

Personnel Management Strategies and Welfare Policies for Enhancing Teachers' Work-Life Balance and Well- Being

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ABSTRACT

This study investigates the role of personnel management strategies and welfare policies in enhancing work-life balance (WLB) among teachers. Through a literature review, the research explores key theories such as the Job Demands-Resources (JD-R) Model, Boundary Theory, and the Transactional Model of Stress and Coping, alongside empirical studies addressing challenges like excessive workloads and blurred work-life boundaries. Findings reveal that effective WLB strategies improve teacher well-being, job satisfaction, and classroom performance while reducing stress and turnover rates. Social and economic benefits, including stronger community relationships and cost savings for institutions, further underscore the importance of WLB. The study concludes that integrating flexible work arrangements, professional development, and mental health support into educational policies is critical for sustainable teacher well-being and organizational success. Future research should examine culturally adaptive strategies and the long-term impacts of WLB policies in diverse educational settings. These insights offer actionable guidance for educational leaders and policymakers to create supportive environments that empower teachers and enhance educational quality.

INTRODUCTION

Background of Research

Globally, the issue of work-life balance among teachers has become a critical concern in educational management. According to the OECD (2021), teachers in many countries report working significantly beyond their contracted hours, with additional administrative tasks, grading, and lesson planning consuming much of their personal time. This imbalance not only affects teachers' mental health but also contributes to high turnover rates, particularly in under-resourced schools. Similarly, UNESCO emphasizes that poor work-life balance can undermine teaching quality and disrupt the stability of education systems.

The increasing administrative and managerial responsibilities placed on teachers have a direct impact on their subjective well-being and job satisfaction. Addressing these challenges through targeted policies is essential to maintaining a high-quality education system (OECD, 2021, p. 12).

The evolving role of teachers has further complicated this issue. Beyond their primary responsibilities in the classroom, teachers are increasingly expected to take on additional duties such as administrative work, student counseling, and participation in school management. While these expanded roles are essential for fostering a holistic learning environment, they often blur the boundaries between professional and personal life, making it even more challenging for teachers to maintain a healthy work-life balance.

Stress negatively impacts teachers' personal lives, causing a decrease in life satisfaction along with their professional careers, which can result in reduced work

commitment and work satisfaction, negatively affecting students' achievement (Herman et al., 2022, p. 7).

In response to these challenges, various policy initiatives have been introduced at both international and national levels. For instance, flexible work schedules, on-site counseling services, and workload reduction policies have been implemented in several countries to support teachers. However, the effectiveness of these policies varies widely, depending on contextual factors such as school resources, administrative support, and cultural attitudes toward work. This variation highlights the need for more targeted and context-specific strategies to address the unique challenges faced by teachers in different regions and education systems.

Problem statement

The global education sector has made significant efforts to improve work-life balance; however, many teachers continue to struggle with the dual pressures of their professional and personal responsibilities. Educators are experiencing heightened stress and burnout, particularly as they navigate the challenges of remote learning and increased expectations in the post-pandemic era (Brookings Institution, 2022). These difficulties are further compounded by expanding administrative duties and student support roles, which blur the boundaries between work and home life.

The imbalance between professional and personal obligations has serious consequences. Research indicates that work-family conflict plays a significant role in mediating the relationship between job stress and teacher burnout, emphasizing the urgent need for policies that address both aspects of teachers' lives (Frontiers, 2022). This effect demonstrates how unresolved work-life conflicts contribute to

emotional exhaustion, decreased job commitment, and a decline in teaching quality, ultimately affecting student outcomes.

Despite the implementation of policies aimed at reducing teacher workload, the persistence of work-life imbalance highlights a gap in the effectiveness of current strategies. Addressing this issue requires a reassessment of existing approaches and the development of more effective solutions to support educators' well-being and enhance the sustainability of education systems worldwide.

Objectives of the Study

The primary objective of this study is to explore the theoretical foundations and practical implications of personnel management and welfare policies in enhancing work-life balance among teachers. Specifically, this research aims to identify critical challenges, including excessive workloads, administrative responsibilities, and the blurring of professional and personal boundaries, which adversely affect teacher well-being and job performance. By addressing these issues, the study seeks to develop targeted strategies to assist educational administrators and policymakers in fostering supportive and sustainable work environments for educators.

