WORK-LIFE BALANCE AND PROFESSIONAL SATISFACTION OF SURDOPEDAGOGUES IN MODERN INCLUSIVE AND DIGITAL EDUCATION

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Abstract Work-life balance has become one of the most important issues affecting the professional well-being of surdopedagogues in modern inclusive and digital education. Teachers working with children with hearing impairments often carry a complex set of responsibilities, including individualized lesson planning, communication support, use of assistive technologies, preparation of visual materials, cooperation with parents, and adaptation to digital platforms. These responsibilities frequently extend beyond regular working hours. At the same time, professional satisfaction depends not only on salary or status but also on the ability to maintain emotional stability, healthy daily routines, a sense of achievement, and a meaningful connection to one's work. When work-life balance is weak, teachers may experience chronic stress, fatigue, irritability, reduced motivation, and burnout. When it is maintained successfully, teachers are more likely to remain professionally committed and emotionally stable. This article examines the relationship between work-life balance and professional satisfaction among surdopedagogues in inclusive and digital educational environments. It analyzes the main causes of imbalance, the effects on teachers' motivation and health, and the conditions that can support a healthier professional life. The findings show that flexible schedules, administrative respect for teachers' personal time, fair workload distribution, emotional support, and recognition of teachers' efforts are among the key factors contributing to both balance and satisfaction.

Keywords: work-life balance, professional satisfaction, surdopedagogy, digital education, inclusive education.

Introduction

Modern inclusive and digital education has expanded the professional responsibilities of teachers. Digital communication tools, online learning systems, and multimedia resources have improved access to education and increased opportunities for collaboration. However, these same technologies have also made it easier for work to continue beyond the traditional school day.

For surdopedagogues, work demands are especially complex. They often prepare individualized visual materials, adapt lessons to different communication needs, use assistive devices, monitor student development closely, and maintain regular contact with parents and specialists. In digital settings, these tasks may require additional preparation time and constant availability.

Work-life balance refers to the ability to maintain a healthy relationship between professional duties and personal life. It includes having enough time for rest, family, self-care, and emotional recovery. Professional satisfaction refers to the positive feelings teachers experience when they find meaning, recognition, success, and stability in their work.

These two concepts are closely related. When teachers have no clear boundary between work and private life, professional satisfaction may decrease. They may become emotionally exhausted and lose motivation. On the other hand, teachers who can maintain healthy routines and receive support are more likely to enjoy their work and remain committed to their profession.

This article explores how work-life balance influences the professional satisfaction of surdopedagogues in modern inclusive and digital education. It also identifies the factors that can help teachers maintain both personal well-being and professional commitment.

Methods

This study was based on qualitative research methods and theoretical analysis. The main purpose was to examine the relationship between work-life balance and professional satisfaction among surdopedagogues working in inclusive and digital educational environments.

The following methods were applied:

1. Literature review – scientific articles, books, and international reports related to work-life balance, teacher satisfaction, inclusive education, and digital teaching were analyzed.
2. Comparative analysis – different perspectives on teacher workload, digital availability, and professional satisfaction were compared.
3. Theoretical analysis – the relationship between work routines, emotional recovery, and satisfaction with professional activity was examined.
4. Observation-based generalization – practical situations commonly experienced by surdopedagogues were summarized.

Special attention was given to identifying the causes of imbalance, the effects on teachers' emotional state, and the institutional measures that can promote a healthier professional life.

Results

The study found that poor work-life balance has a direct negative effect on the professional satisfaction of surdopedagogues.

One of the main causes of imbalance is excessive workload. Teachers often spend substantial time preparing visual materials, adapting lessons, creating subtitles or accessible tasks, documenting student progress, and communicating with parents and colleagues. In digital environments, these tasks are often extended through messaging platforms, online reporting systems, and virtual meetings.

Another major factor is the absence of clear boundaries between work time and personal time. Because digital communication is available at all hours, teachers may feel pressure to respond quickly even outside official working time. This constant engagement reduces opportunities for rest and emotional recovery.

The study also found that poor balance may lead to stress, fatigue, irritability, reduced motivation, burnout, and lower professional satisfaction. Teachers who do not have enough time for themselves or their families may begin to experience emotional detachment from work.

At the same time, several positive factors were identified. Flexible scheduling, supportive administration, fair distribution of tasks, recognition of teachers' efforts, and respect for personal time all contribute to stronger professional satisfaction. Teachers who experience such conditions are more likely to feel valued, stable, and committed to their work.

Discussion

The findings of the study show that work-life balance is not a secondary comfort issue; it is a central factor in the professional sustainability of surdopedagogues. Teachers who are constantly overloaded and unable to disconnect from work are more likely to experience emotional fatigue, reduced motivation, and lower job satisfaction.

Inclusive and digital education creates both opportunities and risks. While digital tools may simplify some aspects of work, they also increase availability demands and create expectations of constant responsiveness. For surdopedagogues, whose work is already intensive and specialized, this can become especially challenging.

The study also highlights that professional satisfaction depends greatly on the institutional climate. Teachers who feel respected, recognized, and supported are more likely to tolerate demanding work conditions and remain committed to their profession. In contrast, when schools ignore workload issues or fail to respect personal boundaries, satisfaction decreases.

It is therefore important for educational institutions to create policies that protect teachers' personal time, reduce unnecessary after-hours communication, and support healthier daily routines. Work-life balance should be understood as an important condition for both teacher well-being and educational quality.

Conclusion

Work-life balance is essential for surdopedagogues' professional satisfaction in modern inclusive and digital education. The study showed that excessive workload, continuous digital communication, weak personal boundaries, and lack of recovery time may negatively affect teachers' emotional state and reduce professional fulfillment. At the same time, the findings demonstrated that positive institutional conditions can strengthen both balance and satisfaction. Flexible schedules, supportive leadership, fair expectations, emotional support, and recognition of teachers' work all contribute to a healthier professional life. Educational institutions should therefore develop policies that help teachers maintain a reasonable relationship between work and personal life. Supporting surdopedagogues in this way is necessary for preserving their motivation, emotional health, and long-term dedication to teaching.

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