

WORK-LIFE BALANCE EXPERIENCES OF FEMALE TEACHERS IN INTERNATIONAL SCHOOLS: A QUALITATIVE CASE STUDY IN THE MALDIVES

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Abstract: The purpose of the study was to present the phenomena of work-life balance as experienced and perceived by female teachers in an international school, with an emphasis on the challenges and recommendations to implement this concept in schools. The research design utilised in this study was qualitative. The study exclusively collected primary data to address the research questions through semi-structured interviews with a sample of 10 female teachers working in international schools in the Maldives. The study's participants were chosen using purposive sampling techniques in order to obtain detailed and information-rich data. Furthermore, a method of analysis based on themes was utilised to examine the gathered data. The study's findings indicate that work-life balance is considered a significant factor in the lives of female teachers employed in international schools in the Maldives. The teachers recognised several challenges in their current situation. These challenges include limited time available for family commitments, a diminished social life, an overwhelming workload, and a dearth of work-life balance policies. Future research should broaden its scope by including diverse groups, such as male teachers and teachers from government schools, to gain comparative insights.

Keywords: Female teachers, international schools, women's livelihood, work-life balance, Maldives.

Introduction

The Maldives, being a small island nation, prioritises education for its citizens. The Maldives, with a population of 382,751 according to the Maldives Bureau of Statistics (2023), places significant importance on education. This is evident from the high literacy rates of 98% in the mother tongue and 76% in English, as reported by the Maldives Bureau of Statistics (2021). In addition, it is worth noting that the 54 Maldives has a well-established history of education and schooling that can be traced back to the 1900s. Over the years, the country has made notable progress in various aspects of its education system, including curriculum development, assessment methods, and teacher training. An important development occurred in 2008 when international schools were introduced, marking the establishment of the first school

through a public-private partnership. According to the Ministry of Education (2019), the Maldives is home to five international schools, which collectively had a total enrolment of 8,015 students as of 2018.

The session times of international schools in the Maldives are comparatively longer than those of government schools. On average, each session in international schools lasts for 6 hours, while government schools have session durations ranging from 4.5 to 5 hours. Teachers in international schools are required to work longer hours compared to their counterparts in government schools. In addition, teaching is a demanding profession that often requires long hours of work daily. Teachers are consistently faced with a multitude of tasks and responsibilities. One example of a situation where

remedial assistance is needed is when students require additional support in their learning. Another example involves the need to verify the accuracy and condition of books. Additionally, students may need to prepare for various competitions, which require focused attention and practice. These are just a few examples of different scenarios that may arise in an educational setting. The nature of this profession, being highly demanding, raises concerns about achieving a healthy work-life balance.

The concept of work-life balance has garnered significant attention from scholars, who view it as a multifaceted matter. A prevailing viewpoint suggests that achieving work-life balance entails finding contentment in both professional and familial responsibilities. The work-life balance of employees in various sectors of employment has been extensively studied since the 1960s (Rehman & Khan, 2018). According to Wright (2014), work-life balance refers to the degree to which individuals are equally engaged in and satisfied with their work and family responsibilities. Work-life balance refers to the state of achieving fulfilling experiences in various areas of an individual's life.

Hence, the main goal of this study is to explore the experiences of female teachers at international schools in the Maldives. Female teachers were chosen for this study to explore their experiences as they balance the roles of both professional and homemaker in society. As a result, their work-life balance will be more impacted than that of their male counterparts.

Problem Statement

According to the most recent figures, there has been a considerable growth in the number of female teachers in the school sector over the last few decades, with an estimated 5,440 female teachers in the profession compared to 1,087 male teachers (Ministry of Education, 2022). One explanation for this might be the traditionally accepted role as a mother figure, which makes the profession more appealing to women. Moreover, economic pressures also force women

to join the workforce. Many women are thus forced to juggle multiple demands between family and work. Economic pressures over the last decade have significantly increased the need for dual-earner families to the point that most families now require two breadwinners to meet rising costs of living (Rahim Uddin *et al.*, 2013).

Given the societal structure in many nations, where males are still primarily regarded as the primary breadwinners of the family and women are responsible for managing the household, this element becomes more essential for female employees. Even though women have become more active in the labour market over the last century, the social structures of countries have not changed significantly in response to changes in labour market composition (Edwards & Oteng, 2019). As a result of the increasing number of women in the workforce, work-life balance has been a significant issue of discussion throughout the last century. Employers believe that with this transformation in the labour market, reforms and the implementation of rules, processes, and practices in the workplace will help employees cope with the demands of work and home equally (Wright, 2014; Edwards & Oteng, 2019).

