



# The viability of Four-Day Workweek in The Education Sector

- Evaluating Managerial Views, Stakeholder Opinions, and the Pursuit of Work-Life Balance

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## PREFACE

The idea behind this thesis topic came from our passion for sustainability, in particular social aspects of sustainability. As students we were interested in gaining more knowledge about why the four-day workweek model has not been implemented in the education sector despite the overwhelming evidence that supports the model's positive impact on other sectors. Therefore, we wanted to explore the factors hindering the model's implementation in the sector. The journey of writing this thesis has been a great inspiration and enabled us to appreciate sustainability on a deeper level.

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## **ABSTRACT**

This thesis examines the implementation of a four-day workweek in the Swedish education sector, with an emphasis on Malmö's Gymnasiums, against the historical context of the progression of the workweek. Drawing from the historical context of the workweek's change, particularly Henry Ford's shift to a five-day workweek in 1926, and modern theories of work-life balance and weariness among teachers, the study purposes to comprehend stakeholder perceptions and viability of a shortened workweek in modern education. The research used a Mixed method approach comprising of quantitative surveys and qualitative interviews across six gymnasiums in Malmö, engaging managers, students, teachers, and parents. The quantitative approach of the study surveyed attitudes to the four-day workweek, investigating and exploring its possible effects on work-life balance, educational excellence, student learning, and organizational competence. The qualitative Interviews additionally provided profound insights into real-world implementation challenges and welfares of the four-day workweek model. Quantitative statistics from 84 individuals, involving teachers, manager, parents and students, and qualitative responses from 10 teachers and administrators, were examined. Statistical analysis divulged significant findings, representing diverse resistance based on age, income level, and role, with prominent concerns about educational quality. The qualitative discoveries of the study unveiled general but diverse support for the four-day workweek, with concern about keeping educational ideals and operational effectiveness. The study calls for consideration and a balanced approach, bearing in mind the historical context and taking into account present challenges in work-life dynamics. Furthermore, the study recommends that while the four-day workweek might have the latent to improve work-life balance and decrease burnout, substantial concerns about educational veracity and logistics must be inspected and addressed thoroughly. Further research on the model and pilot programs are commended for assessing the long-term feasibility/viability and influence of this model in the education sector.

**Key words:** Work-Life Balance, Four-Day Workweek, Education Sector, Malmö Gymnasiums, Stakeholder Perceptions, Implementation Challenges, Historical Workweek Evolution.

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## 1 INTRODUCTION

In the continuously developing landscape of current education, the race for an ideal work-life balance has exceeded personal ambitions, becoming a vital societal imperative (Haworth, 2004). The goal of this thesis study is to investigate the viability of implementing a four-day workweek model in the Swedish educational system. This idea questions the deeply ingrained five-day workweek that is common in schools internationally, investigating its applicability and potential consequences for improving work-life balance, addressing teacher burnout, and altering management responsibilities and stakeholder viewpoints (Facer, 2009).

### 1.1 HISTORICAL CONTEXT AND EVOLUTION OF WORK NORMS

In order to understand the evolution of the four-day workweek, the first step in comprehending this evolution of altering the traditional workweek in the education sector it is important to take a historical look at the important moments in labor practices and changes that have occurred throughout work history. This investigation is anchored in the historical precedent that Henry Ford established in 1926 when he instituted the five-day workweek (Binder, 1926). This departure from the standard six-day workweek constituted a fundamental shift in industrial labor practices and established a path that would impact workplace patterns for many years to come. It was more than just a change in operational procedure.

Ford made his choice with the intention of boosting staff morale and operational competency. It was inspired by a combination of employee needs and strategic workforce management. This action reflected an increasing awareness of worker productivity and well-being and was a reaction to broader changes in industrial society (Facer, 2009). The adoption of the five-day workweek was a sign of the rising understanding of the value of workers' free time—a notion that was rather revolutionary at the time but would eventually become a cornerstone of contemporary labor laws. Even in this day, when technology is developing at a breakneck pace and social standards are always changing, Ford's choice is still very relevant. A solid basis for comprehending the present worldwide conversation around the four-day workweek model is provided by these historical insights into the evolution of work habits (Ashford & Kallis, 2013).

The relationship between the technology revolution and labor practices has offered new possibilities and difficulties as the globe has progressed into the twenty-first century. The boundaries between work and personal life have become more hazy in the digital era, which has led to a

reassessment of conventional work patterns and timetables. The four-day workweek model appears in this framework as a latent solution that aims to strike a balance between the demands of contemporary work and the requirements of workers in a world that is changing quickly (Carroll, 2006). Thus, in light of contemporary societal and technical trends, this historical setting sets the scene for a thorough investigation of the feasibility, advantages, and obstacles of the four-day workweek within the Swedish education sector.

Through an analysis of the evolution of work standards from Ford's time to the present, this thesis seeks to make a substantial contribution to the continuing discussion concerning work-life balance in the field of education. It seeks to determine if the ideas that sparked the move to a five-day workweek can be extended further to support a four-day model, taking into account the requirements and constraints faced by today's educational institutions and teachers.

## 1.2 CONTEMPORARY CHALLENGES AND THE REQUIREMENT FOR CHANGE

The lines between personal and professional life have steadily blurred in the current digital age, necessitating a reevaluation of classic employment patterns. Furthermore, the existence of technology has reinterpreted the significance of labor and autonomy, posing unanticipated issues as observed by authors such as Facer (2009) explained the aforementioned observations has led to unexpected challenges. This thesis explores these evolving models within the Swedish educational system, emphasizing how implementing a four-day workweek could effectively address modern issues like staff shortages, financial constraints, and the demands of adapting to evolving student needs and expectations (Ehnert & Ehnert, 2009).

Other authors such as Toropova et al. (2021) noticed the demands put on teachers regarding doing overtime. Toropova et al. (2021) furthermore explained that these demands often lead to work-life struggles. They furthermore explained that significant concerns such as staff scarcities, have been exacerbated by the increase of student enrollments and the need for educational programs that are more focused. Teachers are regularly finding themselves overburdened with work, struggling to keep a healthy poise between their professional duties and personal lives (Toropova et al., 2021). Furthermore, the budgetary constraints that educational institutions confront have resulted in smaller budgets, which have reduced the resources available for staff and program development, further taxing administrators and instructors equally (Toropova et al., 2021).

This begs the question of whether the conventional five-day workweek is still a viable model in

this framework or if a four-day workweek would offer educators the much-needed flexibility to more effectively manage their personal and professional obligations (Ashford & Kallis, 2013).

### 1.3 THE PRESENT SWEDISH EDUCATION WORK-LIFE CONUNDRUM

Lindqvist et al. (2021) report that instructors in Swedish gymnasiums deal with an excessive workload, which exacerbates the issue of teacher burnout (Arvidsson et al., 2019). The demanding nature of the profession, combined with societal pressures, raises concerns about the sustainability of current work structures. In line with observations made by Weber (2022) theoretical frameworks recommend a condensed workweek and suggests that it potentially can afford educators valued time for rest, possibly leading to reduced burnout, heightened job fulfillment, and enhanced well-being (Munn, 2013).

Additionally, the execution of a four-day workweek brings into focus the role of managers within the education sector. This study explores whether such a change could enhance the efficiency and well-being of those in managerial positions. It also considers several stakeholder perspectives, including students and parents, to understand if they view a shortened workweek as a positive step towards sustainable work-life balance (Carroll, 2006). Moreover, the Education sector in Sweden who is known for its high standards and progressive policies, faces new challenges in the 21st century. Educators are challenged with immense workloads and complex demands put on them, leading to work-life conflicts and heightened stress levels (Jonsson & Abukar, 2023; Munn, 2013). The traditional five-day workweek, although it offers a strict framework for schooling, clashes with the demands of the digital age for flexibility and work-life integration (Duchscherer, 2011). The possible change to a four-day workweek focuses attention on administrative positions in educational establishments. It necessitates determining if a change of this kind might have a discernible influence on managerial efficacy and well-being as well as overall institutional performance (Carroll, 2006). Comprehending the management perspective is essential, since their availability and adjustment are critical to the implementation's success. However, the potential change also needs an exploration of diverse stakeholder perspectives, including those of students, parents, and the broader community. Their views are critical in evaluating the wider societal insinuations of transitioning to a shortened workweek (Carroll, 2006; Kaduk et al., 2019).

### 1.4 RESEARCH GAP

Although theoretical frameworks outline the conceptual basis regarding the benefits associated with a four-day workweek, empirical exploration within the education sector is vital. This research tries to bridge these gaps by investigating the nuanced dynamics of organizational modi-

fication and its influence on educators, managers, and stakeholders. It investigates the possibility of the four-day workweek as a solution to lessen burnout and improve overall work-life balance (Klingner & Boardman, 2011) through a comprehensive literature review followed by an empirical investigation on obstacles hindering the model's implementation within the education sector. Even though theoretical frameworks propose potential benefits of a four-day workweek, such as better wellbeing and reduced burnout (Carroll, 2006), empirical evidence precise to the education sector is limited. This study seeks to fill this gap by investigating the applicability of these frameworks within the Swedish educational context.

### 1.5 PROBLEM STATEMENT

The traditional five-day workweek no longer aligns with modern societal and technological changes (Klingner & Boardman, 2011). This was in line with observations made by Ramberg et al. (2020) explaining that teacher burnout, characterized by emotional exhaustion, depersonalization, and reduced achievement, is a growing issue that affects well-being and educational quality. Klingner and Boardman (2011). The causes are complex, including high-stakes testing, diverse student needs, administrative demands, socio-political pressures, and insufficient support. Digital learning has added to the stress, leading to decline in teachers' physical and mental health, affecting their performance and student outcomes. Burnout contributes to higher turnover rates, imposing financial strain on institutions and disrupting mentorship for new teachers. (Ramberg et al., 2020).

To address teacher burnout, it is critical to adopt a multi-faceted method that includes policy changes, enlarged support and resources, and a cultural shift in distinguishing the value of the teaching profession. A possibly transformative solution in this situation is the implementation of a four-day workweek. This model, motivated by historical shifts in work arrangements and modern work-life balance theories, suggests that plummeting the number of working days could ease stress, progress mental health, and augment job satisfaction for teachers. (Ramberg et al., 2020).

Furthermore, understanding the insights and readiness of innumerable stakeholders, including teachers, administrators, students, and parents, towards this change is essential. Therefore, this research tries to critically evaluate the likelihood of transitioning to a four-day workweek, converging on its potential to enhance job satisfaction, lessen stress, and improve the overall well-



being of educators.

## 1.6 RESEARCH QUESTIONS

The study's research questions are planned to explore the nuances of executing a four-day workweek, addressing managerial attitudes, stakeholder perspectives, and the concept of sustainable work-life balance. For managerial staff within educational institutions, the five-day workweek model may obstruct their ability to implement inventive educational strategies or adapt to fast changes in the sector. Furthermore, understanding how stakeholders — students, parents, and the community — perceive latent changes to the workweek is important, as their support is crucial for any significant educational reform (Turner et al., 2018) Hence, these questions aim to reveal the factors inducing resistance or support for the four-day model among different groups within the education sector and are as follows:

- Research Question 1: How do managerial roles within the education sector back up the conflict against implementing the four-day workweek model, and what factors affect this opposition compared to teachers? Additionally, how can the perceived impact of the four-day workweek on managers' roles and responsibilities affect their attitudes towards its implementation?
- Research Question 2: In what ways do the viewpoints of students and parents vary concerning their resistance to the implementation of the four-day workweek model in the education sector, and how does this relate to the larger context of sustainable work-life balance? Besides, what precise concerns and challenges do managers expect in implementing the four-day workweek, and how do these contribute to their resistance?
- Research Question 3: Are there significant changes in attitudes towards the four-day workweek model among different stakeholder groups in the education sector? This consists of exploring how teachers perceive the probable benefits and drawbacks of the four-day workweek model in contrast to managers and examining the factors that influence managers' resistance towards its implementation. In addition, how do managers' attitudes towards work-life balance and job demands diverge from those of teachers in the context of the four-day workweek model?

By addressing these questions, the study purposes to offer insights that can inform policy judgments and contribute to the ongoing dialogue surrounding work-life balance in the education sector.

### 1.7 AIM OF THE STUDY

This thesis investigates whether a four-day workweek may be a catalyst for change, perhaps improving educators' job satisfaction, lowering their stress levels, and improving their general well-being. It attempts to investigate if this updated work paradigm may allow for a more balanced approach to workload management, allowing teachers to commit time to personal health and professional growth, and ultimately resulting in a more engaging educational experience for students (Ashford Kallis, 2013). This analysis is especially pertinent to the Swedish setting, where the educational system is known for its cutting-edge methods yet has the same difficulties as other international education systems in adjusting to the rapidly changing global environment of the twenty-first century. The research aims to conduct a preliminary research on the feasibility of the four-day workweek within the aforementioned sector. Through an empirical research, the study tries to scan the models potential effects on teacher well-being and job gratification, as well as its broader effects on educational quality and overall stakeholder perceptions. This empirical exploration seeks to evaluate if a reduced workweek could provide educators with more time for rest, personal improvement, and professional transformation, leading to enhanced job satisfaction and well-being. Moreover, the study aims to explore the impact of such a change on managerial effectiveness and adaptability. It will also evaluate stakeholders' perceptions of a reduced workweek. Therefore, the study should be considered preliminary in its nature.

### 1.8 THE SIGNIFICANCE OF EXPLORING THE FOUR-DAY WORKWEEK IN MALMÖ'S EDUCATIONAL CONTEXT

Given the broad scope of Sweden's education sector, this empirical study restricts its focus to the city of Malmö. This approach allows for a more comprehensive and contextual examination within a manageable framework, providing a microcosm through which wider effects can be inferred and understood (Turner et al., 2018). Malmö represents a microcosm of contemporary urban education, categorized by diversity, advanced educational policies (Jönsson & Schölin, 2016; Nilsson, 2003). This exploratory study, located in the context of Malmö, seeks to engross with the theoretical and predictive aspects of the four-day workweek, drawing upon a rich tapestry of global research and case studies that indicate potential benefits of such a model (Jönsson & Schölin, 2016). By blending this global perspective with localized insights, the study tries to offer

an ample understanding of how the implementation of a four-day workweek could reshape the educational scenery. The presence of stakeholder perspectives, gathered through surveys and interviews, will further ground the research with more insights and information. It seeks to lighten the possibilities and challenges of the four-day workweek model in the area of education, offering a foundation for future studies and probable operation strategies. This approach highlights the study's commitment to proceeding educational innovation and contributing meaningfully to the work-life balance in education. Moreover, the research is exploratory and extrapolative in nature, and tries to antedate potential outcomes that will arrange for future implementations based on theoretical models and comparative analysis (Jönsson & Schölin, 2016).

## 2 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter provides an overview of what has been published about the Viability of Four-Day Workweek in the Education Sector. This will give a brief explanation on the adaptation of the four-day workweek model in the education sector in different countries as well as other sectors who have implemented the model through case studies. The chapter also touches upon the historical evolution of the workweek.

### 2.1 HISTORICAL CONTEXT OF THE WORKWEEK

The workweek was irregular prior to the 20th century, with workers sometimes putting in six or even seven days a week (Walton, 2014). Moreover, the progression of the workweek over the past century conveys a collaboration among economic limitations, societal changes and alterations, and evolving views of labour and leisure. This study begins with a historical investigation of the workweek model, focused mostly on the important changes originated by Henry Ford in 1926. This time had the most important move from the traditional six-day workweek to a five-day model, primarily varying the pace of work and leisure in modern society (Crowther, 1926).

Henry Ford, an entrepreneur known for his revolutionary role in the automobile industry, had an essential role in this change. In 1926, Ford Motor Company made an innovatory choice to reduce the workweek from six to five-days while keeping workers' pay at the same level (Crowther, 1926). Ford's decision was influenced by many factors, emphasizing a method to workforce management and economic strategy. One of the main reasons for this change was Ford's long desire to make a more stable and satisfied workforce. The six-day workweek was often demanding, leaving workers with little time for rest or relaxation. By shortening the workweek, Ford intended to improve employee self-confidence and reduce turnover, which was a striking issue in the rapidly growing industrial sector.

Another important reason in Ford's decision was the need to stir consumer demand. The 1920s in America were a time of rapid economic growth and consumerism. By giving workers an extra day of leisure, Ford anticipated that they would have more time to involve in leisure activities, which included driving, and thereby increasing the demand for automobiles (Yogananda, 1926). This move was not just a labour strategy; it was also a planned business decision intended at expanding the market for Ford's product (Tomic et al., 2019).

Ford's implementation of the five-day workweek also came with a bigger cultural change towards

valuing leisure time. The idea of the weekend began to take shape, with Sunday already conventional as a day of rest for religious devotion in many Western cultures. The addition of Saturday as a leisure day showed that the two-day weekend as a standard, reforming societal patterns of work and leisure (Yogananda, 1926). The influence of Ford's decision was thoughtful. Other companies soon followed Ford's idea, implementing the five-day workweek as a standard. This alteration had significant effects for the economy, society and culture. It changed the balance between work and leisure, helped to rise the consumer culture, and influenced family dynamics and communal life.

Work hours were reinforced throughout the Industrial Revolution as factories ran around the clock to increase output. There was almost any notion of a weekend, and there were very little rights for workers. This was a period when long work hours were valued more highly than personal time or work- life balance (Crowther, 1926; Walton, 2014).

Ford's concept of a five-day workweek quickly took off and was adopted as a model by other sectors both domestically and abroad. Companies and governments all around the globe started to realize the advantages of a standardized workweek. Walton (2014) argued that Britain had a significant beneficial influence on society by implementing a five-day work week in factories and offices, after Henry Ford's 1926 model that pioneered the notion of the weekend spread in the United States. Among them were improved worker well-being, greater productivity, and a boosted economy as a result of more free time (Walton, 2014).

As the 20th century developed, the idea of the workweek continued to grow. The Great Depression and succeeding economic shifts led to further reevaluation of work hours as a way to allocate available work among more people. Post-World War II, the economic boom and the rise of consumer culture strengthened the five-day workweek, as it balanced work efficiency with consumer leisure time (Fishback et al., 2022).

## 2.2 RECENT TRENDS AND FUTURE VIEWS

The relevance of the five-day workweek in the contemporary digital era has been a topic of increasing discussion in recent years. Technological progressions, fluctuating economic conditions, and evolving societal values have flickered discussions on alternative models, such as four-day workweeks or flexible work schedules. This evolution of the workweek reflects the continuous interplay between economic desires, technological opportunities, and societal values (Grosse,

2018; Travis, 2009).

### 2.2.1 COMPLEX PHENOMENON: EVIDENCE AND ANALYSIS OF THE FIVE-DAY WORKWEEK

There is no single cause for the challenging phenomena of implementing the five-day workweek. A comprehensive understanding of this shift necessitates delving into an array of historical, economic, and sociological sources. Together, these materials refute the oversimplified narratives and reveal the complex forces that have led to this change in labor patterns.

Primary historical documents from the early 20th century offer understanding into the labor conditions and societal norms of the era. For example, factory records and corporate documents from companies like Ford Motor Company disclose the internal discussions and economic calculations that influenced the shift to a five-day workweek (Ford, 1926). These documents highlight how industrial leaders observed the relationship between working hours, productivity, and employee fulfillment (Nolan, 1994).

