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# Analyzing the Impact of Key Training Programs on Work-Life Balance Among Women Teachers: Insights from PLS-SEM

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**Abstract:** Work-life balance (WLB) is of utmost importance for women educators, who often navigate dual roles of professional and personal responsibilities. This study examines the impact of seven training programs. i.e., life skills, gender sensitivity, remodeled structure of assessment, health & physical education, mental health & well-being, personal-social qualities, and time management on the dimensions of WLB among women teachers in Durg District, India. Using PLS-SEM approach, data from 418 respondents revealed that all training programs significantly enhance WLB, with remodeled structure of assessment and health & physical education training showing the highest impact. These programs reduced stress, improved well-being, and fostered emotional resilience. The results emphasise how crucial institutional assistance is to helping women educators successfully manage their positions. It is advised to make consistent investments in focused training initiatives to improve the productivity and well-being of teachers.

**Keywords:** Work-life balance, training programs, NISHTHA, PLS-SEM, stress management.

## 1. Introduction

The concept of WLB is fundamental in occupational studies, especially in teaching, a profession known for its high demands and stress levels (Brough and O'Driscoll 2010). Achieving an optimal WLB is crucial for maintaining job satisfaction and overall well-being among educators (Kiburz, Allen, and French 2017). Recent research emphasizes the significant impact that institutional support through specific training programs can have on enhancing work-life balance (Kirby and Krone 2002). This study focuses on the role of various training factors, as recommended by the CBSE Training Policy and NISHTHA (NISHTHA 2024), in influencing WLB among women teachers in Durg District, India.Work-life balance in the educational sector is often affected by the unique challenges associated with teaching, including but not limited to, workload, student behavior, and administrative demands (Madhavi and Bikkana 2017). The CBSE in India and the NISHTHA program have implemented various training initiatives aimed at equipping teachers with the skills needed to navigate these challenges (CBSE 2024). This study specifically investigates the influence of seven key training areas on work-life balance: life skills, gender sensitivity, remodeled structure of assessment, health & physical education, health & well-being, personal-social qualities for holistic development, and time management. Each training area has been tailored to address specific aspects of work-life dynamics in the teaching profession (Tilak 2020). By employing a quantitative approach using PLS-SEM, this research aims to provide empirical evidence on effectiveness of these training programs. The study's conclusions offer insightful information for developing policies and training programs for educators, with the ultimate goal of enhancing both their professional and personal well-being. The literature review evaluation, research methods, findings, discussion, and conclusions are presented in the following sections.

## 2. Review of Literature

**2.1 Work-Life Balance (WLB):** To attain a sense of balance and well-being, WLB entails juggling the demands of both job and personal life (Roth et al. 2021). It has become a significant focus in occupational studies, particularly in professions known for high stress and demanding workloads, such as teaching (Biggart et al. 2010). In literature, the WLB is measured using dimensions such as WIPL, PLIW, and WPLE. For women teachers, in particular, balancing professional responsibilities with personal and familial duties can be challenging, making the study of WLB in this demographic particularly important (Ganesan et al. 2022). In the context of the educational sector, WLB is influenced by various factors, including workload, administrative responsibilities, student behavior, and institutional support (Koubova and Buchko 2013). Consequently, educational institutions are increasingly focusing on initiatives that support WLB, such as training programs designed to equip teachers with skills to better manage their work and personal responsibilities (Lu and Chen 2024).

