

IDENTIFYING THE SCHOOL TEACHERS' WORK-LIFE BALANCE ASSOCIATION WITH WORKPLACE WELL-BEING THROUGH THE MEDIATION OF PERCEIVED CONTROL AND WORK-LIFE BALANCE SUPPORTIVE CULTURE

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Abstract

This study embarked with a key objective of identifying the school teachers' work-life balance association with workplace well-being. Considering the significance, role and bridge of perceived control and work-life balance supportive culture in establishing work-life balance and workplace well-being, both the variables were incorporated as mediating variables. The study data was collected from the school teachers who provided 452 responses. Data was collected through the convenience sampling method from the public and private schools. The collected data was analyzed through IBM-SPSS, by fulfilling the basic statistical requirements and confirming the non-availability of the common method bias. The tested hypotheses provided statistically significant results for the positive association of perceived control in maintaining work-life balance. An equally positive statistically significant association for the prediction of workplace well-being through work-life balance through the mediation of perceived control and work-life balance supportive culture was obtained. The study was concluded with the study limitations, future research areas and implications for practice.

Keywords: Work-Life Balance, Workplace Well-Being, Perceived Control, Work-Life Balance Supportive Culture and School Teachers

1. INTRODUCTION

The research on Work-Life Balance (WLB) has gained significant attention from researchers over the past years. One of the reasons is the changing dynamics of the workplace after COVID-19. Workplaces are rapidly incorporating digitalization to facilitate the employees achieving WLB. Providing leaves, health and wellness, work flexibility and shared work strategies are adopted for creating WLB (Aghimien et al., 2024). A suitable WLB is beneficial and supportive for the employees (Irfan et al., 2021). In today's time, WLB is very important in achieving the required organizational objectives (Dlamini et al., 2020). An improper WLB demotivates the employees, which as a result generates absenteeism, lower job satisfaction and the intention of leaving the job.

WLB provides the benefits of establishing workplace well-being. Workplace well-being is keenly determined through an effective Work-life balance (Bennett et al., 2017). WLB remains positively associated with the well-being (Haider & Dasti, 2022). Workplace well-being refers to the quality of work life and facilitates establishing employee satisfaction. The school teachers encounter challenges in maintaining effective well-being (Bali-Mahomed et al., 2022). This as a result generates high stress, burnout and instability. It is identified that when well-being is lower it decreases the job performance (Obrenovic et al., 2020). In the study of (Agyapong et al., 2022) it was identified that teachers' depression ranged from 4% to 77%, stress ranged from 8.3% to 87.1%, burnout ranged from 25.12% to 74% and anxiety ranged from 38% to 41.2%. Seeing, it is very challenging for school teachers to maintain WLB and workplace well-being. Thus, the dynamics of school education setup provide a vital platform to test and identify the fundamentals of WLB on workplace well-being. On teachers, in the context of Pakistan, WLB studies are very rare. Whereas, in comparison with other countries, a good number of studies on WLB are available that studied teachers' perspectives on WLB. In India, the literature discoursed that WLB study by taking teachers as a focus of attention was conducted (Punia & Kamboj, 2013). Another study taking teachers to understand WLB in the same country context was conducted (Muthulakshmi, 2018). Similarly, in the same country, the school teachers' role towards WLB was conducted by (Nisha et al., 2020). As such, considering,

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this and the increase in the research of WLB in the teachers, highlighted a contextual need to look at this perspective in the context of Pakistan.

To maintain an effective WLB and to achieve workplace well-being, it is also required for school teachers to have perceived control. Perceived control helps the employees to take control over their work schedules and helps to reduce work-related stress and burnout which as a result generates effective WLB (K. M. Shockley & Allen, 2007). For effective WLB, the school teachers are required to have control to generate Well-being. It is identified well-being is determined through autonomy and flexibility (Charry et al., 2020; Guerrini Usubini et al., 2021). The perceived control as a result helps in reducing stress and burnout. Thus, it is also imperative to check the role of perceived control in school teachers in establishing WLB and workplace well-being.