Economic investigation plays a vital role in understanding the broader effects of the five-day workweek. For example, studies show that reducing the workweek contributed to a surge in consumer spending, as workers had more leisure time. This spending, in turn, stimulated economic growth, creating a feedback loop that further entrenched the five-day workweek as a norm (Fishback et al., 2022). Labor market trends of the era, as recorded in governmental and economic reports, provide a quantitative understanding of the impact of the five-day workweek. Statistical data from these periods show shifts in employment patterns, workforce demographics, and productivity metrics. This data helps to corroborate the notion that the five-day workweek was not just a corporate fad but a significant economic and social shift (Ford, 1926). An academic dissertation on the industrial policies of the early 20th century provides insights into the broader context of the five-day workweek. Scholars have debated the extent to which industrial policies were driven by economic necessities versus a genuine concern for workers' welfare (Ehnert & Ehnert, 2009). These discussions highlight the complexities involved in policy-making and the various factors that influence such decisions.

### 2.3 RE-EVALUATING THE WORKWEEK IN THE SWEDISH EDUCATION SECTOR THROUGH COMPARATIVE CONTEXTUAL ANALYSIS

The previous sections embarked on a historical exploration of the adoption of the five-day workweek, tracing its roots to 1926. However, given that the Swedish education system operates in a

very different environment that has been formed by changing societal values, technical advancements, and economic situations, comprehending the dynamics of the sector now necessitates a comparative contextual analysis. Thus this section delves into the evolving dynamics within the education sector. By comparing past and present, the critical factors influencing work-life balance and teacher burnout in contemporary Swedish schools will be attempted to be uncovered.

One notable distinction between 1926 and current contexts is the way in which society values have evolved. Known for its progressive views on work-life balance, Sweden has seen a movement in public opinion toward prioritizing individual time and well-being. Work-life balance is increasingly seen by educators and administrators as a crucial element of sustainable careers, a change that is especially noticeable in the education sector (Lindqvist et al., 2021). In Sweden, the issue of teacher and educator burnout has grown to be quite serious. The education sector has resulted in elevated levels of stress and burnout due to its expectations, which include long work hours, administrative duties, and the need to satisfy academic standards (Ashford & Kallis, 2013; Toropova et al., 2021).

The subject teacher burnout has attracted a lot of interest in the field of educational research. An extensive investigation carried out on Swedish school teachers provides a comprehension of the widespread occurrence of burnout and its many affecting elements. This research uses the Maslach Burnout Inventory-General Survey (Arvidsson et al., 2019; Maslach & Jackson, 1981). According to the study, a notable number of instructors, particularly those who instruct in higher grades, display signs of burnout. Taking into account the crucial role that educators play in the educational system and the possible effects of burnout on their professional effectiveness and student results, this study is very important. The study's findings highlight how work pressures, such as a fast pace and competing expectations, have a key influence in teachers' greater degrees of burnout. These elements, in addition to emotional and sensory demands, provide a detailed picture of the pressures that teachers face at work (Arvidsson et al., 2019). Although there was no discernible correlation between gender and total burnout levels, gender variations in burnout prevalence were also investigated. This feature introduces a fresh viewpoint to the conversation about burnout by challenging the widely accepted notion that flexible work schedules and rationing may be disproportionately impacted by burnout. The boundaries between professional

and home life have become unclear, even while technologies like social media and different on-line platforms have given educators more opportunities (Arvidsson et al., 2019). Technological advancements have revolutionized the methods of delivering and overseeing education. The advent of the digital age has brought out novel tools and platforms that facilitate distance education, virtual cooperation, and adaptable work schedules. Although these advancements have broadened opportunities for educators, they have also obscured the boundaries between professional and personal life. The study concludes by advocating for multifaceted countermeasures to address the issue of teacher burnout. These include organizational modifications to improve leadership value, initiatives to improve teachers' self-efficacy, and policies to ensure sufficient personal recovery time. The research contributes a critical dimension to our understanding of tension in the teaching profession, mainly within the context of the Swedish educational system. It underscores the need for a holistic approach in addressing the multifaceted nature of burnout, considering both professional and personal life factors. Additionally, the ample study on Swedish school teachers' burnout, utilizing the Maslach Burnout Inventory-General Survey, reveals significant insights applicable to Malmö's educational context. Malmö, as a Swedish city, shares the broader educational challenges identified in this study. The factors contributing to burnout, such as high job demands, poor leadership, and lack of personal recovery time, are likely prevalent in Malmö's diverse and dynamic educational environment. The study's focus on multifaceted countermeasures resonates with the need for comprehensive solutions tailored to urban settings like Malmö, highlighting the importance of this research in informing local educational policies and practices (Arvidsson et al., 2019).

### **2.3.1 MULTI-FACTORIAL WORK-LIFE BALANCE: A BESPOKE APPROACH FOR THE SWEDISH EDUCATION SECTOR**

In order to achieve work-life balance in the Swedish education sector, a more complete strategy is needed, going beyond the temporal element that was previously described. The redesigned framework highlights how different elements—such as work volume, content, job security, and intensity of labor—interact with one another. In order to effectively tackle the issue of burnout among teachers, educators, and managers in Sweden, it is imperative to take into account the collective effects of these elements on well-being and organizational productivity (Arvidsson et al., 2019). This is especially true for gender disparities in the teaching profession. Furthermore, work-force and content are crucial elements of the work-life balance in the Swedish education system. Teachers frequently have a lot on their plates, and their responsibilities go beyond the classroom



to include student evaluations, administrative duties, and professional development. Work satisfaction and well-being may be severely impacted by the intensity and character of these duties (Arvidsson et al., 2019). Even while technology advancements have increased productivity, they have also brought out new challenges, such as adjusting to remote teaching methods and managing digital classrooms. Baltes et al. (1999) state that it is crucial to address not just the length of the workweek but also the caliber and requirements of the actual labor (Baltes et al., 1999). Much study has been done on the complicated link that exists between work-family conflict and employment instability, particularly within the context of the education sector. This dynamic within the Swedish education sector is clarified by a research by Doroshenko (2021), Elmi (n.d.), and Vulkan et al. (2015). The idea of job insecurity, the uncertainty around the stability of one's existing position and its relationship to work-family conflict where work obligations interfere with home life are both discovered by the research.

The study's conclusions primarily apply to educators, a population for whom the distinction is often blurred between the personal and professional domains (Hargreaves, 2003). Work-family conflict may be exacerbated by some characteristics of teaching, such as the option to work from home, which might make it harder for educators to separate themselves from their job obligations. Work-life balance may experience a cyclical pattern of anxiety and disturbance due to employment insecurity, according to study by Doroshenko (2021), Elmi (n.d.), and Vulkan et al. (2015). This highlights the commonality of job uncertainty and work-family conflict.

It's also important to recognize the variety of industries and job kinds that exist inside the Swedish educational system. Various people may be affected by work-life balance concerns in various ways, including supervisors, administrators, support workers, and teachers. An educational manager or an IT support specialist, for example, have different responsibilities than classroom teachers do. When taking these varied responsibilities into account, it becomes clear that a modified strategy to workweek reduction is required. While a shorter workweek could be advantageous for some teachers, others would need other approaches, including job restructuring, task distribution, or extra support, in order to properly handle their unique issues (Coote & Stirling, 2021; Hargreaves, 2003).

## 2.4 THE EMERGENCE OF THE FOUR-DAY WORKWEEK MODEL IN THE EDUCATION SECTOR

The idea of the four-day workweek has been around since the end of the Second World War (Grosse, 2018). When mentioning the four-day work week model, it is crucial to remember that there are several variations of the four-day workweek, each designed to meet certain job kinds and organizational demands (Baltes et al., 1999):

1. **Compacted Workweek:** This approach inherently entails dividing up the workdays into four-days in order to complete the task for a full week. Employees could put in ten hours a day, four-days a week, and then take three days off from work.
2. **Flexible Workweek:** This approach allows workers to match their schedules with their own preferences or their most productive hours by allowing them to choose which four-days they work.
3. **Rotational Workweek:** This kind of schedule allows workers to alternate between working four-days one week and five-days the next, giving them occasional prolonged weekends.
4. **Condensed Hours Workweek:** A typical five-day workweek is maintained while reducing the overall number of hours worked each week. For instance, instead of working eight hours a day, workers may work six hours a day for five-days.

In addition to the four-day workweek, other models include staggered work hours, job sharing, remote work, flexible scheduling, compressed workweeks, and annualized hours. However, recent discussions around a 32-hour four-day workweek have intensified, drawing attention from employers, trade unions, government, schools, corporate offices, and the media (Veal, 2023). Given the advancements in economic development and technology, a four-day workweek could become a standard, allowing individuals to choose their working hours while potentially enhancing work-life balance (Grosse, 2018).

A study by Facer (2009) found out that over 55 percent of cities with populations of over 25,000, reported having some type of alternative work schedule for their employees. More schools are now looking to alternative school schedules that are very similar to these four-day workweek model schedules, from the business and government world in order to meet challenges in their

schools (Grosse, 2018). It has been seen that a four-day workweek model in the education sector is a schedule in which academic work is executed for four full days a week instead of the traditional five-day workweek, where the fifth day is reserved for personal and professional development activities (Facer, 2009). It has been seen mostly in the rural schools that the model of four-day workweek was highly followed in the early years in order to conserve energy and reduce operating cost and this implementation has been a great practice for most of the rural schools, as people used to think that rural schools are ineffective or incapable of innovation and creativity (Hewitt & Denny, 2011).

Some authors, such as Hewitt and Denny (2011), argue that one of the primary motivations for adopting a four-day workweek was to reduce operating costs and conserve energy. After the Second World War, the need to save on energy costs was significant, and a four-day workweek was seen as an economic solution (Grosse, 2018). Financial savings have been a key driver for school districts adopting a four-day school week. According to Hewitt and Denny (2011), the potential for financial savings, particularly through reduced operational costs, has been the most compelling reason for this shift. These savings can vary depending on whether schools remain open for extracurricular activities, staff training, tutoring, or coaching on the fifth day. Many schools that have adopted the four-day week have done so primarily to meet budgetary constraints through cost and energy savings (Hewitt & Denny, 2011). While the four-day workweek is gaining traction as a potential new standard, its implementation in the education sector often involves keeping schools closed one additional day per week. This approach might not be suitable for densely populated urban areas like Malmö, where the need for multi-purpose facilities, including schools, is greater. Therefore, it is essential to consider local contexts when discussing the feasibility and benefits of a four-day workweek.

#### **2.4.1 ACCOMPLISHMENT OF THE FOUR-DAY WORKWEEK IN THE SWEDISH CONTEXT: A PATH TO SUSTAINABLE WORK-LIFE BALANCE**

In the Swedish education sector, the pursuit of a better work-life balance is gaining momentum. It is crucial to investigate effective four-day workweek implementations across industries and comprehend how these engagements might influence laws and practices within the Swedish setting. Building on the earlier parts, this section explores case studies and research results from various sectors to discuss the feasibility of the four-day workweek. The observations provide guidance on how to manage burnout among Swedish educators and managers while maintaining or increasing output. ). In Sweden, the issue of teacher and educator burnout has grown to be quite serious.

The education sector has resulted in elevated levels of stress and burnout due to its expectations, which include long work hours, administrative duties, and the need to satisfy academic standards (Ashford & Kallis, 2013; Toropova et al., 2021). The subject teacher burnout has attracted a lot of interest in the field of educational research. An extensive investigation carried out on Swedish school teachers provides a comprehension of the widespread occurrence of burnout and its many affecting elements. This research use the Maslach Burnout Inventory–General Survey (Arvidsson et al., 2019; Maslach & Jackson, 1981). According to the study, a notable number of instructors, particularly those who instruct in higher grades, display signs of burnout. Taking into account the crucial role that educators play in the educational system and the possible effects of burnout on their professional effectiveness and student results, this study is very important. The study’s findings highlight how work pressures, such as a fast pace and competing expectations, have a key influence in teachers’ greater degrees of burnout. Although there was no discernible correlation between gender and total burnout levels, gender variations in burnout prevalence were also investigated. The boundaries between professional and home life have become unclear, even while the technologies like social media, different online platforms have given educators more opportunities (Arvidsson et al., 2019). Technological advancements have revolutionized the methods of delivering and overseeing education. The advent of the digital age has brought out novel tools and platforms that facilitate distance education, virtual cooperation, and adaptable work schedules. Within the framework of the Swedish school system today, the comparative research highlights the persistence in managing burnout and promoting work–life balance. Education stakeholders may be proactive in ensuring the well-being of teachers, educators, and managers by taking historical lessons into account and recognizing how the nature of work has changed in the digital era (Arvidsson et al., 2019; Ehren et al., 2013). One notable distinction between 1926 and current contexts is the way in which society values have evolved. Known for its progressive views on work–life balance, Sweden has seen a movement in public opinion toward prioritizing individual time and well-being. Work–life balance is increasingly seen by educators and administrators as a crucial element of sustainable careers, a change that is especially noticeable in the education sector (Lindqvist et al., 2021). In Sweden, the issue of teacher and educator burnout has grown to be quite serious. The education sector has resulted in elevated levels of stress and burnout due to its expectations, which include long work hours, administrative duties, and the need to satisfy academic standards (Ashford & Kallis, 2013; Toropova et al., 2021).

## 2.5 IMPLEMENTATION OF THE FOUR-DAY WORKWEEK MODEL IN THE EDUCATION SECTOR

Financial factors had a great role in stimulating the four-day workweek model in the education sectors (Hewitt & Denny, 2011). There are multiple financial data that show savings achieved with a four-day school week vary greatly by districts, depending on the fidelity with which they stick to cost saving measures. If the school services are completely shut down on the non-school day the savings will be greater than if the buildings are open for meetings and student activities. The costs savings are also anticipated on how significantly controlled and are therefore predicated on how highly controlled and attentive the cost cutting elements are executed. Financial savings are one of the main factors motivating the commencement of the four-day week, other factors arisen that may be equally powerful in promoting a shift to, or maintaining the four-day week (Hewitt & Denny, 2011). Hedges (1971) said that “A four-day workweek model has given trend of variety a big push forward”, which is very true to its implications. More schools are implementing four-day school weeks to reduce overhead and transportation costs. The four-day workweek needs considerable schedule changes as schools must increase the length of their school day to meet the minimum hour. Although some schools have indicated this policy eases financial pressures, it is unknown whether there is an impact on student outcomes (Anderson & Walker, 2015).

Within the school perspective, some research results point to public opposition to the four-day school week to save money Hewitt and Denny (2011), however, new reasons beyond money savings are now given by school leaders for a shift to longer but fewer school days. The new generation of school leaders considering a switch to the four-day school week often say the need for additional staff professional growth and collaboration time and the potential for using the shortened week as a tool to recruit and retain high quality staff as reasons for moving to a condensed school week (Turner et al., 2018). There are multiple pros and cons an effective four-day workweek model analyzed by experts. It has been discussed by Anderson and Walker (2015), Hewitt and Denny (2011), and Turner et al. (2018) that the move to a four-day school week is often driven by the need to save money and conserve energy. There are schools, where students voted to switch to a four-day week with the anticipation of saving 10% on transportation and operating costs (Hewitt & Denny, 2011). It is worth noting though that in urban settings like Malmö, where multi-purpose facility usage is necessary, closing schools an additional day might not be practical. It is crucial to reflect on how a four-day workweek would specifically impact both students and teachers in these contexts.

However, it is worth noting that in urban settings like the city of Malmö, where multi-purpose facility usage is necessary, closing schools an additional day might not be practical. It is crucial to reflect on how a four-day workweek would specifically impact both students and teachers in these contexts. For students, the extended school days required to meet minimum hours could disrupt routines and extracurricular activities. While financial motivations are significant, the four-day workweek's feasibility and acceptance vary. Considering urban needs and balancing the benefits for both students and staff are essential for successful implementation. The theory emphasizes the important role of financial factors in motivating the adoption of the four-day workweek model in the education sector. The focus is on the prospective cost savings related to transportation and overhead costs, and it also highlights that some schools see this as a way to ease financial pressures. The hypothesis H2 which defines 'Students tend to be against the implementation of the four-day workweek model to a higher extent than parents', given the financial inspirations driving the implementation of the four-day workweek, it is reasonable that students might be more resistant to this change. Moreover, the diversity in scheduling, as suggested by Hedges (1971), may not be as appealing to students who are more accustomed to a traditional five-day school week. Parents, on the other hand, being more in harmony to the financial challenges schools face, may appreciate the cost-saving measures related with the four-day workweek. They might appreciate that the financial benefits could subsidize sustaining and enlightening the quality of education provided to their children. Therefore, the hypothesis line up with the idea that students, driven by abrupt concerns and uncertainties, may be more resilient to the four-day workweek model compared to parents, who may have a broader understanding of the financial context and potential benefits aligned with this change (Hedges, 1971).

### 2.5.1 CASE STUDIES

A number of global sectors, notably the education sectors, have tested the model. Therefore, an outline of these is given in this section.

#### 2.5.1.1 Case Study 1: Rural School Districts in Oklahoma and Midland High School in Midland, Louisiana

Many rural school districts in Oklahoma have switched to a four-day workweek. These districts reported significant cost reductions in utilities and transportation, according to Farber (2023). Additionally, since these districts' longer weekends provide for a better work-life balance, teachers in these districts reported higher levels of job satisfaction. But other pupils were complaining about being tired because of the extended school days (Farber, 2023).

For example, Midland High School in Midland, Louisiana, used Friday for a mandatory three-hour academic sessions for students with failing and poor grades; disciplinary violations could also result in students attending school on Friday to participate in an on-campus work program. These policies inspired students to work harder and engross more during the four-day week (Hewitt & Denny, 2011).

#### 2.5.1.2 Case Study 2: Urban Schools in Oregon

With a focus on improving academic achievement and teacher retention, urban schools in Oregon grudgingly adopted the four-day approach (Heyward, 2018). According to a research by Palmquist (2023) student academic achievement remained relatively unchanged even while teacher retention rates increased. Parents reported conflicting emotions, citing the reduced expense of daycare as well as difficulties adjusting to extended days off from school (Palmquist, 2023).

#### 2.5.1.3 Case Study 3: The United Kingdom

A four-day workweek has been attempted to be implemented at two UK schools, namely Court Moor and St. Philip Howard, due to staffing shortages and the growing difficulty of hiring more instructors. The goal of this was to improve the staff members' work-life balance in schools. Even though the strategy presents sustainability and financial issues, as detailed in the article, its adoption has drawn in additional workers. By addressing the need for more enticing teacher incentives, this proposal considers a change towards flexible working circumstances in education, in line with larger sector trends (Schoolsweek, n.d.).

#### 2.5.1.4 Case study 4: Microsoft Japan:

In 2019, Microsoft Japan conducted research via a "Work-Life Choice Challenge," implementing a four-day workweek in August. Amazingly, efficiency increased by 40% and power expenses decreased by 23% (Microsoft Japan, 2019). This example demonstrates that working fewer hours may result in increased competence and financial savings (Chappell, 2019).

#### 2.5.1.5 Case study 5: Perpetual Guardian (New Zealand):

In 2018 the New Zealand-based trust management business, Perpetual Guardian gave its staff members four days off work each week. Hancock (n.d.) clarifies as to why Employees reported record-high levels of perceived work-life balance and decreased job stress and burnout in an external review of Perpetual Guardian's pilot program (Perpetual Guardian et al., 2019).

