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A Study on Work-Life Balance Among Working Women in Educational Field

R.Keerthana, Dr.D.Suresh Kumar

Final year student, Department of Commerce with Information Technology, Dr.N.G.P. Arts and Science College,
Coimbatore, Tamil Nadu, India

Associate Professor, Department of Commerce with Information Technology, Dr.N.G.P. Arts and Science College,
Coimbatore, Tamil Nadu, India

ABSTRACT: Work-life balance is crucial for women in education field who juggle professional and personal responsibilities. The demanding nature of their roles, along with societal expectations, often leads to stress and reduced well-being. This study examines factors like age, marital status, teaching level, and institutional support. It also explores coping strategies and the impact of workplace policies. The goal is to provide insights for creating more supportive educational environments. The study conducted at Coimbatore District to know the work-life balance of working women in an educational field. This study has been taken period of 4 months from December to March 2025. Primary data have been collected with the help of structured questionnaire to fulfill the objectives of this study. Stratified Random Sampling technique was used to collect data from the respondents. The sample size chosen for this study is 122.

KEYWORDS: Work-life, Education, Responsibilities

I. INTRODUCTION

Work-life balance for women in the educational field is a multifaceted concept shaped by a range of interrelated factors that influence their ability to manage professional and personal responsibilities effectively. Key elements include flexible working hours and job opportunities, supportive workplace environments, manageable workloads, and access to technology that offers both flexibility and challenges. Emotional and mental health support, gender equality, and cultural norms also significantly impact women's experiences, as do job satisfaction, career fulfilment, and strong family and community support systems. Together, these features highlight the complex interplay of institutional policies, societal expectations, and individual needs in achieving a sustainable and fulfilling work-life balance for female educators. Understanding these dimensions is crucial for developing effective strategies and policies that promote well-being, professional growth, and retention of women in the educational sector.

STATEMENT OF THE PROBLEM

Despite increasing awareness of the importance of work-life balance, women in the educational sector continue to face significant challenges in managing professional responsibilities alongside personal and family commitments. As a major part of the education workforce, women often contend with long working hours, emotional labor, and societal expectations, making it difficult to achieve a satisfactory balance. However, there remains a lack of comprehensive research that specifically addresses the unique struggles faced by women educators and the absence of tailored institutional strategies to support them. This gap contributes to heightened stress, reduced job satisfaction, and potential attrition, ultimately affecting both the well-being of female educators and the quality of education. This study seeks to fill this research gap by examining the factors influencing work-life balance among women in education and proposing actionable solutions for institutional support.

OBJECTIVES OF THE STUDY

- To know how working women manage their work and family life.
- To understand the stress level of working women at work place.
- To find out the stress level and its fallout on the performance at job and discharging the family and social responsibilities.

NEED OF THE STUDY

The need for this study on work-life balance among women in education is crucial due to the unique challenges they face in managing professional and personal responsibilities. Women constitute a large portion of the education workforce but often experience stress from growing workloads and societal expectations. These pressures can lead to burnout, reduced job satisfaction, and declining mental and physical health. Balancing tasks like lesson planning, grading, and caregiving becomes increasingly difficult without adequate support. This imbalance not only affects individual well-being but also impacts staff retention and educational quality. Understanding variations based on age, marital status, and teaching level helps tailor effective solutions. The study aims to inform gender-responsive policies that promote equality in educational leadership. Improved work-life balance enhances job satisfaction and institutional productivity. Addressing this issue supports a healthier, more inclusive work environment. Ultimately, it benefits both educators and the broader educational system.

LIMITATIONS OF THE STUDY

- The study's small sample size and possible selection bias may limit the generalizability of the findings to broader populations or different educational and professional settings.
- Participants' responses may be influenced by personal bias, social desirability, or cultural expectations, potentially affecting the accuracy and objectivity of the data.
- A short data collection period may not capture long-term trends or evolving experiences related to work-life balance.
- The survey and interview tools used may not fully capture the complex, multifaceted nature of work-life balance.

II. REVIEW OF LITERATURE

Martinez & Johnson (2024) explored the long-term effects of poor work-life balance on the career longevity of female educators. The study found that women who struggled with maintaining a healthy work-life balance were more likely to experience early career burnout, leading to a higher turnover rate in the educational sector. The research suggested that supportive school environments and workplace interventions, such as flexible working hours and mental health days, could prolong the careers of female educators and improve retention rates. The study also highlighted that emotional exhaustion from balancing work and personal life could lead to decreased productivity and effectiveness in teaching, which ultimately impacts student outcomes.

Taylor & Martin (2023) conducted a study on the role of peer support networks in the work-life balance of women in education. Their research showed that strong support networks, both within schools and at the community level, helped mitigate the negative impacts of work-life imbalance. Women with strong professional networks reported better emotional well-being and increased productivity in their work. The study emphasized the importance of mentorship and peer support groups in providing emotional and practical support, enabling better balance between work and personal life.

Garcia & Patel (2022) focused on the intersection of work-life balance and career progression. They found that women in the educational field often face career stagnation if they take too much time off for family responsibilities, which affects their overall career growth. The study found that career advancement opportunities were closely linked to the ability to balance work and family effectively. Women who could manage their work-life balance were more likely to be promoted, while those struggling with balance found it harder.

Singh & Gupta (2021) focused on mental health as an aspect of work-life balance among female educators. They found that stress levels among working women in the education sector were higher compared to their counterparts in other fields due to long hours and the emotional demands of teaching. The study concluded that wellness programs, including mental health support, were essential to improving the work-life balance of female educators. Additionally, their study showed a strong link between job satisfaction and the ability to maintain balance, with those who felt more supported by their institutions reporting better mental health and life satisfaction.