According to nationwide research of teachers conducted to explore their perceptions of teaching as a career, teachers stated that their family time was compromised because the demanding workload required them to sacrifice quality time with their families (Maldives National University, 2022). Likewise, this research highlighted the necessity of establishing a work-life balance for teachers through regulating workload. However, the study focused on remuneration and incentives rather than work-life balance strategies. As a result, a research gap remains in this area. Hence, the need for this study is established by focusing on the experience and perception of teachers regarding work-life balance, including current challenges and recommendations. Thus, the purpose of this study is to present the phenomenon of work-life balance as experienced and perceived by female teachers in an international school, with an emphasis on

the challenges and recommendations for implementing this concept in schools. The research objectives are:

- To explore the perception and experiences of female teachers at international schools regarding work-life balance.
- To identify the challenges female teachers at international schools experience when attempting to balance work and life.
- To find the recommendations from female teachers at international schools for their institutions to support the work-life balance of their employees.

Significance of the Study

The study's findings may be utilised by management at both international and government schools to develop and review existing policies, as well as implement work-life balance policies efficiently. Likewise, it can be used by these institutions to organise work-life balance dialogues on respective platforms. Moreover, policymakers may utilise it to develop policies related to education and other areas, creating a better working environment in educational institutions.

Furthermore, this study will contribute to the growing discourse on work-life balance, advocating for policies and practices that support employees' work-life balance in the workplace, particularly from the perspective of developing countries. A significant reason for studying work-life balance among teachers in the Maldives is its potential impact on both the quality of education and the well-being of educators. Several key factors make this a key area of research:

Teachers' well-being is crucial for their job satisfaction, retention, and overall effectiveness. A poor work-life balance can lead to stress, burnout, and a decline in teaching quality (Harmsen *et al.*, 2018). The well-being of teachers directly influences the quality of education they provide. Thus, when teachers are stressed and overburdened, their ability to engage

students, provide support, and maintain a positive classroom atmosphere can suffer (Day & Gu, 2010).

On the other hand, elevated levels of stress and a lack of work-life balance can contribute to a high rate of teacher turnover. In the Maldives, significant turnover adversely affects the continuity and stability of education (Ingersoll & Strong, 2011). Teacher burnout and stress can negatively influence student achievement. According to research, teachers who are anxious or overworked may be less successful in the classroom, resulting in decreased student accomplishment (OECD, 2019). Quality education is critical for a country's socioeconomic progress. Teacher well-being and effective teaching are critical to accomplishing educational goals that contribute to the Maldives' overall development (Maldives Education Sector Master Plan, 2014).

Quality education is critical for a country's worldwide competitiveness in an increasingly globalised world. Hence, providing a good work-life balance for teachers will help attract and retain talented educators (Maldives National University, 2019). Work-life balance is especially crucial for teachers in the context of gender equality. Women comprise a sizable proportion of the teaching workforce, and addressing work-life balance concerns can help improve gender equity (World Bank, 2017).

In light of these considerations, it is of the utmost importance to research the topic of work-life balance for teachers in the Maldives. This will allow for a better understanding of the challenges that teachers face, as well as the impact that these challenges have on education. Additionally, it will allow for the development of policies and practices that support the well-being of teachers. The research has the potential to provide insights that are specifically catered to the requirements of the educators working in the Maldives if it takes into account the cultural, social, and economic aspects of the Maldives.

Literature Review

A healthy work-life balance is a broad concept that researchers in various fields and industries have defined in diverse ways. According to Nwagbara and colleagues' research from 2020, "work-life balance" is defined as an individual's ability to strike a healthy balance between their professional and personal responsibilities, such that they are equally involved and fulfilled in both roles. Similar definitions can be revealed in a variety of research, where it has been highlighted as the balance between job and family responsibilities, since it is strongly associated to the amount of time and energy one spends living a life that is satisfying (Edwards & Oteng, 2019; Al-Alawi *et al.*, 2021; Basak & Akter, 2022).

Furthermore, it is anticipated that within the next decade, this issue will emerge as one of the most pressing problems for professionals in the field of human resources to address (Basak & Akter, 2022). As a consequence of this, work-life balance has emerged as a critical predictor of people's well-being, job dedication, productivity, and performance, all of which are essential to the longevity and success of organisations. Therefore, achieving a healthy work-life balance is more than just a catchphrase or a trend. It serves as a catalyst for the sustainable development of human resources in businesses (Hwa, 2020).

