



EXPLORING WORK-LIFE BALANCE AMONG WOMEN PROFESSIONALS IN EDUCATION SECTOR- INSIGHT FROM UNA

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Abstract

Work-life balance (WLB) is a growing concern for women employees, especially in the education sector where professional demands often clash with personal responsibilities. As women continue to manage dual roles at home and work, they frequently encounter stress, impacting their job satisfaction and overall well-being. The study aims to explore how work-life balance affects job satisfaction and organizational commitment among women working in academic institutions. Key factors influencing WLB include supportive workplace environments, flexible working conditions, fair compensation, mentally engaging tasks, and employee-friendly policies. Women who have access to facilities like childcare centers and referral services tend to experience reduced work-family conflict. The study identifies cultural expectations, job performance pressure, and peer-related challenges as major contributors to stress among women professionals. These issues often hinder their ability to maintain a healthy balance between work and home life. To address these challenges, the study recommends that educational institutions implement effective WLB policies. By promoting flexibility, support systems, and inclusive practices, organizations can help women achieve greater satisfaction and productivity. Prioritizing work-life balance not only enhances the lives of women employees but also contributes to organizational efficiency and long-term success.

Keywords: Work Life Balance, women teacher, Teaching Professionals, Professional Life, Personal Life, dual roles

I. Introduction

Work-life balance is a vital principle that allows individuals to effectively manage the demands of their careers and personal lives. It emphasizes the importance of dedicating time to family, health, leisure, and personal development while fulfilling professional obligations. For women, especially those in teaching positions, achieving this balance can be particularly difficult due to competing responsibilities and societal pressures. Research indicates that family duties, workplace conditions, and the level of organizational support significantly impact their health, job satisfaction, and ability to maintain equilibrium in their lives. The growing involvement of women in the workforce, where many assume or share primary income-generating roles, has

highlighted the importance of work-life balance. Married women, in particular, often find themselves balancing their professional responsibilities with family care giving tasks, such as looking after children and elderly relatives. Although their resilience and adaptability enable them to handle these dual roles, the resulting pressures can lead to stress, anxiety, and other psychosocial issues. This situation emphasizes the necessity for improved support systems, both at home and within the workplace.

Work-life balance is an ongoing process that demands continuous adjustment to changing priorities. It requires the development of skills such as self-management, time management, stress management, and the effective use of



technology. Organizations have a critical role in creating supportive environments, providing flexibility, and implementing policies that cater to the varied needs of their employees. Such initiatives not only enhance employee satisfaction but also boost organizational productivity and loyalty.

In India, the interaction of cultural norms and societal expectations further complicates the work-life balance for women. The simultaneous demands of professional roles and traditional care giving responsibilities lead to increased levels of stress and anxiety. Conflicts between work and family, stemming from overlapping duties, are prevalent and often result in significant challenges.

1.1 . Statement of the Problem

Women teachers definitely have a greater role to play in the society. Being women teachers, they have a dual role to perform at home and workplace. Their problem at home and at workplace needs careful attention and various aspects that affect them have to be looked into by their employers. Hence, there is a need to make a study about the problems faced by working women teachers at home and at workplace, so as to bring them a balanced life in order to increase their overall performance and efficiency at workplace. The organization needs to formulate situational based policies and adopt them into practice for the betterment of teachers. By creating a supportive environment at workplace, women teachers feel more comfortable at home and institution, thereby increasing overall productivity which will support the institution too. Work – family issues may arise as a result of pressures at work which interfere with an individual's family to fulfil their tasks, that is family related tasks like childcare, care of an ageing parent, household responsibilities, and additional responsibilities. And problems at home may also affect the fulfilment of work-related tasks like completion of target, managing students and producing results. In this context of work family and family-work dimension, the demands to fulfil the duties and

responsibilities, requirements, expectations and commitments associated with the role is important to each woman teacher. Hence, the researcher shows that conflict occurring due to work-life balance issues cannot decrease satisfaction at workplace as well as at home.

1.2. Objectives

- To analyse the role of socio-economic and demographic variables on the work life balance.
- To identify the stress factors at home which influence work – life balance.
- To suggest strategies to maintain a healthy work life balance.

