INVESTIGATION OF FACTORS DETERMINING WORK-LIFE BALANCE OF FEMALE TEACHERS

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ABSTRACT

The primary aim of this study is to evaluate the level of work-life balance among female teachers and investigate the predictive significance of independent variables concerning the dependent variable. The study employed a quantitative approach and followed a survey design. The research sample consisted of 382 female teachers, and the study was conducted in both the city center and district centers of Yozgat. Random sampling was utilized to gather data for the study. A work-life balance scale was employed as the measurement tool, and the data were analyzed using ordinal logistic regression analysis. The research findings indicate that female teachers' work-life balance falls within a moderate range. The independent variables identified as influential factors on the work-life balance of female teachers include having children, professional experience, and class size. It was observed that female teachers with children tend to achieve a better work-life balance compared to those without children. Additionally, teachers with 16 or more years of professional experience demonstrate a higher work-life balance than those new to the profession. Furthermore, female teachers with larger class sizes face more challenges in achieving work-life balance than those with smaller classes. The research findings indicate that female teachers' work-life balance falls within a moderate range. The independent variables identified as influential factors on the work-life balance of female teachers include having children, professional experience, and class size. It was observed that female teachers with children tend to achieve a better work-life balance compared to those without children.

Keywords: Female teachers, work-life balance, ordinal logistic regression.

INTRODUCTION

After the Industrial Revolution, the need to reconcile different roles emerged, with women entering active work. In addition to their domestic roles, women have also assumed many roles in working life and have faced the challenge of balancing work and life. Researchers have shown interest in work-life balance because of its connection to the quality of work-life and overall life quality (Guest, 2002). Everyone tries to balance their work and personal life regardless of their social status. Establishing a balance between work and private life is essential for a balanced, happy, and successful life (Ünal & Dulay, 2022). The concept of work-life balance focuses on work, life, and balance. The concept involves the correct sequence at the right time between work on the one hand and life on the other. On the other hand, balance is addressed with satisfaction and minimal role conflict at work and home (Punia & Kamboj, 2013). Work-life balance refers to the extent to which an individual is satisfied with fulfilling all his/her roles in life along with his/her job (Pangemanan et al., 2017). Work-life balance involves prioritizing between one's personal life and work commitments, striving to harmonize one's career and lifestyle. This objective can often present a significant challenge in an individual's life (Nurumal et al., 2017).

As a result of the growing need for employees to engage in work-life balance initiatives, work-life balance, and work-life conflict have attracted the attention of researchers over the last two decades (Skakon et al., 2010), becoming a popular research area in various fields such as human resource management, sociology, education, and even gender studies (Kluczyk, 2013). Existing research suggests that poor work-life balance can significantly affect an individual's family, work, and society. Poor work-life balance increases family conflict rates and decreases life satisfaction and work productivity (Polat, 2018). For organizations, employees who achieve a work-life balance develop a productive and innovative perspective (Greenhaus et al., 2003), while employees who cannot achieve a work-life balance are depressed and dissatisfied, and their productivity is low (Aslam, 2015). The consequences of work-life imbalance are increased absenteeism, decreased productivity, increased health expenditures, decreased job satisfaction, increased stress, and deterioration of family and social relationships (Uddin et al., 2013).

Work-life balance has also attracted the attention of researchers in educational research. Work-life balance significantly impacts teacher performance (Mahardika & Aima, 2022). It has also been found that there is a negative relationship between teacher effectiveness and work-life balance (Ademola et al., 2021). Work-life balance significantly impacts female teachers' job satisfaction and organizational commitment (Al-Alawi et al., 2021). While it is positively related to teachers' work-life balance and organizational commitment (Abdulaziz et al., 2022), it is negatively related to burnout (Clark, 2010). Furthermore, Barkhuizen and Rothmann (2008) found that overload and work-life balance are the two leading causes of poor health of academic staff in South African higher education institutions.