Similarly, it is worth noting that the assumptions underlying the relationship between work and life are twofold. On one hand, it is stated that both work and non-work are different domains, and that employers are primarily concerned with completing work assignments, with little regard for an employee's personal life. Hence, employees are expected to concentrate entirely on their job requirements during the day, leaving any personal matters at home. This bureaucratic vision of work-life balance was most prevalent in the twentieth century. The alternative viewpoint holds that work and living activities are indistinguishably linked, with actions at work influencing home life and vice versa (Wright, 2014).

Consequently, work-life balance is becoming increasingly important for all types of employees, including those in the teaching profession, where females outnumber males. Work-life balance is an important indicator of how much time a teacher needs to manage job and family commitments. According to research, teachers tend to lack a balance between these two aspects, which leads to negative attitudes at work and stress, both of which are positively correlated with burnout (Al-Alawi *et al.*, 2021).

Challenges Faced by Female Teachers

One issue that female teachers confront is juggling several responsibilities in their lives. Women have a variety of social responsibilities, obligations, and interests that occupy their time and energy both within and outside the workplace. A work-life imbalance occurs when a person has limited resources, time, and energy to allocate among various life demands. Wright (2014) conducted a study on three academic professions at a large university in the United States and discovered that some participants struggled to balance their roles as teachers and mothers, where one responsibility influenced the dedication they could provide to the other.

Furthermore, all three participants shared the difficulties in managing the limited time available to meet all the commitments in their multiple roles. One participant, for instance, was simultaneously a teacher, mother, and student. Similar findings were observed in qualitative research conducted with five female academics in Malaysia on work-life balance, where they highlighted the challenges of balancing motherhood, childcare, and domestic duties with job-related tasks (Achour *et al.*, 2014). Likewise, a qualitative study of female academic heads in Pakistan revealed the difficulty they identified in managing the dual responsibilities of both home and work life, which felt like a double burden for them (Rehman & Khan, 2018).

Another challenge that teachers face is that of work overload. All members of a focus group discussion highlighted the busy workload associated with a teacher's job, with one member noting that teachers are leaving the profession due to the workload they are required to undertake day and night, away from their families (Maldives National University, 2022). However, according to academicians in Malaysia, this could be a subjective matter, where teachers who know how to manage time effectively can manage work overload (Achour *et al.*, 2014; Tofoletti & Starr, 2016).

In several studies, teachers have recognised long working hours as a challenge for work-life balance. Participants in the Malaysian academic research study acknowledged that these lengthy working hours are due to their involvement in professional and academic seminars, in addition to their regular working hours (Achour *et al.*, 2014). Long working hours have also been noted as a negative aspect of teaching by Maldivian teachers in a study on perceptions of teaching as a career. Moreover, long working hours induce both physical and emotional stress, according to participants in this study (Maldives National University, 2022). In addition, Wright (2014) reported that extended working hours are associated with a concept known as "idle workers", employees who work longer hours in the institution, dedicating their time to work rather than family. Most of the time, this is noticed among male employees and sadly observed as an encouraging behaviour in many institutes.

Furthermore, obscurities in implementing work-life balance policies and a lack of coping strategies have been recognised as challenges in studies. One reason for this, according to a qualitative research study conducted with 31 scholars at an Australian university, is that women's responsibilities in their social role remain unaddressed in the institutional context, despite the need for them to be acknowledged for the successful implementation of work-life balance policies and coping strategies. As a result, women are hesitant to request work

accommodations to fulfil family responsibilities (Tofoletti & Starr, 2016).

Similar findings have been observed by Wright (2014), who stated that one of the study participants felt both guilty and rebuked by the supervisor for requesting time off during working hours to attend her daughter's concert, even though it is allowed by the institute's policy. Furthermore, research conducted in Nigeria has revealed that, although institutions have work-life balance policies, they are often weak or non-existent. Additionally, while coping techniques and support systems are essential for educational institutions, they are not prioritised. Consequently, social and professional coping strategies are lacking in institutions (Nwagbara, 2020).

