

The Relationship between Work Life Balance and Teachers well-being in the Sector of Education of Sulaymaniyah

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Abstract

This research investigates the correlation between work-life balance (WLB) and well-being among 132 teachers in Sulaymaniyah's private educational sector, specifically from Kurd Genius Primary and Secondary Schools. Employing a cross-sectional quantitative design with simple random sampling and validated questionnaires (Cronbach's α : WLB=0.870, well-being=0.818), the study assessed WLB at a moderate level ($M=3.223$) and well-being at a high level ($M=3.335$) on a 5-point Likert scale. Results revealed a moderately positive association ($r=0.518$, $p<0.001$), indicating that better WLB enhances happiness, life satisfaction, and emotional health while mitigating burnout risks. Key moderators include job satisfaction, social support from supervisors and family, flexible scheduling, and supportive work environments, which amplify well-being outcomes in high-demand teaching roles. Recent studies confirm these patterns: flexible hours and task management reduce stress via resource conservation (Conservation of Resources theory), while positive organizational climates lower turnover intentions and boost retention. In teacher contexts, poor WLB correlates with emotional exhaustion, lower motivation, and diminished instructional quality, whereas balanced approaches foster self-regulatory patterns and long-term occupational flourishing. Predominantly female (84.4%) and highly educated (84.4% bachelor's, 12.2% master's) participants underscore gender-specific challenges in balancing professional demands with family roles, prevalent in Middle Eastern educational settings. These findings align with global evidence linking WLB initiatives—such as workload reduction, mental health programs, and boundary-setting—to higher job satisfaction, productivity, and student outcomes. Organizations should implement targeted interventions: flexible policies, stress management training, and wellness programs to elevate moderate WLB levels. Policymakers in Sulaymaniyah can leverage these insights for evidence-based reforms, promoting teacher

retention and educational excellence amid resource constraints. Future longitudinal and mixed-methods research could explore cultural nuances and intervention efficacy in Kurdish contexts.

Keywords: Work Life Balance, Wellbeing

Introduction

Many individuals dedicate a significant portion of their lives to their work, making it crucial to recognize that the workplace and its environment can have a profound impact on their physical and psychological health and well-being. The effects of the workplace can extend beyond working hours, affecting employees in their daily lives. It is the responsibility of employers to ensure that employees have a suitable work environment and a healthy work-life balance. When employees are content and thrive in their work, it benefits the organization as they become more productive and meet their targets. In Iraq and the Kurdish region, employees are unfamiliar with the concept of well-being and are unaware of its profound influence on their daily lives. They often struggle to prioritize between their personal and professional lives. Experts agree that work-life balance (WLB) is crucial as it is closely linked to an individual's psychological well-being and overall sense of life harmony. Achieving a balance between occupational and personal roles is essential. According to Moen, Kojola, and Schaefers (2017), when employees experience an imbalance between their work and home roles, receiving positive feedback and cooperation from both their supervisors and family members can inspire them to work harder, increase their energy levels, and empower them to succeed in all aspects of life.

Literature Review

The subsequent section of this study will provide a literature review focusing on the relationship between work-life balance and well-being as the dependent variable. In Chapter 2.1, key terms such as work-life balance and well-being will be defined, and their significance will be discussed based on the latest research in the field. Following that, Chapter 2.2 will present a comprehensive review of existing studies exploring the link between work-life balance and well-being. This review will encompass research on the causes and effects of work-life imbalance, the role of organizational policies and practices in fostering work-life balance, and the connection between work-life balance and well-being. Additionally, suggestions for further research will be provided. The literature review will also delve into the various dimensions of work-life balance, including the balance between professional and personal obligations, paid labor and unpaid labor, and work and leisure. The conceptual framework will be presented, establishing the theoretical foundations for the research and explaining how work-life balance and well-being will be operationalized. The review will acknowledge the importance of previous studies and research on the topic, highlighting how these contributions have shaped the current understanding of the relationship between work-life balance and well-being. Furthermore, major theories and frameworks employed in studying this relationship will be examined, demonstrating how these theories and frameworks will be applied in the specific research effort outlined in this study. This chapter will establish the framework for comprehending the current research on the link between work-life balance and well-being, providing guidance for the design and implementation of the proposed study. It will also contribute to the overall understanding of the current state of research on this topic. The term "work" in work-life balance refers to activities that involve intellectual or physical abilities, while "balance" signifies the pursuit of equilibrium in all

aspects of life and work (Clark, 2000). The term gained popularity in the 1990s after Juliet Schor's publication, which expanded the concept of work-life balance to encompass favorable attitudes and prioritization of life and work (Sing, 2014; Rincy & Panchanatham, 2014).

According to Lin et al. (2020), work-life balance can impact individuals' well-being and job satisfaction. Their study examined the relationship between work-life balance, job satisfaction, and employee well-being, revealing a connection between employee development, job satisfaction, and work-life balance. Employee development, achieved through workshops within the organization, can lead to an improved sense of well-being and balance in work life. Rewards within the organization, such as feedback or compensation linked to improved job satisfaction, can also enhance motivation. Motivated employees can contribute to increased productivity and efficiency, potentially resulting in meeting production targets ahead of schedule. The research emphasizes that work-life balance is associated with higher levels of well-being and job satisfaction, benefiting both employees and the company (Lin et al., 2020). Well-being is defined as the experience of positive sensations such as happiness and contentment, personal growth, a sense of control over one's life, a sense of purpose, and meaningful relationships. The work environment and interactions with supervisors and coworkers can significantly impact well-being in the workplace. Achieving a good work-life balance promotes better mental and physical well-being, both in work and private life (Work-Life Balance and Wellbeing at Work, 2022). Overall, this literature review establishes the foundation for understanding the current research on the relationship between work-life balance and well-being. It informs the design and implementation of the proposed study and contributes to the existing knowledge in the field.