#### 2.5.1.6 Case study 6: Aalborg Katedralskole's Four-Day School Week:

Aalborg Katedralskole, a well-known gymnasium in Denmark, is the first in the nation to experiment with a four-day school week, having embarked on a revolutionary journey with it. The goal of this creative strategy is to improve teacher and student wellbeing (Pedersen, n.d.).

The summer vacation is shortened by six days at Aalborg Katedralskole due to their unusual timetable. In return, educators and students get six longer weekends per year, plus one Monday off. This choice, which was made in concert with the students and the school administration, is a customized strategy to deal with the mounting demands on both teachers and pupils (Pedersen, n.d.).

The principal of the school said that the rising trend of four-day workweeks in the professional sector served as the impetus for this change. Understanding the advantages but also the difficulties of applying this approach directly to a learning environment, the school chose a middle ground that honors customary vacation seasons while yet offering sporadic longer breaks. Most responses to the new timetable have been favorable. The extra time allowed students to unwind and take care of school-related obligations without the pressure of consecutive school days was well-received by them. However, given the long-standing custom of five-day school weeks, several pupils pointed out that while the notion sounds advantageous, it also seems a little strange (Pedersen, n.d.).

#### 2.5.1.7 Case study 7: Findings from the Four-Day School Week in Rural Missouri School Districts

The notable boost in worker morale played a key role in the rural Missouri districts' decision to switch to a four-day school week. In line with studies indicating that shortened workweeks may increase job satisfaction, faculty and staff overwhelmingly reported a favorable change in their workplace (Rowden, 2021). Additionally, a significant portion of the certified teaching staff said that the new timetable improved classroom instruction and academic quality in general. This discovery is significant because it dispels the possibility that fewer school days may have a negative impact on student performance. The analysis also emphasized how well the new timetable will operate. Comparing the staff's perception to the conventional five-day model, a significant portion believed they were just as productive, if not more so. This result aligns with the findings of Facer and Wadsworth's (2010) study, which showed higher productivity in other industries with comparable condensed work patterns. Furthermore, the four-day model seems to provide a better work-life balance, which is a quality that is becoming more and more important in con-



temporary workplaces (Rowden, 2021).

## 2.6 SWEDISH CONTEXT AND EDUCATION SECTOR: PIONEERING WORK-LIFE BALANCE IN EDUCATION

The data from case studies and research confirms the viability and advantages of the four-day workweek across a range of industries. The many forms of four-day workweeks provide implementation flexibility, enabling enterprises to tailor the concept to their own requirements. These observations provide guidance for managers and educators in building sustainable, fruitful, and fulfilling careers, as Sweden continues to place a high priority on work-life balance and well-being in the education sector. The Swedish education sector may learn valuable lessons from the many industries where the four-day workweek has been successful. Teachers and managers may reduce burnout, foster wellbeing, and improve work-life balance by adopting a customized approach to the four-day workweek. The Swedish setting fits in well with the ideas of a reduced workweek because of its strong dedication to employee well-being and progressive work rules (Arvidsson et al., 2019).

In Sweden a few Swedish towns and government agencies have experimented with reduced workweeks. An experiment was conducted in the city of Gothenburg whereby nurses were paid for working six-hour days. The outcomes showed less absenteeism, greater health, and increased work satisfaction. This Swedish example illustrates the benefits of shorter workweeks, even if it is not a four-day workweek in the conventional sense (Gyllensten et al., 2017).

The "30-Hour Workweek" experiment conducted in the Swedish municipality of Kiruna is another noteworthy example (Congregalli, n.d.). Employees of the municipality, including those in the school sector, reduced their workdays to six hours while still receiving their full salary during this experiment. The significance of these projects in relation to the broader discourse on workweek duration resides in their capacity to function as exemplars for sustainable work methodologies in the field of education. Sweden's experiments and policies are in line with the ideas of the four-day workweek, prioritizing shorter work hours, flexibility, and employee well-being

These projects are pertinent to the broader discourse on workweek duration because of their potential. In an effort to counteract fatigue and promote work-life balance, these innovations may be considered in the development of comprehensive policies tailored to the specific needs of

educators and managers, a goal pursued by the government and education authorities. Certain policies may provide coverage for the following:

1. **Flexible Work Schedules:** Executing a system wherein teachers may select from a compacted workweek, four-day workweek, or condensed hours of work, all while maintaining equitable compensation.
2. **Comprehensible Work Environments:** Putting policies into place to lessen administrative burden and providing possibilities for specialized growth, and increase workplace safety.
3. **Making Decisions Based on Data:** Ensuring the effectiveness of such programs by routinely evaluating their effects on wellbeing, job satisfaction, and academic performance.

#### 2.7 ANALYTICAL STUDY AND RESPONSE: EQUALIZING VIEWS DURING THE 4-DAY WORK WEEK

The notion of a four-day workweek has the potential to improve work-life balance in Sweden's education sector. However, it is crucial to critically analyze this proposal and solve any possible disparities. By examining situations in which the four-day workweek could not have the desired effects and examining the perspectives of both employers and workers, this section seeks to provide a fair analysis. Recognizing the difficulty of work-life balance is one of the main critiques that merits consideration. The four-day workweek may not be the best option for everyone, even if it has the potential to lower stress and increase wellbeing. There may be a wide range of expectations and preferences among educators and managers, and some may find it difficult to adjust to the shortened hours or condensed timetable (Törnquist Agosti et al., 2017). Furthermore, adopting a four-day workweek model may provide issues due to the nature of the educational sector, which includes times of heavy activity, such as exam periods and parent-teacher conferences (Törnquist Agosti et al., 2017). With the introduction of a four-day workweek, employers could also be concerned about maintaining output and meeting the educational objective. Opponents argue that a decrease in work hours might lead to a drop in student participation and academic achievement (Törnquist A, M., Bringsén, Å., Andersson, I. (2017). Businesses may also worry about potential snags in scheduling and coordination, among other administrative processes. An additional aspect is the financial implications. While some studies have shown that shorter workweeks might lead to cost savings (Microsoft Japan, 2019), other studies suggest that more resources would be required to ensure a smooth shift to this paradigm.

## 2.8 EXPANDING THE LITERATURE REVIEW: ADDRESSING CONTEMPORARY RESEARCH QUESTIONS IN CONNECTION WITH EMPLOYEES WORK LIFE COMPLEXITY, CONCERNS AND PERSPECTIVES

Scholars have debated the meaning of the term “work-life balance” in the literature for several years. Some authors prefer to use the more traditional label of “work family” in recognition of the fact that for many people, the job and the nuclear family constitute the role domains that demand the greatest amount of time, attention and energy and are most likely to come into conflict with one another. These scholars noted that the term work-family grew out of early policy efforts in industrialized nations to countervail gender discrimination and ensure that care for young children did not deter female labour market participation (Kossek et al., 2014). Yet the term “work-family” can oversimplify people’s work and non-work roles; some scholars such as Kossek et al. (2014) believe it fails to do justice to the diversity of work and life circumstances of working people, such as single individuals and those in non-traditional family structures. Recently, increasing numbers of authors have adopted the term “work-life” out of conviction that it recognizes the numerous social roles people occupy in both the work (e.g., subordinate, supervisor, co-worker, mentor) and non-work (e.g., parent, child, spouse, friend, community member) domains as well as the diversity of role configurations represented by members of the workforce. However, the term “work-life” was recognized as not ideal, as work is part of life (Kossek et al., 2014).

Furthermore, the term work-life has sometimes been used by large employers without current family demands or reduce beliefs of employer responsibility for supporting the family demands of employees (Kossek et al., 2012). Despite these challenges, consistent with recent trends in the literature, the more inclusive terms “work-life” was adopted. There is also a little consensus among scholars about what is meant by the word “balance.” Many authors do not explicitly state their definition of the concept, leaving the measurement instrument to stand in for a proper definition. For instance, measures of work-life conflict are often used to operationalize work-life balance, reflecting an assumption that these two concepts are opposite ends of a continuum and that the people with low conflict between work and life roles necessarily experience good work-life balance.

Although, work-life conflict and balance are inversely related, empirical research does not support the assumption that they are opposite sides of the same coin, nor that low work-life conflict fully captures the construct of work-life balance. Some authors implicitly adopt the metaphor

of a physical balance or scale, emphasizing an equal allocation of one's time and attention to the different roles in one's life. For instance, Greenhaus et al. (2003) defined work-family balance as equal engagement (both in terms of time and psychological involvement) in and equal satisfaction derived from work and family roles. This definition is unusually prescriptive in that it specifies an equal division of time, involvement, and satisfaction between the work and non-work domains as the ideal scenario. By contrast, other authors favour definitions that refer to the fit of individuals' work-life demands and resources to their own values, goals, and needs as well to their external work and life circumstances. For example, Kofodimos (1993, p. 8) wrote that balance consists of "finding the allocation of time and energy that fits your values and needs, making conscious choices about how to structure your life and integrate inner needs, outer demands, honoring and living by your deepest personal qualities, values and goals." This definition exemplifies what Reiter (2007) characterizes as a situationalist definition (i.e., one that seeks an optimum outcome for each worker, regardless of his or her work and life circumstances).

Reiter (2007) argument is noteworthy in such a way that work-life balance is defined as a concept that influences the development and implementation of organizational work-life initiatives, with important consequences for employees and organizations. It was further asserted that organizations must approach work-life balance initiatives broadly and creatively enough to develop a suite of approaches that support positive, high-quality integration of work and non-work roles for all their employees over the long term, regardless of age, life or career stage, family circumstances, occupation, or socioeconomic status. In particular, organizations must foster workplace cultures and structures that not only support diversity in values that align work and personal life but enable employees to exert schedule and boundary control in order to synthesize work-life demands in alignment with needs and preferences (Kossek et al., 2012). Building on these perspectives, work-life balance has been defined as satisfaction and perceptions of success in meeting work and nonwork role demands, low levels of conflict among roles, and opportunity for inter-role enrichment, meaning that experiences in one role can improve performance and satisfaction in other roles as well (Greenhaus et al., 2003; Kossek et al., 2014; Quick & Tetrick, 2011).

Regarding hypothesis H3: that teachers tend to be against the implementation of the four-day workweek model to a higher extent than students is discursively connected to the theoretical framework of sustainability and work-life balance. The theory allows the multifaceted nature of work-life balance, highlighting the complex interplay between work and non-work roles. In this

context, the hypothesis addresses doubts related to the possible impact of a four-day workweek on the welfare of teachers, students, and parents within the education sector. The theory highlights the significance of finding an ideal allocation of time and energy that line up with individuals' values, goals, and external circumstances, highlighting the need for organizations to raise workplace cultures supporting diverse values and allowing employees to exert control over their schedules. When applied to the hypothesis, this theoretical perception suggests that teachers, who are important to the education sector, may distinguish the four-day workweek as a probable disruptor to their work-life balance due to longer school days and concerns about exhaustion, as evidenced by the empirical data from different aspects.

The hypothesis supports the theory's emphasis on low levels of conflict among roles and satisfaction in meeting work and non-work demands. It suggests that teachers, who play a crucial role in both the work and non-work areas, may be more resilient to a change that could possibly disrupt their apparent balance between professional and personal responsibilities. The theoretical framework thus delivers a lens through which to comprehend the dynamics at play in the hypothesis, linking concerns about the four-day workweek's impact on teachers' welfare to broader concepts of work-life balance and organizational ingenuities that support positive integration of work and non-work roles. Moreover, expanding upon the evolving character of the workweek, it is critical to address the current challenges in the education sector, particularly in light of the potential introduction of a four-day workweek. To address the research goals and provide a logical development from the historical synopsis, this extension of the literature review explores the factors influencing employees viewpoints, concerns and perspective in the education sector.

### 2.8.1 THEORETICAL AND PRACTICAL PERSPECTIVES

Theorists and practitioners of contemporary education promote work models that prioritize staff well-being in order to increase worker satisfaction, student engagement, and institutional performance (Wood et al., 2012). A historical tendency that showed a favorable relationship between output and increased leisure time and social well-being is compatible with this point of view.

Regarding Research Question 2, it is clear that both generational and economic considerations have a substantial impact on opinions towards the four-day workweek. Experienced educators, who have been used to traditional work norms, may display opposition to this change, since they are concerned about a potential decrease in educational standards or work ethic (Congregalla,

2018). In contrast, younger instructors who are more in line with modern ideas of work-life integration and flexibility may be more receptive to these adjustments. Financial issues also influence the opinions of higher-income instructors, as they weigh the possible advantages of a shorter workweek.

When investigating Research Question 1, the views of managers towards the four-day workweek are affected by their responsibilities in reconciling educational innovation with tradition. Managers, responsible for maintaining educational quality and institutional stability, may see the decrease in workweek duration as a potential obstacle to achieving these goals (Congregalla, 2018). Their concerns often center on ensuring student involvement, adhering to curricular requirements, and managing administrative complexity related to scheduling modifications.

To further investigate Research Question 2, it is crucial to consider the educational background and anticipated outcomes of students and parents, since these factors play a key role in shaping their viewpoints about the implementation of a four-day workweek. Yılmaz and Kılıçoğlu (2013) has argued that parents that prioritize the entire development and well-being of their children may advocate for a shorter workweek. This is because a shorter workweek has the ability to provide a more balanced lifestyle, alleviate student stress, and allow for more family time. Nevertheless, students may have apprehensions over the compacted learning setting, possible escalation in daily academic rigor, and deprivation of social engagement, all of which are key elements of their educational encounter.

In response to Research Question 3, there is an increasing amount of evidence that substantiates the notion that maintaining a balanced work-life dynamic is not only beneficial for educators but also has a demonstrable influence on educational results. Research indicates that educators who achieve a harmonious work-life balance are more efficient, have elevated levels of job satisfaction, and possess enhanced abilities to cater for their students' requirements (Congregalla, 2018). This discovery is significant, as it emphasizes the potential of the four-day workweek model to effectively enhance the well-being of teachers in the educational sector.

In relation to Research Question 3, the economic repercussions of a four-day workweek in the education sector are complex. Research shows that a well-implemented shorter workweek can result in cost savings in the long run through improved employee health, reduced absenteeism,

and increased efficiency (Microsoft Japan, 2019). This is despite concerns about potential cost associations, such as the need for additional staffing. Politicians debating the adoption of a four-day workweek in the education sector must take these economic considerations into account.

## 2.9 HYPOTHESES FORMULATION WITHIN THE HISTORICAL CONTEXT

Expanding on this historical study, we have developed a series of hypothesis aimed at answering our research questions and increasing awareness of the opportunities and problems associated with the four-day work week model in the Swedish school system. First hypothesis (H1): given the historical background and established workweek conventions, managers in the education sector could be more opposed to the four-day workweek than teachers are. H1 also directly tackles and investigate the part management attitudes play in opposition to the four-day model. The historical background suggests that management roles, which have traditionally been linked to preserving organizational competence and productivity, would take a more cautious approach to significant adjustments to work schedules (Yılmaz & Kılıçoğlu, 2013).

- H1: managers tend to be against the implementation of the four-day workweek model to a higher extent than teachers.

Notably, there is an opposition that may also stem from executive jobs historical commitment to predictable work arrangements, where the five-day workweek has long been considered the norm. It's possible that managers would protest to the idea of deviating from this accepted norm since they don't think a shortened workweek will help the company achieve its goals and objective (Facer, 2009). To summarize, the hypothesis H1 showed that managers, who are typically associated with traditional work structures and organizational operations, will likely oppose the implementation of the four-day workweek model in the education sector. This resistance will likely stem from concerns regarding work efficiency and the flexibility of managerial roles considering the change in schedule. Investigating the following theory from a Swedish viewpoint is thus interesting. H1 showed that managers tend to be against the implementation of the four-day workweek model to a higher extent than teachers.

According to H2, worries about shortened school days or the decline of social cooperation in the classroom as observed in the study which investigated the various perspectives held by teachers, parents, and students about the four-day workweek stand as the focus of hypothesis 2. Hypothesis 3 proposes that instructors may be less resistive than pupils (Arvidsson et al., 2019).

- H2: students tend to be against the implementation of the four-day workweek
- H3: teachers are less likely to resist the implementation of the four-day workweek model compared to students.

Hypothesis 3 showed that there is a complex relationship between the theoretical framework of sustainability and work-life balance. About the education sector, the hypothesis clarifies uncertainties about the potential effects of a four-day workweek on the well-being of educators, learners, and guardians. The theory emphasizes the importance of determining the optimal distribution of time and energy that aligns with individuals' values, objectives, and external circumstances. It also emphasizes the necessity for organizations to cultivate workplace cultures that support a diversity of values and give employees autonomy over their schedules. In light of the longer school days and weariness concerns, teachers who are crucial to the education sector may identify the four-day workweek as a likely disruptor of their work-life balance, according to this theoretical perception when applied to the hypothesis, as supported by various empirical data points.

The hypothesis bolsters the theory's focus on low levels of role conflict and satisfaction with completing both work-related and non-work responsibilities. Teachers are important in both work and non-work domains, so it seems sense that they would be more resistant to a shift that would upset their seemingly harmonious balance of work and personal obligations. The theoretical framework thus provides a lens through which to understand the dynamics at work in the hypothesis, connecting worries about the welfare of teachers affected by the four-day workweek to more general notions of work-life balance and organizational creativity that encourage constructive integration of work and non-work roles. Hypothesis 3 (H3) suggests that teachers are less likely to resist the implementation of the four-day workweek model compared to students. The results of Anderson and Walker's study provide credence to this theory, suggesting that instructors might benefit from the new timetable in ways like more productive preparation time, less stress, and perhaps even more effective teaching techniques. Less pushback from instructors than from students might result from these considerations.

In addition to providing a nuanced perspective that supports the theories, Anderson and Walker (2015) research clarifies the impacts of the four-day school week. Although the model may cause opposition from students owing to changes in their learning environment, instructors will probably embrace it since it has the potential to improve work environments and teaching effectiveness.



It is intriguing to investigate if this is the case from a Swedish viewpoint in light of the lessons learned from the literature.

It is suggested by Hypothesis 4 (H4) that older workers in the education sector could oppose the four-day workweek more than younger workers. This theory, which addresses Research Question 4, is explained by older people's increased exposure to conventional workweek standards and their probable reluctance to alter significant routines.

- H4: Older individuals directly involved within the education sector are more likely to resist the implementation of the four-day workweek model compared to younger individuals directly involved within the sector.

In contrast to younger people, hypothesis 4 indicates that senior workers in the education sector are more inclined to oppose the implementation of the four-day workweek model. An attitude that is less receptive to structural changes like the four-day workweek may be attributed to older people's longevity in established work standards and routines. It is important to consider this from the perspective of the education sector, where customs and routines play a big part. Older educators may see the switch to a reduced workweek as a more radical change than their younger counterparts. Moreover, the proposed hypotheses, H4 and H5, concerning the potential opposition to the adoption of a four-day workweek from older and wealthier individuals working in the education sector, can be effectively linked to the larger theoretical framework of sustainability and work-life. The impact of income levels on attitudes regarding the four-day workweek is the subject of Hypothesis 5 (H5), which suggests that those with greater incomes may be more resilient. This notion has significance in comprehending the wider consequences of a reduced workweek for diverse socioeconomic segments in the education industry.

- H5: Individuals with high income directly involved within the education sector are more likely to resist the execution of the four-day workweek model compared to individuals with low salaries who are directly involved within the education sector.