Developing technology and radical changes in recent years have imposed more duties on the teaching profession. Teachers strive to achieve a "balance" between home life and work life. Work-life balance in the teaching profession has become one of the problems teachers have to deal with today (Gorsy & Panwar, 2016). For

teachers to be effective and productive in schools, they must spend extra hours outside of school daily (Petare, 2013). Teachers' workload in schools is more comprehensive than their time in classroom teaching. According to recent research, teachers are also expected to perform several tasks outside of school. For example, teachers need to work even during vacations to check homework assignments, prepare question banks, prepare for lessons, grade students, and prepare and plan lesson plans for the next day. Therefore, teachers face more significant challenges in balancing personal and professional life due to the lack of limits between work and life (Punia & Kamboj, 2013). The impact of additional work on their personal lives and health has yet to be comprehensively analyzed (Silva & Fischer, 2020). However, apart from research on teachers' job satisfaction, there are few studies on teachers' work-life balance (Hart, 1994; Quintana et al., 2019). Therefore, it is essential to examine the work-life balance for teachers, especially for women in the teaching profession (Petare, 2013; Santiago, 2023). This is because women are more disadvantaged in a male-dominated work environment. After all, their work styles are not valued (Meyerson & Fletcher, 2000). Therefore, this study was conducted to reveal the factors that contribute to women teachers' work-life balance. The current research seeks answers to the following questions.

1. What is the level of work-life balance of female teachers?
2. What are the variables (marital status, having children, having someone to help with housework, professional experience, and class size) affecting women teachers' work-life balance?

Work-Life Balance

In 1986, in the United States, the focus on achieving a balance between one's professional commitments, personal life, and familial duties began to take shape. Over the years, closely related concepts such as work-life balance, balancing work and family responsibilities, work-life challenges, and conflicts between work and family life have become more prominent. This is attributed mainly to changes in societal expectations and the evolving nature of the workplace environment (Singh, 2014). The increased participation of women in the workforce is undisputed one of the most significant societal transformations of the past century. Women have made notable footsteps in the Field of management, traditionally dominated by men (Straub, 2007).

 Conceptually, work-life balance is balancing one's time to fulfill work and home responsibilities (Mazerolle & Barrett, 2018). One of the most descriptive definitions of work-life balance is provided by Clark (2000) as "minimal role conflict at work and home." The term work-life balance indicates a remarkable phenomenon. The separation of work and all other life roles thus evokes the idea that work is not an integral part of life and is a burden on one's life. The concept of work-life balance emphasizes three critical elements: work, life, and balance (Singh, 2014). The simple term "work" is defined in the context of paid employment; "life" is defined in terms of other activities outside of work; and "balance" is defined as having enough time for harmony between home and work.

Guest (2002) pointed out that the growing concerns regarding work-life balance can be attributed to several factors, including the mounting work pressures and demands, an increased emphasis on the quality of home and community life, and shifts in people's attitudes and values. Work-life balance entails finding a harmonious fit between one's professional responsibilities and other vital personal pursuits, such as leisure activities, family commitments, community involvement, and recreation, which are essential to individuals (Akter et al., 2019). This balance between work and personal obligations has become increasingly crucial for individuals across various professions. Srimulyani and Hermanto (2022) describe that work-life balance encompasses aspects like happiness, leisure, family and spiritual growth, and career aspirations. Essentially, it signifies achieving balance in one's life by acknowledging one's work-related duties and responsibilities without neglecting other facets of their personal life. Devi and Kiran (2014) emphasized that work-life balance should not necessarily imply an equal time distribution between work and personal activities. Instead, a positive work-life balance encompasses both accomplishments and contentment. A practical definition of work-life balance could encompass meaningful daily achievements and contentment across four domains: work-life, family, social connections, and self-fulfillment.

Work-Life Balance of Female Teachers

Rapid social, demographic, and technical changes have profoundly affected education. The role of teachers is very different from 20 years ago. Although social changes have affected education systems, teachers are still expected to maintain high-quality and standardized education (Eacute & Esteve, 2000). Therefore, The teaching profession involves many demands and many responsibilities. Teachers often need help balancing their work responsibilities with their personal lives than people in other professions. Educators' work often involves much pressure, so they need help efficiently fulfilling other social and family obligations (Mercado, 2019). Navarathinam (2016) concluded that teachers should set goals to achieve an appropriate work-life balance and excel in their career and family roles.