Williams & Thomas (2021) conducted a study exploring the role of mental health in work-life balance for female educators. Their research found that women in the educational sector experienced higher rates of stress, anxiety, and burnout compared to other professions, particularly due to the high emotional labour of teaching and managing students. They suggested that wellness programs and mental health initiatives could greatly improve the work-life balance and well-being of female educators, which would subsequently lead to greater productivity and retention.

TABLE 1
AGE WISE ANALYSIS OF THE RESPONDENT

Socio-Economic factors	No. of Respondents	Percentage
21-25	18	14.8%
26-30	34	27.9%
31-40	47	38.5%
Above 40	23	18.9%
Single	31	25.4%
Married	73	59.8%
Divorced	9	7.4%
Widowed	9	7.4%
Bachelors degree	40	32.8%
Masters degree	47	38.5%
Doctorate	20	16.4%
Others	15	12.3%

Source :Primary Data

The above table shows that 38.5% of the working women in education field were between “31-40” years of age. About 27.9% were between “26-30” years of age ,18.9% were between “ above 40” years of age and 14.8% were between “21-25” years of age. The above table shows that 59.8% of the working women in education field were married. About 25.4% were single,7.4% were divorced and 7.4% were widowed. The above table shows that 38.5% of the working women in education field completed their masters. About 32.8% completed their bachelors,16.4% were completed their doctorate and 12.3% were qualified in other professional course.

TABLE 2
WORKING HOURS PER WEEK

Working hours	No of respondent	Percentage
Less than 20 hours	27	22.1%
21-30 hours	29	23.8%
31-40 hours	51	41.8%
Above 40 hours	15	12.3%
Total	122	100

Source :Primary Data

The above table shows that 41.8% of the women working 31-40 hours per week . About 23.8%working 21-30 hours per week,22.1%working less than 20 hours per week and 12.3%working above 40 hours per week.

TABLE 3
ASPECT OF JOB THAT CAUSE STRESS

Aspect of job that cause stress	No of respondent	Percentage
Heavy workload	40	32.8%
Student management	30	24.6%
Lack of administrative support	34	27.9%
Long working hours	18	14.8%
Total	122	100

Source :Primary Data

The above table shows that 32.8% of women were stressed by heavy workload. About 27.9% were stressed by lack of administrative support, 24.6% were stressed by student management and 14.8% were stressed by long working hours.

**TABLE 4
WAYS TO MANAGE STRESS DUE TO WORK-LIFE IMBALANCE**

Ways to manage stress	No of respondent	Percentage
Exercise/yoga	23	18.9%
Spending time with family	47	38.5%
Engaging in hobbies	34	27.9%
Socializing with friends	18	14.8%
Total	122	100

Source :Primary Data

The above table shows that 38.5% of the working women were manage their stress by Spending time with their family . About 27.9% of the working women were manage their stress by Engaging themselves in hobbies, 18.9% of the working women were manage their stress by doing Exercise/Yoga and 14.8% of the working women were manage their stress by Socializing themselves with their friends.

**TABLE 5
MAJOR CHALLENGES IN BALANCING WORK AND PERSONAL LIFE**

Major challenges	No of respondent	Percentage
Communicating time	28	23%
Childcare responsibilities	24	19.7%
Household responsibilities	45	36.9%
Excessive workload	25	20.5%
Total	122	100

Source :Primary Data

The above table shows that 36.9% of the working women felt household responsibilities as their major challenge in balancing work and personal life. About 23% felt communicating time as their major challenge , 20.3% felt excessive workload as their major challenge and 19.7% felt childcare responsibilities as their major challenge.

**TABLE 6
MANAGE BOTH WORK AND PERSONAL RESPONSIBILITIES**

Manage both	No of respondent	Percentage
Always	45	36.9%
Often	40	32.8%
Rarely	24	19.7%
Neutral	13	10.7%
Total	122	100

Source :Primary Data

The above table shows that 36.9% of the working women in education field can always manage both work and personal responsibilities . About 32.8% can often manage both work and personal responsibilities, 19.7% can rarely manage both work and personal responsibilities, 10.7% can neutrally manage both work and personal responsibilities.

III. SUGGESTIONS

- Offer flexible work hours, remote work options, and childcare support to help women balance family and career responsibilities.
- Provide professional development opportunities, such as advanced certifications and leadership training, to help women with master's degrees grow their careers.
- Encourage stress management programs and provide mental health resources to help women manage work-related stress.
- Regularly assess work-life balance and implement programs to improve employee satisfaction and retention.
- Promote family time by offering policies that allow for more personal time and better manage household responsibilities.
- Foster open communication between employees and employers to ensure work-life balance needs are met.

IV. CONCLUSION

The study on work-life balance among working women in the education sector reveals that while many are young professionals, predominantly aged 26-30, and highly qualified with master's degrees, they face significant challenges in balancing professional and personal responsibilities, especially as most are married. Despite working standard full-time hours (31-40 hours per week), a majority report satisfaction with their work-life balance, though work-related stress, primarily due to heavy workload, sometimes affects their personal lives, sleep patterns, and mental and physical health. Household responsibilities emerge as a key challenge, limiting their engagement in social activities. However, strong family support and workplace childcare facilities contribute positively, and many women feel comfortable discussing work-life balance concerns with their employers. To improve their well-being, educational institutions must implement strategic interventions such as workload optimization, flexible schedules, and mental health support programs while reinforcing childcare assistance and social engagement initiatives. A proactive and supportive work environment is essential to ensuring that women in education can thrive both professionally and personally.

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