1.3. Methodology

1.3.1. Area of study:

The researchers have selected Una city. Una is major in Indian state of Himachal Pradesh. There are nearly 70% of people related to industries. The city is also known for its educational institutions. Govt. college Una is renowned as one of the best colleges of its kind in area. In the primary education, there are three types of schools operate in Una, that is government run schools, aided schools and private schools. Schools may follow Himachal Pradesh board of school education syllabus or CBSE syllabus. The city falls under the purview of Una Education District. The respondents are chosen equally from the area.

1.3.2. Period of study:

The researcher carried out the study during the month of January 2025 –March 2025. During this period the researchers started collecting data by issuing the questionnaire.

1.3.3. Sources of data:

The present study is descriptive on the survey-based method. A Study of Work Life Balance among Working Women in Educational Sector uses both primary as well as secondary data. For the purpose of to identify the Work Life Balance among Working Women in Educational



Sector a detailed questionnaire has been prepared in consulting with the respondent and other researchers.

1.3.4. Sample design:

For the purpose of the study, due to time and other constrains, only 100 respondents are selected from the different part of the city, For the sampling purpose convenient random sampling method was followed in this study. Peoples who were Working Women in Educational Sector were selected.

1.4. Tools and Techniques Used

The tools were applied to analyses the data were Descriptive or Simple percentage analysis and weighted average score.

1.4.1. Percentage analysis:

One of the most frequent ways to represent statistics is by percentage. Percent simply means “per hundred” and the symbol used to express percentage is 1% One percent (or 1%) is one hundred of the total or whole and is therefore calculate by dividing the total or whole number by 100.

1.4.2. Weighted Average Score:

Weighted average is the average of a set of numbers, each with different associated “weights” or values. To find a weighted average, multiply each number by its weight, then add the results.

1.5. Data Collection Method

The data is collected in two ways. Namely

- Primary data
- Secondary data

1.5.1. Primary data:

These data are those which are collected directly from each individual who are the respondent of the survey.

1.5.2. Secondary data:

These data are those which are collected from various resources such as, web browser, Google, newspaper, magazines, books, novels, etc.

II. Review of Literature

Child care responsibility is still a constraint for working women as well as it has an influence on labor market assessment of parents, specifically mother with younger children (Wattis et al., 2022). Women employees perceive WLB policies as organizational support to employee’s family life and create a WLB supportive culture in the firm which leads to affective commitment. Women who can able to juggle the balance between work and personal life can contribute to organisational success and drive towards their goals (Nirmala, 2022) Women without children where significantly higher in occupational commitment compared women with children; contrary to this, women having younger children outperformed women having older children. The work-related stressors was evidently greater than that of family function associated stressors (Balaji, 2024).

III. RESULT AND ANALYSIS

Table.I: Demographic Profile of Respondents – Percentage Analysis

Variables	Particulars	No. of respondents	Percentage
Age	Below – 20 years	10	10
	20-30 years	45	45
	30-40 years	35	32
	40 years and above	13	13
	Total	100	100
Marital status	Married	62	62
	Unmarried	38	38
	Total	100	100
Education	UG	13	13
	PG	18	18



al Qualificati on	B.Ed.	61	61
	M.Ed.	8	8
	Total	100	100
Experience	1-5 years	35	35
	5-10 years	37	37
	10-15 years	13	13
	Above 15 years	15	15
	Total	100	100
Level of teaching in schooling	Fresher	11	11
	Middle level	62	62
	Senior level	27	27
	Total	100	100
Monthly income	Upto 10,000	22	22
	10,000- 20,000	40	40
	20,000- 30,000	28	28
	Above 30,000	10	10
	Total	100	100
Family size	One member	12	12
	Two member s	14	14
	Three member s	40	40
	Four member	34	34

	s		
	Total	100	100

From the above table it is revealed that out 100 respondents majority (45 %) of the respondents selected for the study are 20-30 years of age group, , majority (62%) of the respondents selected for the study are married, majority (61%) of the respondents selected for the study are B.Ed. as their educational qualifications, majority (37%) of the respondents selected for the study are as their 5 – 10 Years as their teaching experience, majority (62%) of the respondents selected for the study are Middle Level as Level of Teaching in school, majority (40%) of the respondents selected for the study are receiving 10000-20000 of monthly income, majority (40%) of the respondents selected for the study are three members in their family size.

