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EXPERIENCES OF WORK-LIFE BALANCE IN YOUNG MARRIED FEMALE SCHOOL TEACHERS

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ABSTRACT

Pakistani society has included women in the workforce to make them psychologically empowered and financially independent, however it has made work life balance as one of their biggest challenge. The present study used qualitative research approach to explore school teachers' experiences of work life balance and the role of school administration, colleagues, family members, husband and in-laws in maintaining it. Eight school teachers shared their experiences of keeping work life balance by completing an open ended questionnaire. The snowball sampling technique was used to choose the participants and thematic analysis was used to analyze qualitative data. Five main themes emerged from the data included planning and prioritizing strategies, supportive school administration, colleagues support, husband's co-operation and understanding of in laws. The distinct subthemes of this study were: keeping a to-do list, proper planning of workload, clear deadlines, make family friendly policies, teamwork, sharing ideas, sharing resources, husband's help in home affairs, taking care of kids, career support and understanding of financial contribution. This study has broadened our understanding about work life balance in young married school teachers. Moreover its findings can also be utilized to develop an indigenous scale of work life balance for school teachers.

Keywords: *Work-life balance, female school teachers, planning, supportive school administration, colleagues support and husband's co-operation.*

INTRODUCTION

Work-life balance is an important concern of employees in the modern era of technology. Nowadays, human resource departments are emphasizing the significance of keeping balance between personal and professional life which is termed as work life balance. Clark views work–family balance as "satisfaction and good functioning at work and at home with a minimum of role conflict" (Clark, 2000, p. 349). According to Kofodimos, balance refers to "a satisfying, healthy, and productive life that includes work, play, and love." (Kofodimos, 1993; p. xiii). Work-life balance is assessed in three components: time balance (equal time devoted to work and family), involvement balance (equal involvement in work and family), and satisfaction balance (equal satisfaction with work and family). There are six important features of work–life balance (1) It happens to occur when a person engages oneself in multiple roles; (2) maintains equality across

multiple roles; (3) feels harmony while performing multiple roles; (4) Gives due importance to every role; (5) manages role conflicts; and (6) exercise certain level of control in these multiple roles (Greenhaus, Collins & Shaw 2003). Theoretical framework for this study was based upon role theory (Kahn et al., 1964) which believes that people are concurrently playing several jobs, such as wife, mother, and teacher. Role conflict and role overload arise when work and home obligations strive for limited time and energy. This is a frequent perspective for teacher work life balance research since teaching entails a high degree of role variety including instructor, counsellor, administrator and grader.

With greater access to better educational opportunities, increasing number of women are entering the workforce, and shifting from being home-makers to the organized work force. This increased women employment in academia and industry has led to an urgent need to examine the phenomenon of work life balance (Shah, Raval, Bhatia, & Thanki, 2025). One important structural lens for comprehending WLB issues is gender norms. Regardless of their employment status, female teachers are frequently expected to perform the majority of household chores, creating a "double burden" where paid work is set on top of domestic work rather than taking its place (Hallgren, & Risman, 2022). Work life imbalance arises for female school teachers as a result of the interaction of work demands, domestic responsibilities, interpersonal interactions, institutional support, and individual coping mechanisms (Burnett, Gatrell, Cooper, & Sparrow, 2010).

It has been demonstrated that good work-life balance practices, such as flexible scheduling, encouraging company culture, and family-friendly policies, improve employee satisfaction, productivity, and employee loyalty. However, progress towards gender equality in WLB is still hampered by enduring cultural norms and workplace expectations (Avdullahi, 2026). Furthermore, family-friendly policies and culture are critical mechanisms for supporting the careers and advancement of women in public service and enhancing gender equity in public sector employment. A nationwide study with the sample of state government employees, the effects of employee take-up of leave policies, employer supported access to child care, alternative work scheduling, and a culture of family support were significantly positive on work–life balance (Feeney, & Stritch, 2019). A nationwide study with the sample of state government employees found the positive effects of employee leave policies, employer supported access to child care, alternative work scheduling, and a culture of family support were significantly positive on work–life balance (Feeney, & Stritch, 2019).