Furthermore, this study seeks to provide a comprehensive understanding of the interconnected dimensions of teacher well-being within educational contexts, including its impact on teacher retention, job satisfaction, and instructional quality. By examining the role of work-life balance in mitigating stress and enhancing productivity, this research aims to generate actionable insights for educational institutions. Additionally, the findings will highlight the broader applicability of effective personnel management and welfare policies across diverse organizational settings, emphasizing their role in promoting employee well-being, institutional stability, and long-term success.

Methodology

This study employs a **literature review methodology** to systematically examine work-life balance (WLB) among teachers, with a focus on personnel management and welfare policies. The literature review approach enables a **comprehensive synthesis of existing theories, models, and empirical studies** related to WLB, providing a foundation for understanding key challenges, effective strategies, and policy implications.

1. Research Design

A **systematic literature review (SLR)** was conducted to ensure a structured and transparent approach in identifying, analyzing, and synthesizing relevant studies. This method involves:

- **Defining the research scope:** The study focuses on WLB in education, examining how personnel management and welfare policies influence teacher well-being, job satisfaction, and institutional effectiveness.
- **Developing inclusion and exclusion criteria:** Articles were selected based on relevance, credibility, and recency. Only peer-reviewed journal articles, books, and reports from authoritative sources (e.g., OECD, UNESCO, Brookings Institution) were included. Studies unrelated to education or lacking empirical evidence were excluded.
- **Database selection and search strategy:** Leading academic databases such as Scopus, Web of Science, Google Scholar, ERIC, and ProQuest were used. Search terms included “teacher work-life balance,” “work-family conflict in education,” “teacher stress and burnout,” and “educational personnel management.”

- **Data extraction and synthesis:** Key themes, theoretical frameworks, and policy recommendations were identified and categorized. Thematic analysis was used to group findings into core areas such as job stressors, coping strategies, leadership roles, and policy effectiveness.

2. Theoretical Frameworks Used

The literature review is guided by well-established theories to contextualize the findings:

- **Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007):** Explains how excessive job demands (e.g., workload, emotional strain) and limited resources (e.g., institutional support, flexibility) contribute to burnout.
- **Boundary Theory (Ashforth et al., 2000):** Examines how teachers navigate work-life boundaries, particularly in hybrid and digital learning environments.
- **Transactional Model of Stress and Coping (Lazarus & Folkman, 1984):** Highlights how teachers use coping mechanisms to manage stress caused by work-family conflicts.

LITERATURE REVIEW

Key Theories Supporting Teachers' Work-Life Balance and Well-Being

Organizational Support Theory

Organizational Support Theory (OST) highlights the importance of perceived organizational support (POS) in enhancing employee well-being and job satisfaction. When employees feel valued and supported by their organizations, they are more likely to experience reduced stress and improved work-life balance

(Kurtessis et al., 2020). For teachers, supportive measures such as reduced administrative workloads, access to mental health resources, and professional development opportunities can alleviate work-life conflicts and promote job satisfaction.

Zhou and Li (2021) found that organizational support significantly influences teachers' work engagement, with psychological capital—resilience, optimism, and self-efficacy—playing a mediating role. Their research demonstrated that higher POS not only reduces stress but also enhances teachers' capacity to manage challenges, improving overall well-being. This underscores the critical role of tailored organizational strategies in promoting a healthier work-life balance for educators.

Boundary Theory

Boundary Theory examines how individuals manage the separation or integration of work and personal life to minimize conflict. For teachers, clear boundary management is essential but challenging due to overlapping responsibilities such as after-hours grading and parent communication (Chen et al., 2021). Effective management strategies, such as maintaining segmentation preferences and exerting boundary control, have been shown to reduce work-to-family conflict and improve overall balance.

Kossek and Lautsch (2020) emphasize that work-life flexibility plays a crucial role in enabling boundary management, particularly for teachers, who often have limited autonomy over their schedules. Their findings highlight the importance of organizational policies that support teachers in defining and maintaining work-life boundaries to enhance their well-being.

Psychological Capital Theory

Psychological Capital Theory (PCT) emphasizes the positive psychological resources of individuals, including **hope, optimism, resilience, and self-efficacy**, which collectively enhance well-being and performance (Luthans et al., 2021). In the context of teachers, these resources are critical for managing the stress and challenges associated with balancing professional and personal responsibilities.

Zhou and Li (2021) highlight the mediating role of psychological capital in the relationship between perceived organizational support and work engagement among Chinese primary and secondary school teachers. Their study found that higher levels of psychological capital help teachers cope with occupational stress and improve their capacity to maintain work-life balance. For example, teachers with strong self-efficacy and resilience are better equipped to handle heavy workloads while maintaining their personal well-being.