Inequalities in the division of labor between work and home make 'work-life balance' a valid concern for working women (Roos et al., 2020). Integrating and maintaining work-life balance into employees' lives is a need of the hour (Mukhtar, 2012). Every teacher needs to balance the intensifying demands of work, the emotions created by this intensification, and their personal life. However, women teachers need help to achieve this balance (Knott, 2014). For example, women still bear most child-rearing responsibilities (Rawal, 2023). Women teachers teach and take on additional responsibilities as housewives, mothers, and other duties assigned by the school principal. Therefore, women must maintain a work-life balance to fulfill domestic responsibilities effectively (Edwards & Oteng, 2019).

Teachers are anticipated to experience a sense of balance between their professional roles in the classroom and their personal lives outside of it, constituting what is commonly called work-life balance. This balance should enable them to effectively fulfill their duties as educators within the school setting and manage their personal lives. Consequently, teachers are expected to carry out their responsibilities at school and in their personal lives without experiencing undue stress or disruptions, as Vernia et al. (2022) articulated. Punia and Kamboj (2013)

argue that teachers should create a work-life balance, renew themselves, and learn new skills. Moreover, teachers must have identifiable qualities beyond ordinary knowledge to raise good citizens and educate qualified individuals (Casalaspi et al., 2018). Although teachers have the potential to enhance their creativity in the classroom, their ability to facilitate effective teaching and learning can be compromised when they experience fatigue or demotivation due to an excessive workload (Ademola et al., 2021). Therefore, Work-life balance is critical in increasing teacher effectiveness and satisfaction with student learning (Punia & Kamboj, 2014).

Research on teachers' work-life balance is an essential field of study as it affects teachers' working lives and the time they spend at school. Looking at the literature, Çobanoğlu et al. (2019) examined the work-life balance perceptions of administrators and teachers according to some variables. Demir and Yıldız (2020) investigated the relationship between teachers' attitudes toward the teaching profession, work-life balance, and motivation. Yıldırım (2017) examined teachers' work-life balance in the context of school principals' leadership practices. Uddin et al. (2013) explored the balance between family and work life among female teachers employed in private educational institutions in Bangladesh, with a particular focus on the factors influencing this balance. Al-Alawi et al. (2021) investigated to comprehend the influence of work-life balance on women employed as teachers within the public education system in Saudi Arabia. In contrast, Radha (2015) explored the subject of work-life balance and its consequences for female teachers.

METHOD

Model
In order to determine the work-life balance levels of female classroom teachers in public schools in Yozgat and to explain them by predictor variables, this study was designed with a quantitative method and conducted in a survey model.

Study Group
The research was conducted on the opinions of 382 female teachers. The research was conducted in the 2021-2022 academic year. Data were collected from public schools in the provincial center and districts. Convenience sampling was used in the study. Information about the sample of the study is presented in Table 1.

Table 1. Details about the sample of the study

Independent Variables	Categories	f	%
Marital Status	Married	320	83.8
	Single	62	16.2
Having a Child	Yes	321	84
	No	61	16
Class Size	0-19	62	16.2
	20-30	306	80.1
	30 +	14	3.7
Professional Experience	1-5 years	66	17.3
	6-10 years	73	19.1
	11-15 years	116	30.4
	16 +	127	33.2
Helper	Yes	246	64.4
	No	136	35.6

As seen in Table 1, most teachers who expressed opinions in the study were married and had children. Most of the teachers' class sizes were between 20-30 students. The majority of the teachers participating in the study need help with housework. The number of teachers with 11-15 years of professional experience is the highest.

Data Collection Tool

In the study, the "Work-Life Balance Scale" developed by Apaydın (2011) was used to determine the work-life balance of female teachers. The scale is a 5-point Likert scale. It is scored from "Strongly Disagree" to "Strongly Agree". The scale's fit index values were RMSEA=0.059, GFI=0.83, AGFI=0.78, CFI=0.97, and SRMR=0.075. The scale has four dimensions: "work-life harmony, neglecting life, making time for oneself, and life consisting of work." Also, while determining the independent variables of the study, expert opinion was consulted to determine the factors that would affect the work-life balance of female teachers. In the current study, the reliability coefficient of the scale was determined as Cronbach Alpha .082.