A study examined the relation between work–family balance and quality of life among professionals employed in public accounting. The individuals who spent more time on family than work experienced a higher quality of life than balanced individuals who, in turn, experienced a higher quality of life than those who spent more time on work than family (Greenhaus, et al., 2003). A study found the association of work life balance and work performance in teachers (Li, & Albattat, 2025). Another study explored the effects of the work–family balance and the work-health balance on job satisfaction. This study involved 318 workers who completed an online questionnaire. The results showed that workers considered health as important as family in the work life balance. The work health balance explained more variance in job satisfaction than the WFB. Age, gender and parental status moderated the effect of the WFB on job satisfaction (Gragnano, Simbula, & Miglioretti, 2020). Moreover, another study revealed a positive correlation between WLB and female teachers' job engagement. Improved balance may increase energy and engagement, and increased engagement may improve instructors' sense of success and ability to handle conflicting responsibilities. The authors found that encouragement from coworkers was positively correlated with WLB among female teachers. According to their findings, collaboration among coworkers may lessen the perceived workload and help educators handle the demands of their jobs (Tejashwini & Mudda, 2024).

In the Pakistani context, family support is especially important. According to a study on female head teachers in Punjab's government

primary schools, they were more satisfied with their children's support than their husbands (Ranjha, Pasha, & Shah, 2021). In order to help women better balance their work and home responsibilities, the authors contended that greater husband involvement in childcare and household chores was required (Burnett, Gatrell, Cooper, & Sparrow, 2010). A satisfying job well-integrated into life, balances the overall mental and emotional well-being of working women particularly in the pandemic in which the workplace posed a new set of challenges for women. Now it has become the order of the day to carry on online classes remotely, however it had become more stressful when both school and personal life operate from the same space (Rawal, 2023).

The relationship between personal life and work can be influenced by a number of factors, including marital status, salary, job satisfaction, personality features, and the number of children, according to a recent assessment of female school teachers (Şallı, 2026; Zhang, 2025). There were disparities in WLB between married female teachers in rural and urban environments, with urban teachers scoring higher on WLB in that specific sample (Bisht, & Uniyal, 2025). However, these demographic factors should not be viewed as direct causes of imbalance rather, social norms, household work division, financial resources, and organizational settings have strong impact on work life balance. According to qualitative research, women's experience of tension between their work and home responsibilities can be exacerbated by guilt, emotional labor, and social expectations. Women's capacity to handle job demands on their own terms may be further restricted in Pakistan by patriarchal norms, responsibilities to extended family, a lack of childcare options, and unequal marital involvement (Naz, Fazal, & Khan, 2017).

Individual characteristics influence female teachers to manage the pressures of work and family life were resilience, self-efficacy, emotional control, optimism, problem-solving skills, and preferences on setting limits. According to existing research, agreeableness had been identified as a potentially relevant personality trait that may be connected to WLB among school instructors. Nevertheless, personality should be viewed as something that alters the experience rather than as a substitute for truly encouraging working environments. Strong resilience can help instructors deal with pressures, but it doesn't make up for heavy workloads, low compensation, or an uneven distribution of household duties (Köse, Baykal, Köse, Çuhadar, Turgay, & Kıroglu Bayat, 2021).

Yahya and Azeez (2024) examined the work life balance in 322 public senior high schools located in six educational districts of Lagos State. A 13-item work-life balance policy-culture scale, a 9-item communication practices scale, and the Warwick-Edinburgh Mental Well-being Scale were administered. Findings revealed that female teachers in Nigeria frequently bear a disproportionate share of household duties due to cultural role expectations. It was recommended to provide structural work life balance supports in the form of flexible scheduling and childcare to young married school teachers.