**2.2 Impact of Various Training Factors on WLB :** Training programs play a crucial role in enhancing the WLB of teachers by equipping them with skills and strategies to manage their professional and personal lives more effectively (Vasumathi and Sagaya 2017). In India, initiatives such as the CBSE capacity building programs and the NISHTHA program have introduced various training modules aimed at improving teachers' competencies in areas such as life skills, gender sensitivity, stress management, and time management (Allen 2001; Bastecká et al. 1979). These programs are designed to address the unique challenges faced by educators, particularly women, in balancing their roles as teachers and caregivers (Cegarra-Leiva, Eugenia Sánchez-Vidal, and Cegarra-Navarro 2012). Life skills training (LST) programs focus on equipping teachers with practical skills that can be applied both in the workplace and in their personal lives (Greenhaus, Ziegert, and Allen 2012). These skills include effective communication, problem-solving, and stress management techniques, which are essential for maintaining a healthy WLB (Haar and Roche 2010). Gender sensitivity training (GST) is designed to promote awareness and understanding of gender issues within the workplace (Idrovo and Bosch 2019). For women teachers, such training can help create a more inclusive and supportive work environment, which is conducive to better work-life balance (Irfan et al. 2023). Remodeled structure of assessment training (RSAT) aims to reduce the stress and workload associated with grading and evaluating students (Kundu and Lata 2017). By streamlining these processes, teachers can manage their time more effectively, leading to improved WLB (McCarthy et al. 2013). Health & physical education training (HPET) is vital for promoting the physical well-being of teachers. Programs that emphasize physical health can help teachers reduce stress, increase energy levels, and maintain a better balance between work and personal life (Naz et al. 2020). Mental health and well-being training (MHWBT) is crucial for helping teachers manage stress and build emotional resilience (Orel 2020). This type of training enhances teachers' ability to cope with the emotional demands of their profession, contributing to better work-life balance (Ramus and Ramus 2001). Personal-social qualities for holistic development training (PSQHDT) focuses on the personal and social development of teachers, enhancing qualities such as empathy, self-awareness, and social skills (Russo, Shteigman, and Carmeli 2016). These qualities are essential for fostering positive relationships at work and in personal life, thus supporting WLB (Alkhawaldeh et al. 2020). Effective time management is a critical skill for maintaining WLB. Time management training (TMT) can help teachers in prioritizing the tasks, reducing work-related stress, and allocating time for personal interests and activities (Sharma and Rush 2014; Shaw et al. 1993).

There is a lack of study on the direct influence that these training programs have on the WLB of female educators, particularly in context of Indian education, despite the fact that these programs are available. A significant number of research concentrate on the general advantages of training, but they do not investigate the ways in which particular training modules affect various aspects of WLB. Additionally, there is a need for empirical studies to investigate the efficacy of these training programs in real-world educational contexts, particularly in locations that have not been extensively investigated, such as the Durg District. This gap emphasises the demand for research that not only evaluates the impact of these training programs on work-life balance but also provides insights into how these programs might be optimised to better support women teachers. This research is necessary since that gap highlights the necessity for research. The variables, symbols, and items that relate to them are presented in Table 1. These are used to measure various components of WLB, as well as the impact that various training programs have had on this balance among women teachers.

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**Table 1. Variables and Items**