In light of job expectations and discretion at work, the theory emphasizes the significance of organizational strategies that develop a sustainable workforce (Yılmaz Kılıçoğlu, 2013). Within the framework of H4, indicating that senior citizens working in the education sector could object

to a four-day workweek, the theory offers insights into the causes of worker stress associated with job expectations. People may resist changes that disrupt their ingrained work routines, particularly if those changes are perceived as potentially increasing job demands. By highlighting the need of organizational tactics that foster sustainable careers and workplace social support, the theory further supports the hypotheses (Yılmaz & Kılıçoğlu, 2013). The theory's benefits of the four-day workweek model—which include improved work-life balance, less absenteeism, and more participation in extracurricular activities—highlight the hidden advantages for staff sustainability and well-being in the education sector.

In conclusion, the theoretical framework provides a lens through which to comprehend the dynamic forces of opposition to the four-day workweek put forth in H4 and H5, connecting worries about demands on one's time, control over one's life, and well-being to more general notions of sustainability and work-life balance in the educational sector.

### 3 METHOD

This chapter explains the method that was used throughout the research, which is Mixed Method research method as it permits and generates a factual and dependable outcome of data after administering a greater population in this process. The reason for choosing these methods is due the nature of the method being a suitable approach to this project. However, it is important to note that while the mixed methods approach can offer greater depth and breadth, it is not always the most suitable method for every project. Almalki (2016) observed that the use of differing approaches has the potential to provide a greater depth and breadth of information not possible utilizing singular approaches in isolation (Almalki, 2016). By Integrating a mixed-methods approach containing both qualitative and quantitative methodologies, it further supports the study's objective of exploring the execution of a four-day workweek in Malmö's education sector (Almalki, 2016). Additionally, the chapter describes the process behind the thesis, the sampling method applied and how the data were examined and the ethical considerations that were thought of in the process of doing the thesis. This comprehensive approach is detailed as follows:

#### 3.1 CHOICE OF MALMÖ AS A CASE STUDY

This study will focus on the city of Malmö because it is unique within the Swedish school system and will be a good place to start. The city of Malmö is Sweden's third-largest city and is characterized by its diversity and dynamism, featuring a population from various socioeconomic backgrounds and a significant number of immigrants (Nilsson, 2003). This varied community makes Malmö a great place to study educational policies and changes. Also, Malmö's education system has changed a lot in the last few years, even though there have been some problems. This makes it a good place to look into advanced educational models like the four-day workweek. This is because Malmö is open to new ideas and changes in policy when it comes to education, and because it wants to solve problems like teacher burnout and finding a good work-life balance, it is a great place to use as an example. The point of this study is to look into how the supposed benefits of a four-day workweek might show up in a place that is so different and always changing. The results may help other urban school systems that are having the same problems. As Malmö city works to improve student achievement and teacher health, it's a good time to think about what might happen and whether or not a four-day workweek could work in the education sector. By focusing on Malmö for this study, we not only add to the local conversation about school change, but we also gain useful knowledge that can be used to shape larger debates and different policies in Sweden and beyond.

### 3.2 **METHODOLOGICAL JUSTIFICATION: MIXED-METHODS APPROACH IN MALMÖ'S EDUCATIONAL CONTEXT**

With the use of quantitative techniques like surveys and statistical analysis, together with qualitative techniques like in-depth stakeholder interviews, this research employs a mixed-method approach. Since the four-day work week has not yet been implemented in Malmö schools, this methodological approach is particularly significant since it resolves some issues over the speculative character of the study. A robust narrative data set capturing the complex views and attitudes of educators, administrators, parents, and students toward the idea of a four-day workweek is provided by the stakeholder interview process, which is the qualitative component of this study (Creswell & Creswell, 2005). Understanding preparedness and identifying potential expectations within the educational community is made much easier with the help of these observations. From a quantitative standpoint, surveys and statistical instruments provide actual data that may be used to measure the frequency of certain viewpoints and attitudes among the population. This information provides a more complete picture of the community's position on the educational reform and is valuable in confirming the qualitative results (Johnson & Onwuegbuzie, 2004). A comprehensive grasp of the attitudes and views within the educational community may be gained from the quantitative data gathered via surveys (Bryman, 2016). The in-depth comprehension of these data results is simultaneously produced by the qualitative interviews. The context provides insights and firsthand experiences that cannot be obtained from the quantitative data alone. Because of the rich narrative data, the study ensure that the perspectives of educators, administrators, students, and parents—those most impacted by proposed changes in the workweek structure are heard and taken into consideration (Merriam & Tisdell, 2015). This approach makes the research more capable of meaningfully influencing practice and policy.

#### 3.2.1 **REASON FOR CHOOSING THE QUANTITATIVE PART OF THE MIXED METHOD**

As explained earlier the quantitative research part of the method was chosen for this thesis due to its compatibility with the research aim, questions, and being able to test hypotheses. The reason for choosing the method is due to quantitative method being well-suited to systematically investigate and analyze the multifaceted aspects of sustainable work-life balance and the implementation of the four-day workweek model in the education sector. Several authors such as Sukamolson (2007) have argued that quantitative research is also useful to quantify opinions, attitudes and behaviors and find out how the whole population feels about a certain issue.

Furthermore, the research questions and hypotheses formulated in the thesis necessitate measurement of the variables such as attitudes, perceptions, and views, all of which can be quantified for statistical analysis. This is also in line with Sukamolson (2007) views who argues that quantitative research is useful in quantifying opinions, attitudes and behaviors and finding out how the population sample feels about a certain issue. Therefore, by employing numerical data, quantitative method allow for a rigorous examination of the relationships and differences between the groups.

Moreover, the methods efficiency and precision further align with the research objectives of the thesis. This was also explained by Sukamolson (2007) who argued that quantitative research is suitable to explain some phenomena. For instance when we want to explain factors hindering the models implementation in the education sector the method is deemed to be suitable (Sukamolson, 2007). Additionally, the method allows for questionnaires to be systematically designed to elicit specific information from participants, ensuring clarity and accuracy in data collection.

### **3.3 DATA COLLECTION AND RESEARCH DESIGN**

In collecting data for the research quantitative online questionnaires were used, which was analyzed through descriptive statistics.

#### **3.3.1 POPULATION DEFINITION**

In this study, the population contains individuals allied with the education sector within Swedish gymnasiums in Malmö, Skåne, Sweden. Though, it is vital to acknowledge that the exact number of managers, teachers, and parents within the population was not predetermined. Instead, the survey was circulated to six selected schools in Malmö, and participants self-identified into one of the four groups with the last fifth option being 'other'. It is also worth mentioning that the entire population of the schools are not known as the target was to survey in total 100 participants from all six schools for this preliminary research.

#### **3.3.2 SAMPLING**

In selecting the respondents', the schools that were invited to the survey were randomized. The sampling method was chosen due to the vast population of the education sector, making it impossible to classify and include every member of the population. As a result, six Swedish gymnasiums were randomly selected for survey distribution.

It is essential to note that while the quota sampling aimed to collect answers from 25 individuals in each group (manager, student, teacher, and parent), the actual responses collected totaled 84 in-

dividuals. Initially, the target was to gather responses from 100 individuals, but since the response rate cannot exceed 100%, and we collected 84 responses, the response rate cannot be accurately determined in this context. Additionally, it is important to mention that the total population of the four groups is not known, as this study serves as preliminary research for further studies, as mentioned in previous chapters.

This method was selected because it may not be feasible to cover every part of the education sector; hence, six Swedish Gymnasiums were sampled as it was deemed that students there would be more likely and able to respond to the questionnaire. By surveying these schools, valuable insights can be gained, allowing for the extraction of meaningful conclusions from the respondents' answers. The schools were sampled and their details can be found in the table 1.

Table 1: Number of schools sampled

School Name	City	Institution	Type
1	Malmö	Gymnasium	Private
2	Malmö	Gymnasium	Public
3	Malmö	Gymnasium	Public
4	Malmö	Gymnasium	Public
5	Malmö	Gymnasium /School	Public
6	Malmö	Gymnasium	Public

### 3.3.3 OPPORTUNITIES FOR PARTICIPATION

To ensure fairness and equal opportunity for participation, the survey was made available to all individuals within the selected schools illustrated on table 1 that the researchers had randomly chosen. To guarantee that every member of the population had access to the questionnaire, the survey was distributed both electronically and in paper form, ensuring comprehensive reach. This approach aimed to provide equal probability of inclusion for all individuals, regardless of their access to technology. It is admitted that not all members of the population had similar probability of being included in the sample. The survey was circulated to the schools, letting individuals choose voluntarily whether to participate or not. This tactic may have led a self-selection bias, as individuals with a particular interest in the survey topic may have been more likely to respond.

### 3.3.4 DATA COLLECTION

The questionnaires were constructed on Google Surveys and were distributed to the schools being studied which in this case consisted of six Swedish gymnasiums that were all based in Malmö, Skåne Sweden. The table of response rate as well as roles can be observed on table 2.

Table 2: Response rate

Role	Target	Surveyed	Rate %
Manager	25	11	44
Student	25	48	192
Teacher	25	6	24
Parent to a student in the sector	25	8	32
Other	-	11	-
Total	100	84	84

An example is in the case of researching the conditions for a sustainable work-life balance in the education sector and attitudes towards changing workweek models, quantitative research allowed for the collection of data on the level of support for the four-day workweek model by employees, students as well as parents indirectly/directly involved within the education sector.

Likewise, in the case of researching on the factors hindering the implementation of the four-day workweek model in the education sector, the method of quantitative research allowed for the collection of data on the opinions of staff, parents and students, such as their attitudes towards the model, their concerns, or even their willingness to accept the workweek model. This data was then analyzed statistically through statistical software, by identifying the most common factors hindering the implementation of the four-day workweek model. Moreover, the method allowed for testing the hypotheses regarding the relationship between the aforementioned factors and staff, parent and student attitudes.

More importantly, the reason why quantitative research was chosen is because the aim was to generalize the research as wide as possible – hence why qualitative interviews alone wouldn't be suited for this type of research. This was due to the nature as well as the aim of the study being to reach out to as many as possible individuals employed within the education sector to discover their views and perceptions of the subject matter.

### 3.3.5 QUESTIONNAIRE DESIGN

The quantifiable data consisted mainly of questionnaires and were collected directly by the researchers through online questionnaires. In designing the questionnaires, the Likert scale as well as multiple response was used (Batterton & Hale, 2017). The multiple response questions were designed such that the respondents' could chose multiple options from a set of options provided which can be seen on figure 1 and 2.

In your opinion which of these listed factors are likely to hinder the implementation of the 4-days' workweek model in the education sector?

- Staffing and workload
- Curriculum and student learning
- Parental concerns
- Funding
- Administrative requirements:
- Resistance to change
- Impact on sector budget
- Impact on salary
- Reduction in quality of education
- Legal and regulatory issues
- Other...

Figure 1: Multiple response question used in the survey

I support the introduction of the four-days' workweek model

1      2      3      4      5

Strongly disagree      ○      ○      ○      ○      ○      Strongly agree

Figure 2: Likert scale question where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Similarly, the Likert scale is widely used to measure attitudes and opinions that cannot be answered with a simple yes or no (Batterton & Hale, 2017). The good thing about the Likert scale is that it allows for constructing questions that uses typically a 5-point scale. This scale is also sometimes called a satisfaction scale, that ranges from one extreme to another. Typically, a survey question with a Likert scale includes a moderate or neutral choice in its scale (Batterton & Hale, 2017).

Moreover, the Likert scale's main asset is its statistical strength, allowing for analyses beyond simple yes-no responses. This provided a more nuanced picture of respondents' attitudes, helping in understanding factors hindering the four-day workweek in the education sector and guiding improvements.

### 3.3.6 INTEGRATING QUALITATIVE INTERVIEWS – REASONING FOR INTEGRATION

The quantitative technique offered basic statistics but did not have the thoroughness to completely grasp the intricacies of views about a four-day workweek in education. Qualitative interviews were incorporated to enhance and enrich the understanding obtained from the quantitative data



**Participant Selection:** Continuing from the quantitative stage, participants for the qualitative interviews were chosen from the same schools that took part in the survey. To guarantee representation across various positions (managers, instructors, students, and parents), stratified random selection was used. In doing so, 10 respondents (5 teachers, 1 student, 2 managers and 2 principals) from the six selected schools were questioned; these interviewees included the aforementioned responsibilities. With a focus on diversity across several professions, including managers and instructors, this strategy sought to get a representative sample from the same schools that participated in the survey.

**Interview Structure:** Semi-structured interviews allowed for the examination of subtleties and individual experiences that quantitative approaches can miss, allowing for a deeper dive into the themes found in the survey. This approach made it easier to strike a balance between gathering organized, similar data and investigating unique experiences and viewpoints.

**Data Collection:** The participants selected the locations for the interviews, which lasted between thirty and forty minutes each. To guarantee accuracy in data interpretation, every interview was verbatim transcribed for analysis after being approved for recording.

### 3.4 DATA ANALYSIS

In order to test the hypothesis and whether it is significant a statistical software was used. Before doing this all the data was directly imported to the software and the data set retrieved from the questionnaires were quantified by giving the variables numbers. For example, the variable gender was quantified by giving male the number 1 and female the number 2. By doing this, it was possible to analyze the data set in numerical aspects. Additionally, before testing the hypothesis a factor analysis was conducted for the study explained in subsection 3.4.1.

#### 3.4.1 FACTOR ANALYSIS

In order to reduce the set of variables factor analysis was used by extracting all the variables commonalities into a smaller number of factors. This method is also known as data reduction. This was helpful in testing the hypotheses as we had a vast number of variables. When observing vast numbers of variables, some common patterns emerge, which are known as factors. The factor analysis in this case studies the inter-dependencies of the data and assumes that complex variables can be reduced to a few important dimensions (Kline, 2014; Lawley & Maxwell, 1962). The method relies on several key assumptions: that there are linear relationships between variables, no multicollinearity is present, the variables are relevant, and there is a true correlation between factors and variables.

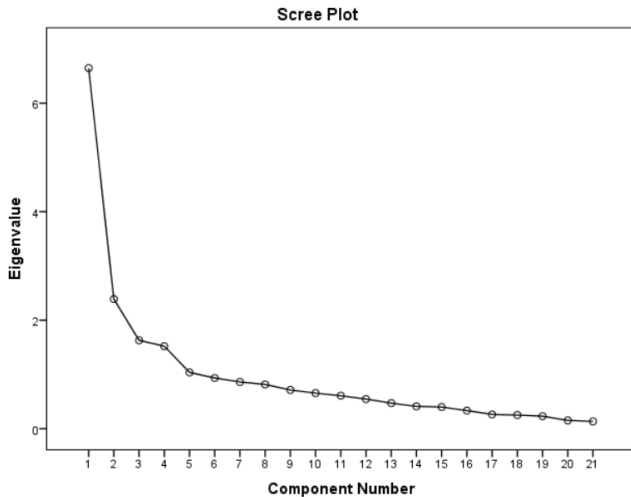


Figure 3: Scree plot 1



Figure 4: Scree plot 2

From the factor analysis a scree plot was plotted shown on figures 3 and 4. The scree plot is used to determine the number of factors to retain in an exploratory factor analysis (FA) or principal components to keep in a principal component analysis (PCA). The plot displays the eigenvalues in a downward curve, ordering the eigenvalues from the largest to the smallest. On figure 3 it is observable that curve starts to sharply drop from component 4 to 5. This was adjusted by taking out some variables such that the curve was adjusted. By using this method focus variables capturing attitudes at the student level, teacher level and institutional level were created by using varimax to obtain a rotated matrix showing clearly how factors were interrelated with the variables given on table 3. This was done such that the hypotheses could be tested for all levels.

Table 3: Rotated Component Matrix

Rotated Component Matrix <sup>a</sup>	Component				
	1	2	3	4	5
I support the introduction of the four days workweek model	-.024	-.023	-.037	.786	.035
The disadvantages of the model outweigh the positive advantages of it	.534	.270	.075	-.305	.177
A schedule that is based on the four days' workweek model is not feasible in my institution	-.047	.600	.085	-.409	.452
A schedule that is based on the four days' workweek model would positively impact work-life balance	-.183	.119	.035	.663	-.010
The workload in the education sector is too heavy to accommodate the implementation of a four days workweek model	.114	.724	.104	.216	.278
The education sector operates on a traditional five days' workweek model and it will be difficult to adjust to the four days workweek model	.356	.540	.044	-.273	.199
There is lack of leadership support within the education sector to implement a four days workweek model	-.056	.579	.054	.564	-.097
The implementation of a four days' workweek model would negatively impact student learning	.817	-.008	.170	.047	.267
The costs associated with the implementation of the four days workweek model in the education sector would be too costly	.414	.228	.020	-.137	.574
Cultural norms and expectations around work in the education sector do not support the implementation of the four days workweek model	.350	.710	.087	.058	-.225
Teachers and staff employed in the education sector prefer the traditional five days' workweek model over the four days' workweek model	.139	.652	.310	.137	.202
The education sector has implemented alternative work arrangements that are more effective than the four days' workweek model	.477	.153	.145	.178	.469
The quality of education will have a negative impact because of the four-day work week model.	.811	.055	.192	-.066	.052
The implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during week days hours	.740	.238	.116	-.059	-.014
The four-day workweek model can make it difficult to schedule meetings and events involving stakeholders from outside the education sector	.601	.308	.207	-.261	.031
Teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four days workweek model	.254	.110	.676	-.177	-.394
The four-days workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work	.140	.126	.826	.164	.071
The four days workweek model can negatively impact the mental health and well-being of the teachers and staff employed in the sector	.443	.175	.442	-.005	.524
The implementation of the four days workweek model can negatively impact the ability of the sector to attract and retain talent	.598	-.029	.482	-.187	.261
The sector already struggles with teacher shortages and the implementation of the four days workweek model can worsen this problem	.218	.191	.751	-.044	.259

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. <sup>a</sup>

a. Rotation converged in 9 iterations.

### 3.4.2 TESTING OF HYPOTHESES

In order to test the hypotheses and whether they were statistically significant a statistical software was used throughout the research. In analyzing the data concerning the testing of the hypotheses both one-way analysis of variance as well as independent samples t test was used. The rationale for doing this is because independent samples t test, runs and compares two sample means from unrelated groups e.g., teachers and managers. In other words, this means that there are different participants that provide scores for each group. The purpose of this test is to determine if the samples are different from each other. While one-way analysis of variance was used for samples containing two or more groups. This was done such that the means of two or more independent groups could be compared, in order to determine whether there was statistical evidence supporting if the associated population means were significantly different when testing attitudes towards the four-day workweek model.

### 3.4.3 INTEGRATING QUANTITATIVE AND QUALITATIVE DATA ANALYSIS

This study employs a multi-faceted approach to analyze the data collected on the four-day workweek. This is done by integrating both thematic and comparative analysis in order to gain deeper insights.

**Thematic Analysis:** To find reoccurring themes, patterns, and insights, interview transcripts were examined. Inductive analysis allowed for the emergence of new ideas from the data, whereas deductive analysis relied on pre-existing topics from the survey. In order to provide a deeper, more complex comprehension of the study issues, the themes were also contrasted and compared with quantitative data.

**Comparative Analysis:** The research used a comparative analysis approach to compare quantitative results with qualitative revelations. With the use of this method, survey findings could be validated and the contexts and underlying causes of the statistical patterns that were seen could be better understood. This assisted in confirming the quantitative data and examining the deeper contexts and meanings behind the numerical patterns.