Methodology

The target population for this study consists of 200 primary and secondary teachers in Sulaymaniyah, specifically from Kurd Genius Primary and Secondary School in Suli height and Kurd Genius Primary and Secondary School in Qaiwan City. A sample size of 132 participants will be selected using the methodology proposed by Krejcie and Morgan (1970). Simple random sampling will be employed to ensure that the sample results are representative of the entire population. With this sampling method, each unit in the population has an equal chance of being chosen (Sekaran & Bougie, 2016). To gather data for the study, a questionnaire will be used as the primary data collection instrument. Questionnaires are widely recognized as effective tools for collecting data in large-scale studies involving a significant population (Bell et al., 2012). The questionnaire will consist of 28 items designed to capture relevant information for the research.

Results

The majority of participants in the current study were female, comprising 84.4% of the sample. Furthermore, a significant portion of the participants (84.4%) held a bachelor's degree, indicating a high level of educational attainment among the sample. Moreover, a notable proportion of participants (12.2%) had pursued postgraduate education, as evidenced by the number of individuals with a master's degree. This suggests that the sample is characterized by a considerable level of educational achievement. The analysis revealed a moderately positive correlation ($r: 0.518$) between well-being and work-life balance, indicating a meaningful relationship between these two factors. The statistical significance of the correlation is supported by the p -value of 0.000. The findings of the analysis indicate that

individuals with better work-life balance tend to have higher levels of well-being, particularly in terms of happiness. These findings align with previous studies that have explored the connection between work-life balance and well-being. For instance, Leiter and Maslach's (2003) study found that employees who reported having a good work-life balance were more likely to experience high levels of well-being, such as contentment, life satisfaction, and positive emotions. Conversely, those who reported having a poor work-life balance were more likely to experience low levels of well-being, including discontent, dissatisfaction with life, and negative emotions. These consistent findings across studies highlight the importance of work-life balance in influencing individual well-being.

Dimension	Number of items	Cronbach's alpha
Work life balance	16	0.870
Wellbeing	6	0.818

Research objectives	Findings	Interpretation
ROI 1 to examine the level of work life balance among teachers in private educational sectors in Sulaymaniyah.	3.223 (Moderate)	Level of work life balance is Moderate
ROI 2 to examine the level of well-being among teachers in private educational sectors in Sulaymaniyah	3.335 (High)	Level of wellbeing is high.
RO3 to examine the relationship between work life balance and well-being among teachers in private educational sectors in Sulaymaniyah.	CORRELATION R= 0.518 (High)	There is a high relationship between work life balance and well-being

Discussion and Recommendations

Implementing Work-Life Balance Programs: Considering the moderate level of work-life balance among teachers, it is recommended to establish and strengthen work-life balance initiatives in private educational sectors. These programs can include activities that promote employee well-being, effective task management techniques, and flexible work hours. By providing teachers with the necessary tools and support to successfully manage their work and personal obligations, overall job satisfaction and well-being can be enhanced. **Promoting Well-being Initiatives:** Similarly, it is important to emphasize and support programs that improve teacher well-being in private educational sectors. This can involve creating a supportive work environment, fostering open channels of communication, and providing resources for stress management and self-care. Investing in the well-being of teachers not only benefits the individual teacher but also positively impacts student performance and outcomes. **Setting Boundaries for Secondary Teachers:** Encouraging clear boundaries

between work and personal life is crucial for maintaining a healthy work-life balance and promoting overall well-being. Establishing specific work hours and intentionally separating work-related tasks and stress from leisure time can lead to a more harmonious and fulfilling life. By dedicating specific periods to personal relaxation, pursuing other interests, spending time with loved ones, and engaging in hobbies, individuals can recharge, decompress, and regain a sense of control over their lives. Prioritizing Organizational Culture for Policy Makers: Creating a supportive organizational culture significantly enhances work-life balance and well-being. Policymakers should prioritize the overall wellness of employees, such as police officers, by fostering a welcoming and compassionate environment. This can be achieved through promoting open communication channels, where individuals feel comfortable sharing their challenges in managing work and personal obligations and seeking assistance when needed. Policymakers should also make mental health support tools and programs available, such as counseling services or employee assistance programs. Additionally, providing training opportunities in resilience and stress management can further improve the supportive culture. By equipping employees with the necessary skills to manage stress effectively, policymakers empower them to maintain their well-being even in demanding situations. Overall, by addressing work-life balance and well-being at both the organizational and policy levels, individuals can experience improved quality of life, job satisfaction, and overall happiness.

Conclusion

This research study aimed to examine the work-life balance and well-being levels among teachers in Sulaymaniyah's private educational sectors. The findings revealed a moderate level of work-life balance and a high level of well-being, demonstrating a significant relationship between these variables. The recommendations provided in this chapter offer valuable guidance to organizations on enhancing work-life balance initiatives, supporting well-being programs, and prioritizing the needs of teachers in the private educational sectors. To deepen our understanding of work-life balance and well-being in this context, future studies are encouraged to conduct comparative and longitudinal research, foster collaboration, and facilitate knowledge exchange. By implementing these recommendations and building upon the findings of this study, it is possible to create a supportive and conducive work environment that enhances teachers' overall job satisfaction, well-being, and effectiveness in the private educational sectors of Sulaymaniyah. Ultimately, these efforts can positively impact both teachers and students, leading to improved learning outcomes and experiences.

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