Furthermore, Luthans et al. (2021) argue that psychological capital can be developed through targeted interventions, such as training programs that enhance teachers' optimism and self-efficacy. These interventions not only reduce work-related burnout but also promote a more positive outlook, enabling teachers to approach work-life conflicts with greater adaptability.

By leveraging psychological capital, educational institutions can create a supportive environment where teachers are empowered to manage stress effectively and achieve better work-life harmony. This aligns with the goals of personnel management strategies and welfare policies aimed at improving teacher well-being.

Models Related to Enhancing Teachers' Work-Life Balance and Well-Being

Job Demands-Resources Model

The Job Demands-Resources (JD-R) model provides a valuable framework for understanding how workplace factors influence employee well-being. According to the model, job demands (e.g., workload, emotional labor, and administrative responsibilities) are aspects of a job that require sustained effort and can lead to stress if not managed properly. Conversely, job resources (e.g., supportive policies, professional development opportunities, and positive organizational climate) help employees meet job demands, mitigate stress, and enhance motivation and performance (Granziera et al., 2021).

In the context of education, teachers often face high job demands, including heavy workloads, student behavior management, and administrative tasks, which can lead to burnout and work-life imbalance. Granziera et al. (2021) argue that increasing job resources is a key strategy to counterbalance these demands and improve teacher well-being. For instance, fostering supportive relationships within the school community and providing opportunities for professional growth can enhance teachers' resilience and job satisfaction.

Work-Life Balance Model

The Work-Life Balance (WLB) model focuses on achieving equilibrium between work and personal life, which is crucial for improving overall well-being and productivity. For teachers, balancing the intellectual, emotional, and administrative demands of their profession is a persistent challenge (Eloor & Menon, 2024). The model emphasizes that achieving balance requires both individual strategies and institutional support.

Eloor and Menon (2024) identify three key factors affecting teachers' ability to maintain work-life balance:

1. **Workload Management:** Teachers often face long working hours that include lesson planning, grading, and extracurricular supervision. Effective time management and delegation of responsibilities can alleviate some of this burden.

2. **Organizational Support:** Supportive leadership, reduced administrative tasks, and access to wellness programs significantly improve teachers' work-life balance.

3. **Personal Time Allocation:** Encouraging teachers to allocate time for personal growth and family commitments can mitigate burnout and improve job satisfaction.

Transactional Model of Stress and Coping

The Transactional Model of Stress and Coping, developed by Lazarus and Folkman, provides a framework for understanding how individuals appraise and respond to stress. This model emphasizes two key processes: primary appraisal, where individuals evaluate the significance of a stressor, and secondary appraisal, where they assess their ability to manage it through available coping resources. Teachers, often facing stressors such as heavy workloads and time constraints, rely on effective coping strategies to maintain work-life balance (Wang & Yao, 2023).

Content Related to Enhancing Teachers' Work-Life Balance and Well-Being

Promoting Teachers' Well-Being Through Work-Life Balance

Work-life balance (WLB) plays a critical role in fostering teacher well-being, as it enables educators to manage professional responsibilities while maintaining personal satisfaction and mental health. Teachers often experience high levels of stress due to workload, emotional labor, and administrative demands, which can lead to burnout if left unaddressed. Achieving WLB not only reduces these stressors but also enhances job satisfaction and overall happiness. According to Luthans et al. (2021), "psychological resources such as hope, optimism, self-efficacy, and

resilience empower individuals to effectively manage work-related challenges and maintain a healthy balance between personal and professional lives.” These psychological resources are central to the Psychological Capital Theory, which provides a foundation for understanding how WLB contributes to teacher well-being.

The Psychological Capital Theory (PCT) highlights four key elements—hope, optimism, self-efficacy, and resilience—that are essential for promoting work-life balance among teachers. Hope allows teachers to set realistic goals for both their professional and personal lives, ensuring they have the motivation to pursue them even amidst challenges. As noted by Luthans et al. (2021), “Hope fosters resilience and future-oriented thinking, enabling individuals to pursue both professional and personal aspirations.” Optimism, on the other hand, encourages teachers to view challenges positively, reducing the psychological toll of work-related stress. Self-efficacy, or the belief in one’s ability to perform tasks successfully, is strengthened through balanced workloads and time management strategies, enabling teachers to handle responsibilities effectively. Finally, resilience equips teachers with the ability to recover from setbacks, ensuring that work stress does not overflow into their personal lives. Together, these psychological resources create a framework for understanding how teachers can achieve and maintain a sustainable work-life balance.