Data Processing and Analysis

Before collecting research data, the researcher obtained the required approvals to conduct the study. Subsequently, data collection was conducted voluntarily using an online survey form designed by the researcher. On average, it took participants 15 minutes to complete the data collection instrument. The data were then analyzed utilizing descriptive statistics, frequency analysis, and ordered logistic regression analysis. The only analysis method for the dependent variable with categorically ordered characteristics is the ordered logistic regression model (Liu, 2016). Logistic regression analysis derives its name from applying the logit transformation to a specific variable. In this study, the variable under consideration, which has undergone logit transformation, is the work-life balance of female teachers, serving as the dependent variable. In contrast, the independent variables are marital status, having children, professional experience, class size, and whether or not they receive help with housework. The study's dependent variable, work-life balance, was analyzed using a two-step cluster analysis approach, resulting in its classification into three levels: "low," "medium," and "high. In this research, the ordinal regression method was used to investigate the impact of explanatory variables on ordinal categorical levels and to obtain confident results (Chen & Hughes, 2004). Cluster analysis for the current study's participants, a two-stage cluster analysis, was chosen, assuming that different individuals came from the same population in the dataset. This method was used to create homogenized subgroups among individuals. The first objective of clustering analysis is to organize the data set into consistent and comparable subsets (Dahl & Naes, 2004). In the current study, the goal was to identify the variables that predict the work-life balance of female teachers. To achieve this, life balance scores were calculated for the teachers. The BIC (Bayesian Information Criterion) method was utilized to categorize the dependent variable, work-life balance. As a result of the BIC test, work-life balance scores were categorized into three categories. For ordered logistic regression analysis, BIC or AIC (Akaike's Information Criterion) information criteria are used to automatically determine the most appropriate number of clusters (Chen & Gopalakrishnan, 1998; Schwarz, 1987). In this study, the dependent variable was categorized using the BIC method. BIC results are presented in Table 2 below.

Table 2. Result of two-stage cluster analysis

Variable	Cluster	*f*	%	Mean	*SD*
Dependent	Low	130	34	57.284	4.845
Variable	Middle	123	32.2	70.512	3.633
	High	129	33.8	82.518	4.055

As seen in Table 2, two-stage cluster analysis revealed that 130 teachers (34%) in the first cluster had a mean work-life balance score of 57.284 with a standard deviation of 4.845, 123 teachers (32.2%) in the second cluster had a mean score of 70.512 with a standard deviation of 3.633, and 129 teachers (33.8%) in the third cluster had a mean work-life balance score of 82.518 with a standard deviation of 4.055. In this context, the initial cluster includes teachers who report having a "high" degree of life balance, the second cluster is composed of teachers with a "medium" level of life balance, and the third cluster comprises teachers with a "low" life balance. This classification led to the establishment of a dependent variable categorized into three levels. In this research, which employed ordinal logistic regression analysis on the dependent variable, teachers with a high work-life balance were defined as the "reference category" within a framework of three categories characterized by an ordinal relationship. Consequently, the coefficients obtained reflect their impact on the likelihood of teachers having a high work-life balance.

Testing Assumptions of the Model

In the study, ordered logistic regression analysis was used according to the purpose of the research. In order to use this analysis, certain assumptions must be met in the data set. This section presents statistical information on the assumptions of the research model.

Assumption 1

Avoiding multicollinearity among independent variables in the analysis is essential as it can significantly affect the results. Multicollinearity occurs when correlations between variables are high (r>.90) (Tabachnick & Fidell, 2015). Therefore, there should be no linear dependence problem between independent variables. This study has no multicollinearity problem (r<.90). Similarly, there should be no problem between independent variables for the dependent variable. Tolerance and Variance Inflation Factor (VIF) values were calculated to meet this assumption. The tolerance value is expected to exceed .02, and the VIF value should be below 10 (Field, 2009; Kalaycı, 2014). Table 3 provides the tolerance and VIF values for the predictor variables.

Table 3. Tolerance values for independent variables

Variable	Tolerance	VIF
Marital Status	0.843	1.186
Having a child	0.752	1.330
Class Size	0.978	1.023
Professional Experience	0.888	1.126
Whether there is someone at home to help with chores	0.769	1.300

As indicated in Table 3, the tolerance values for the independent variables fall within the range of .843 to .978, with all values exceeding .02. The VIF values vary between 1.023 and 1.330 for these independent variables, and all of them fall below the threshold of 10. Consequently, the relevant assumptions have been met in this analysis.