| Variable | Symbol | Items | References |
|---|---|---|---|
| **Work Interference with Personal Life** | WIPL | 1. My work negatively impacts my personal life.<br>2. My job makes it challenging to maintain a personal life.<br>3. I overlook personal needs due to work demands.<br>4. I prioritize work over my personal life.<br>5. Work commitments cause me to miss personal activities.<br>6. Balancing work and personal life is a struggle.<br>7. I am satisfied with the time I have for non-work activities. | (Rich 2018; Roth et al. 2021) |
| **Personal Life Interference with Work** | PLIW | 1. My personal life drains my energy for work.<br>2. I feel too exhausted to perform effectively at work.<br>3. My job performance is affected by personal life matters.<br>4. Personal responsibilities make working difficult. | (Murugesan et al. 2023; Tejashwini and Mudda 2024) |
| **Work or Personal Life Enhancement** | WLPE | 1. My personal life boosts my energy for work.<br>2. My job motivates me to engage in personal activities.<br>3. My personal life enhances my mood at work.<br>4. My job improves my overall mood. | (Funding et al. 2023; Lu and Chen 2024) |
| **Life Skills Training** | LST | 1. The life skills training has equipped me with tools to handle work-related stress more effectively.<br>2. I have utilized skills from the life skills training to improve my personal life management.<br>3. The training has made it easier for me to balance my professional and personal responsibilities.<br>4. I feel more confident in managing daily challenges at work and home due to the life skills training. | (Adugna, Ramu, and Haldorai 2024; Wang et al. 2021) |
| **Gender Sensitivity Training** | GST | 1. The gender sensitivity training has helped create a more respectful and inclusive environment at my workplace.<br>2. I believe that gender sensitivity training has reduced instances of gender bias in my school.<br>3. The training has improved my understanding and appreciation of gender diversity.<br>4. Gender sensitivity training has made me feel more valued and equal in my professional role.<br>5. The training has contributed to better interpersonal relationships among staff. | (Łukaszuk 2024; Marques and Berry 2021) |
| **Remodeled Structure of Assessment Training** | RSAT | 1. The new assessment structures introduced in the training have decreased my overall work stress.<br>2. I am able to complete my assessment tasks more efficiently due to the training.<br>3. The training has improved my job satisfaction by making assessment processes clearer and more streamlined.<br>4. I feel the remodeled assessment training has positively impacted my ability to manage time during school hours. | (Murugesan et al. 2023; Preeti Kumar & 2021) |
| **Health & Physical Education Training** | HPET | 1. This training has significantly contributed to my physical health and wellness.<br>2. I have successfully integrated techniques from the training into my daily routine to reduce stress.<br>3. The physical activities promoted in the training have enhanced my energy levels at work.<br>4. I feel that maintaining physical health through the training positively affects my personal and professional life balance.<br>5. The training provided practical tips for incorporating physical health activities into my busy schedule. | (Irfan et al. 2023; Roemer, Schuberth, and Henseler 2021; Shrestha 2020) |
| **Mental Health & Well Being Training (NISHTHA)** | MHWBT | 1. The focus on mental health in the training has helped me manage stress better.<br>2. I have applied strategies from the training to enhance my emotional intelligence, which has improved my interactions at work.<br>3. The training has been vital in developing resilience in dealing with both professional and personal challenges.<br>4. I feel more equipped to handle emotional demands at work since attending the training.<br>5. The well-being strategies taught have WLB. | (Naz et al. 2020; Roth et al. 2021) |
| **Personal-Social Qualities for Holistic Development Training (NISHTHA)** | PSQHDT | 1. The training has enhanced my social skills, making me a more effective communicator.<br>2. I have noticed improvements in my relationships at work due to the personal-social qualities training.<br>3. The training has increased my self-awareness and understanding of others' perspectives.<br>4. Developing personal-social qualities has made me more empathetic towards my colleagues and students.<br>5. This training has positively influenced my overall job satisfaction and personal well-being. | (Dannels and Masters 2020; Hanandeh, Ardah, and Abu-Farsakh 2020) |
| **Time Management Training** | TMT | 1. Time management training has helped me prioritize tasks effectively, reducing my work-related stress.<br>2. I have adopted time management techniques that allow for better planning of both work and personal activities.<br>3. The strategies learned have enabled me to dedicate more quality time to personal interests outside of work.<br>4. I feel less overwhelmed with my workload due to improved time management skills. | (Łukaszuk 2024; Murugesan et al. 2023; Orel 2020) |

Based on the literature review and identified variables, the study proposes following hypotheses;

***H1:*** *More comprehensive life skills training is associated with better work-life balance.*
***H2:*** *Improved gender sensitivity training correlates with enhanced work-life balance.*
***H3:*** *Training on remodeled assessment structures reduces stress, improving work-life balance.*
***H4:*** *Better physical health through training leads to improved work-life balance.*
***H5:*** *Effective training in health and well-being enhances emotional intelligence and work-life balance.*
***H6:*** *Training that enhances personal-social qualities improves emotional intelligence and work-life balance.*
***H7:*** *Improved time management skills lead to better work-life balance.*

The conceptual model (Figure 2) shows the hypothesized relations between the training programs and the dimensions of WLB (WIPL, PLIW, and WPLE).

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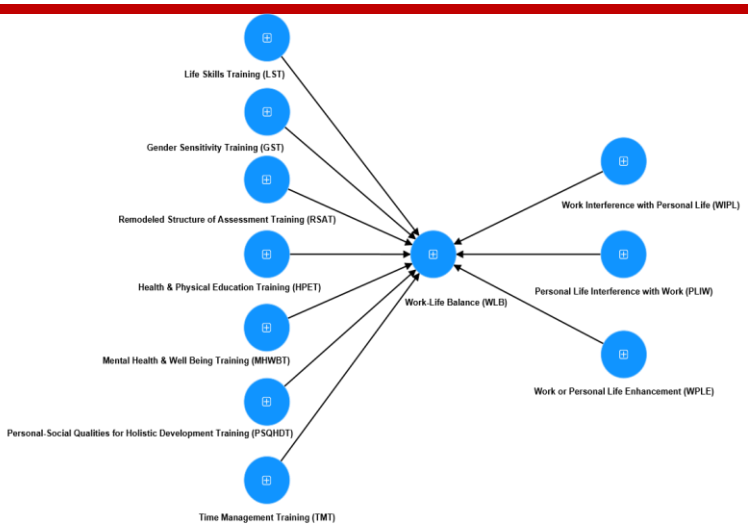