**Interpretation from a Holistic perspective:** The research gave a more comprehensive understanding of the topic under investigation by merging the two sets of data. While the qualitative observations gave these patterns more nuance and color, the quantitative data provided a comprehensive picture of trends and patterns. The integration offered a more comprehensive understanding of the opinions of the four-day workweek, enhancing the study's findings with insights from both statistical patterns and firsthand accounts.

### 3.5 ETHICAL CONSIDERATIONS

All the participants were informed about the purpose of the survey and were promised total anonymity. This is because of the nature of the survey, allowed for the survey to be anonymous, as it was done on an online platform which in this case was Google Survey. Any sensitive questions that could be considered harmful in a psychological or even physical way were avoided in the survey. By taking into account ethical considerations the researchers were able to obtain reliable data in a responsible way. Additionally, all the interviewees for the qualitative part of the study were promised complete confidentiality and anonymity. By guaranteeing confidentiality and being sensitive to the interviewees emotional and psychological well-being, the ensuring informed consent of the interviewees were obtained.

### 3.6 GENERALIZABILITY

Due to the precise nature of the sampling method and the self-selection aspect of the survey, it is fundamental to recognize the limitations in generalizability. The findings from the quantitative part of this study are based on a relatively small sample size (84 participants) from six schools in Malmö, Sweden. As such, it is not suitable to generalize the results to the entire population of managers, teachers, students, and parents in the broader education sector. In doing this research several limitations were identified. The sample size and duration is quite narrow. The sample size consisted of a relatively small number, with only 84 participants. If we want to generalize the findings of the research, we would need a much larger audience to have a true and accurate perception of the wider sector.

#### 3.6.1 LACK OF PREDEFINED POPULATION CHARACTERISTICS

One substantial limitation of this study is the shortage of predefined characteristics for the population of the quantitative survey. The survey permitted respondents to self-identify into specific roles (manager, student, teacher, parent), and the researchers did not have prior data on the distribution of these roles within the selected schools. This lack of predefined characteristics confines the study's ability to draw solid conclusions about the entire population.

#### 3.6.2 SELF-SELECTION BIAS

The survey distribution method, where individuals had the choice to participate voluntarily, leads the potential for self-selection bias. Individuals with substantial opinions or a particular interest in the research topic may have been more liable to respond, manipulating the representativeness of the sample.

### 3.6.3 LIMITATIONS OF INTEGRATING METHODS

The complexities of integrating qualitative and quantitative data in overcoming interpretative challenges are addressed through an organized approach to data integration.

**Complexity in Interpretation:** The intricacy of interpretation analysis and interpretation becomes more complicated as a result of the merging of two distinct data sets. By using an organized approach to data integration, the research overcame this difficulty and made sure that the results from both techniques were combined coherently. The analytic process becomes more difficult when qualitative and quantitative data are integrated, necessitating careful interpretation in order to coherently synthesize the results.

**Time and Resource Restrictions:** Qualitative interviewing requires a lot of resources to conduct and analyze. The study was aware of this restriction and purposefully chose a manageable but adequately representative sample size.

### 3.7 ENHANCEMENT THROUGH INTEGRATION

The study's depth is greatly increased by including qualitative interviews into the current quantitative framework. Using this method enables:

1. **Richer Insights:** Qualitative data offers a more nuanced view of stakeholders' perspectives and experiences by putting the numerical patterns identified in the survey in context and adding depth.
2. **Balanced Viewpoints:** By combining the depth of qualitative insights with the breadth of quantitative facts, the combined method produces findings that are more comprehensive.
3. **Enhanced Validity:** By providing an opportunity to corroborate and expound upon the results of the quantitative survey, the qualitative phase augments the overall validity of the research.
4. **A Variety of Data Sources:** The dependability of the research is strengthened when it incorporates many data sources, since the conclusions are supported by several types of evidence.

## 4 DATA PRESENTATION AND ANALYSIS

This chapter presents the collected data of the respondents' and their views towards the four-day workweek model. The chapter also presents respondents' views on the factors hindering the model's implementation within the education sector. In the chapter the demographic description of the surveyed participants is also provided.

### 4.1 DEMOGRAPHICS OF RESPONDENTS'

A total of 84 respondents' were surveyed. The rate and gender of the respondents' can be observed on table 4.

Table 4: Respondents' gender

What is your gender?					
	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Men	24	28.6	28.6	28.6
	Women	59	70.2	70.2	98.8
	Other	1	1.2	1.2	100.0
	Total	84	100.0	100.0	

The following table 5 shows the respondents' role within the education sector. It shows the frequency, percent, valid percent, and cumulative percent for each role among a total of 84 respondents.

Table 5: Role of respondents'

What is your role in the education sector					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	11	13.1	13.1	13.1
	Student	48	57.1	57.1	70.2
	Teacher	6	7.1	7.1	77.4
	Parent to a student in the sector	8	9.5	9.5	86.9
	Other	11	13.1	13.1	100.0
	Total	84	100.0	100.0	

Table 6 represents the distribution of respondents' ages in grouped ranges. It shows the frequency, percent, valid percent, and cumulative percent for each age range among a total of 84 respondents. The cumulative percent column indicates the progressive accumulation of percentages, reaching 100% at the end. The data indicates that the majority of respondents (51.2%) are in the 21-30 years age range, followed by the 17-20 years age range (25.0%). The remaining age ranges (31-40, 41-50, and 51-59) together make up less than 25% of the respondents.

Table 6: Age of respondents

Age Range	Frequency	Percent	Valid Percent	Cumulative Percent
17-20	21	25.0%	25.0%	25.0%
21-30	43	51.2%	51.2%	76.2%
31-40	14	16.7%	16.7%	92.9%
41-50	3	3.6%	3.6%	96.5%
51-59	3	3.6%	3.6%	100.0%
<b>Total</b>	<b>84</b>	<b>100.0%</b>	<b>100.0%</b>	

On table 7 the cumulative percent column shows the progressive accumulation of the percentages, reaching 100% at the end. The data indicates that a significant majority of respondents (44.0%) have an income in the 0-5000 SEK range. The 20001-30000 SEK range is the second most common, with 14.3% of respondents falling into this category. The remaining ranges collectively cover the rest of the respondents, with each individual range comprising less than 15% of the total.

Table 7: Income of respondents

Income Range (SEK)	Frequency	Percent	Valid Percent	Cumulative Percent
0-5000	37	44.0%	44.0%	44.0%
5001-10000	7	8.3%	8.3%	52.4%
10001-20000	10	11.9%	11.9%	64.3%
20001-30000	12	14.3%	14.3%	78.6%
30001-40000	4	4.8%	4.8%	83.3%
40001-50000	4	4.8%	4.8%	88.1%
50001-100000	3	3.6%	3.6%	91.7%
100001-300000	7	8.3%	8.3%	100.0%
<b>Total</b>	<b>84</b>	<b>100%</b>	<b>100%</b>	

#### 4.2 RESPONDENTS' VIEWS AND SUPPORT OF THE FOUR-DAY WORKWEEK MODEL

Table 8 shows that there is significant support for the four-day workweek model across different roles in the education sector. Notably, 50% of students and 54.5% of others strongly agree with the model's introduction. Teachers show no disagreement, and only a small percentage of respondents, including 9% of managers and 12.5% of parents, do not support the model.

Table 8: Level of support respondents' have for the four-day workweek model

		I support the introduction of the four days workweek model				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
What is your role in the education sector		Layer Row Total	Layer Row Total	Layer Row Total	Layer Row Total	Layer Row Total
		N %	N %	N %	N %	N %
What is your role in the education sector	Manager	0.0%	9.1%	27.3%	36.4%	27.3%
	Student	4.2%	4.2%	20.8%	20.8%	50.0%
	Teacher	0.0%	0.0%	50.0%	50.0%	0.0%
	Parent to a student in the sector	0.0%	12.5%	37.5%	12.5%	37.5%
	Other	0.0%	9.1%	9.1%	27.3%	54.5%

Table 9 shows that a significant portion of respondents, including 36.4% of managers and 43.8% of students, strongly disagree that their institution has already practiced the four-day workweek schedule. Teachers are more divided, with 33.3% remaining neutral, while only a small percentage of each group agrees or strongly agrees with the statement.

Table 9: If the respondent's institution has practiced the model

		My institution already practiced the four-days' workweek schedule				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
What is your role in the education sector		Layer Row Total	Layer Row Total	Layer Row Total	Layer Row Total	Layer Row Total
		N %	N %	N %	N %	N %
What is your role in the education sector	Manager	36.4%	0.0%	36.4%	18.2%	9.1%
	Student	43.8%	16.7%	16.7%	10.4%	12.5%
	Teacher	33.3%	16.7%	33.3%	16.7%	0.0%
	Parent to a student in the sector	25.0%	12.5%	50.0%	12.5%	0.0%
	Other	36.4%	9.1%	27.3%	27.3%	0.0%

Table 10 shows that opinions are mixed regarding whether the disadvantages of the four-day workweek model outweigh its advantages. Among managers and students, 36.4% agree that disadvantages outweigh advantages, while 62.5% of parents agree. Conversely, a significant portion



of students (31.3%) and teachers (33.3%) strongly disagree with this view, indicating they believe the advantages may outweigh the disadvantages. Other respondents are more divided, with 36.4% agreeing and 18.2% strongly disagreeing.

Table 10: Respondents' views on if disadvantages of the model outweigh positive advantages of the model

		The disadvantages of the model outweigh the positive advantages of it				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Row Total N %	Row Total N %	Row Total N %	Row Total N %	Row Total N %
What is your role in the education sector	Manager	18.2%	9.1%	36.4%	36.4%	0.0%
	Student	31.3%	20.8%	37.5%	10.4%	0.0%
	Teacher	33.3%	0.0%	50.0%	16.7%	0.0%
	Parent to a student in the sector	0.0%	0.0%	37.5%	62.5%	0.0%
	Other	18.2%	18.2%	18.2%	36.4%	9.1%

Table 11 shows varied opinions on whether a four-day workweek is feasible in respondents' institutions. A significant portion of managers (54.5%) are neutral, while 27.3% agree it is not feasible. Among students, 31.3% are neutral, with 22.9% strongly disagreeing with the infeasibility. Teachers are more divided, with 33.3% neutral and 16.7% agreeing or strongly agreeing that it's not feasible. Parents mostly agree (50%) that it's not feasible, while 36.4% of other respondents are neutral, and 27.3% agree it's not feasible.

Table 11: Respondents' views on If a schedule based on four-day workweek model is feasible in their institution

		A schedule that is based on the four days' workweek model is not feasible in my institution				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Row Total N %	Row Total N %	Row Total N %	Row Total N %	Row Total N %
What is your role in the education sector	Manager	9.1%	0.0%	54.5%	27.3%	9.1%
	Student	22.9%	20.8%	31.3%	12.5%	12.5%
	Teacher	16.7%	16.7%	33.3%	16.7%	16.7%
	Parent to a student in the sector	0.0%	0.0%	37.5%	50.0%	12.5%
	Other	27.3%	0.0%	36.4%	27.3%	9.1%

Table 12 shows that a four-day workweek model is seen as beneficial for work-life balance by 72.8% of managers, 66.7% of students, 33.4% of teachers, 87.5% of parents, and 63.7% of others. Only 9.1% of managers, 16.7% of students, 12.5% of parents, and 36.4% of others disagree with its positive impact.

Table 12: Respondents’ views on If a schedule based on four-day workweek model would positively impact work-life balance

		A schedule that is based on the four days' workweek model would positively impact work-life balance				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Row Total		Row Total		Row Total
		Row Total N %	N %	Row Total N %	Row Total N %	Row Total N %
What is your role in the education sector	Manager	0.0%	9.1%	18.2%	36.4%	36.4%
	Student	12.5%	4.2%	16.7%	25.0%	41.7%
	Teacher	0.0%	0.0%	66.7%	16.7%	16.7%
	Parent to a student in the sector	0.0%	12.5%	0.0%	62.5%	25.0%
	Other	9.1%	27.3%	0.0%	36.4%	27.3%

4.2.1 TESTING OF HYPOTHESIS 1

Independent samples t test was run for hypothesis 1 concerning whether there is a statistical difference for the two groups concerning of managers and teachers on whether managers tend to be against the implementation of the four-day workweek model to a higher degree than teachers. The result on table 13 indicates that there were 11 managers and 6 teachers. The Mean value for managers and teachers is also illustrated on the table.

Table 13: Group Statistics for hypothesis 1

Group Statistics					
What is your role in the education sector		N	Mean	Std. Deviation	Std. Error Mean
I support the introduction of the four days workweek model	Manager	11	3.8182	.98165	.29598
	Teacher	6	3.5000	.54772	.22361

The Independent samples t test that was tested for hypothesis 1 indicates that the hypothesis is not significant.

Table 14: Testing of hypothesis 1

Independent Samples Test										
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	Upper
I support the introduction of the four days workweek model	Equal variances assumed	1.489	.241	.728	15	.478	.31818	.43730	Lower	1.25026
	Equal variances not assumed			.858	14.939	.405	.31818	.37095	Lower	1.10912

The p-value for the test that was run is in this case 0.478 for the 2 tailed sig (table 14). The reason for running this test is because a 2-tailed test considers the possibility of a difference in either direction. This p-value determines the statistical significance of the observed difference between two independent groups, which in this case is managers and teachers. The results show the p

value is greater than the threshold of 0.05 that was set for the test of the p value. This indicates that there is no significant proof to support the hypothesis of managers tending to be against the implementation of the four-day workweek model to a higher degree than teachers. Therefore, the hypothesis can be rejected in this case. However, in general rule when using the independent samples t test, it is desirable to have at least 30 people in each group assuming the data is normally distributed. In this study we had only 11 managers and 6 teachers. However, other researchers have indicated that 10 or less people in each group can be used when running an independent samples t test, but they have indicated that it could be risky to do so (Zack, n.d.). This is because larger sample sizes provide more reliable and representative estimates of the population parameters being studied.

Further testing was conducted to establish whether there is significant difference for the stated hypothesis of teachers and managers. This was done by making use of the factor analysis as described in the methodology chapter. A scree plot was plotted to establish any correlations between the survey questions. From this, the rotated component matrix was used. The rotated matrix table contains the rotated factor loading, which represents both how the variables are weighted for each factor but also the correlation between the variables and the factor. According to Islam (2022) commonalities of 0.25 to 0.4 have been proposed as acceptable cutoff values, with ideal commonalities of 0.7 or higher in general being the optimal value. Commonalities in this case represent the proportion of variance in the variables which is explained by the factors, while the factor loadings explain the strength and direction of the relationship between each variable and the underlying factors. It is worth mentioning that commonalities with high values correspond to high factor loadings. This indicates that there is a stronger association between the variables and the underlying factor. Therefore, variables that contained factor loading equal/close to 0.7 or above were selected for three components. These three components were interpreted to represent variables at the institutional level, at the teacher level and at the student level. The selected groups as well as the attitudes/questions can be observed on table 15 and the rotated matrix table, introduced in the Methods chapter, which is presented in table 3.

Table 15: Focus groups and focus questions

Focus group students	Focus group teachers	Focus group institution
The implementation of a four days' workweek model would negatively impact student learning	The workload in the education sector is too heavy to accommodate the implementation of a four days workweek model	The four-days workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work
The quality of education will have a negative impact because of the four-day work week model.	Cultural norms and expectations around work in the education sector do not support the implementation of the four days workweek model	The sector already struggles with teacher shortages and the implementation of the four days workweek model can worsen this problem
The implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during week days hours	Teachers and staff employed in the education sector prefer the traditional five days' workweek model over the four days' workweek model	Teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four days workweek model

Table 16 shows the test run for the focus group questions. The term "focus groups" refers to clusters of variables that emerged from the factor analysis, which are strongly correlated with specific underlying factors. These groups were identified based on the rotated factor loadings from the factor analysis, as shown in the rotated component matrix on table 3. Variables with high factor loadings (close to or above 0.7) were grouped together, representing the following three components:

- **Institutional Level Variables:** These are variables that describe the overall institutional impact and perspective regarding the four-day workweek model.
- **Teacher Level Variables:** These variables capture the attitudes and expectations of teachers towards the implementation of the four-day workweek model.
- **Student Level Variables:** These include variables reflecting the impact on and perspectives of students concerning the four-day workweek model.

The rotated factor loading matrix showed that these variables were significantly correlated with their respective underlying factors and forming distinct groups. Therefore, the term 'focus groups' is best understood as factor components or variable clusters.

Table 16 shows the group statistics, number of cases observed which is 11 managers and 6 teachers. The table also contains mean values, standard deviation, and standard error mean for the observed cases.

Table 16: Group statistics for focus group questions for h1

Group Statistics					
What is your role in the education sector		N	Mean	Std. Deviation	Std. Error Mean
FocusStudent	Manager	11	2.4848	.60302	.18182
	Teacher	6	3.1667	.88819	.36260
FocusTeachers	Manager	11	3.0000	.85635	.25820
	Teacher	6	3.5000	.58689	.23960
FocusInstitution	Manager	11	2.9091	.51835	.15629
	Teacher	6	2.9444	1.02017	.41648

From the independent samples t test run for the groups shows p-values for each focus group questions which in this case shows at the student level 0.078 for the 2 tailed sig, at the teacher level 0.224 and the institutional level 0.925. This indicates that there is no statistically significant proof to accept the hypothesis of managers tending to be against the implementation of the four-day workweek model to a higher degree than teachers. The values are illustrated on table 17.

Table 17: Testing of hypothesis 1 based on focus group questions.

Independent Samples Test											
		of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
FocusStudent	Equal variances assumed	.272	.609	-1.890	15	.078	-.68182	.36080	-1.45084	.08721	
	Equal variances not assumed			-1.681	7.590	.133	-.68182	.40563	-1.62607	.26244	
FocusTeachers	Equal variances assumed	.028	.869	-1.268	15	.224	-.50000	.39433	-1.34050	.34050	
	Equal variances not assumed			-1.419	13.950	.178	-.50000	.35224	-1.25574	.25574	
FocusInstitution	Equal variances assumed	.891	.360	-.096	15	.925	-.03535	.36810	-.81993	.74922	
	Equal variances not assumed			-.079	6.443	.939	-.03535	.44484	-1.10593	1.03523	

#### 4.2.2 TESTING OF HYPOTHESIS 2

Independent samples t test was run for hypothesis 2 concerning whether there is a statistical difference for the two groups concerning students and teachers on whether students tend to be against the implementation of the four-day workweek model to a higher degree than parents. The result on table 18 indicate that there were 48 students and 8 parents. The Mean value is also illustrated on the table as well.

Table 18: Group Statistics for hypothesis 2

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
What is your role in the education sector I support the introduction of the four days workweek model	Student	48	4.0833	1.12672	.16263
	Parent to a student in the sector	8	3.7500	1.16496	.41188

The Independent samples t test that was tested for hypothesis 2 indicates that the hypothesis is not statistically significant as seen on table 19.

Table 19: Testing of hypothesis 2

Independent Samples Test		Levene's Test for				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
									Lower	Upper
I support the introduction of the four days workweek model	Equal variances assumed	.123	.727	.771	54	.444	.33333	.43220	-.53317	1.19983
	Equal variances not assumed			.753	9.319	.470	.33333	.44282	-.66319	1.32986

The p-value for the test that was run is in this case 0.444. This p-value determines the statistical significance of the observed difference between two independent groups, which in this case is parents and students. The results show the p value is greater than the threshold of 0.05 that was set for the test of the p value. This indicates that there is no statistically significant proof to support the hypothesis of students tending to be against the implementation of the four-day workweek model to a higher degree than parents. Therefore, the hypothesis can be rejected in this case.