Assumption 2

Suppose the null hypothesis is rejected at the chosen significance level. In that case, it may suggest that the selected link function is inappropriate for the data or that the relationships between independent variables and logits vary across different logits (O'Connell, 2006). The chi-square test was employed to evaluate the validity of the parallelism assumption in logistic regression analysis. The outcomes of this test are outlined in Table 4 below.

Table 4. Results regarding the assumption of parallelism in ordered logistic regression analysis

Model	-2 Log likelihood (-2LL)	χ^2	sd	p
Null Hypothesis	309.982			
General	304.979	5.003	10	0.891

H0 (Null Hypothesis): The estimated parameter values share a common intersection point.
H1 (Alternative Hypothesis): The estimated parameter values have distinct intersection points.

According to the findings presented in Table 4, the test for parallelism, conducted using the chi-square test, demonstrates satisfaction with the assumption (χ^2=304.979, *p*>0.05). This means that the null hypothesis (H0) is confirmed, signifying that all categories within the dependent variable (work-life balance) are equal. In conclusion, the thorough assessment of the hypothesis test outcomes underscores the appropriateness of ordered logistic regression analysis.

FINDINGS

This part presents the results derived from the ordered logistic regression analysis. The model fit table resulting from this analysis reveals a 2 log-likelihood (-2LL) value for both the model lacking independent variables and the model incorporating independent variables. The findings regarding model fit are summarized in Table 5 below.

Table 5. -2 Log likelihood values for model fitness

Model	-2 Log likelihood (-2LL)	χ^2	sd	p
Only the intercept	839.113			
Final	813.431	25.682	8	0.001

As indicated by the information in Table 5, a statistically significant distinction is evident when comparing the model that includes independent variables with the initial model that lacks these variables (X^2=839.113-813.431=25.682, *p*<.05). This indicates the existence of an association between the dependent variable and the independent variable. In the subsequent stage, the model's adequacy was evaluated to assess its goodness of fit. The evaluation of how well the model fits the data is accomplished by comparing observed and expected

values, utilizing Pearson chi-square and deviation statistics, as outlined by O'Connell (2006). The results of the goodness-of-fit test for the model are presented in Table 6.

Table 6. The goodness of fit results

Model	χ^2	sd	p
Pearson	81.838	88	0.665
Deviance	100.749	88	0.167

H0: The model accurately represents the data.
H1: The model does not accurately represent the data.

Table 6 presents the results of the goodness-of-fit tests for the model, which include the Pearson chi-square value (χ^2=140.549, p>.05) and the Deviance chi-square (χ^2=100.749, p>.05). These tests indicate that the null hypothesis H0 is supported, suggesting that the model effectively fits the data, as outlined by Lipsitz et al. (1996). Furthermore, the model's goodness of fit was assessed by utilizing Pseudo R^2 values. The objective of Pseudo R^2 is to measure and evaluate the robustness of the connection between the dependent and independent variables by the methodology (Şenel & Alatlı,2014). The findings resulting from this analysis are presented in Table 7 below.

Table 7. Results for Pseudo R^2 value

Cox and Snell	Nagelkerke	McFadden
0.065	0.073	0.031

As demonstrated in Table 7, the Pseudo R^2 values were calculated as follows: Cox and Snell (.065), Nagelkerke (.074), and McFadden (.031). McFadden, Cox-Snell, and Nagelkerke R^2 statistics are widely employed measures. (Mbachu et al., 2012). Nevertheless, the Nagelkerke R^2 value indicates the proportion of the dependent variable explained by the independent variables (Smith & McKenna, 2013). In light of this, the independent variables in this study account for 7% of the variation in the dependent variable.

Finally, it is advisable to conduct the Wald test to determine the significance of the independent variables. Using the Wald statistic in logistic regression analysis provides an advantage in concluding the analysis with unbiased and unbiased parameter findings (Çokluk, 2010). In order to interpret the model, the "e exponent" of the Wald statistic must be obtained to reveal the likelihood ratio. The odds ratio shows how many times more or less likely an event under investigation is to occur than another event under investigation. The equation calculates it as "Odds ratio= ea+β/ea = eβ" (Ananth & Kleinbaum, 1997). Field (2009) also proposes an interpretation grounded in the odds ratio. The outcomes derived from these analyses are presented in Table 8.