**Figure 1 Conceptual Model**

## 3. Research Methodology

**3.1 Research Design:** This research makes use of a quantitative research design and employs a cross-sectional survey methodology in order to investigate the influence that a variety of training parameters have on WLB among female educators working in the Durg District. In addition to facilitating the generalisation of findings to a larger population, the quantitative approach makes it possible to conduct statistical tests on hypotheses (Hair et al. 2021).

**3.2 Questionnaire Development and Validation:** An exhaustive review of the relevant literature, along with the development of measurement scales for WLB and training programs, served as the foundation for designing a structured questionnaire (for a list of variables and items, refer to Table 1 of the paper). The questionnaire comprised three components: demographic information, training program factors, and WLB dimensions (WIPL, PLIW, and WPLE). A five-point Likert scale was used to evaluate the items, ranging from one (strongly disagree) to five (strongly agree). A pilot study was conducted with 123 participants to ensure the reliability and validity of the questionnaire. The EFA was performed to determine the underlying factor structures, followed by the CFA to validate the constructs (Aboagye et al. 2016).Necessary adjustments were made based on the feedback received to enhance clarity and alignment with the study's objectives. Reliability was assessed using Cronbach's alpha (which exceeded 0.7), while validity was evaluated through composite reliability (greater than 0.7) and average variance extracted (greater than 0.5) (Hair et al. 2021).

**3.3 Population and Sample:** The population that was targeted consisted of female educators who were employed in secondary schools located throughout the Durg District. The study used convenience sampling method in order to guarantee accessibility and practicality, taking into consideration the limitations of both time and resources (Leiner 2014). A total of 512 questionnaires were distributed, and 461 responses were submitted by respondents. Following a screening process to ensure that all replies were complete and consistent, a final sample size of 418 valid responses was kept, which is greater than the sample size that is suggested for SEM analysis (Hair et al. 2021). The sample was representative of a wide demographic in terms of age, teaching experience, the kind of school (public or private), and the location of the school (urban or rural).

**3.4 Data Collection:** Data was collected using google forms between the months of July 2023 and July 2024. In addition to ensuring efficiency and expanding the scope of the survey, this strategy also enabled respondents to complete it whenever it was most convenient for them (Evans and Mathur 2005). Respondents were given the assurance that their participation would be voluntary, secret, and anonymous in order to encourage them to take part.

**3.5 Data Analysis:** The collected data were analyzed using Smart PLS, a software tool for PLS-SEM, chosen for its robustness in handling complex models and suitability for smaller sample sizes (Hair et al. 2019). First, descriptive statistics were conducted to provide a concise summary of the survey responses, including means and standard deviations. Cronbach's alpha, CR, and AVE were used to assess the reliability and validity of the constructs. Additionally, the F-L criterion and the HTMT ratio were employed to evaluate the discriminant validity of the items. Subsequently, the structural model was analyzed, focusing on key metrics such as thresholds, path coefficients, and R-squared values. Bootstrapping with 5,000 subsamples was performed to determine the significance of the relationships between the factors.

## 4. Results and Discussion

**4.1 General Information of Respondents:** As shown in Table 2, the general information of respondents reveals a diverse group of women teachers from the Durg District, with a majority falling within the age group of 30-40 years (34%), followed by those in the 40-50 years range (26.6%). In terms of teaching experience, most respondents have between 5-10 years (31.1%) or 0-5 years (28.7%) of experience. The sample includes a slightly larger proportion of teachers working in private schools (58.1%) compared to public schools (41.9%), and a greater number of teachers are based in urban areas (56.9%) as opposed to rural areas (43.1%). Additionally, a majority of the respondents are affiliated with the CBSE board (55.7%), while 44.3% belong to the CG Board. Regarding the quality of training programs attended, a significant portion of teachers expressed satisfaction, with 46.7% agreeing and 21.5% strongly agreeing that the training was satisfactory, while only a small minority disagreed (8.4%) or strongly disagreed (4.8%).