Over time, it has been determined that the role of perceived control and a work-life supportive culture is essential in creating a bridge between WLB and workplace well-being. For the effectiveness of WLB, a supportive culture perception is required to be generated which helps the employees maintain their well-being (Jamila Lamane-Harim & Sanchez-Vidal, 2023). Supportive culture facilitates the prediction of well-being (Eng et al., 2024). In the school education setup, where teachers' jobs are too demanding, having heavy workloads, a supportive culture is essential to be incorporated to identify the influence of WLB on workplace well-being.

The literature discoursed research gaps, by highlighting the significant studies on WLB which have been conducted. For example, WLB's role in the success and motivation of a career was assessed by (Ali et al., 2024). WLB's impact on job performance was assessed by (Ahmed et al., 2024). In the study (Hooi, 2024) WLB's direct impact on employee engagement was identified. In the study of (Aman-Ullah et al., 2024) WLB's impact on employee retention and turnover intentions was identified. In the study (Begum, 2024) WLB's positive relationship with workplace well-being was identified. In the study (Kaur & Randhawa, 2021) in private schools WLB with turnover intention was assessed. Considering WLB's studies by utilizing the different variables in multiple contexts, rare studies are being conducted in which the role of perceived control, work-life supportive culture and workplace well-being is being assessed in the school context of Pakistan. The study by the amalgamation of these variables is unmatched. This reflects a research gap and an opportunity for the researchers to work. Based on the gap, a research question which requires to be answered is, what is the association of work-life balance with workplace well-being through the mediation of perceived control and work-life balance supportive culture? This gap also directs to have an objective of, knowing the association of work-life balance with workplace well-being through the mediation of perceived control and work-life balance supportive culture in school teachers.

Considering the significance of WLB in establishing workplace well-being through perceived control and work-life supportive Culture, this study aims to identify their amalgamation and association among school teachers. The study will yield insights and novelty which will be helpful for HR professionals and the educational sector.

2. LITERATURE REVIEW

2.1. Work-Life Balance (WLB)

The evolving landscape of work has elevated the significance of WLB in various settings. WLB has emerged as a critical element affecting employee engagement and job performance (Ahmed et al., 2024; Hooi, 2024). WLB is the employee balance between the allocation of time and effort devoted to work and personal activities (Popoola & Fagbola, 2021). Over time, organizations with diverse workforces prioritized WLB by offering flexible working practices (Daniels, 2006). The overall objective of WLB is to save employees from burnout. It is observed that educators get burnt out quickly due to their work demands, emotional attachment and extra job efforts (Maslach et al., 2001). Thus, in the education setup, it is very essential to promote WLB for a positive work environment, job satisfaction and improved performance outcomes. WLB is keenly based on the principles of flexibility in work arrangements. In the education setup, it is observed that flexible work arrangements increase job performance (K. Shockley & Allen, 2012).

2.2. Theoretical Basis

To understand the Work-life balance role, it is vital to align and create a linkage with a theoretical basis. A fundamental alignment of Work-life balance is through Instrumental Theory. The instrumental theory elaborates that work is a means of earning through which a satisfying and successful family and life well-being can be maintained (Bello & Tanko, 2020; Khateeb, 2021). In organizations, employees are required to create a balance between work and personal life by utilizing the resources earned from the organization. An effective work and personal life balance is essential to achieve the required objectives.

