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# Does Communication and Work-Life Balance Practices Affect the Mental Well-being of Female Teachers in Lagos State?

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***Abstract***
*This study investigated the influence of communication practices and work-life balance practices on the mental well-being of female secondary school teachers in Lagos State. Using the descriptive research design, data was collected from 459 female teachers in the six educational districts in Lagos State, and the structural equation modelling was used to test two stated hypotheses. The analysis reveals a moderate positive effect of communication practices (path coefficient = .44) and a strong positive effect of work-life balance practices (path coefficient = .55) on mental well-being. The results are statistically significant, with critical ratios well above the threshold and p-values indicating significance at the .05 level. These findings highlighted the importance of effective communication and balanced professional-personal life management in promoting the mental health and job satisfaction of female teachers. Based on these findings, the study recommended integrating comprehensive communication strategies and work-life balance policies into school operations, developing tailored interventions for different groups within the teaching profession, and partnering with mental health professionals to enrich support programs.*

**Keywords:** Communication practices, female teachers, mental well-being, work-life balance practices.

## INTRODUCTION

The mental well-being of teachers has become an increasingly significant concern in contemporary educational discourse, given the critical role educators play in shaping future generations. Globally, teachers face numerous challenges that can adversely affect their mental health, including high workloads, insufficient resources, and pressures to meet educational standards (Dlamini & Dlamini, 2024). These stressors, when not adequately managed, can lead to burnout, anxiety, and depression among teachers (Bakker & Demerouti, 2017). In recent years, there has been a growing body of research focusing on the importance of work-life balance in promoting mental health among professionals (Kotera et al., 2020; Muhammad, 2023; Xavier, 2023). Work-life balance refers to the equilibrium between work responsibilities and personal life, which is crucial for maintaining overall well-being (Wood et al., 2020). Effective communication within the workplace is also a pivotal factor in ensuring that employees feel supported and valued, thereby enhancing their mental health (Qin & Men, 2023). These elements are particularly important in high-stress professions such as teaching, where the demands can often spill over into personal time, leading to stress and burnout.

In the context of Africa, the teaching profession is often marked by additional challenges, including larger class sizes, inadequate teaching materials, and lower pay compared to global standards. These factors can exacerbate the stress experienced by teachers, making work-life balance and effective communication even more critical (Fadare et al., 2024). Studies have shown that teachers in African countries often face unique socio-economic pressures that can further impact their mental well-being (Maseko, 2023; Muhati-Nyakundi, 2023). Addressing these issues is crucial for improving the overall quality of education in the region. Nigeria, one of the largest and most populous countries in Africa, presents a unique case study for examining the mental well-being of teachers. Nigerian female teachers face a myriad of challenges, including overcrowded classrooms, limited

resources, and socioeconomic instability (Ezegbe et al., 2012). These conditions can significantly affect their mental health, making it essential to explore how work-life balance practices and communication within schools can mitigate these effects. Moreover, the cultural context in Nigeria, where traditional gender roles may influence work-life balance, adds another layer of complexity to this issue.

Female teachers in Nigeria often bear a disproportionate burden due to societal expectations and dual responsibilities at work and home. Research indicates that women are more likely to experience work-life conflict, which can lead to higher levels of stress and mental health issues (Noor, 2004). In Lagos State, the commercial hub of Nigeria, these challenges are further amplified by the fast-paced and demanding urban environment. Despite the growing recognition of these issues, there remains a significant gap in the literature regarding the specific effect of communication and work-life balance practices on the mental well-being of female teachers in Lagos State. While there is ample research on the general stressors faced by teachers and the importance of work-life balance, there is limited empirical evidence that focuses on the intersection of these factors within the Nigerian context (Coker et al., 2024; Ifunanya, 2024; Ogakwu et al., 2024). This study aims to fill this gap by providing a comprehensive analysis of how effective communication and work-life balance practices can enhance the mental well-being of female teachers in Lagos State.