William and Singh (2024) investigated the potential effects of work-life balance (WLB) and flexible work arrangements (FWAs) on non-financial organizational performance in Ghana. Theoretically, it is based on Staines' (1980) spillover theory, which maintains that professional and personal domains transfer emotions, skills, and stress between one another (positive or negative spillover). The sample consisted of 1,068 management and non-management workers from seven national and international companies in Ghana. Findings indicated that there was a positive correlation between WLB and non-financial performance and flexible work schedules.

Mayya, Martis, Ashok, Monteiro & Mayya (2021) found that Indian women involved in academia carry equal professional workloads to men but disproportionately more non-work (domestic/caregiving) responsibilities due to prevailing cultural norms. Data from 306 women showed a significantly higher percentage impact of work-related stress on their health. Finding that male faculty scored significantly higher on WLB than female faculty after controlling for other demographics.

Rationale

Women inclusion in workforce is an important parameter of women empowerment and a significant anchor of organizational behavior. However, it created the challenge of keeping work life balance for them because of their role as a homemaker as well as a career women (Naz, et al., 2017). The present study had filled the gap in existing literature by examining the experiences of young married female teachers about work life balance through qualitative research approach.

Objective

The objective of the study was to explore the psycho-social experiences of young married female school teachers about work life balance.

Research Question

What are the psychosocial experiences of work life balance in young married female school teachers?

Method

This study followed qualitative research approach to explore the experiences and perspective of young married public school teachers.

Sample

The purposive sample of (*N*=8) young married public school teachers was recruited from different public schools of Punjab province. Their age ranged from 23-35 years (*M*-=29, *SD*=1.3) and all of them were teaching in public schools for at least two years. All of them had at least two children and were living in extended family system and had average family monthly income (M=Rs.105, 000/-, *SD*=5000/-).

Instrument

An open ended questionnaire was developed to explore the experiences of young married public school teachers about work life balance. The questionnaire was based on the role of different work and family related factors in keeping work life balance. Following questions were asked from the school teachers.

1. What are your strategies to manage work life balance?
2. What is the role of school leadership in keeping your work-life balance?
3. How does your colleagues help you in maintaining your school life and family life?
4. How does your husband facilitate you to manage your school work and home duties
5. What is the role of your in-laws in keeping work-life balance?

Procedure

The approval of research project was sought from the office of research innovation and commercialization of a public university of Lahore. Then all ethical guidelines to carry out the research were followed. A code number was assigned to each participant to set the record of their narratives. Formal consent was taken from the teachers participating in this research. Anonymity of participants and confidentiality of data was ensured. After data collection, participants were debriefed about the research.

Results

Thematic analysis was used to analyze qualitative data by following the guidelines of Braun and Clark (2006). Initially, authors get themselves aware of the data by carefully reading it many times. Then initial codes are generated which are combined and organized into meaningful themes. Afterwards these themes are reviewed against narratives and whole dataset. Finally themes are named and defined keeping in view the codes.

Table 1

Main Themes	Planning and Prioritizing strategies	Supportive School Administration	Colleagues Support	Husband's Cooperation	Understanding by in-laws
Sub themes	keeping a to-do list	Flexible management	sharing ideas	realistic expectations	Support my decision to work
	Prioritize tasks at work and home	Proper planning of workload	helping with tasks	help in home affairs	Understand the demands of school job
	Focus on important duties	Realistic workloads	Teamwork	takes care of kids	Sometimes take care of kids
	Plan upcoming week on Sunday night	clear deadlines	moral support	cooperates in exam periods	divide house chores
	Preparation for house hold in advance	Respect personal time	suggestions during setback	supports my career	less pressure of household chores
	Finish household work before school time	No stay after school time	share resources	Understands financial contribution	Sometimes give me space
	Complete job duties during school hours	Grant a half day leave	Adjustment of duties	just listens about tough day at school	
	say no sometimes	set flexible rules	Helpful for genuine problems		
		Family Friendly Policies	Support for family commitment		
			Understanding for each other's problems		

Planning and prioritizing strategies

The first major theme of work life balance is planning and prioritizing strategies. A female school teacher shared, "

"*I try to plan my work, prioritize important tasks, and complete most of my work during school hours. I also try to give proper time to my family. It is not always perfectly balanced, but I manage according to the situation*" (Teacher 3).