2.3. The Role of Perceived Control in Maintaining Work-Life Balance

Perceived control is the perceived ability of an employee to make decisions regarding the job in concurrence with the concerned line authority (Melamed et al., 1991). Perceived control is a psychological

empowerment which helps in reducing stress and leading to enjoying the working conditions. Job-related stress reduces the WLB (S. & S.N., 2023). Stress always remained a major influencer of WLB (Susanto et al., 2022). Organizational initiatives facilitate maintaining WLB which as a result reduces stress (Bhat et al., 2023). Similarly, perceived control helps the employees take control over their work schedules and helps to reduce work-related stress and burnout which as a result generates effective WLB (K. M. Shockley & Allen, 2007). A positive association of scheduling control with the WLB is found in the study of (Jang et al., 2011). It was also established that perceived control can also facilitate stress reduction, and better health amongst the employees which facilitates improved WLB (Moen et al., 2016). Employees' psychological empowerment provided by the perceived control is also very important in establishing WLB. Psychological empowerment strengthens the WLB and retention of the employees at the workplace (Panda & Sahoo, 2021). Perceived control is developed with experience. The employees who have high experience have high perceived control which as a result help in maintaining WLB (Otuya & Andeyo, 2020). In the education setup, it is important to consider that the teachers have even distribution of work to promote WLB. Proper allocation of tasks can prevent anxiety and lead to improved quality of work (K. Shockley & Allen, 2012). Thus, based on it, the first hypothesis proposed is:

H₁: Perceived control is positively related to Work-life balance.

2.4. The Role of Work-Life-Balance Supportive Culture (WLBSC) in Determining Work-Life Balance

WLBSC is the support provided by an organization to its employees to balance their work and family lives (Jamila Lamane-Harim & Sanchez-Vidal, 2023). Employees who perceive WLBSC feel more comfortable in using WLB. In the education setup, the significance of a supportive culture in providing the WLB cannot be underestimated. It is vibrant to have a supportive culture that makes the teachers perceived to promote and implement the WLB. Organizational culture strongly influences employees to use the WLB (Adisa et al., 2017). Employee perception of having a supportive culture reduces stress and burnout. WLBSC remain a mediator in creating a work engagement (Peeters et al., 2009). In the study of (Eng et al., 2024) organizational support culture facilitated the prediction of employees' well-being. For the effectiveness of WLB, a supportive culture perception is required to be generated which helps the employees maintain their well-being (Jamila Lamane-Harim & Sanchez-Vidal, 2023). This reflects a positive association between WLB and WLBSC. However, the employees must take control of stress to generate effective WLB, which is crucial in reaching WLBSC. Thus, perceived control generates a bridge between WLB and WLBSC. Based on this, the second hypothesis proposed is:

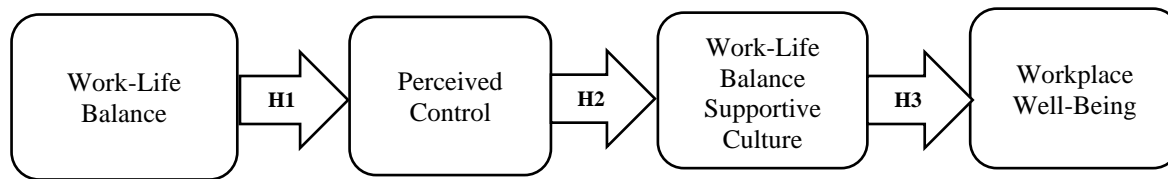
H₂: The relationship of Work-life balance with Work-life balance supportive culture is mediated by perceived control.

2.5. Workplace Well-being and Work-Life Balance

Workplace well-being is keenly determined through an effective Work-life balance (Bennett et al., 2017). Workplace well-being plays a significant role in establishing employee satisfaction. Workplace well-being refers to the quality of work life. It is the employee's state of mind to understand their capabilities to manage the stress to work effectively (Pradhan & Hati, 2022). At the workplace, stress is managed through perceived control. Perceived control facilitates stress reduction, and better health amongst the employee which facilitates improved WLB (Moen et al., 2016). This as a result helps in maintaining and establishing effective Workplace well-being. Similarly, an organizational supportive culture is required to be available which may help in providing friendly workplace well-being. Prominent scholars (Eng et al., 2024; Hassan et al., 2022; Jamila Lamane-Harim & Sanchez-Vidal, 2023; Lucia-Casademunt et al., 2018) confirmed the value of organizational supportive culture in providing workplace well-being results. In the educational setup, WLB is very crucial in providing workplace well-being. A recent study conducted by (Mattar et al., 2024) identified a negative significant relationship between Work-Life Imbalance and workplace well-being. This finding oppositely advocated a positive relationship between WLB and employees' well-being. Taking this into consideration and the effective role of perceived control and WLBSC, the third hypothesis proposed is:

H₃: The relationship of work-life balance with workplace well-being is mediated by the perceived control and work-life balance supportive culture.

Figure 2.1: Theoretical Framework



3. RESEARCH METHODOLOGY

3.1. Research Design

This study employed a cross-sectional research design, a decision rooted in its suitability for identifying work-life balance and workplace well-being among educators at a single point in time. The study adopted positivist research philosophy, by administering explanatory research design. This philosophical approach and research design supported the use of statistical methods to identify the relationship among the variables (Cooper & Schindler, 2014; Saunders et al., 2009). Similarly, it also facilitated a quantitative approach, by aligning with philosophy and research design by enriching the path and significance of measurable outcomes to generalize the study results.

3.2. Variables Measurement and Adopted Scales Sources

All four variables were measured on a Likert scale having five endpoints with options of strongly disagree to strongly agree. The WLB scale was adopted from the study (Popoola & Fagbola, 2021) having eight items and a reliability of 0.78. Perceived Control was adopted from the study of (Melamed et al., 1991) having six items and a reliability of 0.74. The WLBSC scale was adopted from the study of (Jamila Lamane-Harim & Sanchez-Vidal, 2023) having five items. The workplace well-being scale was adopted from the study (Pradhan & Hati, 2022) having nine items and a reliability of 0.95.

3.3. Target Population and Data Collection Procedure

A convenience sampling method was utilized for respondent selection. The study's target population was school teachers working in public and private schools in Karachi. The convenience sampling method was selected considering the lack of a robust sampling frame. Besides, the convenience sampling method also ensured and provided direct access to the respondents. The study data was collected through the survey. 600 respondents were requested to participate in the study, out of which 456 respondents provided their responses. Four questionnaires were dropped due to incompleteness. This provided a final response of 452 responses for statistical analysis. The sample size was estimated by assuming that the teachers' population is over 100,000 for which a minimum of 400 samples was required to perform the analysis. This was guided by the size of the population and the sample size requirement mentioned in the study (Singh & Masuku, 2014).

4. DATA ANALYSIS

The collected data was analyzed by using IBM-SPSS. IBM-SPSS was selected considering the regression analysis test which was required to be performed through the enter method. The enter method in regression analysis provides a robust indication of the prediction and contribution of each variable to the dependent variable. Thus, it is helpful to make statistical judgments based on the level of each variable contribution and prediction. The mediation was also tested through the regression analysis through multiple models. Besides providing these, IBM-SPSS is a widely used method for assessing the survey results. The results analyzed are provided in table 4.1.

The respondents' demographic analysis revealed that most of the respondents were from public sector schools. The age group from 31-40 remained dominant in contributing to the survey responses. The female respondents' response stood highest, this indicated that the schools' workforce is dominated by the female respondents. Junior elementary school teachers and 1-5 years of experience also remained prominent in the survey responses.