Table 2: Opinion Regarding Stress Factors At Home

S.No	Factors	Mean Score	Rank
1.	Staying away from family for a long time	4.07	1
2.	Misunderstanding among family members	3.08	2
3.	Conflict with family members	3.61	7
4.	Problem with children	3.68	4
5.	Less revenue and more dependence	3.65	6
6.	Feeling lonely at home	3.66	5
7.	Negative attitude of spouse/ family	3.69	3
8.	Heavy household work at home	3.60	8
9.	Tired with children's studies	3.53	9



Source: Primary Data

The above table shows that among the 9 scores of Stress factors to Opinion Regarding Stress Factors At Home the mean scores ranged from 3.51 to 4.07 and the factor “Staying away from family for a long time” secured higher mean score and stood at the top position, followed by the factor “Misunderstanding among family members” which secured next higher mean score and stood at the second position, “Negative attitude of spouse/ family” secured next higher mean score and stood at the third position respectively. Thus it is concluded that the majority (4.07) of the respondents selected for the study have given high priority to the factor “Staying away from family for a long time”.

III. Suggestions

The following are the important suggestions derived from this study:

Suggestions to the Teachers:

- **Identifying time wasters that are consuming prime time and energy:** Many people waste their time on activities or people that add no value. Take stock of activities that aren't really enhancing your career or personal life and minimize the time one should spend on them. Learn to always start on time, because any lag would only worsen over the course of a day.
- **A little relaxation time:** It is not required to make big changes to bring more balance in life. Build more activities into the schedule that are important. Spend some of the time on hobby or planning a weekend go away with the family once a year, taking 10 to 15 minutes to do something that will help to recharge during a hectic day, read a novel, go for a walk, or listen to music. Make a little time for the things that ignite your joy. As happiness has direct relation to productivity one must need to think of the things which make them happy.

- **Being Honest:** One should be honest to oneself and about the time spending at work. Balanced life is to assess honestly what you need and what you want out of your whole life, not just work but also in life.

Suggestions to the Institution:

- **Integration:** Work Life Balance issues need to be integrated to the organization's HR Strategy. Collaborative approach between the management and teachers, assist the process of introducing new initiatives.
- **Free Time in between the working hours:** There should be well designed working hours. If the teachers are given sufficient free time in between the working hours they can be prepared well for the classes and they can also utilize it for their professional growth. It will help to manage the work schedules, increase the quality and productivity. When this opportunity is given to the teachers, it will also bring the responsibility for finishing work within specified deadline.
- **Supportive Management:** A supportive management is required to minimize the conflict between work and family. Top management should realize the importance of work life balance and its adverse effect on job satisfaction. Management should focus on policies that will help to make a balance in the personal and professional life of teachers. In most of the cases sympathy does not work and conversion of words in to action is necessary for well-being of the teachers and in turn to the organization.

IV. Conclusion

Women constitute an important section of the workforce. However, in the present situation a large number of well-qualified women left out of their jobs due to various reasons. The problems faced are several but; significantly, most often the break in their careers arises



out of motherhood and family responsibilities. Achieving a good balance between work and family commitments is a growing concern for the teacher's and institutions. This study shows the influence of work life balance issues affect the health and wellbeing of individuals and families. Now there is an increasing interest among organizational stakeholders for introducing work-life balance policies in their organizations. Work-life balance policies are most likely to be successfully implemented in educational institutions which have a clear understanding of their rationale and which respect the Importance of work-life balance for all teachers. The results of this study have practical implications for institutions which are interested in implementing work family friendly policies in the near future. Whatever the chosen course, it is hoped that this research project report will form a stepping stone in the process to provide a basis for reflection and debate on work-life balance issues in educational sector in Una City. It is hoped that these results will encourage further investigation and applications of work family friendly policies in educational institutions.

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