Another teacher shared her strategies for work life balance in the following manner,

"*I prioritize tasks at work and home so timelines can be managed. I provide dedicated time so, avoiding home related tasks at work until an emergency and never bringing work at home helps me manage work life balance*" (Teacher 4).

"*A few things that really help me are setting a clear cut-off time for school work. Once I'm home, I try not to open my laptop again unless it's truly urgent. I also plan my week on Sunday nights so I'm not scrambling every morning*" (Teacher 5).

A teacher elaborated this theme in this way,

"*For me, planning is very important because after coming back from school I have household responsibilities as well. I usually try to complete important school work before leaving the school so that I don't have to bring too much work home. At home, I divide my time between my family and household chores. I also try to prepare things in advance, especially meals and other household tasks, so that I don't feel rushed. Sometimes it is difficult to give equal time to everything, so I just focus on what is more important on that particular day*" (Teacher 1).

This theme was also explained by sharing the difficulties faced in maintaining work life balance, "*I try to plan things according to my school schedule, but honestly, it is not always easy. There are days when I have enough time for my family and days when school work takes most of my energy. I usually try to finish household work before going to school or prepare things in advance. After coming home, I give priority to whatever is more important at that time. Sometimes I also have to compromise on my personal rest because there are responsibilities at both places. I would say I am managing it, but it is not a perfect balance every day*" (Teacher 2).

Supportive School Administration

This theme describes the role of school administration in ensuring the work life balance of female school teachers. A teacher shared her perspective of administrative support in this way:

"*Supportive leadership makes a big difference. Reasonable workload, clear deadlines, and understanding from the management help teachers manage both their professional and personal responsibilities*" (Teacher 3).

Another teacher gave her opinion about school leadership in the following manner:

"*School leadership plays a vital role as they set the rules and make policies of a place where you spend 8 to 10 hours of your day and if your workplace culture demands unnecessary commitment which creates toxic culture so no one will be able to maintain mental peace let alone work life balance*" (Teacher 4).

School leadership can make a big difference, especially for married female teachers. A teacher narrated her thoughts in the following words.

Another teacher elaborated the role of school administration in the following words:

"*If the management understands that we have responsibilities at home as well, it reduces a lot of pressure. For example, if there is some flexibility in case of a family emergency or if the workload is properly managed, it becomes easier for me to handle both things. I also feel that when the principal or management respects our personal time and does not unnecessarily ask us to stay after school, it helps us maintain a better balance*" (Teacher 1).

A teacher mentioned the pivotal role of school administration in facilitating work life balance in the following way.

"*If the administration is understanding, it becomes easier to manage family responsibilities, especially when there is an emergency. But sometimes schools have extra duties, meetings or work that extends beyond regular timings, and that becomes difficult for a married teacher. You cannot always leave your family responsibilities behind. So, I think if the management gives some flexibility and plans the workload properly, it can reduce a lot of stress for teachers*" (Teacher 2).

A teacher acknowledged the flexible approach of school administration in this way.

"*When the administration does not expect emails to be answered at 10pm, or being flexible if I need to leave early for a family thing, it takes so much pressure off. Good leadership also means realistic workloads and not piling tasks without notice at the eleventh hour. When leadership respects your time outside school, you naturally feel more motivated and less burnt out*".

Few teachers expressed the limited role of school administration in managing work life balance.

"*They assign work but can also give leniency when asked for a half day or leave (Teacher 6).*

School management only grants leave when I'm in emergency" (Teacher 7).