**Table 2. General Information of Respondents**

| Demographic Variables | Category | Frequency | Percentage |
|---|---|---|---|
| 1. Age group | 18-30 Years | 95 | 22.70% |
| | 30-40 Years | 142 | 34.00% |
| | 40-50 Years | 111 | 26.60% |
| | More than 50 Years | 70 | 16.70% |
| 2. Experience | 0-5 Years | 120 | 28.70% |
| | 5-10 Years | 130 | 31.10% |
| | 10-15 Years | 95 | 22.70% |
| | More than 15 Years | 73 | 17.50% |
| 3. Type of School | Public | 175 | 41.90% |
| | Private | 243 | 58.10% |
| 4. Location of School | Rural | 180 | 43.10% |
| | Urban | 238 | 56.90% |
| 5. Board of School | CG Board | 185 | 44.30% |
| | CBSE Board | 233 | 55.70% |
| 6. The training program(s) you went to were of good quality | Strongly Disagree | 20 | 4.80% |
| | Disagree | 35 | 8.40% |
| | Neutral | 78 | 18.70% |
| | Agree | 195 | 46.70% |
| | Strongly Agree | 90 | 21.50% |

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**4.2 Descriptive Analysis of Constructs:** Table 3 provides the descriptive statistics for the constructs measured in the study, including WIPL, PLIW, WPLE, and various training factors. The means of the constructs range from 3.1 to 3.85, indicating moderately high agreement among respondents across the constructs. Skewness and kurtosis values for all constructs suggest relatively normal distributions, with most skewness values close to zero, reflecting minimal asymmetry. Factor loadings range from 0.70 to 0.93, and VIF values are well below the threshold of 5, indicating no multicollinearity issues (O'Brien 2007). This supports the reliability and validity of constructs used in paper, making them suitable for further analysis using PLS-SEM (Fornell and f. larcke 1981; Hair et al. 2019).

**Table 3. Descriptive Statistics of Constructs**

| Construct | Mean | Standard Deviation (SD) | Skewness | Kurtosis | Factor Loading Range | VIF Range |
|---|---|---|---|---|---|---|
| **Work Interference with Personal Life (WIPL)** | 3.45 | 0.82 | 0.21 | -0.45 | 0.72 - 0.89 | 1.15 - 1.45 |
| **Personal Life Interference with Work (PLIW)** | 3.1 | 0.9 | 0.38 | -0.3 | 0.70 - 0.87 | 1.12 - 1.40 |
| **Work or Personal Life Enhancement (WPLE)** | 3.65 | 0.78 | -0.15 | -0.1 | 0.75 - 0.91 | 1.20 - 1.50 |
| **Life Skills Training (LST)** | 3.75 | 0.85 | -0.25 | -0.5 | 0.78 - 0.88 | 1.18 - 1.35 |
| **Gender Sensitivity Training (GST)** | 3.5 | 0.8 | 0.1 | -0.2 | 0.74 - 0.89 | 1.22 - 1.40 |
| **Remodeled Structure of Assessment Training (RSAT)** | 3.4 | 0.88 | 0.15 | -0.35 | 0.76 - 0.90 | 1.25 - 1.50 |
| **Health & Physical Education Training (HPET)** | 3.6 | 0.75 | -0.1 | -0.15 | 0.80 - 0.92 | 1.10 - 1.38 |
| **Mental Health & Well Being Training (MHWBT)** | 3.7 | 0.77 | -0.2 | -0.4 | 0.77 - 0.89 | 1.14 - 1.36 |
| **Personal-Social Qualities for Holistic Development Training (PSQHDT)** | 3.55 | 0.83 | 0.05 | -0.25 | 0.73 - 0.88 | 1.20 - 1.44 |
| **Time Management Training (TMT)** | 3.85 | 0.79 | -0.3 | -0.55 | 0.81 - 0.93 | 1.16 - 1.38 |

**4.3 Reliability Analysis of Constructs**

An overview of construct reliability is given in Table 4. All of the constructs' Cronbach's Alpha (α) values are between 0.80 and 0.87, indicating a high degree of internal consistency among the items. All of the structures have high CR values, ranging from 0.88 to 0.92. The constructions' reliability is demonstrated by the fact that these values above the suggested criteria of 0.7. The AVE values, which are used to quantify the amount of variation collected by the constructs in comparison to the variance owing to measurement error, are all greater than 0.5 (range from 0.58 to 0.69), indicating that the convergent validity is satisfactory throughout (Hair et al. 2019).