Table 4.1: Demographic Analysis

| Demographics | Group | Percentage |
|---------------------|----------------------------------|------------|
| Gender | Male | 47.6% |
| | Female | 52.4% |
| Age | 20-30 | 34.5% |
| | 31-40 | 43.4% |
| | 41-50 | 15.7% |
| | Above 50 | 6.4% |
| Designation | Junior Elementary School Teacher | 39.4% |
| | High School Teacher | 23.2% |
| | Subject Specialist | 6.9% |
| | Others | 30.5% |
| School Type | Public | 75% |
| | Private | 25% |
| Years of Experience | 1-5 Years | 39.8% |
| | 6-10 Years | 32.1% |
| | 11-15 Years | 12.8% |
| | 16-20 Years | 5.3% |
| | 21-25 Years | 3.6% |
| | 26-30 Years | 3.5% |
| | 31-35 Years | 1.6% |
| | 36-40 Years | 1.1% |
| | 40 and Above Years | 0.2% |

4.2. Reliability Analysis

The variables' measurement scales' reliability was assessed through Cronbach alpha. According to (Hair et al., 2010) Cronbach alpha value of 0.70 for the scales reflects good reliability. The reliability results are provided in Table 4.2. All the variables' measurement scales' reliability results remained above the threshold criteria except for the Work-Life-Balance Supportive Culture. Its reliability results remained slightly lowered by 0.70. After the validation of the reliability results, the variables proceeded for descriptive analysis and hypotheses testing.

Table 4.2: Reliability Analysis

| S.No | Variable | Number of Items | Reliability |
|------|--------------------------------------|-----------------|-------------|
| 1 | Work Life-Balance | 08 | 0.74 |
| 2 | Perceived Control | 06 | 0.75 |
| 3 | Work-Life-Balance Supportive Culture | 05 | 0.67 |
| 4 | Workplace Well-Being | 09 | 0.79 |

4.3. Common Method Bias

The common method bias was tested through Harman's Single Factor Test through the usage of IBM-SPSS. All the study variables items were loaded on a single item to check the variance. The result obtained was 25.61% variance loading on a single item. The obtained result was under the threshold value, which indicated that common method bias is not available in the data to proceed with further analysis.

4.4. Descriptive Statistics

Variables, descriptive statistics through mean (M), standard deviation (SD), skewness (Sk), kurtosis (Kr) and correlations were assessed before hypotheses testing. The results are provided in Table 4.3. The standard deviation remained less, which ensured less variability in the variables. Skewness and Kurtosis values remained closely aligned with the required standards. Skewness values inside the range of -1 to +1 indicate skewed distribution (Hair et al., 2010). Skewness and Kurtosis low dispersion results assured the normality of the variables. The Skewness and Kurtosis values assured data normality. Similarly, the correlation of the variables remained positive and discoursed a linear positive correlation amongst the variables. The correlation results of all the variables also

remained significant at $p < 0.01$. The analysis performed in Table 4.3 is essential to proceed with hypotheses testing to meet the objective of knowing the association among the variables.

Table 4.3: Descriptive Statistics

| S.No | Variable | M | SD | Sk | Kr | Correlation | | | |
|------|--------------------------------------|------|------|-------|------|-------------|--------|--------|--------|
| | | | | | | 1 | 2 | 3 | 4 |
| 1 | Work Life-Balance | 3.53 | 0.56 | -0.19 | 0.36 | 1 | 0.43** | 0.39** | 0.60** |
| 2 | Perceived Control | 3.53 | 0.58 | -0.51 | 1.40 | 0.43** | 1 | 0.49** | 0.55** |
| 3 | Work-Life-Balance Supportive Culture | 3.50 | 0.60 | -0.24 | 0.79 | 0.39** | 0.49** | 1 | 0.49** |
| 4 | Workplace Well-Being | 3.63 | 0.54 | -0.31 | 0.60 | 0.60** | 0.55** | 0.49** | 1 |

** Significant at 0.01 *Significant at 0.05

4.5. Hypotheses Testing

The hypotheses were tested through regression analysis. The hypothesis results are provided below.

H₁: Perceived control is positively related to Work-life balance.

Table 4.4 provides the hypothesis testing result, tested through regression analysis. Work-life balance regressed results with perceived control provided an 18% significant relationship at $p < 0.01$. The collinearity statistics tested through the variance inflation factor (VIF) remained at 01, which is under the threshold criteria. The significant regressed results supported the acceptance of hypothesis 1.

