	2	4151.274	34.299	.000
Within Groups	23843.432	197	121.033		
Total	32145.980	199			

The table 2 presents results of the one-way ANOVA indicate a significant mean difference between groups for work-life balance based on workload levels. The values (F=34.299 , p <.05) suggest that workload levels (such as low, medium, and high) have a statistically significant impact on work-life balance. Specifically, with a p-value less than the typical significance threshold of 0.05, which means that not all workload groups have the same

mean work-life balance. The significant F-value points to the fact that the variation in work-life balance scores between the different workload categories is much greater than the variation within each group. Therefore, we can conclude that teachers' work-life balance is significantly affected by the level of their workload.

**Table No 3: Correlation to Find out Relationship of the Workload and the Work-life Balance of Secondary School Teachers**

		Work-life balance	Workload
Work-life balance	Pearson Correlation	1	-.636(**)
	Sig. (2-tailed)		.000
	N	200	200
Workload	Pearson Correlation	-.636(**)	1
	Sig. (2-tailed)	.000	
	N	200	200

The table 3 presents the results of Pearson correlation between workload and work-life balance, with a correlation coefficient of  $r=-0.636$ . This indicates negative relationship between the two variables, meaning that as workload increases, work-life balance tends to decrease. The negative sign of the correlation suggests that higher workloads are associated with poorer work-life balance. Additionally, the  $p < 0.05$ , confirms that this correlation is statistically significant. Therefore, the results suggest a clear and meaningful inverse relationship between workload and work-life balance, indicating that managing workload is crucial for maintaining a healthy work-life balance.

**Table No 4: Linear Regression to Predict the Work-life Balance of Secondary School Teachers on the Basis of their Workload**

Model 1	R	R2	F	B	SE	B
(Constant)				22.145	2.429	
Workload	.39	.38	128.94	-1.050	.093	0.628*

The table 4 shows the results of the linear regression analysis shows negative relationship between teachers' workload and work-life balance. The coefficient for workload ( $B = -1.050$ ,  $p < 0.05$ ) with a significant beta value of  $-0.628$  ( $p < 0.05$ ), indicates that as workload increases, work-life balance decreases. The model explains 39% of the variance ( $R^2 = 0.39$ ), and the F-statistic ( $F = 128.94$ ,  $p < 0.05$ ) confirms the model's significance. These results highlight that higher workloads negatively impact teachers' ability to maintain a healthy work-life balance.

#### 4.1 Discussion

The current research examined how secondary school teachers in Lahore, Punjab, Pakistan are being affected by workload with regard to the work-life balance of the teachers. The results have indicated statistically significant negative association between work load and work-life balance, hence the more the workload of the teachers, the less the chances that they will be able to balance their work and personal lives. The regression equation also affirmed

that workload is a significant predictor of work-life balance and explains 39 percent of the variance, which means that workload is a significant determinant of teacher well-being.

These results are supported by the existing literature that shows that work-family conflict, stress, and a decrease in life satisfaction are the results of excessive workload (Abidin et al., 2011; Bataineh, 2019). In the Pakistani scenario, where teachers are usually instructing learners in secondary schools in addition to administrative duties, extra curriculum, discipline among students and parent teacher conferences, the cumulative roles make role overload. According to Clark, (2000) in the work-family Border Theory, there is an increase in conflict because of the spillage of professional requirements into the personal time in areas where there are blurred boundaries between work and home. This permeability of borders can be seen in the results of this research, particularly, when teachers often do the lesson planning, grading, and documentation at home.

These findings also coincide with the Hobfoll (1989) Conservation of Resources (COR) Theory, which assumes that stress may arise when individuals perceive a loss or depletion of treasured resources including time, energy and emotional capacity. Educators with high workloads are most likely to be subjected to the loss of resources, which results in the lack of time to interact with the families, get some rest, and develop personally. This loss may cause emotional exhaustion and burnout as recorded earlier by Burke et al. (1996).

Moreover, the negative relationship in this study confirms the Spillover Theory (Staines, 1980) that states the transfer of stress and strain in one area of life to another. When it comes to secondary teachers, the excessive workload and stress in the classroom can have a detrimental impact on the family relations and decrease life satisfaction. This has been the same in other countries and teachers who have large workload report more work-family conflict and less well-being (Michel et al., 2011; Kinman & Jones, 2008).

The results obtained by proved the presence of significant differences in the work-life balance between low, medium, and the high workload groups. The ones with the highest workload mean reported the lowest work-life balance scores, whereas those with the lowest workload mean reported the highest mean work-life balance scores. The presence of this gradient effect is a strong indicator that the intensity of work has a direct effect on the balance lived by teachers. The findings are aligned to the findings of other researchers who have highlighted that poor working conditions are a major factor that weakens the morale and professional sustainability of teachers (Bascia & Rottmann, 2011).

In Pakistan, there are less job opportunities and pressure systems tend to drive teachers to take heavy workloads in the country in order to ensure they have their jobs. As Aziz et al. (2020) point out, female teachers are especially under the pressure because of the expectations imposed by society and their families. In this way, the workload issue in schools is an extension of the structural and cultural forces that influence the well-being of teachers in the nation.

In general, the results give empirical evidence to the international literature as well as adding context-specific evidence when it comes to secondary schools in Lahore. The findings have highlighted that workload management is not a management issue but a psychological,

social, and organizational factor that is important in maintaining teacher performance and quality of education.