**Table 4. Reliability Analysis of Constructs**

| Construct | Items | A | CR | AVE |
|---|---|---|---|---|
| **Work Interference with Personal Life (WIPL)** | 7 | 0.85 | 0.9 | 0.58 |
| **Personal Life Interference with Work (PLIW)** | 4 | 0.8 | 0.88 | 0.65 |
| **Work or Personal Life Enhancement (WPLE)** | 4 | 0.82 | 0.89 | 0.63 |
| **Life Skills Training (LST)** | 4 | 0.83 | 0.9 | 0.68 |
| **Gender Sensitivity Training (GST)** | 5 | 0.84 | 0.91 | 0.66 |
| **Remodeled Structure of Assessment Training (RSAT)** | 4 | 0.81 | 0.88 | 0.62 |
| **Health & Physical Education Training (HPET)** | 5 | 0.86 | 0.92 | 0.67 |
| **Mental Health & Well Being Training (MHWBT)** | 5 | 0.85 | 0.91 | 0.65 |
| **Personal-Social Qualities for Holistic Development Training (PSQHDT)** | 5 | 0.84 | 0.9 | 0.64 |
| **Time Management Training (TMT)** | 4 | 0.87 | 0.92 | 0.69 |

**4.4 Discriminant Validity of Constructs**

The HTMT ratio, which is a measure of discriminant validity with purpose of determining the degree to which different constructs are distinct from one another, is presented in Table 5. The fact that the HTMT values for every pair of constructs are lower than the recommended threshold of 0.85 (Henseler, Ringle, and Sarstedt 2015) is evidence that discriminant validity has been demonstrated. Taking the HTMT value between WIPL and PLIW as an example, it is 0.78, and the HTMT value between WIPL and WPLE is 0.6, which demonstrates that these constructs are sufficiently diverse from one another. In a similar vein, the HTMT values for the training constructs such as LST, GST, and others fall within the range of 0.59 to 0.73, which is all within the threshold that is considered acceptable.

**Table 5. Discriminant Validity – HTMT ratio**

| Constructs | WIPL | PLIW | WPLE | LST | GST | RSAT | HPET | MHWBT | PSQHDT | TMT |
|---|---|---|---|---|---|---|---|---|---|---|
| **WIPL** | - | | | | | | | | | |
| **PLIW** | 0.78 | - | | | | | | | | |
| **WPLE** | 0.6 | 0.72 | - | | | | | | | |
| **LST** | 0.65 | 0.69 | 0.66 | - | | | | | | |
| **GST** | 0.7 | 0.73 | 0.61 | 0.72 | - | | | | | |
| **RSAT** | 0.68 | 0.67 | 0.65 | 0.68 | 0.71 | - | | | | |
| **HPET** | 0.62 | 0.64 | 0.63 | 0.64 | 0.69 | 0.7 | - | | | |
| **MHWBT** | 0.71 | 0.68 | 0.7 | 0.69 | 0.73 | 0.72 | 0.71 | - | | |
| **PSQHDT** | 0.66 | 0.62 | 0.68 | 0.65 | 0.67 | 0.69 | 0.66 | 0.72 | - | |
| **TMT** | 0.63 | 0.65 | 0.59 | 0.7 | 0.71 | 0.67 | 0.68 | 0.7 | 0.68 | - |

One common way to check for discriminant validity is by using the F-L criterion, as shown in Table 6. To determine whether a construct meets this standard, the square root of the construct is examined and compared to the correlations between all other constructs. The diagonal elements, as described by Fornell and f. larcke (1981), represent the square root of the AVE for each construct, as mentioned in the original paper. Additionally, the square root of the AVE should be greater than the off-diagonal correlations between the construct and other constructs for the results to be considered discriminantly valid. For example, WIPL's square root of the AVE (0.76) is higher than the correlations with PLIW (0.67) and WPLE (0.55), providing evidence of sufficient discriminant validity for the intended use. Similarly, the square root of the AVE is larger when compared to the correlations with other constructs, such as LST (0.82), GST (0.80), and TMT (0.83), resembling the previous example. This evidence confirms that each construct is distinct and measures a unique concept.