Table 8. Statistics on independent variables affecting women teachers' work-life balance

Variable		β	Std Hata	Wald	p	Odds ratio (e β)
Threshold	Life balance level 1	-1.515	0.616	6.046	0.014	
	Life balance level 2	-0.108	0.612	0.031	0.860	
Marital status 1 (Married)		0.120	0.288	0.175	0.676	
Marital status 2 (Single)						
Having children=1.00 (have)		-0.733	0.316	5.375	0.020	
						0.48
Having children =2.00 (none)						
Domestic helper =1.00 (available)		0.242	0.228	1.123	0.289	
Domestic helper =2.00 (none)						
Professional experience=1.00		1.009	0.310	10.596	0.001	
						2.74
Professional experience=2.00		0.176	0.278	0.401	0.527	
Professional experience=3.00		0.230	0.249	0.853	0.356	
Professional experience=4.00						
Class size=1.00		-1.410	0.582	5.862	0.015	0.24
Class size =2.00		-0.640	0.542	1.395	0.238	
Class size =3.00						

Table 8 displays the outcomes of the analysis assessing the significance of the model's parameters. It is seen that having children (p=.020), professional experience (p=.001), and class size (p=.015) variables have a significant effect. According to Field (2009), it is essential for parameter values to be less than 0.05 to establish their significance in ordered logistic regression analysis. The field also notes that interpreting parameters in ordered logistic regression differs from binary and multinomial logistic regression and is comparatively more intricate. Furthermore, to interpret the estimated parameter values, it is necessary to calculate the exponential function, often denoted as "e to the power of the parameter." Additionally, reference categories need to be defined and interpreted accordingly. This process of analyzing parameter significance is referred to as "interpretation by likelihood ratio," as explained by Liu (2016). To interpret in this context, "e to the power of the parameter" values were computed in Table 8. In terms of likelihood ratio interpretation, as Field (2009) elucidates, if the probability value exceeds 1, it signifies an increase, while if it is less than 1, it indicates a decrease. Table 8 demonstrates that no significant difference was found in the categories of marital status and domestic help.

When the odds ratios of having children and not having children are analyzed in Table 8 (*OR*=0.48<1), it is seen to take a value less than 1. The odds ratio of less than 1 indicates that people who do not have children are 0.48 times less likely to organize work-life balance. Not having children was determined as the reference category in the variable of having children. According to the analysis results, the probability of organizing a work-life balance

for female teachers who do not have children is 0.48 times higher than that of female teachers with children. In other words, female teachers with children provide a work-life balance 2.08 times more than female teachers who do not have children.

According to the independent variable of professional experience, the odds values of the teachers who coded their professional experience as 1 (OR=2.74>1) were higher than 1. This finding indicates that each unit's increase in professional experience will likely increase work-life balance. The probability of organizing a work-life balance for teachers with a professional experience of 16 years and above is 2.74 times higher than for teachers with a professional experience of 1-5 years. Teachers with more than 0-5 years of professional experience are likelier to have a work-life balance.

According to the independent variable of class size, there was a significant difference between teachers with class size between 1-20 students and teachers with class size of 20 or more students. Since the Odss value is smaller than 1 as the class size increases (OR=024<1), each unit of increase in class size is likely to cause a decrease of .24 in the regulation of work-life balance. Female teachers' teaching in classrooms with high-class sizes negatively affects their work-life balance.

CONCLUSION and DISCUSSION

This study was conducted to reveal the factors determining women teachers' work-life balance. It was tried to determine whether the work-life balance levels of female teachers were predicted by categorical variables such *as marital status, having children, having someone to help with housework, professional experience, and class size*. The ordered logistic regression analysis results show that having children, professional experience, and class size variables significantly affect work-life balance.