Table 4.4: Perceived Control to Work-Life Balance Regression Analysis Result

| Dependent Variable: Work-Life Balance (Model 1) | | | | |
|-------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|
| Independent Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF |
| Perceived Control | 0.43 | 0.18 | 0.00** | 1 |

** Significant at 0.01 *Significant at 0.05

H₂: The relationship of Work-life balance with Work-life balance supportive culture is mediated by perceived control.

Table 4.5 provides the hypothesis testing result, tested through regression analysis. In Model 2 Work-life balance supportive culture, regressed results with Work-life balance provided a 15% significant relationship at $p < 0.01$. The collinearity statistics remained at 01, which is under the threshold criteria. In Model 3 perceived control, the mediator entered the model, which provided a significant change of 13% increase in the prediction power with R-Square 0.28 at $p < 0.01$ and collinearity statistics at 1.23. The robust mediator contribution and significant regressed results supported the acceptance of hypothesis 2.

Table 4.5: Work-Life Balance with Work-Life Balance Supportive Culture through the Mediation of Perceived Control Regression Analysis Result

| Dependent Variable: Work-life Balance Supportive Culture (Model 2) | | | | |
|--------------------------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|
| Independent Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF |
| Work-Life Balance | 0.39 | 0.15 | 0.00** | 1 |

| Dependent Variable: Work-life Balance Supportive Culture (Model 3) | | | | | |
|--------------------------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|--------------------|
| Mediating Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF | Change in R-Square |
| Perceived Control | 0.40 | 0.28 | 0.00** | 1.23 | 0.13 |

** Significant at 0.01 *Significant at 0.05

H₃: The relationship of work-life balance with workplace well-being is mediated by the perceived control and work-life balance supportive culture.

Table 4.6 provides the hypothesis testing result, tested through regression analysis. In Model 4 Work-Place Well-Being, regressed with Work-life balance provided a 36% significant relationship at $p < 0.01$. The collinearity statistics remained at 01. In Model 5 perceived control, the first mediator was entered in the model, which provided a significant change of 11% increase in the prediction power with R-Square 0.47 at $p < 0.01$ and collinearity statistics at 1.23. In Model 6 Work-Life Balance Supportive Culture the second mediator was entered in the model, which provided a significant change of 2% increase in prediction power with R-Square 0.49 at $p < 0.01$ and collinearity statistics at 1.40. The robust mediators' contributions and significant regressed results supported the acceptance of hypothesis 3.

Table 4.6: Work-Life Balance with Work-Place Well-Being through the Mediation of Perceived Control and Work-Life Balance Supportive Culture Regression Analysis Result

| Dependent Variable: Work-Place Well-Being Culture (Model 4) | | | | | |
|-------------------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|--|
| Independent Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF | |
| Work-Life Balance | 0.60 | 0.36 | 0.00** | 1 | |

| Dependent Variable: Work-Place Well-Being (Model 5) | | | | | |
|-----------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|--------------------|
| Mediating Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF | Change in R-Square |
| Perceived Control | 0.36 | 0.47 | 0.00** | 1.23 | 0.11 |

| Dependent Variable: Work-Place Well-Being (Model 6) | | | | | |
|-----------------------------------------------------|----------------------------|----------|--------------------------|-----------------------------|--------------------|
| Mediating Variable | Standard Beta Co-efficient | R-Square | F-Statistic Significance | Collinearity Statistics VIF | Change in R-Square |
| Work-Life Balance Supportive Culture | 0.18 | 0.49 | 0.00** | 1.40 | 0.02 |