## Review of Related Literature

### Communication Practices

Effective communication within the workplace is essential for fostering a supportive and productive environment. Communication practices refer to the methods and strategies used to convey information, share ideas, and resolve conflicts within an organization. These practices can include formal communication channels, such as meetings and written

reports, as well as informal interactions, like casual conversations and social gatherings. Research has shown that clear and open communication can significantly enhance job satisfaction and employee well-being (Proctor, 2014). In the educational sector, effective communication between teachers, administrators, and parents is critical for the smooth functioning of schools. Teachers rely on clear communication to understand their roles and responsibilities, receive feedback, and collaborate with colleagues (Paulsrud & Nilholm, 2023). Moreover, positive communication practices can help in building a sense of community and support among teachers, which is vital for their mental health (Bakker et al., 2003). In contrast, poor communication can lead to misunderstandings, increased stress, and a sense of isolation, all of which can negatively impact teachers' mental well-being (Hargie et al., 1999).

**Work-Life Balance Practices**

Work-life balance refers to the equilibrium that individuals strive to achieve between their professional responsibilities and personal lives. This balance is crucial for maintaining overall well-being and preventing burnout (Beutell, 2023). Work-life balance practices are strategies and policies implemented by organizations to help employees manage their work and personal responsibilities effectively. These practices can include flexible working hours, remote work options, leave policies, and employee assistance programs (Kossek et al., 2010). In the context of teaching, work-life balance is particularly important due to the demanding nature of the profession. Teachers often have to manage large workloads, prepare lessons, grade assignments, and participate in extracurricular activities, all of which can encroach on their family or personal time (Austinson, 2022). Effective work-life balance practices can help teachers manage these demands and reduce stress, thereby enhancing their mental well-being (Grzywacz & Carlson, 2007). Conversely, a lack of work-life balance can lead to chronic stress, burnout, and a decrease in job satisfaction (Bakker et al., 2003).

## Mental Well-being

Mental well-being is a multifaceted concept that encompasses emotional, psychological, and social well-being. It includes an individual's ability to manage stress, maintain positive relationships, and achieve personal goals. Mental well-being is not merely the absence of mental illness but also involves a positive state of mind and a sense of purpose (Ryff & Keyes, 1995). In the workplace, mental well-being is influenced by various factors, including job demands, social support, and organizational culture (Rosado-Solomon et al., 2023). For teachers, mental well-being is critical as it directly impacts their ability to perform their duties effectively and engage with students (Jennings & Greenberg, 2009). Teachers with high levels of mental well-being are more likely to create positive learning environments, exhibit better classroom management, and foster student engagement (Skaalvik & Skaalvik, 2011). On the other hand, poor mental well-being can lead to absenteeism, reduced performance, and a higher likelihood of leaving the profession (Wang, 2024).

## Theoretical Framework

To explain the interrelationship between communication practices, work-life balance practices, and the mental well-being of female teachers, the Job Demands-Resources (JD-R) theory, developed by Demerouti et al. (2001), provides a comprehensive framework for understanding the interplay between job demands, job resources, and employee well-being. According to this theory, job demands refer to the physical, psychological, social, or organizational aspects of a job that require sustained effort and are associated with physiological and psychological costs. Examples include high workload, time pressure, and emotionally demanding interactions. Job resources, on the other hand, refer to the physical, psychological, social, or organizational aspects of a job that help in achieving work goals, reducing job demands, and stimulating personal growth and development. These can include social support, autonomy, and opportunities for professional

development. The JD-R theory posits that while high job demands can lead to strain and burnout, the presence of sufficient job resources can mitigate these negative effects and promote employee engagement and well-being (Bakker & Demerouti, 2014). In the context of teaching, communication practices and work-life balance can be viewed as critical job resources. Effective communication practices provide clarity, support, and feedback, which can help teachers manage their job demands more effectively. Similarly, work-life balance practices enable teachers to manage their professional and personal responsibilities, reducing stress and enhancing their overall well-being.