Female teachers' mean work-life balance score was 70.086, which is moderate. Female teachers reported that they achieved a moderate level of work-life balance. Uddin et al. (2013) investigated the work-life balance of Bangladeshi female teachers and stated that they achieved a moderate level of balance. According to the research results of Tressa and Manisha (2016), most female teachers achieve work-life balance. According to Ademola et al., (2021), secondary school teachers in Nigeria have a moderate work-life balance. According to Tekin (2022), teachers in Turkey perceive their work-life balance at a moderate level.

In the literature, marital status is one of the variables affecting work-life balance. In this study, no significant difference was observed in the regulation of the work-life balance of female teachers according to the independent variable of marital status. However, there are findings in the literature that married teachers have a higher work-life balance (İzki, 2019). According to Maeran et al., (2013), work is considered more important for single people than for people with families. Literature findings suggest that female employees can plan their lives and work better with the responsibility of being a family.

Having children is one of the variables that have an impact on women teachers' achieving work-life balance. In this study, female teachers showed that they were less likely to achieve work-life balance when they did not have children. While Edwards and Oteng's (2019) findings support the findings of the current study, Naz et al. (2017) stated in their study on female lecturers that women with children have difficulties in work-life balance. Miryala (2012) concluded that having children and working time quality are independent. In the current study, having children effectively ensures the work-life balance of female teachers, and having a regular family life in the lives of individuals, managing their responsibilities, and being more planned is effective in organizing their work-life balance. The findings of Mercado (2019) also support the findings of the current study. Female teachers find their workload challenging due to all their other responsibilities, especially caring for their families. However, female teachers achieve work-life balance even if they work at school for a long time.

In the literature, one variable that affects work-life balance is the presence of someone who helps with work. However, the current study observed that this variable did not affect the work-life balance of female teachers. Similarly, Edwards and Oteng's (2019) study states that having a helper at work is ineffective in work-life balance. However, in Mazerolle and Barrett's (2018) and Naz et al.'s (2017) research with faculty members, sharing the burden with spouses and others was essential for faculty members in achieving work-life balance. This difference in faculty members may be because they need to work more for their academic careers.

One factor influencing female teachers' capacity to attain work-life balance is their professional experiences. Teachers with 16 years or more of professional experience are more inclined to effectively manage their work-life balance than those with 1-5 years of professional experience. Teachers with more than 1-5 years of professional experience are likelier to achieve work-life balance. Yıldırım's (2017) study supports the findings of the current research. As teachers' professional experience increases, they can work more efficiently and better establish a work-life balance.

One of the variables affecting the work-life balance of female teachers was found to be class size. An increment in the classroom student count results in female teachers having a diminished ability to maintain a well-organized work-life balance. The fact that female teachers teach in classes with high-class sizes negatively affects their work-life balance. The high number of students causes them to be exposed to more workload as teachers. At the point of organizing teachers' work-life balance, more students, parents, homework, and exams are considered reasons to increase teachers' workload. According to Ademola et al. (2021), teachers with fewer responsibilities perform well in their classes and other tasks (at home). Uslu (2020) examined teachers' work-life balance and stated that the work brought home affects the work-life balance.

RECOMMENDATIONS

Based on the findings of this study, which examined the factors affecting the work-life balance of female teachers, female teachers need to achieve a work-life balance for a more effective educational environment. In

order to create an effective learning environment and to contribute to women teachers' work-life balance, it is recommended that policymakers review measures to reduce class sizes, that is, to reduce the number of students per teacher. For women teachers, assuming more than one role is a stress factor. However, women teachers can cope with this situation by developing and implementing work-life balance strategies. The Ministry of Education should formulate policies that encourage a well-balanced between work and personal life. Seminars and conferences should be organized in public schools to help teachers manage work and family life to increase their work-life balance. The study was conducted in public schools in Yozgat. It may be recommended that the researchers repeat the study on female teachers working in private schools. The study is cross-sectional because the data were collected at one time. Researchers may be recommended to conduct longitudinal studies.

ETHICAL TEXT

"In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author (s) for any violations that may arise regarding the article. "

As all authors, we accept ethical responsibilities. This study was carried out with the decision of the Ethics Committee of Yozgat Bozok University dated 20.01.2021 and numbered 18/04 and the research permit of Yozgat Bozok University E-28571837-604.99-501 dated 20.01.2021.

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