Colleagues Support

Colleagues' support makes a big difference in enhancing work life balance. A teacher expressed her idea in this way.

"*My colleagues support me by sharing ideas, helping with tasks, and understanding each other's workload. Teamwork makes the workload lighter and reduces stress*" (Teacher 3).

Another teacher elaborated this theme in the following manner.

"*My colleagues are supportive, especially when I have some family commitment. Sometimes we help each other with work or adjust things if someone has to leave early. We also understand each other's problems because many of us are married and have similar responsibilities. If I am worried about something at home, having colleagues who listen and understand makes me feel better. Their cooperation makes managing school and family responsibilities a little easier*" (Teacher 4).

This theme was further explained by another teacher in the following narrative.

"*My colleagues are helpful to some extent. We support each other when someone has a genuine problem, and sometimes we adjust duties or help with work. At the same time, everyone has their own responsibilities, so I cannot always depend on my colleagues. There are situations where I still have to manage things myself even when I have a family commitment. But having colleagues who understand your situation and are willing to cooperate when possible definitely makes things a little easier*" (Teacher 2).

Colleagues help was acknowledged during hard times in the given narrative.

"*Colleagues help me when I face a challenge or setback at work and something demands extra hours so they help me sort things out quickly. Their suggestions and moral support boosts my energy*" (Teacher 8).

Another teacher shared her opinion in the following way.

"*My colleagues are honestly a big support system. We cover for each other when someone has a family emergency, share resources so we're not all reinventing the wheel, and just having people to vent to over a cup of tea during break makes the day lighter. There's an unspoken understanding among us, like if I need to rush off for my kid's school event, someone will happily take my last class*" (Teacher 5).

Another colleague pinpointed the following ideas about colleagues helping behavior.

"*One of my colleague is very helpful. She shows willingness to help out me especially in doing duty after the closing hours. As I'm teaching in a girls' school so the teacher on duty can only leave after the last girl student leaves for home. Hence, there is only one colleague who is ready to help out me and exchanges duty with me when I need*" (Teacher 6).

"*My colleagues have no role in balancing my work and family*" (Teacher 7).

Husband's Cooperation

A teacher reflected upon this theme in the following statements

"*My husband supports me by understanding that I have responsibilities at school as well as at home. He does not expect that everything at home should be done by me alone. If I am busy with school work or tired after coming home, he helps where he can, whether it is taking care of something outside the house or helping with other responsibilities. Sometimes even his understanding and encouraging words are enough. In our culture, women often have to manage many things at the same time, so having a husband who understands your work makes a lot of difference*" (Teacher 1).

Another teacher explained the role of husband in the following manner.

"*My husband does support me, particularly when I have an important school responsibility. He understands that my job is also important and sometimes helps with certain things at home. However, most household responsibilities still naturally come to me because that is how things are generally managed in our family. So, his support helps, but it does not completely remove the pressure. Sometimes when school is very demanding, it becomes difficult to manage everything at home as well*" (Teacher 2).

Husband's support was elaborated in the following way.

"*My husband understands that managing a household is a shared responsibility. He supports my career and helps with household responsibilities when needed. With the rising cost of living, it is also becoming difficult for one person to manage all household expenses, so both husband and wife can contribute financially while supporting each other at home*" (Teacher 4).

Another teacher shared her experience of husband's support in this way.

"*My husband takes care of kids and family duties when my peak days of work starts like exams season and stuff then he cooperates a lot which helps me maintain balance*" (Teacher 3).

Another teacher paid tribute to her husband's support in a comprehensive way.

"*He's honestly a huge part of why I can manage both. He shares the household responsibilities without me having to ask every time, whether it's helping with the kids' homework or just handling dinner on the days I have a heavy workload. He also just listens when I need*

to unload about a tough day at school. Having that kind of partnership makes all the difference" (Teacher 5).

Another teacher emphasized the husband's contribution in this way.