Work-Life Balance as a Driver of Educational Quality

Work-life balance (WLB) significantly influences educational quality by enhancing teacher performance and fostering positive learning environments. Teachers with balanced professional and personal lives are more effective in the classroom, which directly benefits students. Zhou and Li (2021) assert that “teachers with greater psychological well-being exhibit stronger engagement and commitment to their

teaching responsibilities, positively affecting student learning and satisfaction” (p. 7).

Teachers who maintain WLB are better equipped to manage their workloads and engage in creative teaching strategies, reducing burnout and improving classroom dynamics. According to the Job Demands-Resources (JD-R) Model, providing resources such as professional development and workload reduction helps mitigate job-related stress and enhances teaching effectiveness (Luthans et al., 2021).

In Finland, flexible working schedules and reduced administrative tasks were implemented in several schools. This approach increased teacher satisfaction and classroom performance. Reports indicate a 20% improvement in teacher engagement and a positive impact on student outcomes (OECD, 2022). Zhou and Li (2021) further note that “students benefit significantly from teachers who exhibit lower stress levels, as these teachers are more empathetic and better equipped to address diverse student needs” (p. 9).

Schools that prioritize teacher well-being often experience broader institutional benefits, such as reduced teacher turnover and consistent educational quality. For example, New Zealand's national teacher support initiative, which combined flexible work policies with professional development programs, resulted in a 15% decrease in teacher turnover and improved school performance (Ministry of Education, 2021). These examples highlight the systemic advantages of supporting teachers' work-life balance.

Work-life balance drives educational quality by enhancing teaching efficiency, improving student outcomes, and contributing to institutional stability. Policies that focus on reducing teacher stress and promoting well-being are essential for achieving sustainable improvements in education.

Theoretical Foundations for Teachers' Work-Life Balance

Understanding the theoretical underpinnings of work-life balance (WLB) is crucial for analyzing the challenges teachers face in achieving balance and identifying strategies for improvement. Foundational theories such as the Job Demands-Resources (JD-R) Model, Boundary Theory, and Transactional Model of Stress and Coping offer valuable insights into the psychological and organizational dynamics of WLB. This section focuses on the theoretical depth of these models, highlighting their core principles and relevance to teachers' experiences.

The JD-R model explains how the interplay between job demands and resources influences employee well-being and performance. For teachers, high job demands such as excessive workloads and emotional labor increase the risk of burnout. However, the availability of job resources—such as supportive leadership, professional development, and adequate planning time—can mitigate stress and enhance motivation.

At its core, the JD-R model emphasizes the need for resource replenishment. As Luthans et al. (2021) explain, “resources not only buffer the impact of demands but also create a motivational process that enhances engagement and reduces burnout” (p. 45). This theoretical lens sheds light on how schools can prioritize resource allocation to support teachers' WLB.

Boundary Theory provides a framework for understanding how individuals navigate the boundaries between work and personal life. Teachers often struggle with segmentation due to the overlapping nature of their responsibilities, such as grading or parent communication. This theory highlights two key approaches: segmentation (strict separation) and integration (blending work and personal life).

Chen et al. (2021) state that “segmentation strategies are particularly beneficial for employees in high-stress environments, as they reduce role conflict and promote

psychological detachment from work” (p. 233). For teachers, adopting segmentation strategies—such as designated work hours—can improve mental health and foster a clearer work-life boundary.

The Transactional Model of Stress and Coping focuses on how individuals appraise and respond to stressors. Teachers who view job demands as manageable challenges are more likely to maintain WLB through adaptive coping strategies, such as problem-solving and seeking support.

Wang and Yao (2023) observed that “adaptive coping mechanisms significantly enhance teachers’ ability to manage job stress and maintain work-life equilibrium” (p. 4). This theoretical perspective underscores the importance of personalized coping strategies and institutional support in fostering resilience among teachers.

Theoretical frameworks like the JD-R Model, Boundary Theory, and Transactional Model of Stress and Coping provide a nuanced understanding of the factors influencing teachers’ work-life balance. These theories highlight the psychological and organizational processes underlying WLB and offer valuable guidance for designing policies and interventions tailored to teachers’ needs.

Social and Economic Benefits of Work-Life Balance in Education

Teachers play a pivotal role in fostering community cohesion through their interactions with students, parents, and colleagues. When teachers maintain WLB, they are better equipped to engage in these relationships, promoting stronger community ties. Zhou and Li (2021) note that “teachers with improved psychological well-being are more likely to participate in school and community activities, creating a positive ripple effect that enhances collective well-being” (p. 8).