Further tests were conducted to see whether there are any statistically significant differences when computing for the focus group questions for parents and students. From table 20 the descriptive statistics for the groups can be observed. In this case there are 48 students and 8 parents. The mean values, standard deviation as well as standard error mean is also illustrated on table 20.

Table 20: Group Statistics for focus group questions for h2

<b>Group Statistics</b>					
<b>What is your role in the education sector</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
FocusStudent	Student	48	2.5069	.94027	.13572
	Parent to a student in the sector	8	3.5000	.43644	.15430
FocusTeachers	Student	48	3.1528	.94771	.13679
	Parent to a student in the sector	8	3.7917	.64087	.22658
FocusInstitution	Student	48	2.9097	.96692	.13956
	Parent to a student in the sector	8	4.0417	.48591	.17180

For the hypothesis concerning students tend to be against the implementation of the four-day workweek model to a higher degree than parents the level of statistical significance was computed for the focus questions at the student level, at the teacher level and at the institution level. It was interesting to see if there is any statistical significance in the respondent's answers based on the focus questions. The questions are given on table 15. From the computed independent samples t test shown on table 21 it is noticeable that the p value for questions aimed at student level is statistically significant. This shows a p value of 0.005 which can be regarded significant as it is lower than the threshold of p value of 0.05. It is also noticeable that the p value for questions aimed at institution level is statistically significant. The p value in this case is 0.002 which is lower than the threshold of p value of 0.05. However, questions aimed at teacher level were not statistically significant with a p value of 0.073 which is larger than the threshold of p value of 0.05. The results indicate that there are significant differences when it comes to the group's answers to the questions of;

1. The implementation of a four-day workweek model would negatively impact student learning.
2. The quality of education will have a negative impact because of the four-day workweek model.
3. The implementation of the four-day workweek model will make it difficult for the students

and parents to access resources and support during weekdays hours.

4. The four-day workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work.
5. The sector already struggles with teacher shortages and the implementation of the four-day workweek model can worsen this problem.
6. Teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four-day workweek model.

Table 21: Testing of hypothesis 2 based on focus group questions

		Independent Samples Test				t-test for Equality of Means				
		of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FocusStudent	Equal variances assumed	4.298	.043	-2.918	54	.005	-.99306	.34032	-1.67536	-.31075
	Equal variances not assumed			-4.832	20.218	.000	-.99306	.20550	-1.42142	-.56469
FocusTeachers	Equal variances assumed	1.531	.221	-1.831	54	.073	-.63889	.34895	-1.33849	.06071
	Equal variances not assumed			-2.414	12.780	.032	-.63889	.26467	-1.21168	-.06610
FocusInstitution	Equal variances assumed	3.024	.088	-3.226	54	.002	-1.13194	.35091	-1.83547	-.42842
	Equal variances not assumed			-5.114	18.113	.000	-1.13194	.22134	-1.59676	-.66713

#### 4.2.3 TESTING OF HYPOTHESIS 3

In testing this hypothesis, the same test method that was applied in testing hypothesis 1 and 2 were also applied in this case. Table 22 Group Statistics for hypothesis 3.

Table 22: Group Statistics for hypothesis 3

Group Statistics					
What is your role in the education sector	N	Mean	Std. Deviation	Std. Error Mean	
I support the introduction of the four days workweek model	Teacher	6	3.5000	.54772	.22361
	Student	48	4.0833	1.12672	.16263

The results shown on table 23 indicate that there is no statistical significance to support the hypothesis. This shows that p value is 0.220 which is larger than the threshold of 0.05.



Table 23: Testing of hypothesis 3

		Independent Samples Test					t-test for Equality of Means			
		Variances					Mean Difference		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I support the introduction of the four days workweek model	Equal variances assumed	2.490	.121	-1.242	52	.220	-.58333	.46963	-1.52572	.35905
	Equal variances not assumed			-2.110	11.351	.058	-.58333	.27649	-1.18960	.02294

Table 24 the group Statistics for focus group questions on hypothesis 3. The table indicates that there were 6 teachers and 48 students. The mean value, std deviation as well as std error mean is also given on the table.

Table 24: Group Statistics for focus group questions for h3

Group Statistics					
What is your role in the education sector	N	Mean	Std. Deviation	Std. Error Mean	
FocusStudent	Teacher	6	3.1667	.88819	.36260
	Student	48	2.5069	.94027	.13572
FocusTeachers	Teacher	6	3.5000	.58689	.23960
	Student	48	3.1528	.94771	.13679
FocusInstitution	Teacher	6	2.9444	1.02017	.41648
	Student	48	2.9097	.96692	.13956

Further testing was also conducted as was done in testing hypothesis 1 and 2 to see if there was any statistical significance at student, teacher and institutional levels. These results can be observed on table 25 which indicates that there are no statistical significance to support the hypothesis.

Table 25: Testing of hypothesis 3 based on focus group questions.

		Independent Samples Test					t-test for Equality of Means			
		of Variances					Mean Difference		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FocusStudent	Equal variances assumed	.331	.568	1.629	52	.109	.65972	.40504	-.15304	1.47249
	Equal variances not assumed			1.704	6.485	.136	.65972	.38717	-.27072	1.59017
FocusTeachers	Equal variances assumed	1.107	.298	.872	52	.387	.34722	.39802	-.45146	1.14591
	Equal variances not assumed			1.259	8.692	.241	.34722	.27590	-.28028	.97473
FocusInstitution	Equal variances assumed	.172	.680	.082	52	.935	.03472	.42096	-.81000	.87944
	Equal variances not assumed			.079	6.178	.939	.03472	.43924	-1.03282	1.10206

#### 4.2.4 TESTING OF HYPOTHESIS 4

In testing the hypothesis of whether older individuals that are directly or indirectly involved within the education sector tend to be against the implementation of the four-day workweek model to a higher degree than younger individuals that are directly or indirectly involved within

the sector, one way analysis of variance was used. This method was used as the groups in this case were more than two groups. One way analysis of variance is used when there are three or more categorical, independent groups. In this example there are five groups, which are given on table 5. When using one way analysis of variance there are some assumptions that must be met. These assumptions are that the observations within each group are assumed to be independent of each other. This means that the data points in one group should not be influenced by or be dependent on the data points in another group. In this data all the respondents' were independent of each other and could not influence each other as the survey was conducted anonymously by the participants. The results on table 26 indicate that there is no statistical significance in upholding the hypothesis except for two focus questions. This is because the p values for questions at the student level is 0.198 and for institutional level it is 0.083. The test indicates that there is no statistical significant proof in older individuals directly or indirectly involved within the education sector tending to be against the implementation of the four-day workweek model to a higher degree than younger individuals directly or indirectly involved within the sector based on the defined questions outlined on table 15. But looking at the test, at the teacher level the results indicate a statistically significance level of 0.019. This indicates that there are significant differences for these particular questions aimed at the teacher level.

Table 26: Testing of hypothesis 4 based on focus group questions

Analysis of Variance						
		Sum of Squares	df	Mean Square	F	Sig.
<b>FocusStudent</b>	<b>Between Groups</b>	26.808	26	1.031	1.307	.198
	<b>Within Groups</b>	44.964	57	.789		
	<b>Total</b>	71.772	83			
<b>FocusTeachers</b>	<b>Between Groups</b>	30.982	26	1.192	1.938	.019
	<b>Within Groups</b>	35.053	57	.615		
	<b>Total</b>	66.036	83			
<b>FocusInstitution</b>	<b>Between Groups</b>	28.461	26	1.095	1.556	.083
	<b>Within Groups</b>	40.093	57	.703		
	<b>Total</b>	68.554	83			

#### 4.2.5 TESTING OF HYPOTHESIS 5

Similarly, in testing hypothesis 5 regarding individuals with high income that are directly or indirectly involved within the education sector tending to be against the implementation of the four-day workweek to a higher degree than individuals with low salary that are directly or indirectly involved within the education sector, one way analysis of variance was used, as there were more than three groups in the sample. The results indicate that there is no statistical significance

in proving the hypothesis with p values for questions aimed at the teacher level 0.120 and at the institutional level 0.845. However, results at the student level with a p value of 0.007 indicate statistical significance. This means that for this particular level, there are statistical significant differences in the level of support for the model. The results can be observed on table 27.

Table 27: Testing of hypothesis 5 based on focus group questions.

Analysis of Variance						
		Sum of Squares	df	Mean Square	F	Sig.
FocusStudent	Between Groups	37.814	28	1.351	2.187	.007
	Within Groups	33.958	55	.617		
	Total	71.772	83			
FocusTeachers	Between Groups	28.026	28	1.001	1.448	.120
	Within Groups	38.010	55	.691		
	Total	66.036	83			
FocusInstitution	Between Groups	18.046	28	.644	.702	.845
	Within Groups	50.508	55	.918		
	Total	68.554	83			

#### 4.3 RESPONDENTS' VIEWS ON FACTORS HINDERING THE FOUR-DAY WORKWEEK MODEL'S IMPLEMENTATION WITHIN THE EDUCATION SECTOR

Table 28 indicates that opinions are split on whether the workload in the education sector is too heavy to implement a four-day workweek. A majority of managers (77.3%) agree or strongly agree with this view, while 64.6% of students share this concern. Teachers are mostly in agreement (50%), with no strong disagreement. Parents also largely agree (50%), with 12.5% strongly agreeing. Other respondents are more divided, with 45.5% neutral, 27.3% agreeing, and 18.2% strongly agreeing that the workload is too heavy for a four-day workweek.

Table 28: Respondents' views on If the workload in the education sector is too heavy to accommodate the implementation of a four-day workweek model.

		The workload in the education sector is too heavy to accommodate the implementation of a four days workweek model				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		Row Total		Row Total	Row Total	Row Total
		N %	N %	N %	N %	N %
What is your role in the education sector	Manager	9.1%	9.1%	18.2%	63.6%	0.0%
	Student	12.5%	14.6%	35.4%	14.6%	22.9%
	Teacher	0.0%	0.0%	50.0%	50.0%	0.0%
	Parent to a student in the sector	0.0%	0.0%	37.5%	50.0%	12.5%
	Other	0.0%	9.1%	45.5%	27.3%	18.2%

Table 29 presents respondents' perspectives on the adaptability of the education sector to a four-day workweek model, specifically examining the perceived difficulty of transitioning from the

traditional five-day workweek. It categorizes responses by different roles within the sector, such as managers, students, and teachers, highlighting varying levels of agreement or disagreement with the proposed change.

Table 29: Respondents' views on if the education sector operates on a traditional five-day' workweek model and if it will be difficult to adjust to the four-day workweek model.

		The education sector operates on a traditional five days' workweek model and it will be difficult to adjust to the four days workweek model				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly Agree Layer Row Total N %
What is your role in the education sector	Manager	0.0%	27.3%	54.5%	18.2%	0.0%
	Student	20.8%	18.7%	18.8%	35.4%	8.3%
	Teacher	0.0%	16.7%	83.3%	0.0%	0.0%
	Parent to a student in the sector	0.0%	0.0%	25.0%	62.5%	12.5%
	Other	9.1%	0.0%	36.4%	36.4%	18.2%

Table 30 shows respondents' perceptions of the lack of leadership support within the education sector to implement a four-day workweek model. Among managers, 51.9% agree or strongly agree that there is a lack of leadership support, while 54.4% of students and 50.6% of parents or students in the sector share this view. Teachers are slightly more divided, with 35% agreeing or strongly agreeing, indicating varying levels of concern about leadership backing for this potential change.

Table 30: Respondents' views on if there is lack of leadership support within the education sector to implement a four-day workweek model.

		There is lack of leadership support within the education sector to implement a four days workweek model				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly agree Layer Row Total N %
What is your role in the education sector	Manager	0.0%	18.2%	63.6%	9.1%	9.1%
	Student	4.2%	10.4%	29.2%	35.4%	20.8%
	Teacher	0.0%	0.0%	50.0%	50.0%	0.0%
	Parent to a student in the sector	0.0%	0.0%	37.5%	50.0%	12.5%
	Other	9.1%	0.0%	27.3%	45.5%	18.2%

Table 31 shows that 27.3% of managers believe a four-day workweek would negatively impact student learning, while 36.4% disagree. Only 16.7% of students agree with a negative impact, but 56.2% disagree. 33.3% of teachers see a negative impact, while 16.7% disagree. Among parents, 37.5% agree with the negative impact, while 12.5% disagree. Finally, 27.3% of other respondents agree with the negative impact, but 63.7% disagree.

Table 31: Respondents' views on if the implementation of a four-day workweek model would negatively impact student learning.

		The implementation of a four days' workweek model would negatively impact student learning				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly agree Layer Row Total N %
What is your role in the education sector	Manager	18.2%	18.2%	36.4%	27.3%	0.0%
	Student	22.9%	33.3%	27.1%	10.4%	6.3%
	Teacher	0.0%	16.7%	50.0%	33.3%	0.0%
	Parent to a student in the sector	0.0%	12.5%	50.0%	37.5%	0.0%
	Other	27.3%	36.4%	9.1%	27.3%	0.0%

Table 32 illustrate that 37.5% of parents agree that it will be costly to implement the model in their children's institution. While a small percentage of about 12.5% parents disagree about this and think that it will not be costly to implement the model in their children's institutions. The same percentage of the other respondents' which is 36.4% disagree as well agree about the costs associated with the implementation of the four-day workweek model in the education sector would be too costly.

Table 32: Respondents' views on if the costs associated with the implementation of the four-day workweek model in the education sector would be too costly.

		The costs associated with the implementation of the four days workweek model in the education sector would be too costly				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly agree Layer Row Total N %
What is your role in the education sector	Manager	18.2%	9.1%	54.5%	18.2%	0.0%
	Student	22.9%	25.0%	35.4%	12.5%	4.2%
	Teacher	0.0%	16.7%	66.7%	0.0%	16.7%
	Parent to a student in the sector	0.0%	12.5%	50.0%	37.5%	0.0%
	Other	18.2%	18.2%	27.3%	36.4%	0.0%

Table 33 shows that (16.7% + 50% = 66.7%) of the teachers agree that cultural norms and expectations around work in the education sector do not support the implementation of the model. (12.5% + 62.5% = 75%) of the parents agree that cultural norms and expectations around work in the education sector do not support the implementation of the four-day workweek model in their children's schools.

Table 33: Respondents' views on if cultural norms and expectations around work in the education sector do not support the implementation of the four-day workweek model.

		Cultural norms and expectations around work in the education sector do not support the implementation of the four days workweek model				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly agree Layer Row Total N %
What is your role in the education sector	Manager	9.1%	27.3%	54.5%	0.0%	9.1%
	Student	10.4%	8.3%	29.2%	43.8%	8.3%
	Teacher	0.0%	0.0%	33.3%	50.0%	16.7%
	Parent to a student in the sector	0.0%	0.0%	25.0%	62.5%	12.5%
	Other	18.2%	9.1%	45.5%	18.2%	9.1%

Table 34 indicates that 9.1% of managers agreed that teachers and staff prefer the traditional five-day workweek. Half of the teachers (50%) agreed with the preference for a five-day workweek, while 16.7% disagreed. Additionally, 25% of parents agreed with the preference for the traditional five-day model.

Table 34: Respondents' views on if teachers and staff employed in the education sector prefer the traditional five-days' workweek model over a four-day workweek model.

		Teachers and staff employed in the education sector prefer the traditional five days' workweek model over the four days' workweek model				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	9.1%	18.2%	54.5%	9.1%	9.1%
	Student	10.4%	22.9%	35.4%	22.9%	8.3%
	Teacher	0.0%	16.7%	33.3%	50.0%	0.0%
	Parent to a student in the sector	0.0%	0.0%	50.0%	25.0%	25.0%
	Other	0.0%	18.2%	54.5%	18.2%	9.1%

Table 35 shows that about (8.3% + 8.3% = 16.6%) of the students agree that they have alternative work arrangements that are more effective than the four-day workweek model in their education sector, at the same time (18.8% + 25% = 43.8%) students think and disagree that they don't have any alternative work arrangements that are more effective than the four-day workweek model.

Table 35: Respondents' views on if the education sector has implemented alternative work arrangements that are more effective than the four-day workweek model.

		The education sector has implemented alternative work arrangements that are more effective than the four days' workweek model				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	18.2%	18.2%	54.5%	9.1%	0.0%
	Student	18.8%	25.0%	39.6%	8.3%	8.3%
	Teacher	0.0%	0.0%	50.0%	50.0%	0.0%
	Parent to a student in the sector	0.0%	12.5%	75.0%	12.5%	0.0%
	Other	9.1%	9.1%	45.5%	27.3%	9.1%

Table 36 explains that a high percentage of (9.1% + 45.5% = 54.6%) managers strongly disagree that the quality of education will have a negative impact because of the four-day workweek model and none agrees with this statement. Only (4.2% + 4.2% = 8.4%) of the students agree that the quality of education will have a negative impact because of the four-day workweek model, whereas a major percentage of (25% + 33.3% = 58.3%) students strongly agree that the quality of education will have a positive impact because of the four-day workweek model.

Table 36: Respondents' views on if the quality of education will have a negative impact because of the four-day workweek model.

		The quality of education will have a negative impact because of the four-day work week model.				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	9.1%	45.5%	45.5%	0.0%	0.0%
	Student	25.0%	33.3%	33.3%	4.2%	4.2%
	Teacher	0.0%	0.0%	50.0%	33.3%	16.7%
	Parent to a student in the sector	0.0%	12.5%	37.5%	50.0%	0.0%
	Other	27.3%	27.3%	27.3%	18.2%	0.0%

Table 37 shows that 54.5% of managers disagree that the implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during week, days, and hours. The students who disagreed that the implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during week, days hours is (2.1% + 18.8% = 20.9%).

Table 37: Respondents' views on if the implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during weekdays hours.

		The implementation of the four-day workweek model will make it difficult for the students and parents to access resources and support during week days hours				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	0.0%	54.5%	45.5%	0.0%	0.0%
	Student	16.7%	18.8%	43.8%	18.8%	2.1%
	Teacher	0.0%	16.7%	66.7%	0.0%	16.7%
	Parent to a student in the sector	0.0%	0.0%	12.5%	87.5%	0.0%
	Other	18.2%	18.2%	18.2%	27.3%	18.2%

Table 38 shows only 9.1% of the managers agree that the four-day workweek model can make it difficult to schedule meetings and events involving stakeholders from outside the education sector but 27.3% of them disagree that the model can make it difficult for scheduling meetings and events. (12.3% + 6.3% = 18.6%) of the students agree that this model will make it difficult to schedule meetings and events in the education sector.

Table 38: Respondents' views on if the four-day workweek model can make it difficult to schedule meetings and events involving stakeholders from outside the education sector.

		The four-day workweek model can make it difficult to schedule meetings and events involving stakeholders from outside the education sector				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	0.0%	27.3%	63.6%	9.1%	0.0%
	Student	16.7%	22.9%	41.7%	12.5%	6.3%
	Teacher	0.0%	16.7%	50.0%	33.3%	0.0%
	Parent to a student in the sector	0.0%	0.0%	25.0%	50.0%	25.0%
	Other	18.2%	9.1%	27.3%	36.4%	9.1%

Table 39 shows that around 36.4% of the managers agree with the view that teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four-day workweek model, whereas only 18.2% of the managers disagree with this view. Furthermore, (29.2% + 10.4% = 39.6%) of the students agree that their teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in the four-day workweek model and a small portion of (12.5% + 8.3% = 20.8%) of the students also believe and disagree with the fact that teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four-day workweek model.