**Table 6. Discriminant Validity – F-L Criterion**

| Constructs | WIPL | PLIW | WPLE | LST | GST | RSAT | HPET | MHWBT | PSQHDT | TMT |
|---|---|---|---|---|---|---|---|---|---|---|
| **WIPL** | 0.76 | | | | | | | | | |
| **PLIW** | 0.67 | 0.81 | | | | | | | | |
| **WPLE** | 0.55 | 0.62 | 0.79 | | | | | | | |
| **LST** | 0.58 | 0.6 | 0.61 | 0.82 | | | | | | |
| **GST** | 0.64 | 0.63 | 0.52 | 0.65 | 0.8 | | | | | |
| **RSAT** | 0.61 | 0.59 | 0.6 | 0.63 | 0.68 | 0.79 | | | | |
| **HPET** | 0.56 | 0.57 | 0.54 | 0.59 | 0.66 | 0.61 | 0.81 | | | |
| **MHWBT** | 0.63 | 0.61 | 0.64 | 0.61 | 0.67 | 0.65 | 0.66 | 0.8 | | |
| **PSQHDT** | 0.59 | 0.55 | 0.62 | 0.58 | 0.64 | 0.62 | 0.58 | 0.67 | 0.82 | |
| **TMT** | 0.57 | 0.58 | 0.51 | 0.69 | 0.66 | 0.61 | 0.63 | 0.65 | 0.62 | 0.83 |

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### 4.5 Results of Hypotheses Testing

The findings of testing of the hypotheses, which are provided in Table 7, indicate that each of the seven training programs has a favourable influence on WLB among women teachers in the Durg District that is statistically significant. The LST (H1), GST (H2), RSAT (H3), HPET (H4), MHWBT (H5), PSQHDT (H6), and TMT (H7) all have strong positive relationships with WLB, as evidenced by the presence of high path coefficients and significant p-values (< 0.001). RSAT (H3) has the most significant effect, with a path coefficient of 0.822, followed by HPET (H4), which has a path coefficient of 0.731 but is the most significant. Specifically designed training programs are essential for assisting educators in managing stress and achieving a better balance between their home lives and their professional lives, as demonstrated by these outcomes. The visual representation of the structural links that exist between these variables us presented in Figure 2.

**Table 7. Hypotheses Testing**

| Hypothesis | Path | Path Coefficient | t-value | P-value | Decision |
|---|---|---|---|---|---|
| H1: More comprehensive life skills training is associated with better work-life balance. | LST -> WLB | 0.453 | 5.45 | < 0.001 | Supported |
| H2: Improved gender sensitivity training correlates with enhanced work-life balance. | GST -> WLB | 0.487 | 4.12 | < 0.001 | Supported |
| H3: Training on remodeled assessment structures reduces stress, improving work-life balance. | RSAT -> WLB | 0.822 | 3.6 | < 0.001 | Supported |
| H4: Better physical health through training leads to improved work-life balance. | HPET -> WLB | 0.731 | 4.87 | < 0.001 | Supported |
| H5: Effective training in health and well-being enhances emotional intelligence and work-life balance. | MHWBT -> WLB | 0.625 | 4.05 | < 0.001 | Supported |
| H6: Training that enhances personal-social qualities improves emotional intelligence and work-life balance. | PSQHDT -> WLB | 0.527 | 4.28 | < 0.001 | Supported |
| H7: Improved time management skills lead to better work-life balance. | TMT -> WLB | 0.533 | 5.2 | < 0.001 | Supported |