Recommendations for Implementation of Work-life Balance

Work-life balance policies and practices are employed in organisations to enhance employee work-life balance and promote workplace flexibility. These work-life balance practices strengthen employees' autonomy and flexibility, improving the balance between work and social life. According to a study conducted by female employees at a Nigerian institute, it was noted that work-life balance policies and practices aid in naturalising repressive and suppressive workplace practices that glorify masculinity while controlling and exploiting female workers (Nwagbara, 2020).

Similar findings have been documented in research that has emphasised policies for family and child support as well as flexible working schedule practices within institutes (Achour *et al.*, 2014; Basak & Akter, 2022). Furthermore, another research study emphasised the importance of policies encouraging work-life balance champions within an institute, where every such opportunity should be recognised. Punitive actions are taken against those who impede female support systems within the institute (Edwards & Oteng, 2019). Hence, work-life balance policies and practices with a female

perspective are significant and necessary in today's environment.

In addition to policies, another method emphasised in research is the establishment of support structures within an institute. These support systems are also regarded as coping strategies or mechanisms in some literature. Professional coping strategies, for example, can be implemented within an institute. This can be accomplished by including counselling and support mechanisms within the organisational structure. One participant in research on the work-life balance of Malaysian female academics recommended emulating successful individuals, while another stated that it is accomplished through job prioritisation tactics (Achour *et al.*, 2014). A study of Bangladeshi female university instructors revealed that having a childcare facility within the organisation made it simpler for them to care for their families while working (Basak & Akter, 2022).

Another method offered by teachers was a social support system, where job-sharing opportunities and time off during emergencies might contribute to a work-life balance, as emphasised by Ghanaian teachers in one research (Edwards & Oteng, 2019). According to a study done in Australia, beginning teachers were demonstrated to prioritise collegiality and teaching support to enhance job immersion and work-life balance (Latifoglu, 2016). Furthermore, one study discovered that some of the coping strategies recommended by teachers were familial support, workplace support from the supervisor, time management strategies, engagement in recreation and religious activities, and developing a workplace culture that supports work-life balance (Hwa, 2020).

Teachers have also suggested flexible work hours, as well as flexi-work practices and schedules for attaining work-life balance in the school environment (Basak & Akter, 2014). Similarly, research conducted on Ghanaian teachers revealed both a positive and neutral mix of attitudes towards flexibility in working hours, which is thought to alleviate stress and enhance

time spent on social duties (Edward & Oteng, 2019). Furthermore, another study has demonstrated the need to raise awareness about work-life balance among senior management in educational institutes, which will result in greater empathy and flexibility for female employees (Wright, 2014).

Materials and Methods

The purpose of this research study was to explore the work-life balance experiences of teachers in international schools. Furthermore, it also aims to identify the challenges and recommendations from the teacher's perspective for implementing a work-life balance environment within the school. The study employed a qualitative case study to collect in-depth data and explore the phenomenon. In this study, in-depth, semi-structured interviews were conducted to gather insights and firsthand experiences from participants, as well as to gain an in-depth understanding of teachers' perceptions of the concept of work-life balance. In addition, secondary data, such as work-life balance policies and procedures in schools and related institutions, were examined to inform the analysis and enhance the reliability and validity of the collected data.

The target population was teachers employed in the five international schools in Male' City. Both primary and secondary school teachers were included in the sample. Two teachers were chosen from each school, resulting in 10 teachers participating in the semi-structured interview. The purposive sampling technique was employed to select participants for the semi-structured interviews. Nevertheless, significant care was taken in selecting individuals who could provide the most relevant information to meet the study's objectives.

The recorded interview was transcribed and analysed by first identifying codes from each of the transcripts with the research questions. Next, each of these codes was combined into categories. Finally, the combined categories were cross-combined with each of the development themes.

Consequently, these themes comprised the study's main findings.

Results and Discussion

Ten female teachers, all of whom were working full-time and raising a family, were interviewed for this study. Note that the chosen participants are all married with children. There are teachers with either one or three children. However, the vast majority have two, with many having children under the age of 10 and infants. The interviewed teachers held the following positions at the school: Three are leading teachers, four are subject teachers, and three are classroom teachers. Participants held both master's and bachelor's degrees in education or a related field. Their teaching experience ranged from 18 months (approximately 1.5 years) to 10 years. Two A-Level teachers and four primary school teachers were among those who took part. Furthermore, six of the 10 participants are involved in co-curricular, club, and uniform body activities.