Table 39: Respondents' views on if teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four-day workweek model.

		Teachers and staff in the education sector can have difficulties in adjusting to the longer workday hours that are required in a four days workweek model				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	0.0%	18.2%	45.5%	36.4%	0.0%
	Student	12.5%	8.3%	39.6%	29.2%	10.4%
	Teacher	16.7%	0.0%	50.0%	33.3%	0.0%
	Parent to a student in the sector	0.0%	0.0%	37.5%	50.0%	12.5%
	Other	9.1%	0.0%	45.5%	36.4%	9.1%

Table 40 shows the percentage of students who agree that the four-day workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work is (14.6% + 16.7% = 31.3%), while the students who disagree that the four-day workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work is (10.4% + 16.7% = 27.1%).

Table 40: Respondents' views on if the four-day workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work.

		The four-days workweek model can create scheduling conflicts for teachers and staff who may have other commitments on the weekdays they will be required to work				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	0.0%	36.4%	36.4%	27.3%	0.0%
	Student	10.4%	16.7%	41.7%	16.7%	14.6%
	Teacher	16.7%	0.0%	50.0%	16.7%	16.7%
	Parent to a student in the sector	0.0%	0.0%	12.5%	50.0%	37.5%
	Other	18.2%	18.2%	27.3%	27.3%	9.1%

Table 41 shows only 9.1% of the managers agree that the four-day workweek model can negatively impact the mental health and well-being of the teachers and staff employed in the sector, while a huge percentage (18.2% + 36.4% = 54.6%) of managers disagree with this view. (27.1% +



8.3% = 35.4%) of the students agree that this model can negatively impact well-being and mental health of the teachers and staff employed in the education sector.

Table 41: Respondents' views on if the four-day workweek model can negatively impact the mental health and well-being of the teachers and staff employed in the sector.

		The four days workweek model can negatively impact the mental health and well-being of the teachers and staff employed in the sector				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	18.2%	36.4%	36.4%	9.1%	0.0%
	Student	18.8%	29.2%	16.7%	27.1%	8.3%
	Teacher	16.7%	16.7%	50.0%	16.7%	0.0%
	Parent to a student in the sector	0.0%	0.0%	25.0%	50.0%	25.0%
	Other	18.2%	36.4%	18.2%	18.2%	9.1%

Table 42 shows that 9.1% of managers agree that the implementation of the four-day workweek model can negatively impact the ability of the education sector to attract and retain talent while (18.2% + 36.4% = 54.6%). The students who agree that the implementation of the model can negatively impact the ability of the education sector to attract and retain talent is (4.2% + 16.7% = 20.9%) while (29.2% + 33.3% = 62.5%) students disagree that the implementation of the four-day workweek model can negatively impact the ability of the education sector to attract and retain talent.

Table 42: Respondents' views on if the implementation of the four-day workweek model can negatively impact the ability of the education sector to attract and retain talent.

		The impenetation of the four days workweek model can negatively impact the ability of the sector to attract and retain talent				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %	Layer Row Total N %
What is your role in the education sector	Manager	18.2%	36.4%	36.4%	9.1%	0.0%
	Student	29.2%	33.3%	16.7%	16.7%	4.2%
	Teacher	0.0%	16.7%	66.7%	16.7%	0.0%
	Parent to a student in the sector	0.0%	12.5%	12.5%	50.0%	25.0%
	Other	27.3%	27.3%	18.2%	18.2%	9.1%

Table 43 shows that 9.1% of managers agree that the sector already struggle with teacher shortages and the implementation of the four-day workweek model can worsen this problem and (9.1% + 27.3% = 36.4%) managers disagree that the sector already struggle with teacher shortages and the implementation of the four-day workweek model can worsen this problem.

Table 43: Respondents' views on if the sector already struggles with teacher shortages and the implementation of the four-day workweek model can worsen this problem.

		The impenetation of the four days workweek model can negatively impact the ability of the sector to attract and retain talent				
		Strongly disagree Layer Row Total N %	Disagree Layer Row Total N %	Neutral Layer Row Total N %	Agree Layer Row Total N %	Strongly agree Layer Row Total N %
What is your role in the education sector	Manager	18.2%	36.4%	36.4%	9.1%	0.0%
	Student	29.2%	33.3%	16.7%	16.7%	4.2%
	Teacher	0.0%	16.7%	66.7%	16.7%	0.0%
	Parent to a student in the sector	0.0%	12.5%	12.5%	50.0%	25.0%
	Other	27.3%	27.3%	18.2%	18.2%	9.1%

#### 4.3.1 FACTORS HINDERING THE IMPLEMENTATION OF THE MODEL

Table 44 shows that 13.4% of respondents believe 'staffing and workload' hinders the four-day workweek in education, accounting for 41.7% of cases. 9.6% cite 'curriculum and student learning' (29.9%), and 11.5% mention 'parental concerns' (35.7%). Funding issues are noted by 8.4% (26.2%), and 'administrative requirements' by another 8.4% (26.2%). 'Resistance to change' is a factor for 12.3% (38.1%), and 8.9% highlight the 'impact on sector budget' (21.4%). 12.6% are concerned about 'impact on salary' (39.3%), 7.7% about 'reduction in education quality' (23.8%), and 8.4% about 'legal issues' (26.2%). Only 0.8% mention 'other' factors (2.4%).

Table 44: Respondents' views on if multiple response factors hindering the models implementation

		Multiple Frequencies Responses		
		N	Percent	Percent of Cases
Factors hindering implementation	Staffing and workload	35	13.4%	41.7%
	Curriculum and student learning	25	9.6%	29.8%
	Parental concerns	30	11.5%	35.7%
	Funding	22	8.4%	26.2%
	Administrative requirements	22	8.4%	26.2%
	Resistance to change	32	12.3%	38.1%
	Impact on sector budget	18	6.9%	21.4%
	Impact on salary	33	12.6%	39.3%
	Reduction in quality of education	20	7.7%	23.8%
	Legal and regulatory issues	22	8.4%	26.2%
	Other	2	0.8%	2.4%
<b>Total</b>	<b>261</b>	<b>100.0%</b>	<b>310.7%</b>	

a. Dichotomy group tabulated at value 1.

The results given on table 45 show no significant differences among roles except for one: 'reduc-

tion in quality of education,' which has a statistically significant p-value of 0.020. This suggests that views on this factor differ significantly and that it may hinder the implementation of the four-day workweek model. However, statistical significance doesn't always mean practical significance. Other factors like staffing, workload, curriculum, parental concerns, funding, administrative requirements, resistance to change, sector budget, salary impact, and legal issues should also be considered to fully understand the challenges. The one-way ANOVA results are in table 45.

Table 45: Analysis of Variance for factors hindering implementation among teachers, students, managers, parents and others

Analysis of Variance						
		Sum of Squares	df	Mean Square	F	Sig.
Staffing and workload	Between Groups	.669	4	.167	.669	.616
	Within Groups	19.748	79	.250		
	Total	20.417	83			
Curriculum and student learning	Between Groups	.853	4	.213	1.008	.408
	Within Groups	16.706	79	.211		
	Total	17.560	83			
Parental concerns	Between Groups	.735	4	.184	.782	.540
	Within Groups	18.551	79	.235		
	Total	19.286	83			
Funding	Between Groups	.624	4	.156	.790	.535
	Within Groups	15.614	79	.198		
	Total	16.238	83			
Administrative requirements	Between Groups	.501	4	.125	.629	.643
	Within Groups	15.737	79	.199		
	Total	16.238	83			
Resistance to change	Between Groups	.561	4	.140	.576	.681
	Within Groups	19.248	79	.244		
	Total	19.810	83			
Impact on sector budget	Between Groups	.921	4	.230	1.376	.250
	Within Groups	13.222	79	.167		
	Total	14.143	83			
Impact on salary	Between Groups	.621	4	.155	.632	.641
	Within Groups	19.415	79	.246		
	Total	20.036	83			
Reduction in quality of education	Between Groups	2.066	4	.516	3.097	.020
	Within Groups	13.172	79	.167		
	Total	15.238	83			
Legal and regulatory issues	Between Groups	.177	4	.044	.218	.928
	Within Groups	16.061	79	.203		
	Total	16.238	83			
Other	Between Groups	.064	4	.016	.671	.614
	Within Groups	1.888	79	.024		
	Total	1.952	83			

#### 4.4 THEMATIC ANALYSIS OF QUALITATIVE INTERVIEWS

The qualitative information gathered from interviews with various stakeholders in the Swedish education industry is thoroughly thematically analyzed in this part. With a focus on work-life balance, management responsibilities, and stakeholder views, the study seeks to investigate their opinions on the possible adoption of a four-day workweek model. As this the workweek's historical development, its contemporary impact on teachers' work-life balance, administrative opposition, and the variety of stakeholder viewpoints are all covered in detail in this thorough review.

##### 4.4.1 WORK-LIFE BALANCE AND THE FIVE-DAY WORKWEEK: CURRENT WORK WEEK DYNAMICS

**Teachers' Experiences:** Teachers and principals shared their insights about their experiences with the present five-day workweek framework. The difficulty of striking a balance between obligations in one's personal and professional life was a common issue. Many instructors emphasized that they often worked beyond school hours, encroaching on their personal and family time. Many people claim that there is not enough time for hobbies, relaxation, or meaningful family time as a result of this invasion, which often causes the boundaries between their personal and professional life to get blurred.

**Affecting Health and Welfare:** Teachers' health and wellbeing are affected by their longer workweeks. Numerous people expressed feeling stressed, exhausted all the time, and even burned out. This predicament is made worse by the rising demands of contemporary education, which often call for ongoing upskilling and technological and pedagogical adaptability.

##### 4.4.2 PERCEPTIONS OF A FOUR-DAY WORKWEEK

**Potential Advantages:** Some instructors thought that one possible way to address these issues would be to implement a four-day workweek. The individuals saw it as a means of attaining a more enduring equilibrium between their work and home life, allowing sufficient relaxation and recovery, and eventually culminating in a more captivating and productive educational encounter.

**Practical Issues:** However, aforementioned opinions were accompanied by some noteworthy misgivings. Concerns over the viability of fitting a full week's worth of work into four days were voiced by educators. In particular, they questioned whether such a model could maintain the quality of education in terms of covering the complete curriculum and allocating sufficient time

to meet the requirements of each individual student. A four-day workweek can perhaps help instructors whose work-life balance is greatly impacted by the existing five-day workweek. But preserving educational quality and overcoming practical obstacles to its execution continue to be major issues.

#### 4.4.3 **MANAGERIAL ROLES AND RESISTANCE TO CHANGE: MANAGERIAL PERSPECTIVES ON FOUR-DAY WORKWEEK**

**Issues with Academic Standards:** The four-day workweek plan was met with reluctance by managers, particularly principals and senior administrators. Upholding high standards in education and guaranteeing operational effectiveness were their top priorities. A widespread concern was that if workweeks were shortened, there would be less time for teaching, which would have a detrimental effect on student learning.

**Operational Efficiency:** Managers also emphasized that putting such a concept into practice would present logistical difficulties. They questioned how already-established timetables, which included extracurricular activities, academics, and administrative work, could be efficiently handled in a shorter amount of time.

#### 4.4.4 **IMPACT ON RESPONSIBILITIES OF MANAGERS**

**Overload Control:** Concerns about an increased workload and the difficulty of better time management were highlighted by the change to a four-day workweek. The possibility of more focused and demanding work times alarmed managers as it may result in higher levels of stress and decreased productivity in their positions.

**Opposition to Structural shift:** The education sector's capacity to adjust to such a big structural shift was widely questioned. Concerns about staff and student preparedness to transition to a new work and learning rhythm were voiced by managers.

**Analyzing Research Question 1:** It is evident that managers are opposed to the four-day workweek model because they are worried about maintaining operational efficiency and educational standards. Significantly contributing to this opposition are the perceived threats to the quality of education and the difficulties in modifying operational systems.

#### 4.4.5 **DIVERSE STAKEHOLDER PERSPECTIVES: STUDENTS AND PARENTS' VIEWS**

**Students' Perspective:** From the standpoint of the students, they were generally in favor of a four-day workweek since they associated it with more free time and personal time. They con-

sidered it a chance for longer stretches of rest, which would help them focus better and perform better in class.

**Parents' Concern:** On the other hand, parents expressed worries about the possible effects on educational quality as well as the feasibility of juggling family and child care plans with an extra day off each week. There was concern about whether one less day of teaching could still meet the requirements and educational objectives.

#### 4.4.6 DIVERSE STAKEHOLDER PERSPECTIVES: TEACHERS' ATTITUDES

**Optimism for Better Balance:** Regarding the four-day workweek, teachers seemed to be more upbeat. They mostly mentioned the possible advantages in improving work-life balance and lowering burnout rates. This approach was seen by educators as a means of revitalizing themselves and allocating time for their personal life, which may improve their efficacy in the classroom.

**Curriculum Coverage Challenges:** Teachers acknowledged that, in spite of their optimism, it would be difficult to adequately cover the curriculum in a shorter week. They were worried that students may have to move quickly through the subject or that their individual learning requirements might not get enough attention.

**An analysis of Research Question 2:** A complicated terrain of ideas is shown by the viewpoints of instructors, parents, and students about the four-day workweek paradigm. While a better work-life balance is generally desired, there are serious questions about the practicalities of making such a transition and the impact on educational attainment.

#### 4.4.7 BROADER IMPLICATIONS AND ATTITUDINAL VARIATIONS

**Age-Related Views:** When it came to the concept of a four-day workweek, younger instructors were often more receptive than their older colleagues. Due to their familiarity with the conventional five-day workweek, more senior educators and managers voiced concern about adjusting to a new system and favored maintaining the status quo.

**Role-Based Perspectives:** Differences in opinions were also noticeable according to roles played in the field of education. Educators, who deal with children directly on a daily basis and have longer workdays than administrators, were more likely to support the concept. Administrators were primarily focused on operational and logistical matters.

**Improved Teacher Retention and Job Satisfaction:** A few individuals projected that a four-

day workweek would have a good long-term impact on teacher retention and job satisfaction. They thought that a workforce of teachers who were more motivated and dedicated may result from a better work-life balance.

**Analysis of Research Question 3:** Different demographic groups in the education sector have different attitudes regarding the four-day workweek, depending on criteria like role and age. Although there is a perception that the approach might boost morale and retention, there are serious concerns over its long-term effects on educational quality and the need of major structural adjustments.

#### 4.4.8 SUB-CONCLUSION

Thematic analysis offers a thorough understanding of the many and different viewpoints on the four-day workweek model that exist within the Swedish school system. Based on the research, educators have a strong desire for better work-life balance. However, there are a number of practical issues with putting such a model into practice, especially when it comes to effectively managing workloads and preserving educational quality. Managerial opposition stems from a deep-seated concern for maintaining operational effectiveness and educational standards. Other stakeholders' points of view, such as those of parents and students, highlight how complex this topic is and add to its complexity. By answering the primary research questions and encapsulating the main ideas of the study, this analysis provides a comprehensive insight of the attitudes and issues around the four-day workweek.

## 5 DISCUSSION

The discussion explores the historical development of the workweek, tracking its inception and changes to comprehend how teachers' work-life balance has been influenced by these developments. It also examines the opposition from those in positions of authority in the education system, an essential feature that determines if this suggested change will be accepted and feasible. Outside the workplace, the varied viewpoints of other significant stakeholders are now included in the study's expanded emphasis. Those whose lives and schedules are intricately connected to the operations of the schooling system. This study intends to clarify the complexities and diverse effects of switching to a four-day workweek. It is underpinned by a number of assumptions. Using this exploration, the research aims to provide an idea of the several elements at play, bringing attention to possible advantages and difficulties, and providing analysis that could direct future education-related policy-making. Furthermore, the chapter includes and interprets in order to fully comprehend the survey's quantitative and qualitative findings, the attitudes and potential outcomes of a four-day workweek in the Swedish education system. Thus, this chapter provides the foundation for a complex and comprehensive analysis of these important subjects.

### 5.1 HISTORICAL DEVELOPMENT AND THEORETICAL FRAMEWORKS

The history of the workweek is examined in this section, along with its progression. Studying how the five-day workweek affects the teachers' work-life balance: using theoretical frameworks to comprehend possible advantages a four-day workweek. The work-life balance idea is one of the theories that are discussed and temporal sovereignty, offering an intellectual framework to consider the possibilities for a four-day strategy for a healthy work-life balance. The workweek's historical trajectory has changed significantly throughout time, developing from the more modern six-day schedule to the strict five-day standard. This transition has had a significant impact on labor patterns in a variety of industries, including education.

Despite being typical, the regular five-day workweek has sparked worries about how it may affect the educators' work-life balance. Teachers find their personal time and well-being squeezed under this framework since they often struggle with long work hours and rising expectations. As this has caused the structure of the workweek to be reevaluated, and the four-day model has emerged as a viable substitute. In theory, this approach is consistent with work-life harmony theory, which promotes a healthy separation between personal and professional life reducing stress and raising general life satisfaction.



Teachers strongly preferred the four-day workweek, according to poll data, with a sizeable portion stressing the possibility of better work-life balance. This quantitative result is corroborated by the qualitative assessments in which educators expressed concerns. Due to the existing five-day workweek's disruption of personal time, which may cause stress and burnout. The historical development of the workweek, starting with a plan centered on productivity to one that progressively takes into account the well-being of employees, upholds the theoretical framework indicating that a further healthy work-life balance might be facilitated by shortened workdays (Ashford & Kallis, 2013). As this according to the context theory, working shorter hours can result in more time spent alone, which might improve job satisfaction and general quality of life (Hewitt & Denny, 2011).

#### 5.1.1 HISTORICAL DEVELOPMENT AND ITS EFFECT ON WORK-LIFE BALANCE

Teachers strongly preferred the four-day workweek, according to poll data, with a sizeable portion stressing the possibility of better work-life balance. The quantitative result is corroborated by the qualitative assessments in which educators expressed concerns. Due to the existing five-day workweek's disruption of personal time, which may cause stress and burnout. The historical development of the workweek, starting with a plan centered on productivity to one that progressively takes into account the well-being of employees, upholds the theoretical framework indicating that a further healthy work-life balance might be facilitated by shortened workdays (Ashford & Kallis, 2013). As this according to the context theory, working shorter hours can result in more time spent alone, which might improve job satisfaction and general quality of life (Hewitt & Denny, 2011). Moreover, managers are concerned that a four-day workweek may compromise educational standards and present logistical challenges. Qualitative findings highlight worries about fitting educational activities into fewer days without sacrificing quality. The resistance to implementing a four-day workweek is seen as stemming from deeper concerns about educational outcomes and survivability rather than just a reluctance to change.

#### 5.2 MANAGERIAL RESISTANCE TO THE FOUR-DAY WORKWEEK

The purpose of this study is to analyze the management positions within the education sector and their reluctance towards adopting a four-day workweek paradigm. The debate assesses causes that lead to this opposition, contrasting them with instructors' perspectives. This paper explores the effects on management duties and attitudes, taking into account operational difficulties and concerns over educational quality and teacher workload.