"*My husband drops me to school and sometimes helps in home chores. So it gets easy for us to manage and sometimes he agrees to get the meal from a hotel when both of us are busy*" (Teacher 8).

Husband's support was acknowledged by a teacher briefly.

"*My husband supports me by taking care of home duties, so I can focus on working diligently*" (Teacher 7).

In laws Understanding

Most families in Punjab live in extended families and their cooperation makes a big difference. A teacher explained this theme in this way.

"*In our culture, in-laws can have a significant role, especially if you live in an extended family. When they understand that I am also working and have responsibilities at school, it reduces the pressure on me. They may help with household matters or sometimes take care of things that I cannot manage because of my school timings. I think the most important thing is their understanding. If they respect my job and don't expect me to manage every household responsibility by myself, it becomes much easier to continue my career and still give time to my family*" (Teacher 1).

Another teacher highlighted the situation specific support of in laws.

"*My in-laws have some role in making things easier, but it depends on the situation. They understand that I have a job, but there are still certain expectations from me as a daughter-in-law, especially regarding household and family matters. Sometimes they give me space when I am busy or tired, which I really appreciate. But there are also occasions when family responsibilities have to come first, even if I have work-related commitments. So I would say their role is mixed—there is support, but there are also cultural expectations that can make work-life balance challenging*" (Teacher 2).

A teacher mentioned the limited and conditional role of in laws in this following words.

"*In Pakistan, where employment opportunities can be limited and household expenses are increasing, supportive in-laws can make a big difference. My in-laws understand that my job is important and support my decision to work. They also understand that today, both husband and wife may need to contribute financially, and managing a home should not be the responsibility of one person alone. Their understanding and cooperation reduce pressure and help me continue my career*" (Teacher 4).

A teacher expressed her experience of support from in laws in this way'

"*In laws understands that school jobs can be demanding and sudden leaves or long leaves cannot be possible sometimes so they help me manage my threshold for relatives and also sometimes help me take care of kids*" (Teacher 3).

Another teacher shared some specific situations in which in laws had supported her.

"*My in-laws have been really supportive too. They step in with the kids sometimes, especially during exam season or parent-teacher meetings when I'm stretched thin. Their encouragement matters a lot as well – when they respect that my job is important to me, it takes away a lot of the guilt that can come with juggling both roles*" (Teacher 5).

Another teacher mentioned the co-operation of In-laws in the following manner.

"*My in-laws are cooperative and understand my work. So, they help me divide house chores, so the entire burden doesn't fall on me*" (Teacher 8).

Discussion

Work-life imbalance is more than just a personal time management issue. School regulations, workload, leadership conduct, family obligations, income, childcare availability, and societal expectations all have a significant impact. Gendered expectations, household duties, lengthy job hours, and a lack of institutional support can make it difficult for female school teachers to maintain balance. Flexible scheduling, a supportive culture, and individual time-management techniques are important factors that facilitate work life balance across industries, according to recent systematic evaluations.

"Planning and prioritizing strategies" emerged as the first main theme of work life balance in young married public school teachers. It is an important management function which helps the teachers to maintain work life balance. An important strategy in this regard is to manage the school tasks during school time and home tasks at home. Teachers

plan for the upcoming weeks or months in advance to achieve work life balance. They prepare their lesson plans and class activities a week earlier. Moreover they make a list of important tasks to be done at work as well as home. Existing literature on work life balance also supports this theme. For instance, work life balance culture predicted stronger boundary control during a six-month period, and boundary control predicted higher emotional work life balance particularly for on-site workers (Žiedelis, Lazauskaitė-Zabielskė, Urbanavičiūtė, Jakštienė, & Margevičienė, 2026). Moreover, protected writing time, and institutional task restructuring improve work life balance and lessen teacher burnout (Sharma, Chadha, Kaur, & Ary, 2025).