## Empirical Review and Hypotheses Development

### Communication Practices and Mental Well-Being of Female Teachers

Empirical studies have consistently highlighted the crucial role that effective communication practices play in promoting the mental well-being of teachers. In the educational context, open and supportive communication channels between teachers and school administration are associated with reduced stress and increased job satisfaction (Ray & Miller, 1991). A study by Van Maele and Van Houtte (2012) found that teachers who experienced higher levels of trust and open communication with their principals reported lower levels of job-related stress and higher levels of well-being. This is particularly significant for female teachers, who often juggle multiple roles and responsibilities both within and outside the school environment. Research indicates that female teachers may face unique communication challenges in the workplace, often related to gender dynamics and expectations. For instance, a study by Smylie (1992) revealed that female teachers often feel marginalized in decision-making processes and less supported by their male colleagues and superiors. This lack of effective communication and support can lead to feelings of isolation and increased stress, negatively impacting their mental well-being. Similarly, Brezicha et al. (2020) emphasized the importance of positive communication climates in schools, noting that female teachers who perceived a supportive communication

environment were more likely to report higher job satisfaction and lower levels of burnout. In addition to the support from administration and colleagues, communication with students and parents also plays a significant role in the mental well-being of female teachers. Effective communication with students can enhance classroom management and student engagement, reducing the stress associated with teaching (Skaalvik & Skaalvik, 2011). A study by Dreer (2024) found that teachers who maintained positive relationships with their students through effective communication reported higher levels of job satisfaction and emotional well-being. Furthermore, constructive communication with parents can help mitigate conflicts and foster a collaborative approach to student education, which is beneficial for teachers' mental health (Kaur, 2024). Based on the foregoing arguments, we hypothesize that:

$H_1$: *Communication practices have a significant effect on the mental well-being of female secondary school teachers in Lagos State.*

**Work-life Balance Practices and Mental Well-being of Female Teachers**

The relationship between work-life balance practices and mental well-being has been the focus of numerous empirical studies, highlighting its significance across various professions, including teaching. Research indicates that work-life balance is crucial for reducing stress and preventing burnout among teachers. For instance, a study by Baker et al. (2024) found that work-life balance positively affects overall mental health, reducing symptoms of anxiety and depression. They emphasized that when employees can effectively manage their work and personal lives, they experience lower stress levels and greater life satisfaction. This finding is particularly relevant for female teachers who often juggle multiple roles both at home and work. In the context of female teachers, the unique challenges they face in achieving work-life balance are well-documented. Studies have shown that female teachers are more likely to experience work-life conflict due to traditional gender roles that assign them additional responsibilities at home (Artz et al.,

2022). A study conducted by Aluko (2009) in Nigeria revealed that female lecturers reported higher levels of work-family conflict compared to their male counterparts. This conflict was directly associated with increased stress and reduced mental well-being, highlighting the need for supportive work-life balance practices tailored to females in the teaching profession.

Also, Ozoemena et al. (2021) investigated stress and coping strategies among secondary school teachers in Nigeria and found that female teachers reported higher stress levels due to the dual demands of work and family responsibilities. The study recommended the implementation of flexible work schedules and support systems within schools to help female teachers better manage their work-life balance. These practices were shown to alleviate stress and improve overall mental health, suggesting that targeted interventions can significantly benefit female educators. Research also highlights the positive impact of specific work-life balance practices on mental well-being. For example, flexible working hours, job-sharing, and the provision of childcare facilities have been found to reduce work-life conflict and enhance job satisfaction among female teachers in higher education (Rahman, 2019). A study by Klassen and Chiu (2010) demonstrated that when schools implement supportive policies that recognize the unique needs of female teachers, these educators report higher levels of job satisfaction and lower levels of emotional exhaustion. Such findings underscore the critical role of organizational support in promoting the mental well-being of female teachers through effective work-life balance practices. Therefore, premised on the foregoing, we hypothesize that:

$H_2$*: There is a significant influence of work-life balance practices on the mental well-being of female secondary school teachers in Lagos State.*