The Swedish education sector's managerial opposition to the four-day workweek is complex. A problem that has its roots in worries about the consequences, operational viability, and educational standards for school administration and teacher burden. It is necessary to investigate the duties and responsibilities of managers and how they could be affected in order to comprehend their resistance by the change in the format of the workweek.

**Operational Difficulties:** One of the main worries of managers is the operational difficulties associated with a four-day workweek. School reorganization is part of this schedules, making sure the whole curriculum is covered, and successfully managing staffing requirements within the shortened timetable. The responsibility of managers includes keeping the school environment running smoothly and effectively as well as considering reorganizing the academic week poses major logistical challenges. There are concerns about whether the new framework will be able to provide students a consistent and uninterrupted learning experience.

**Influence on Educational Standards:** The possible influence on educational standards is a serious worry as well. Supervisors are concerned that a four-day workweek may result in a shortened curriculum that may not provide for a thorough study of all required content. They are concerned that the overall quality of education delivered and learning results may suffer with fewer contact hours. Teachers, on the other hand, are in favor of the four-day school week. Concerns over the influence on educational quality are also shared, notwithstanding the model's promise to enhance work-life balance (Grosse, 2018).

**Comparing Managerial Resistance to Teachers' Viewpoints:** This comparison reveals a difference in priorities. Although educators are more concerned with the potential advantages of a better work-life balance and a decrease in burnout, managers are worried about the larger ramifications for the efficiency of the school's operations and academic performance.

**Concerns about Teacher Workload:** Supervisors are likewise worried about the consequences of a teachers' workload during a four-day workweek. People fear that cutting down on school hours could potentially lead to longer working days during the week, which might result in greater weariness and perhaps even more burnout for involved stakeholders within the sector. The same problems that the approach aims to solve. Making sure instructors have a balanced workload although managers are reluctant to strike this fine balance, maintaining excellent educational requirements. Managers in the education sector resist the four-day workweek due to

concerns about logistical challenges, maintaining educational standards, and increased administrative responsibilities. Their resistance is rooted in the potential impact on student outcomes and teacher effectiveness, contrasting with teachers' support for improved work-life balance.

**Sub - conclusion:** Finally, it may be said that management opposition to the four-day work-week paradigm in an intricate web of interrelated factors, including operational, educational, and as well as worries about workload. In terms of work-life balance, the paradigm may be advantageous, however managers are wary of how it will really be implemented in practice and how it will affect the way the school runs and the quality of education it offers.

### 5.3 DIVERSE PERSPECTIVES: STUDENTS, PARENTS, AND TEACHERS

This section discusses the many perspectives that educators, parents, and students have on the four-day workweek. It examines how they oppose or support the paradigm, connecting these viewpoints to more general worries about long-term work-life balance and academic results. The section also looks at the particular difficulties and worries managers had in mind while putting the concept into practice, which may have contributed to their reluctance.

**Views of Students:** In general, students are in favor of the four-day plan. As this the reason for their choice is that they look forward to longer weekends because they see them as chances for more relaxation, leisure, and time for personal growth. Still, there are those students who have a nagging worry about the possible escalation of the timetable for academics. Concerns have been raised that the shortened school week might result in longer school days, more work to be done, and maybe less time spent interacting with teachers. This concern highlights the need for a more thorough analysis of how the quality of instruction and learning the new model may have an impact on experiences.

**Views from the Parents:** The responses from the Parents are more complex, displaying a mixture of doubt. While some parents see the potential advantages of the four-day approach, in encouraging a healthier work-life balance for their families, which might result in higher-quality family time and a decrease in tension. However, worries are stated about logistical difficulties, including as setting up daycare for the children and coordinating their work schedules with the new school calendar one more day off. Parents also express concern about the possible compromise and worried that a shorter week would not fully cover the necessary ground in terms of educational quality and structure the curriculum or attend to their children's specific educational

requirements.

**Teachers' Views:** The majority of teachers have good sentiments toward the four-day workweek. Motivated by the possibility of lessening workplace fatigue and achieving a better work-life balance, many teachers use the extra day off as an opportunity to unwind, pursue professional growth, and tend to your own obligations. However, concerns exist about the viability of reducing the length of the school day without compromising academic standards. Worries about more work hours on the days they do teach as well as the possibility of a workload rise are prevailing among educators.

**Challenges and worries of managers:** Managers, including heads of schools and the education sector, are not fond of the four-day model. Their defiance mainly stems from the operational difficulties and logistical difficulties it would bring managers to anticipate challenges in properly reorganizing schedules, upholding academic standards, and allocating workers. Additionally, there is worry on the possibility of increasing administrative responsibilities as well as the need for strong support networks to guarantee a seamless transfer. Considering research question 2 and 3 Divergent opinions were noted in the poll amongst students, parents, and teachers, with students and in general, teachers are more in favor of the four-day schooling paradigm than parents are. Students' expectations for rewards for their own time and instructors' time were inconsistent in their interview replies and anticipated lower burnout. These results contribute to a larger social conversation on work-life balance and the function of educational establishments in aiding households. The context is provided by the qualitative data addressing these issues, indicating that while the four-day workweek has appeal due to its ability to improve well-being, overcome significant obstacles, and face practical and logistical difficulties. Moreover, students generally favor the four-day workweek for more personal time, while parents express concerns about logistical issues and educational quality. Managers anticipate challenges in reorganizing schedules and maintaining academic standards, contributing to their resistance. These diverse perspectives highlight the need for a balanced approach to workweek reorganization.

**Attitudinal Changes among Stakeholders:** A shift in the attitudes of stakeholders with respect to both quantitative and qualitative data revealed differences in the opinions of various demographic groups toward the four-day workweek. Younger educators were aware of the concept, highlighting generational variations in flexibility and job preferences. Managers and senior teach-

ers bring about the above changes who were more cautious and gave priority to the stability of education, based on survey responses. According to these results, there could be less opposition from the stakeholders to the four-day workweek. Concerns are less about opposition to change in general and more about the specific consequences on workloads and the quality of education.

#### 5.4 COMPARING AND CONTRASTING QUANTITATIVE AND QUALITATIVE FINDINGS

A complex environment is revealed by the mixed-method approach. A significant portion of the education sector believes that a four-day workweek could have benefits, especially in terms of productivity. Equilibrium between work and life. Concerns about practical matters, however, moderate the preparedness qualitatively execute and specifically from a managerial perspective. Qualitative understandings yield richness to the survey results, highlighting the difficulty in balancing employee well-being with educational requirements.

Frontline teachers appear willing to accept changes that could increase productivity, according to a statistical analysis of the four-day workweek among modified roles within the education sector. The standard of living they lead. In contrast, this willingness contrasts with management's concern over maintaining educational standards, as demonstrated by the independent samples t-test results, which indicate that managers and teachers do not significantly differ in their attitudes regarding the four-day workweek. This implies that even though the idea of a four-day workweek is widely explored, concerns about how it will really work and how it will affect student results continue to be a roadblock.

#### 5.5 HYPOTHESES:

Important insights into the various facets of opposition and support for the four-day workweek model within Swedish education can be gained from the analysis of the hypotheses presented in this study sector. In line with the main research questions, these hypotheses aid in clarifying the intricate relationships between the many sector stakeholders.

##### 5.5.1 MANAGERIAL RESISTANCE VS. TEACHER'S ATTITUDE: HYPOTHESIS 1

Hypothesis 1: The attitude of the teacher versus managerial resistance: The first hypothesis asserts that managers are more opposed to the four-day workweek paradigm as opposed to educators. A substantial difference between these groups was found by statistical analysis. Supervisors showed more resistance, mostly because they were worried about the logistical difficulties, preserving the standard of education, and possible alterations to the regular schedule. As this the results are consistent with the worries raised by managers during interviews, where they expressed concern

about staffing levels, scheduling changes, and handling shortened curriculums. Within the contrast, teachers were more in favor of the model despite acknowledging these difficulties, citing the potential for decreased burnout and enhanced work-life balance. These findings concur with stressing the different operational and managerial priorities as well as teachers' individual work-life harmony.

#### **5.5.2 STUDENTS VS. PARENTS RESISTANCE: HYPOTHESIS 2**

The degree of opposition between parents and students is examined in the second hypothesis. The information suggested that students were less resistant than parents. Students saw the model as a chance for prolonged relaxation and time for personal growth, which was reflected in interviews when they expressed a desire for more free time for leisure and independent study. In contrast, parents voiced more worries, mostly about childcare arrangements and the possible lowering of academic standards. This emphasis on the differing perspectives of stakeholders about work-life balance and the realities of putting the model into practice.

#### **5.5.3 TEACHERS VS. STUDENTS ATTITUDES: HYPOTHESIS 3**

The third hypothesis compares and contrasts how students and instructors feel about the four-day workweek. In general, both groups gave positive responses, although instructors' excitement was more obvious. According to statistical data, educators saw the model as a noteworthy advancement in harmonizing their personal and professional spheres. The advantages of having an additional day for relaxation, preparation, and personal interests are mentioned by teachers in the interview results.

#### **5.5.4 ATTITUDES BASED ON AGE: HYPOTHESIS 4**

The fourth hypothesis looks at age-related changes in attitudes in the field of education. The results of the investigation showed that elderly people resisted the change more. A prolonged tenure within a five-day schedule and possible reluctance to adjust to new work patterns might be the causes of this resistance. Interviews with more senior employees often revealed a desire to keep things as they are, expressing worries about change's quick speed and potential for disruption. This relates to Research Question 3, which looks at how opinions regarding various workweek models are influenced by demographic parameters like age.

#### **5.5.5 ATTITUDES BASED ON INCOME LEVELS: HYPOTHESIS 5**

The association between income levels and opinions about the four-day workweek is finally examined in Hypothesis 5. According to the statistical research, those with higher incomes showed

greater opposition, maybe as a result of worries about their pay, job security, and how a shorter workweek might affect their capacity to make ends meet. By emphasizing economic variables as important determinants of stakeholder attitudes on work-life balance improvements.

#### 5.5.6 INTERVIEW INSIGHTS WITH INTEGRATION

The statistical results are enhanced by the information obtained from interviews, which provide detailed opinions of all interested parties. Additionally, the perspectives of parents and students, as documented in interviews, enhanced the statistical information. Beyond practical worries, parents also have more general concerns about the way society is changing in terms of work expectations and how this may affect their children in the future. Conversely, students spoke about how a four-day approach may improve their motivation and learning preferences. These results show the difficulty of putting such a radical transformation into practice and stress the significance of taking into account a broad range of factors, such as work-life balance, educational standards, demographic and economic effects, and operational logistics. This comprehensive investigation offers a strong basis for decision-makers in government and education to consider the viability and consequences of switching to a four-day workweek schedule.

#### 5.6 RECOMMENDATIONS

The research's aforementioned conclusions led to the formulation of the following suggestions for resolving the issues preventing the four-day workweek model from being implemented in the education sector. As such, the following suggestions need to be taken into account. Starting to alter government-imposed or school-imposed rules is one of the most advantageous things that organizations can do to adopt the four-day workweek model. It is necessary to collaborate closely with government agencies, labor unions, and educational groups in order to emphasize the advantages and remove any regulatory barriers. In order to assist the adoption of this model, this may include examining the contracts that regulate the relationship between government agencies and educational institutions, negotiating new regulations pertaining to its use, and guaranteeing legal conformity. The government of a nation has a major role in either developing or obstructing any new policies that institutions want to implement, thus it would be beneficial to develop policy changes with their assistance. Initially, educational establishments might initiate small-scale experimental initiatives to evaluate the feasibility and effects of a four-day workweek schedule. The results, which include the productivity, performance, and contentment of the staff, students, parents, instructors, and others, may be seen and assessed. Understanding the general situation and putting this model into practice with efforts and plans based on the lessons gained from the

projects are made possible by the pilot projects. Additionally, academic institutions might interact with other sectors of the economy that have successfully adopted the four-day workweek model. In this approach, educational institutions may absorb information from the experiences of various companies and modify their methods to better serve the educational sectors. It's also critical to draw lessons from their mistakes and modify their approaches to fit the particular requirements of the educational field. The other industries, for example, Seably, a maritime training center, Toyota and Sandqvist Bags (McParle, P. 2024) that have already put the aforementioned model into effect may collaborate with the education sector and exchange thoughts and ideas to improve the model's implementation there.

Changing the workload and establishing flexible scheduling in the institutions are two helpful suggestions to get over the obstacles to the four-day workweek model's adoption. Institutions of higher learning might look for areas of imbalance and inefficiency and think about reassigning duties and obligations to certain regions. Although it could need significant management adjustments, this is a viable strategy for implementing the four-day workweek paradigm. Furthermore, in the initial stages of the program, institutions may find it easier to adopt the four-day workweek model while maintaining the standard of instruction if they offer flexible scheduling options related to class hours, student attendance, or staff involvement in daily tasks. Teachers, students, and staff may all benefit from flexible scheduling by balancing personal and professional obligations and paying attention to their own development as well as that of the institutions.

Moreover, one of the best ways to put the model into practice is via providing training and assistance, well-being initiative programs, and evaluations of these trainings that emphasize the model's advantages. It might be easier to use the concept at educational institutions if the influence on student achievements, work-life balance, productivity, and sector sustainability are highlighted. This will promote awareness of and understanding of the four-day workweek model among educators, managers, parents, and students, enabling them to make greater contributions to the model's implementation in the field of education.

#### 5.7 LIMITATIONS:

A thorough grasp of a study's background, significance, and potential for further research necessitates a discussion of its limitations. These are the principal restrictions noted in this research on the Swedish school sector's shift to a four-day workweek:



1. **Sample Size and Composition:** The sample size and composition are two of the study's main drawbacks. The generalizability of the results may be limited if the majority of respondents are members of a particular group within the education sector, such as administrators or teachers from a certain area or kind of school. A more representative summary of viewpoints would have been obtained from a more varied sample that includes people from different jobs in the education sector, school kinds, and geographic areas.
2. **Cross-Sectional Nature:** A cross-sectional survey records attitudes and views at a certain moment in time. In order to understand how views about the four-day workweek vary over time, especially when the model is tested and put into practice, longitudinal studies that follow changes over time would be more instructive.
3. **Subjectivity in Responses:** Personal prejudices and opinions might influence survey and interview responses. Because individual experiences and views could not correctly represent bigger trends or realities, subjectivity might have an influence on the dependability of the data.
4. **External Validity:** Due to cultural, economic, and regulatory variations, the study's conclusions, although pertinent to the Swedish education sector, may not be immediately transferable to other nations or sectors. The outcomes of the research may have limited external validity due to the distinct characteristics of the Swedish job market and educational system.
5. **Potential Response Bias:** Participants may react in a way that they believe to be appropriate or desirable. Response bias is always a possibility. Some responders may match their responses with what they perceive to be the mainstream or socially acceptable viewpoint when discussing delicate subjects like workweek modifications.
6. **A Slight Examination of the Economic Effects:** The research would be seriously lacking if it doesn't analyze the economic impacts of a four-day workweek, such as its effects on resource distribution, wages, and school budgets. To fully assess whether the model is practical and sustainable, understanding these economic factors is crucial for the institutions or governments.

7. Implementation and Policy Restrictions: The legislative and practical implementation issues surrounding the shift to a four-day workweek may not be adequately covered by the research. These issues are critical and encompass several key challenges several key challenges:

Changing to a four-day workweek often requires changes in labor laws and regulations. The research might not fully explore how existing laws need to be amended to accommodate this new work structure. The research may overlook the mechanisms required for observing and enforcing these new laws. Additionally, the shift to a four-day workweek could lead to disagreements between employers and labor unions. These might involve negotiations over salaries, working hours, and benefits, which the research might not thoroughly address. Moreover, altering the academic calendar to fit a four-day week involves substantial logistical challenges. This includes revising curriculum delivery, transportation schedules, and extracurricular activities. The research may not delve deeply into these practical issues. This alteration could affect family routines, particularly those with children in school. Parents might face difficulties in arranging childcare or aligning their work schedules with their children's new school schedules. These aspects might not be thoroughly examined in the research.

## 5.8 FUTURE RESEARCH

The results of this study on the introduction of a four-day workweek in Malmö's education sector pave the way for a number of other studies. The research emphasizes the complexity and diversity of the problem while offering preliminary insights on the viability and implications of this work approach. The following crucial topics need to be the focus of future research.

## 6 FINAL REFLECTIONS

Social sustainability discussions have shifted in recent years, focusing on workplace design and employee happiness in particular. Due to its latent to support sustainable work habits and increased efficiency, the four-day workweek model has drawn considerable interest from academics in a variety of fields. Still, the education sector's limited adoption of it led to a more thorough inspection of the requirements for long-term work-life balance as well as the difficulties to its implementation. Through the use of an inclusive theoretical framework as a basis, this study attempted to close the knowledge gap regarding the difficulties of the four-day workweek model within the education sector. In the education sector, the four-day workweek model is facing opposition. This may be better understood by using the theoretical framework as a lens. Improved work-life balance and financial savings are two advantages that the theory discusses, and they complement the framework's emphasis on sustainability and work-life balance. Further, 84 participants from six Swedish gymnasiums, together with teachers and managers, and other stakeholders, participated in the study using a Mixed Method research consisting of quantitative and qualitative research methodology. In relation to the use of the four-day workweek paradigm, the survey aimed to identify trends and evaluate five hypotheses. The theoretical underpinning of the hypothesis testing investigated the varied viewpoints of many stakeholders in the education sector, illuminating potential obstacles and opposition to the adoption of the four-day workweek model. Although the first testing of the hypotheses on its own did not provide statistically significant results, a more detailed multi-factor study that took into account focus groups conducted with students, teachers, and institutions revealed striking findings. According to hypothesis 2, there was statistical significance in identifying whether students or parents are more likely to oppose a four-day workweek. The teacher and student levels of hypothesis 4 and 5, respectively, demonstrated statistical significance. Statistical significance was found for elements that impeded the implementation of the model, particularly the decrease in educational quality. The results highlight the difficulty and possible pitfalls of implementing the four-day workweek paradigm in the educational field. Some theories did not provide meaningful findings, but the aspects that emerged from focus groups, particularly the effect on educational quality, call for further research. As a first step toward a sustainable work-life balance in the education sector, this study shows the necessity for ongoing inquiry and thoughtful measures to address issues and obstacles.

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## APPENDICES

### A INTERVIEW GUIDE

No.	Theme	Interview Question
1	Introduction	Could you briefly introduce yourself, including your educational background and current role?
2	Understanding the Current Work Week	What does a typical work week look like at your school, and how do you understand the concept of a four-day work week?
3	Work-Life Balance	How would you describe the current work-life balance in the education sector? How does this impact your own balance between work and personal life?
4	Productivity	How does your current work schedule affect your productivity and job satisfaction?
5	Implementing the Four-Day Work Week	How feasible do you think it is for your school to implement a four-day work week? What challenges do you foresee?
6	Managerial Perspectives	What role do you think managers play in opposing the four-day work week model? How do their concerns compare to those of teachers?
7	Stakeholder Perspectives	How do different stakeholders (parents, students, teachers, managers) view the four-day work week? What are the main points of agreement or conflict?
8	Potential Impact	What do you think would be the impact of a four-day work week on educational outcomes and overall work-life balance for all stakeholders?
9	Conclusion	Do you have any additional thoughts or suggestions on the four-day work week model in the education sector?