** Significant at 0.01 *Significant at 0.05

5. DISCUSSION, CONCLUSION AND CONTRIBUTIONS OF THE STUDY

The instrumental theory underpinned the effectiveness of Work-Life Balance in achieving the required outcomes. The study's core objective was to know the association of work-life balance with workplace well-being through the mediation of perceived control and work-life balance supportive culture in school teachers. Thus, three hypotheses were tested. The results of all three hypotheses provided statistical significance in predicting the dependent variable. The incorporation of the mediating variables increased the robustness of the model in providing further enriches in the predictions. Support for the result of hypothesis one was obtained from the previous studies. In the study of (Hsu et al., 2019) it was identified that work-life balance is managed through perceived time control. Similarly, the results of hypothesis two also remained aligned with the study (Maszura & Novliadi, 2020) in which work-life balance is significantly established through organizational support. Conversely, this study utilized the mediator's perceived control to identify the relationship. For hypothesis three, support from the study of (Baba Rahim et al., 2020) was obtained. However, this study utilized the mediator perceived control and work-life balance supportive culture to identify the relationship.

One of the significant theoretical contributions of the study is the acknowledgement of Instrumental theory in maintaining the WLB. Along with further filtering its perspective on work is a means of earning under which successful family and life well-being is maintained. Conversely, the study results if well-being at work is the combination of multiple factors which is the combination of a supportive culture, employees perceived control and workplace well-being, these all facilitate the employees in reaching the desired level of establishing the WLB. Besides, the study also contributes significantly to identifying the relationship of Work-Life Balance, and workplace well-being through the mediation of perceived control and work-life balance supportive culture in school teachers in the context of Pakistan. This also reflects a core contribution of the study. Since it was deductive research, the study was not directed to develop or propose a new theory. A significant originality of the study is the utilization of the mediators in identifying the relationship. Perceived control and work-life balance supportive culture facilitated in achieving workplace well-being.

6. FUTURE RESEARCH AREAS, LIMITATIONS AND IMPLICATIONS FOR PRACTICE

For future research, it is recommended to utilize the longitudinal time horizon for assessing the relationship between work-life balance initiatives on workplace well-being to identify patterns and continuing impacts. Besides, utilizing quantitative research, qualitative research with interview and focus group techniques may also be utilized. Mix method research is also recommended to be conducted to generalize the study findings. In future, it is also highly recommended to conduct a study by selecting data from private and public schools separately. A comparative study will be helpful.

The study has certain limitations. The researchers were not in a position to identify and evaluate the personality, stress and individual differences of the respondents while obtaining the responses. In the future, it is highly recommended to develop a mechanism for ensuring and identifying these for expanding the research. The study data was collected from one metropolitan city, where educational systems are better. Thus, it is highly recommended to expand the study to other cities. Similarly, due to the lack of a sampling frame and convenience sampling design, the researchers faced limitations in segregating the data of private and public schools and leading data analysis performance on the entire data set.

The study results have also provided implications for practice. Ensuring a work-life balance for the school teachers always remains a challenging task. Based on the study findings, the school management may implement effective work-life balance processes by enriching perceived control and providing a supportive culture to achieve workplace well-being. School management may think of implementing flexible working arrangements to facilitate schoolteachers in balancing professional responsibilities and personal commitments, to enhance workplace well-being. Workplace well-being is highly required in the school setup; the better the workplace well-being of the school the better the motivation of the teacher to contribute to the school education. The school administrators are required to improve the workplace well-being of the teachers to get prominent results at work. The schools are required to give independence and control to the school's teachers for developing their WLB as per their requirements. The study results also indicated that for the success of WLB, it is also vital to have a supportive work culture. Implementing an effective work culture is a need of time, specifically in schools where teachers are highly engaged in developing, polishing and nurturing the future potential of the nation. Thus, an effective work culture is imperative to bring and provide the required objectives. Consequently, school administrators are required to work continuously to improve and enrich a supportive culture for the schoolteachers. Learning about the WLB best practices and linking them with sustainable development goals will add value to the promotion of workplace well-being at the schools.

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