## Methodology

This study adopted the descriptive survey research design because data was collected once from the respondents based on the cross-sectional approach. The data collection targeted the female teachers working in the 322 public senior secondary schools in Lagos State totaling 5,187 as of 2017 (Lagos State Ministry of Education, 2017). Since there is a paucity of statistics showing the number of female teachers currently working in the public senior secondary schools in Lagos State as of 2024, this study used the exponential growth rate technique to forecast the number of female teachers that should be working with Lagos State in 2024 using the State's 2024 annual growth rate of 3.7% as noted in the World Population Review 2024 report. Thus, with this forecasting technique, the projection of female teachers working in public senior secondary schools in 2024 should be 6,271. Therefore, 6,721 was adopted as the population of the study. With the aid of the Krejcie and Morgan (1970) sampling size determination table, a sample of 364 was drawn from the population and as suggested by Israel (1992), 30% of the sample size was added to the 364 to cater to the non-response rate in the survey. To this end, the sample size used in this study was 473.

Data were collected using the purposive sampling technique because individuals (female teachers working in the senior secondary) who possess specific and relevant knowledge about the variables of the study were selected, thereby ensuring that the data collected was from a well-informed group and the questionnaire served as the instrument for data collection. The questionnaire consisted of two parts: Part A focused on demographic variables, while Part B contained existing scales that were adapted to the study's context. Responses were measured using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The adapted scales have been found to have yielded acceptable reliability coefficients that are above the 0.70 benchmark when using Cronbach's alpha. Communication practices are measured with a 9-item scale developed by Hartner-

Tiefenthaler et al. (2022) with an acceptable reliability coefficient of α=.814. Work-life balance practices were measured using the 13-item scale on perceived work-life balance policy culture developed by Gao (2023) which has a reliability coefficient of α=.860, and the teachers' mental well-being was measured using the Warwick-Edinburgh mental well-being scale developed by Stewart-Brown et al. (2009) and the scale was found to be reliable among Norwegian (α=.84) and Swedish (α=.86) respondents respectively (Haver et al., 2015). To achieve proportional distribution, 80 copies of the questionnaire were sent to each of the 6 educational districts of Lagos State and the research assistants ensured that participants consented to participating in the study before the administration of the research instruments. The questionnaire administration was done over a period of four weeks and 462 copies of the questionnaires were retrieved after several follow-ups. Out of the 462 copies which represent 97.7%, 3 copies were excluded due to incompleteness, and 459 copies of the questionnaires representing 97% were used for final analysis. The collated data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were applied to analyze demographic data, while structural equation modeling (SEM) was performed to assess the structural link between communication practices, work-life balance practices, and mental well-being to predict the changes in the mental well-being (dependent variable) of female teachers. These analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 26 and SPSS AMOS version 22. The study adhered to the Lagos State University Research Ethics Policy (2020), ensuring ethical standards were maintained in protecting participants' rights, maintaining confidentiality, and upholding research integrity.

**Findings and Discussion**

This section discusses the results of the data that were analyzed to understand the interplay between communication practices, work-life balance practices, and the mental well-being of female teachers in public secondary schools in Lagos State.

**Table 1: Analysis of Demographic Variables**

| Variable | Category | Frequency (%) |
|---|---|---|
| Age | 20-30 | 60 (13%) |
| | 31-40 | 150 (33%) |
| | 41-50 | 160 (35%) |
| | 51-60 | 89 (19%) |
| Department (Teaching Area) | Science | 120 (26%) |
| | Arts | 140 (30%) |
| | Commercial | 110 (24%) |
| | Vocational/Technical | 89 (19%) |
| Marital Status | Single | 80 (17%) |
| | Married | 320 (70%) |
| | Separated | 30 (7%) |
| | Widowed | 29 (6%) |
| Educational Qualification | NCE | 22 (5%) |
| | BSc/B.Ed | 220 (48%) |
| | M.Ed./MSc. | 178 (39%) |
| | PhD | 39 (8%) |
| Years of Teaching Experience | 0-5 | 106 (23%) |
| | 6-10 | 100 (22%) |
| | 11-15 | 150 (33%) |
| | 16-20 | 44 (10%) |
| | 21 and above | 59 (12%) |
| Location of School | Urban | 250 (54%) |
| | Sub-Urban | 140 (30%) |
| | Rural | 69 (15%) |