The second major theme appeared from thematic analysis was "supportive school administration" which played a pivotal role in accomplishing balance between work life and family life. Supportive school leadership may enhance work life balance by allocating responsibilities equitably, assigning school tasks during school hours, respecting family time, permitting medical and emergency leaves, offering acceptable flexibility, and appreciating teachers' efforts. A study presented inconsistent finding while leader support was not substantially correlated with work-life balance in this model, structural equation modelling with 635 remote workers revealed complete mediation of peer support with better work-life balance and higher job satisfaction (Buonomo, De Vincenzi, Pansini, D'Anna, & Benevene, 2024).

The third major theme found was "colleagues support" which was provided to each other in various ways. Coworkers support facilitates the colleagues in performing new and challenging tasks which consequently lead towards their career progression and growth. Senior colleagues act as mentors and trainers for young school teachers. They observe their teaching methods, techniques and instructional material to upgrade their methods. Some colleagues also support them when they have emergency in family. This theme reflects the collectivistic culture orientation of Pakistani schools where people give great importance to family gatherings. It also reflects the Islamic tradition of brotherhood which is strongly embedded in Pakistani society. This theme is aligned with prior literature indicating the role of worker support for individual well-being as well as institutional effectiveness. For instance, Coworker support and organizational family-friendly support positively predicted individuals' work-family balance in a time-lagged study of 369 heterosexual couples; work-family balance mediated links to partners' family social support and family life satisfaction, in line with spillover–crossover processes (Lo Presti, Van der Heijden, & Landolfi, 2022). Another study revealed the similar finding that colleague support enhances employees' work-family balance (Stollberger, Las Heras, & Rofcanin, 2022).

Fourth main theme appeared in the data which contribute a lot in achieving work life balance was "husband's cooperation". It lessens the burden of house hold chores which is considered as the primary responsibility of females. The dual role of a professional teacher and homemaker creates work life balance with husband's cooperation in various matters ranging from household management to child care and education. It is perceived as the strongest form of family support which is brought about by the husband's thought that managing house hold chores is the shared responsibility. Moreover, husband's social, emotional and moral support makes the school teachers psychologically empowered, safe and strong. This finding is consistent with the results of a survey of 207 employees in Indian multinational corporations indicating that spousal support and coworker support both positively predict work-family balance happiness, which subsequently increases job participation and life satisfaction (Hans, & Gupta, 2022). Moreover, spousal perceptions of family support, enhances spouses' creativity at work and family life (Stollberger, et al., 2022).

Fifth main theme emerged from the data was "understanding by in laws". This theme has gained its position specifically in the context of Pakistani society where the trend of living as extended families is quite common. In this situation it becomes even tougher to manage household responsibilities along with school duties. This condition is balanced by the understanding of in-laws that professional women including school

teachers need to be facilitated both in their household chores and professional duties.

Limitations and Suggestions

The participants of this study were young married female teachers from urban areas of Punjab and hence findings can't be applied to teachers serving in rural areas. Additionally these results are specific for the Punjab province and might not be relevant to other provinces of Pakistan. Future studies can be conducted with the participants from rural areas and other provinces. An indigenous scale of work life balance can be developed and validated for young married female teachers with the help of themes and subthemes emerged in the present study.

Conclusion

This study concluded that young married female teachers can accomplish work life balance by planning and prioritizing strategies, supportive school administration, colleagues support, husband's cooperation and understanding by in laws. Work life balance can be enhanced if educational institutions formulate family friendly work policies and family members facilitate teachers by sharing household duties.

Implications

This research will create awareness about the need of work-life balance practices in young married public school teachers. It would be an important step towards making the family friendly work environment in public schools of Pakistan.

Work-life balance policy can be formulated and proposed to authorities for implementation which will promote psychological empowerment of public school teachers by facilitating them at home and workplace. Work life balance practices can act as change makers in improving the task performance and affective commitment of public school teachers.

They can experience career growth in teaching profession. It will help in talent management by retention of competent employees who face difficulties in managing the work and personal responsibilities.

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