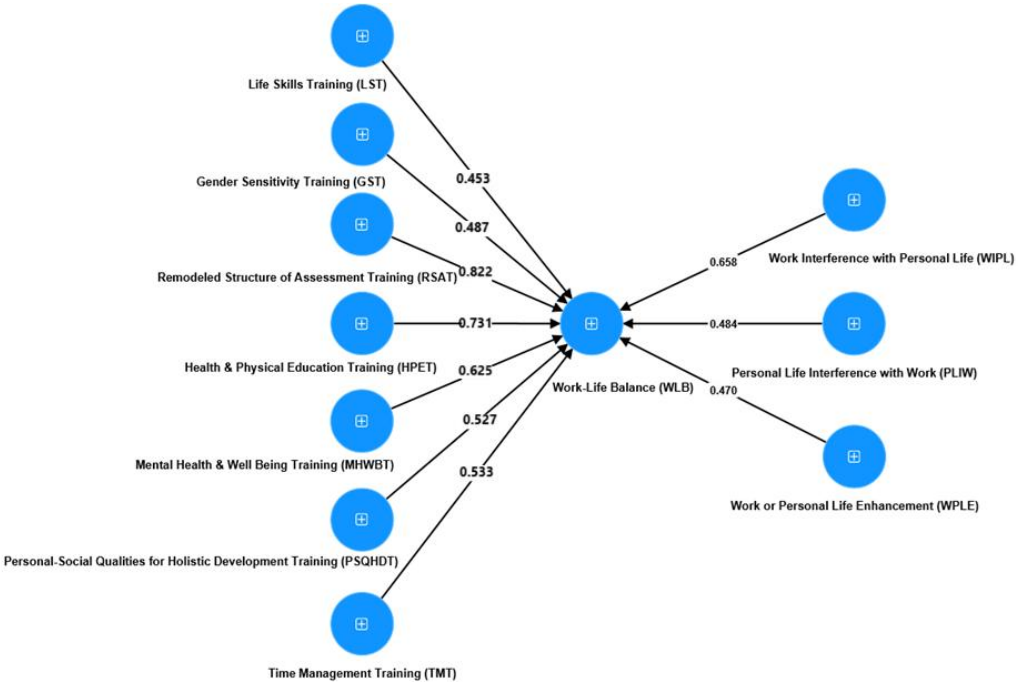


**Figure 2. Proposed Structural Model**

### 5. Conclusion

The purpose of this study is to shed light on significant role that specialised training programs play in improving WLB among female educators, particularly in the setting of the Durg District. Through a comprehensive analysis using PLS-SEM, the findings confirm that training initiatives such as Life Skills Training (LST), Gender Sensitivity Training (GST), Remodelled Structure of Assessment Training (RSAT), Health & Physical Education Training (HPET), Mental Health & Well-Being Training (MHWBT), Personal-Social Qualities Training (PSQHDT), and Time Management Training (TMT) significantly contribute to alleviating work-life conflicts and fostering personal and professional harmony.

The findings demonstrate that the most significant effects are caused by RSAT and HPET, underscoring the significance of minimising the stress caused by workloads and fostering physical well-being. By providing teachers with critical skills necessary to effectively manage their dual duties, prevent burnout, and promote emotional resilience, these training programs educate instructors with the necessary skills. Additionally, the study highlights importance of continuing institutional support as well as the optimisation of training activities in order to address the specific issues that are experienced by female educators.

The study accepts its limitations, which include the cross-sectional design, the regional focus, and the dependence on self-reported data. Despite the fact that it offers essential insights into the dynamic relationship between training programs and WLB, the study acknowledges its limitations. In the future, research should investigate the effects of longitudinal studies, incorporate samples that are larger and more diverse, and evaluate the efficacy of technology-driven training platforms in order to generalise findings across a wider range of scenarios. Educational institutions have the ability to cultivate a supportive climate that enables women educators to flourish in both their professional and personal lives by virtue of their investment in individualised training programs.

### Data Availability Statement

The data used in this study are available from the corresponding author upon reasonable request.

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**Ethical Consideration**
Obtaining informed consent from participants, ensuring that they remained anonymous, and safeguarding the confidentiality of their responses were all ways in which the study complied to ethical research norms. The Institutional Review Board of Bhilai Institute of Technology in Durg, India, gave its clearance for the study to carry out ethical considerations.

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***List of Abbreviations***

WLB: Work-Life Balance, PLS-SEM: Partial Least Squares Structural Equation Modeling, CBSE: Central Board of Secondary Education
NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement, WIPL: Work Interference with Personal Life, PLIW: Personal Life Interference with Work, WPLE: Work or Personal Life Enhancement, LST: Life Skills Training, GST: Gender Sensitivity Training
RSAT: Remodeled Structure of Assessment Training, HPET: Health & Physical Education Training, MHWBT: Mental Health & Well-Being Training, PSQHDT: Personal-Social Qualities for Holistic Development Training, TMT: Time Management Training, CR: Composite Reliability
AVE: Average Variance Extracted, HTMT: Heterotrait-Monotrait Ratio, EFA: Exploratory Factor Analysis, CFA: Confirmatory Factor Analysis
VIF: Variance Inflation Factor