**Source:** ***Field Survey (2024)***

From Table 1, the age distribution of the 459 female teachers in this study reveals a significant concentration in the middle age brackets, with 68% of participants aged between 31-50 years (31-40: 33%, 41-50: 35%). This suggests that the teaching workforce in Lagos State's secondary schools predominantly consists of mid-career professionals, reflecting a stable and experienced cohort. The lower percentages in the younger (20-30: 13%) and older (51-60: 19%) age brackets indicate fewer early-career teachers and those nearing retirement. This age distribution can influence professional development needs and

succession planning within schools, highlighting the importance of supporting both new and veteran teachers. Also, examining the distribution of teachers across different departments, this study finds a relatively balanced representation, with Arts (30%) and Science (26%) being the most prominent. Commercial (24%) and Vocational/Technical (19%) departments also have substantial representation. This balance indicates a diverse academic environment within the schools, which is beneficial for providing a well-rounded education to students. The significant presence of Vocational/Technical teachers underscores an emphasis on practical and technical skills, which are increasingly valuable in today's job market. It is imperative to note that this diversity in teaching areas can enhance the breadth of knowledge and skills students acquire, preparing them for various career paths.

The marital status data shows that a significant majority of the teachers are married (70%), while single (17%), separated (7%), and widowed (6%) individuals make up the rest of the sample. The high percentage of married teachers might influence their professional lives in several ways, such as their availability for extracurricular activities and their work-life balance needs. In terms of educational qualifications, nearly half of the teachers hold a BSc/B.Ed (48%), and a significant portion have advanced degrees (M.Ed./MSc.: 39%, PhD: 8%). Only a small fraction possesses an NCE (5%), indicating that the majority of the teaching workforce is highly qualified. This high level of educational attainment suggests that teachers are well-equipped with the necessary skills and knowledge to deliver quality education. It also reflects the emphasis placed on higher education qualifications in the recruitment and development of teachers in Lagos State, which can contribute positively to student outcomes.

The distribution of teaching experience highlights a diverse range of career stages among the teachers. A notable proportion is in their early years of teaching (0-5 years: 23%) and

mid-career stages (6-10 years: 22%, 11-15 years: 33%). Fewer teachers have extensive experience (16-20 years: 10%, 21 and above 12%), which may indicate challenges in retaining experienced teachers or suggest a relatively younger overall teaching workforce. Additionally, the majority of teachers work in urban areas (54%), with the rest in sub-urban (30%) and rural (15%) locations. This urban concentration reflects population distribution and resource availability, but it also highlights the need to address disparities and ensure that teachers in suburban and rural areas receive adequate support and opportunities.

**Test of Hypotheses**

$H_1$: Communication practices have a significant effect on the mental well-being of female secondary school teachers in Lagos State.