Perception of Teachers on Work-life Balance

The teachers were first asked to define what work-life balance means to them. Some of the frequently used words identified in their definition were "equally involved", "more family time", "balancing life and work", "well-being", "being satisfied" and "being proactive". Some of these terms were also identified in similar studies where the definitions included terms like "equally involved", "balancing life and work" (Nwagbara, 2020), and "being satisfied" with one's life (Edwards & Oteng, 2019; Al-Alawi *et al.*, 2021; Basak & Akter, 2022).

Moreover, all the teachers who participated in the study agreed on the importance of this concept in their lives. They described their perception of work-life balance as balancing work and life as best they could. This involved taking proactive measures such as planning everything ahead of time. Other than that, they emphasised the importance of spouse and family support as a mediator for work-life balance. They all agree that today, both partners must play equal roles and take equal responsibilities in terms of

earning a living and providing for the family's needs.

Challenges Faced by Female Teachers in Work-life Balance

One common challenge faced by most teachers is the limited time available to spend with their families. Since most private schools operate in the morning, some teachers are unable to see their children during the week, as their children attend school in the afternoon. Furthermore, since many of them live in Hulhumale', it is difficult for them to return home during the break to attend to their children's needs. In addition, the strict break hours implemented by the schools make it difficult for teachers to take breaks between work to attend to personal matters. Similar findings were reported in related studies in which teachers reported difficulty in managing their limited time (Wright, 2014). This also had an impact on the dual roles they played in their lives, as the constraints imposed by these roles felt burdensome to them in certain situations. Thus, this is particularly evident when they deal with family emergencies and have important work to complete at school. As a result, they feel guilty since they are unable to devote their full attention to both roles. This feeling of being burdened with work and guilt has been reported in similar research studies (Wright, 2014; Tofolletti & Starr, 2016).

One additional challenge identified by the teachers was their limited social interactions with family and friends. Specifically, the time they spend on their hobbies and socialising with friends is restricted due to their job responsibilities. Some international schools offer extracurricular activities on weekends, requiring the attendance of teachers. Therefore, the teachers' workload, in addition to their teaching responsibilities, was quite burdensome for some of them. Hence, some of them mentioned that, to an extent, it affected their social life.

Furthermore, the issue of workload was identified as a significant challenge for teachers.

This was particularly evident among teachers who held the positions of class teachers and leading teachers. In contrast, the subject teachers indicated a comparatively reduced workload in comparison to the other teachers interviewed. Moreover, most teachers agreed that workload management is subjective to the teacher, asserting that it is feasible through proactive planning and organisational skills. This is also consistent with research studies that demonstrate that teachers who exhibit systematic and organised behaviour can effectively manage their workload (Achour *et al.*, 2014; Tofaletti & Starr, 2016). Moreover, unequal distribution of work was also highlighted as a reason for the high workload. Teachers had highlighted that those teachers who work harder get more tasks allocated compared to those who do not. These teachers are considered “idle workers” (Wright, 2014) and receive negative feedback for their good performance.

Despite the difficulties they face in balancing work and life, all teachers agreed that their work-life balance was far superior to that of their government school colleagues. One reason for this was that they thought international schools had more flexible rules and regulations than public schools. They mentioned that their colleagues in government schools were having more difficulty managing their work-life balance due to the Ministry of Education’s increase in pay framework in May 2022 (President Office, 2022), as well as the increase in expected commitment from them.

Nevertheless, when asked about how they deal with the challenges, the teachers mentioned the support and assistance they receive from their families. In particular, many identified their spouses as the critical support structure for achieving work-life balance. Having an understanding spouse assured them that things would be taken care of at home, even if they were busy at work. Similarly, living with family members made it easier for them to care for their young children while working. Most of the teachers emphasised the help they received from their parents and siblings. Additionally,

understanding supervisors was yet another source of support for work-life balance.

The teachers appreciated the supervisor’s assistance in arranging a substitute in the event of a family emergency, as well as their ability to shuffle the timetable on a few occasions. However, they stated that, while their supervisors were supportive, they were hesitant to request leave at times because there is no work-life balance policy in these schools. This was also observed in a similar research study by Tofaletti and Starr (2016), where the teachers were hesitant to request such accommodations due to the absence of policies in the institute. Consequently, all teachers interviewed identified the lack of such policies and coping strategies for work-life balance as a significant barrier to exercising their rights. Similar research studies identified the importance of having work-life balance policies and coping strategies as critical (Nwagbara, 2020).