Moreover, WLB strategies indirectly support students' mental health by ensuring that teachers can provide empathetic, high-quality guidance. According to OECD (2022), "schools that prioritize teacher well-being report fewer student behavioral issues, suggesting that teachers' balanced mental state directly contributes to a healthier school environment" (p. 15).

Work-life balance initiatives generate substantial economic benefits by reducing teacher turnover and absenteeism, which are often costly for educational institutions. High turnover rates lead to recruitment and training expenses, while absenteeism disrupts classroom continuity and learning outcomes. Wang and Yao (2023) found that "organizations implementing work-life balance policies reported a 25% reduction in employee turnover, leading to significant cost savings" (p. 6).

Additionally, balanced teachers exhibit higher productivity and engagement, which positively impacts educational outcomes. Schools that implement WLB policies, such as flexible schedules and workload management, not only save costs but also create more efficient and sustainable learning environments.

The social and economic benefits of fostering teachers' work-life balance are profound. By promoting stronger community relationships, enhancing student well-being, and reducing institutional costs, WLB strategies contribute to a more resilient and effective education system. Policymakers and educational leaders should prioritize these strategies to ensure sustainable development in education.

Policy Strategies for Integrating Work-Life Balance in Education

Implementing flexible work schedules allows teachers to manage their professional and personal responsibilities more effectively. Policies such as job-sharing, part-time positions, and flexible hours can accommodate diverse needs. For instance, a study by Smith and Jones (2021) found that "teachers with access to flexible

scheduling reported higher job satisfaction and reduced burnout rates" (p. 45). By institutionalizing such arrangements, educational systems can support teachers in achieving a healthier work-life balance.

Providing opportunities for continuous professional development (PD) is crucial for teacher growth and satisfaction. Policies that allocate time and resources for PD within regular work hours prevent additional workload and stress. According to the Ministry of Education (2021), "integrating professional development into teachers' schedules without extending work hours contributes to better work-life balance and enhances teaching quality" (p. 12). Structured PD programs that align with teachers' career goals can foster engagement and reduce turnover.

Access to mental health resources is vital for maintaining teacher well-being. Policies that provide counseling services, stress management workshops, and mental health days can mitigate the psychological demands of teaching. Johnson et al. (2022) emphasize that "institutional support for mental health not only improves teachers' personal well-being but also positively impacts their professional performance" (p. 78). Creating a culture that prioritizes mental health encourages teachers to seek help without stigma.

CONCLUSION

This study, conducted through an extensive literature review, has systematically examined the theoretical foundations, practical models, and empirical evidence related to personnel management and welfare policies in enhancing teachers' work-life balance (WLB). By synthesizing insights from diverse academic sources, this research highlights the multifaceted challenges teachers face, such as excessive workloads, administrative responsibilities, and the lack of supportive institutional

policies, and provides a conceptual framework for addressing these issues effectively. (Demerouti et al., 2001; Greenhaus & Allen, 2011).

The use of a literature review as the primary research method enabled a comprehensive analysis of key theories, including the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007), Boundary Theory (Ashforth, Kreiner, & Fugate, 2000), and Transactional Model of Stress and Coping (Lazarus & Folkman, 1984). These theories were instrumental in identifying the core dynamics of WLB, such as the balance between job demands and resources, the management of work-life boundaries, and the role of coping strategies in mitigating stress. Additionally, the review of empirical studies provided actionable insights into the practical applications of these theories in real-world educational settings (Taris, Schaufeli, & Verhoeven, 2005).

The findings reveal that well-implemented WLB strategies, such as flexible work arrangements, integrated professional development, and mental health support, significantly enhance teacher well-being, reduce turnover rates, and improve educational outcomes (Kalliath & Brough, 2008; Skaalvik & Skaalvik, 2018). Furthermore, the economic and social benefits of WLB policies, including cost savings and stronger community ties, underscore their importance beyond the educational context (OECD, 2019).

By adopting a literature review methodology, this study offers a holistic understanding of the interconnected dimensions of WLB and their implications for teacher performance, institutional stability, and policy development. It also highlights gaps in current research, such as the need for culturally specific WLB strategies and long-term evaluations of policy outcomes (Allen et al., 2020).

In conclusion, this research demonstrates that personnel management and welfare policies designed to promote WLB are essential for empowering teachers, strengthening educational systems, and fostering sustainable organizational success. Educational leaders and policymakers are encouraged to leverage the insights from this study to design and implement targeted strategies that address systemic challenges while promoting a balanced and supportive working environment.

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