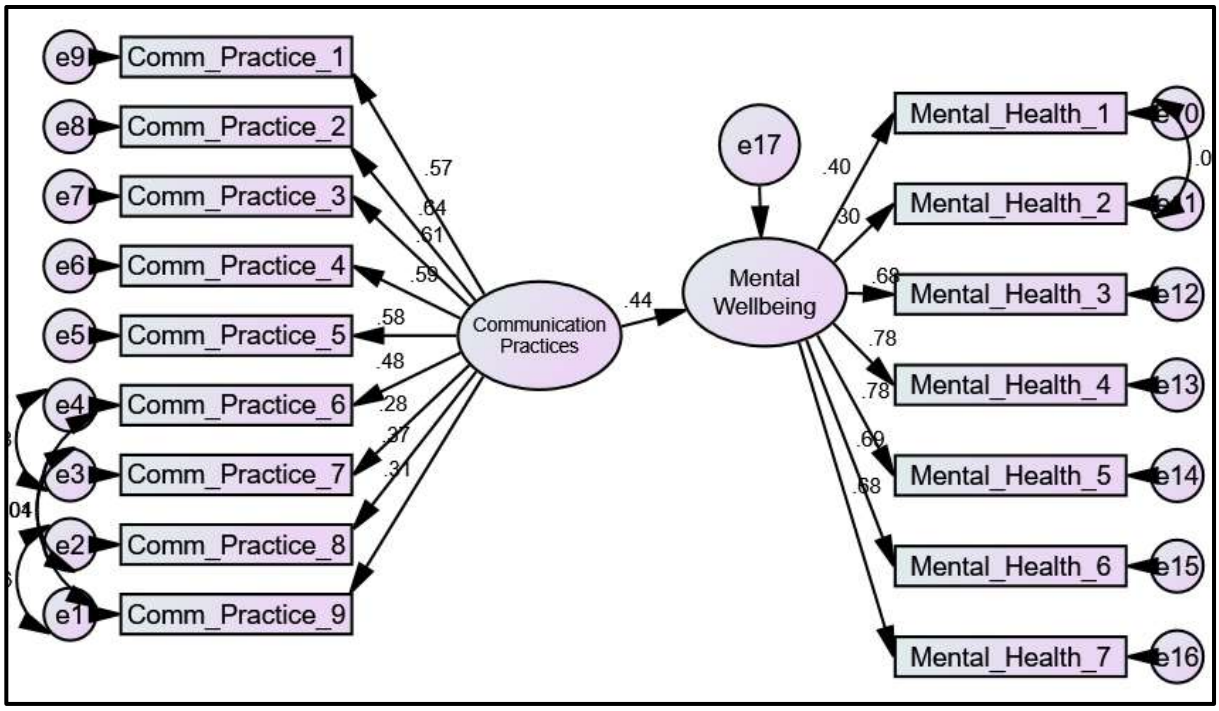


Figure 1: SEM Analysis between communication practices and mental well-being

The structural equation modeling (SEM) analysis in Figure 1 aimed to investigate the effect of communication practices on the mental well-being of female secondary school teachers in Lagos State. The path coefficient from communication practices to mental well-being is .437 (approximately .44), indicating a moderate positive effect of communication practices on the mental well-being of female teachers in public secondary schools in Lagos State. This coefficient suggests that as communication practices improve, the mental well-being of teachers is likely to enhance correspondingly. The statistical results provide robust support for the hypothesis. The standard error (S.E.) of the estimate is .149, indicating the precision of the coefficient measurement. The critical ratio (C.R.), which is analogous to a t-value in regression analysis, is 4.704. A C.R. value greater than 1.96 typically signifies statistical significance at the .05 level. In this case, the C.R. is well above this threshold, reinforcing the reliability of the findings. Most compellingly, the p-value is .000, indicating that the results are statistically significant at the .05 level. This extremely low p-value strongly supports the hypothesis that there is a significant effect of communication practices on mental well-being.

The results align with the findings of existing literature. For instance, Ray and Miller (1991) have long emphasized the importance of open and supportive communication channels in reducing stress and enhancing job satisfaction among teachers. This interplay is further supported by Van Maele and Van Houtte (2012), who found that trust and open communication with principals significantly lowered job-related stress and boosted well-being among teachers. This is particularly crucial for female teachers who often balance multiple roles both within and outside the school environment, making effective communication an essential factor in their mental health and job satisfaction. Further empirical evidence underscores the gender-specific challenges faced by female teachers in communication within the workplace. Smylie (1992) highlighted those female teachers often feel marginalized in decision-making processes and receive less support from male

colleagues and superiors. This lack of effective communication and support can lead to isolation and increased stress, negatively impacting their mental well-being. Brezicha et al. (2020) also emphasized the importance of a positive communication climate, noting that female teachers who perceived a supportive communication environment reported higher job satisfaction and lower burnout levels. These findings illustrate that enhancing communication practices can mitigate the unique stressors faced by female teachers, fostering a more inclusive and supportive work environment.