Recommendations from Teachers

One of the crucial recommendations by female teachers is the development of work-life balance policies for teachers, especially female teachers. They suggested developing specific work-life balance regulations that address concerns like workload, scheduling, and the right to unplug after working hours. These measures can be used to build a supportive work environment (Bicz, 2020). Moreover, they firmly believed that these work-life balance policies could be implemented with regular monitoring and evaluation systems. This would ensure the success of work-life balance policies and programmes as it can result in more targeted and supportive initiatives (Russo *et al.*, 2017).

Moreover, flexible work arrangements were another suggestion by teachers. Two teachers suggested flexible arrangements regarding when they could take a break during school hours. They believe these arrangements can provide teachers with greater flexibility in their work schedules and assist them in balancing their professional and personal roles more

effectively (Moen, Kelly, & Lam, 2013; Achour *et al.*, 2014; Basak & Akter, 2022). Additionally, a reduction in workload was suggested by three teachers. They believed that implementing changes within the school system, such as delegating some administrative duties of teachers to supporting administrative staff, would alleviate some of the workload burden on teachers. A similar suggestion was mentioned in a study where allocating administrative workers to assist with administrative tasks was observed to reduce the administrative workload on teachers (Hargreaves & Fullan, 2012).

Most of the teachers interviewed offered additional recommendations, such as building a community of support within the school. Other suggestions included implementing mentorship programmes, promoting well-being initiatives, and providing family support for the teachers. Notably, one specific suggestion was to create a mentorship programme in which experienced teachers can guide and support novice teachers. This can assist new teachers in navigating the profession's hurdles and sharing successful ways for achieving work-life balance (Ingersoll & Strong, 2011; Latifoglu, 2016).

Moreover, research demonstrates that schools with well-being initiatives such as mindfulness classes, fitness programmes, and stress-reduction workshops promoted a well-being culture, which helped to reduce stress and improve overall work-life balance (Greenberg, Brown, & Abenavoli, 2016). Likewise, providing parental support services, on-site childcare, and flexible parental leave policies helped the teachers balance family and teaching commitments (Gupta, 2016). Similarly, the teachers agreed that a collaborative community within the school will create an open communication culture among its employees. This would result in better communication and a deeper understanding of the unique issues that teachers experience. Hence, it would aid in the development of more effective work-life balance solutions (Hargreaves & Fullan, 2012; Hwa, 2020).

In addition, the teachers emphasised the significance of professional development opportunities as well as support programmes that are connected to maintaining a healthy work-life balance for themselves. In addition to programmes relating to the curriculum and teaching, they suggested offering professional development programmes, focused on time management, stress reduction, and overall well-being. This can help them develop the skills and strategies necessary to effectively balance their personal and professional lives, enabling them to achieve their goals. In a similar vein, they all concurred that having access to counselling services and mentoring programmes can also provide an individual with emotional support and advice (Ingersoll, 2001).

Conclusions

The findings of this qualitative study on the work-life balance of teachers illuminated the multifaceted and intricate nature of this important topic. The findings of the study highlight the importance of acknowledging the distinct challenges and dynamics that educators face when trying to strike a healthy balance between their professional and personal lives. In addition, the qualitative method used in this research allowed for a deeper exploration of the perspectives and coping strategies of teachers regarding the work-life balance issues that they face.

As we move forward, educational institutions, policymakers, and stakeholders need to acknowledge the necessity of a healthy work-life balance for educators. This study highlights the need to develop policies, methods, and practices that help teachers achieve and maintain a healthy balance between their professional and personal lives. Specifically, the study focuses on the challenges that teachers face in achieving and maintaining this balance. Concerns like workload, professional development, and assistance in the workplace can be addressed by educational institutions, which can be of great assistance. By addressing issues such as workload, professional development, and

workplace support, educational institutions have the potential to play a pivotal role in promoting the health and happiness of teachers and their job satisfaction. As a result, there is a requirement in the Maldives for the creation and execution of policies regarding the amount of work that students are expected to complete at schools and other institutions.

Therefore, to address the gaps and build upon the findings of this study, future research could explore the work-life balance of male teachers or teachers from government schools for a comparative study. Additionally, quantitative studies from a larger sample size could offer insights into patterns and correlations, such as the relationship between work-life balance and other organisational factors. Finally, research focusing on interventions for work-life balance, such as tailored programmes, could provide actionable strategies for institutions to improve the work-life balance of teachers.

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Conflict of Interest Statement

The authors declare that they have no conflict of interest.

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