

A Conceptual Study on Work–Life Balance of School Teachers with Special Reference to Gender Inclusion and Rural Outreach in Teachers Education

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Abstract: In today's fast-moving life one of the nascent concerns in education world is the teaching professionals disbalance work and life due to extensive workload, multiple role and responsibility, evolving social and cultural expectations. School teachers face different hurdles in everyday life, especially those who are working in rural country side, which affects their professional and personal well-being. This study aims to systematically reviewing the existing literature on work -life balance of school teachers with special reference to gender inclusion and rural outreach in teachers' education. With the help of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta- Analyses) methodology, an extensive review of peer – review journal published from 2000 to 2025 was conducted. The data were retrieved from Scopus, Web of Science, Google Scholar and Research Gate with the help of keywords. The review summarizes the various outcome related to determinants of work – life balance, gender – based disparities, and the role of rural outreach and teachers' education initiatives. The finding highlights that women teacher faces more problem while balancing work and life together. The study contributes to academic writing about integrating gender inclusion and rural outreach into the analysis of teachers well-being and provide suitable policy which would make their life easy.

Keywords: Work–Life Balance, School Teachers, Gender Inclusion, Rural Outreach, Teacher Education, PRISMA

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