$H_2$: There is a significant influence of work-life balance practices on the mental well-being of female secondary school teachers in Lagos State.

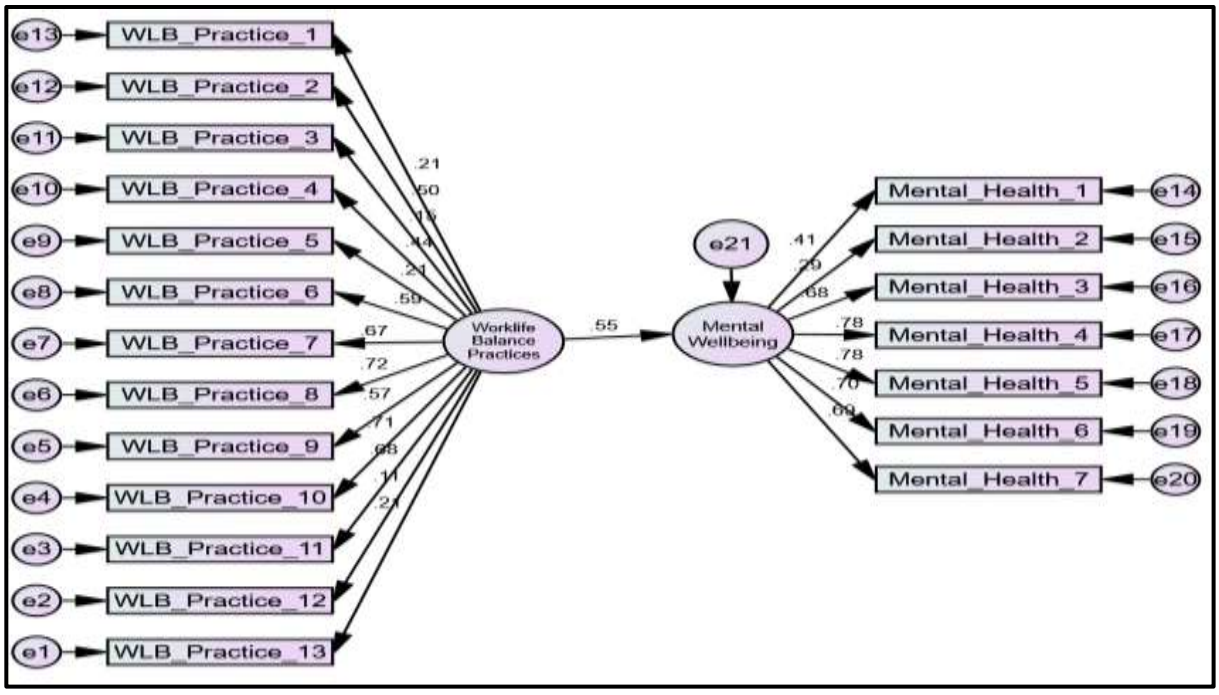


Figure 2: SEM Analysis between work-life balance practices and mental well-being

The structural equation modeling (SEM) analysis results in Figure 2 indicate that work-life balance practices have a significant positive influence on the mental well-being of female

secondary school teachers in Lagos State. The path coefficient from work-life balance practices to mental well-being is .555, suggesting a strong positive effect. This coefficient implies that improvements in work-life balance practices are associated with a substantial enhancement in the mental well-being of female teachers. This finding supports the hypothesis that work-life balance practices significantly influence mental well-being, highlighting the critical role of managing professional and personal responsibilities in promoting teachers' mental health. The statistical analysis further reinforces the robustness of this finding. The standard error (S.E.) of the estimate is .323, indicating the precision of the coefficient measurement. The critical ratio (C.R.), which is similar to a t-value in regression analysis, is 3.694. A C.R. value greater than 1.96 typically signifies statistical significance at the .05 level, and in this case, the C.R. is well above this threshold, underscoring the reliability of the results. Also, the p-value is .000, indicating that the results are statistically significant at the .001 level. This p-value strongly supports the hypothesis, demonstrating that work-life balance practices have a statistically significant effect on mental well-being.