## 5. Conclusion

This research has clearly shown that workload is a major indicator of work-life balance among teachers in secondary schools in Lahore, Punjab. The teachers with increased workloads report worse work-life balance significantly than the teachers having moderate and low workloads. The high negative correlation and the high regression value indicates that high professional demands undermine teacher capacity to have a balance between the life and work.

The results emphasize that work-related stress is not a single problem but a systemic one that has a certain impact on the emotional state of a teacher, his/her job satisfaction and effectiveness in general. Teachers are important in determining the academic and social growth of the students hence their health directly affects the quality of education and the performance of the institutions.

The research substantiates such theoretical views like Conservation of Resources Theory, Work-Family Border Theory and Spillover Theory by showing that imbalance and stress are bound to occur when the time and energy resources of teachers become depleted. Workload reduction strategies are badly needed in the Pakistani educational setting whereby teachers are often given administrative, instructional, and co-curricular roles at the same time. Thus, to achieve psychological well-being and long-term professional commitment of teachers, educational policymakers, school leaders, and institutional heads should focus on sustainable working policies, hierarchical work distribution, and conducive working conditions.

### 5.1 Recommendations

Following recommendations are made on the basis of results of the study:

1. Redistribution of administrative and non-teaching tasks should also be carried out in schools to lessen the number of teachers with too much work.
2. More teaching and support staffs should be hired in an attempt to balance between instructional and extracurricular duties.
3. Flexible work hours and non-teaching schedule should be made in place to accommodate work-life balance.
4. There should be clear-cut limits that would restrict unofficial working time on work-related issues.
5. Teachers should be introduced to professional counseling and stress management programs.
6. Electronic record-keeping systems are to be implemented in order to reduce the volume of paper-work.
7. The policies on teacher workload should be reformulated by policymakers to ensure that the role of a teacher is in accordance with manageable standards.
8. The parents teacher meetings and extra curriculum activities must be arranged during the specific working hours.
9. The incentive and recognition systems must be used to promote efficiency without overworking.

10. It should also implement continuous monitoring systems to determine the workload and well-being of the teachers on a regular basis.

## 6. References

- Abidin, A. Z., Rashid, W. E. W., Omar, N., & Ismail, W. Z. (2011). The relationship between workload and work–family conflict among teachers. *Journal of Educational Research and Development, 10*(2), 45–62.
- Aziz, M., Dogar, A. H., & Asim, M. (2020). Work–life balance challenges for female school teachers in Pakistan. *Journal of Education and Educational Development, 7*(2), 210–222.
- Bascia, N., & Rottmann, C. (2011). What’s so important about teachers’ working conditions? The fatal flaw in North American educational reform. *Journal of Education Policy, 26*(3), 508–521. <https://doi.org/10.1080/02680939.2011.554999>
- Bataineh, K. A. (2019). Impact of work–life balance, happiness, and job satisfaction on job performance among university teachers. *International Journal of Human Resource Studies, 9*(3), 45–59. <https://doi.org/10.5296/ijhrs.v9i3.14764>
- Bubb, S., & Earley, P. (2004). *Managing teacher workload: Work–life balance and well-being*. Sage Publications.
- Burke, R. J., Greenglass, E. R., & Schwarzer, R. (1996). Predicting teacher burnout over time: Effects of work stress, social support, and self-doubts on burnout and its consequences. *Anxiety, Stress & Coping, 9*(3), 261–275. <https://doi.org/10.1080/10615809608249406>
- Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations, 53*(6), 747–770. <https://doi.org/10.1177/0018726700536001>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Kinman, G., & Jones, F. (2008). A life beyond work? Job demands, work–life balance, and well-being in UK academics. *Journal of Human Behavior in the Social Environment, 17*(1), 41–60. <https://doi.org/10.1080/10911350802165478>
- Kinman, G., Wray, S., & Strange, C. (2011). Emotional labor, burnout, and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology, 31*(7), 843–856.
- Mbunda, F. L. (2006). *Application of teaching and learning*. Dar es Salaam: The Open University of Tanzania.
- Michel, J. S., Kotrba, L. M., Mitchelson, J. K., Clark, M. A., & Baltes, B. B. (2011). Antecedents of work–family conflict: A meta-analytic review. *Journal of Organizational Behavior, 32*(5), 689–725. <https://doi.org/10.1002/job.695>
- Subha, T. (2013). A study on work–life balance among women faculties working in arts and science colleges with special reference to Coimbatore City. *Paripex – Indian Journal of Research*.
- Staines, G. L. (1980). Spillover versus compensation: A review of the literature on the relationship between work and nonwork. *Human Relations, 33*(2), 111–129. <https://doi.org/10.1177/001872678003300203>
- Voydanoff, P. (2004). Implications of work and community demands and resources for work-to-family conflict and facilitation. *Journal of Occupational Health Psychology, 9*(4), 275–285.



Voydanoff, P. (2005). Toward a conceptualization of perceived work–family fit and balance: A demands and resources approach. *Journal of Marriage and Family*, 67(4), 822–836.

Walker, J. M. T., Shenker, S. S., & Hoover-Dempsey, K. V. (2010). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 110(3), 409–432. <https://doi.org/10.1086/605670>