These findings align with existing literature and theoretical frameworks. According to the Job Demands-Resources (JD-R) theory, job resources such as work-life balance practices can mitigate the negative effects of job demands and promote employee well-being (Bakker & Demerouti, 2014). In the educational context, ensuring that teachers have a good balance between their work and personal lives can reduce stress, prevent burnout, and enhance their overall mental health. Additionally, numerous empirical studies have highlighted the importance of work-life balance in reducing stress and preventing burnout among teachers. Baker et al. (2024) found that effective work-life balance practices positively impact overall mental health, reducing symptoms of anxiety and depression. They emphasized that when employees can manage their work and personal lives effectively, they experience lower stress levels and greater life satisfaction. This is

particularly relevant for female teachers who often juggle multiple roles both at home and at work, making the findings of this study critically important for educational administrators aiming to enhance teacher well-being. Furthermore, Artz et al. (2022) highlighted that traditional gender roles often assign additional home responsibilities to women, leading to higher work-life conflict. This is supported by Aluko (2009), who conducted a study in Nigeria revealing that female lecturers experienced higher levels of work-family conflict compared to their male counterparts. This conflict was directly associated with increased stress and reduced mental well-being, emphasizing the need for supportive work-life balance practices tailored specifically for women in the teaching profession. Ozoemena et al. (2021) also found that female teachers in Nigeria reported higher stress levels due to the dual demands of work and family responsibilities, and Klassen and Chiu (2010) demonstrated that when schools implement supportive policies that recognize the unique needs of female teachers, these educators report higher levels of job satisfaction and lower levels of emotional exhaustion. These findings underline the critical role of organizational support in promoting the mental well-being of female teachers through effective work-life balance practices.

## Conclusion and Recommendations

The empirical data derived from this study robustly supports the effectiveness of communication practices and work-life balance practices in enhancing the mental well-being of female secondary school teachers in Lagos State. The analyses reveal significant effects between both communication practices and work-life balance practices on mental well-being, demonstrating that these practices account for a meaningful portion of the variance (i.e., 44% between communications practices and mental well-being and 55% between work-life balance practices and mental well-being) in these outcomes. This study concludes that the findings not only validate the hypotheses raised but also align with existing literature on the multifaceted benefits of effective communication and work-life balance, thereby highlighting their potential as valuable interventions in educational

settings to combat stress, promote resilience, and improve overall mental health among female teachers.

Based on this conclusion, this study recommends that educational authorities and school administrations in Lagos State and similar contexts integrate comprehensive communication strategies and work-life balance policies into their operational frameworks. Such strategies could include regular feedback sessions, open forums for discussion, and training programs focused on enhancing supportive communication. Additionally, implementing flexible working hours, job-sharing opportunities, and on-site childcare facilities can significantly help female teachers manage their professional and personal responsibilities, thereby reducing stress and enhancing their mental well-being. These measures can provide a structured yet flexible framework for teachers to feel supported and valued, promoting a positive and inclusive work environment. Furthermore, educational institutions should consider developing customized interventions to address the specific needs of different groups within the teaching profession, such as male and female teachers, to ensure that all teachers receive the support they need. Schools could benefit from partnering with mental health organizations and professionals to enrich their programs, offering diverse perspectives and techniques that cater to a wide range of needs and preferences within the educational setting. These initiatives would not only enhance individual well-being but also contribute to a more supportive and collaborative school culture.

As suggestions for further study, future research could explore the long-term effects of improved communication practices and work-life balance policies on mental health outcomes, employing longitudinal study designs to track changes over time. It would also be beneficial to conduct comparative studies to evaluate the efficacy of these interventions relative to other forms of support and wellness programs used in educational settings.

Investigating the specific elements of communication and work-life balance practices that contribute most significantly to their positive effects could help refine and optimize intervention strategies. Additionally, expanding the research to include diverse educational environments and populations could provide deeper insights into the universality and adaptability of these practices as tools for enhancing mental well-being across different cultural and educational contexts.

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