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## Exploring the Interplay between Work-life Balance, Quality of Work Life and Quality of Life in the Education Sector for WOMEN

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### Keywords

Quality of Work Life,  
Education Sector, Work-Life  
Balance in Education Sector,  
Quality of Life for Women in  
Education.

### ABSTRACT

The intersection of work-life balance, quality of work-life, and quality of life is of paramount importance in the education sector, particularly for women. This paper delves into the intricate relationship between these three dimensions, shedding light on their implications, challenges, and potential solutions. Through a comprehensive review of existing literature and an exploration of real-life experiences and data, this paper aims to offer a deeper understanding of how these aspects interact, influence each other, and contribute to the overall well-being of women educators. The findings of this research reveal that achieving a harmonious balance in work and life, along with a high-quality work environment, can significantly enhance the overall quality of life for women in the education sector.

### 1. INTRODUCTION

The research, "Exploring the Interplay between Work-Life Balance, Quality of Work Life, and Quality of Life in the Education Sector for Women," investigates the complex relationship between the work-life balance experienced by women working in the education sector, the quality of their work life, and their overall quality of life.

This research focuses on women employed in educational institutions and aims to understand how their work-life balance, which involves balancing professional responsibilities with personal life, impacts the quality of their work life within the education sector. Additionally, it explores how the quality of their work life, in turn, influences their overall quality of life, encompassing various dimensions such as physical and mental well-being, social connections, and life satisfaction.

This topic is significant because it addresses the specific challenges and opportunities that women face in the education sector. It seeks to uncover the factors that affect their work-life balance, the extent to which a satisfactory work-life balance contributes to the quality of their work life, and how these aspects collectively influence their broader quality of life.

The findings of this study may have implications for policies and practices within the education sector, as well as offering insights into how women in this field can achieve a better work-life balance and ultimately enhance their overall quality of life. Moreover, it contributes to the ongoing discourse on gender equality and well-being in the workplace.

**1. Work-Life Balance:** This term refers to the equilibrium individuals seek between their professional or work-related responsibilities and their personal life, which includes family, leisure, and other non-work activities. It's about finding a harmonious way to manage and juggle the demands of both work and personal life.

**2. Quality of Work Life:** This concept relates to the overall experience and well-being of individuals within their work environment. It encompasses factors such as job satisfaction, working conditions, workplace relationships, and opportunities for personal and professional growth. A higher quality of work life generally leads to greater job satisfaction and overall well-being.

**3. Quality of Life:** Quality of life represents the broader measure of an individual's well-being and satisfaction with various aspects of their life, including physical health, mental and emotional well-being, social connections, and life satisfaction in general.

**4. Education Sector for Women:** This specifies the context of the study, focusing on women employed in the field of education. The education sector includes schools, colleges, universities, and other educational institutions, where women often hold various roles such as teachers, administrators, and support staff.

In essence, the research seeks to understand how the ability of women working in education to balance their work and personal lives impacts their job satisfaction and overall well-being. It explores how the quality of their work life, which is shaped by factors in their professional environment, contributes to their overall quality of life, including their happiness and satisfaction outside of work. This study is valuable for gaining insights into the experiences of women in the education sector, understanding the factors that affect their well-being, and potentially informing policies or practices that can enhance their work-life balance and overall quality of life. It also touches upon broader discussions of gender equality and well-being in the workplace, particularly in fields where women are prominently represented.

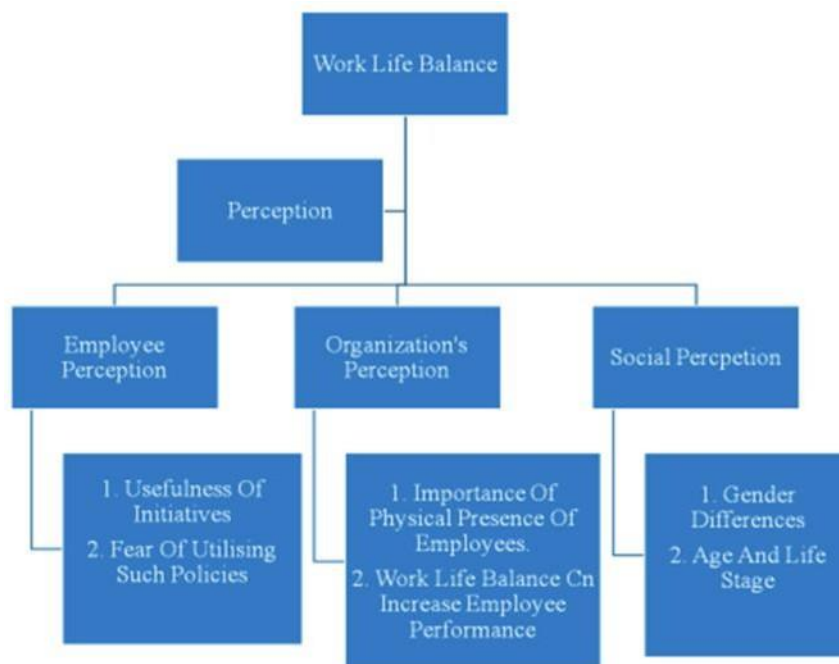
## **2. Work-Life Balance in the Education Sector for Women**

Work-life balance is the concept of balancing one's work (career and ambitions) with their lifestyle (family, hobbies, health, and leisure). Over centuries, women's roles have transformed significantly. Historically confined to domestic chores, education, and limited career prospects, women now pursue diverse roles in education, industries, and workplaces, challenging traditional gender norms. Education has been pivotal, equipping women with knowledge and competitiveness in today's world. However, this transition brings its challenges, with women facing the formidable task of balancing professional careers, family responsibilities, and the demands of motherhood. Working mothers juggle multiple roles, dealing with childcare, household chores, and their professions, often under considerable stress. Adapting and harmonizing these roles remains crucial for women to find a balanced and fulfilling life in today's dynamic environment.

### **2.1 Work-Life Balance: A Conceptual Framework**

This framework examines the impact of three distinct perceptions on employee work-life balance and organizational policies. These perceptions include individual perception, organizational perception, and social perception (as depicted in Figure I). An individual's sense of control over their work and family schedules significantly influences their mental well-being and work-life balance. Organizational attitudes and perceptions play a crucial role in fostering employee commitment and loyalty, reducing issues like unreported absenteeism and turnovers. It is essential for society to recognize that women should not be confined to family roles and should be supported in their professional growth. Social norms should not hinder anyone's career advancement.

**The Conceptual Framework Figure – 1**



**Employee perception:** Organizations are continually striving to help employees balance their work and family life, often by implementing flexible HR policies to boost performance and commitment. However, a common pitfall is the lack of policy evaluation and employee feedback. The perception of these policies by employees, as highlighted in the research by Rana Rashid Rehman and AjmalWaheed (2012), is a critical factor. Employees' life stages significantly influence their perception of work-life balance policies, leading to situations where well-intentioned policies may not be viewed as beneficial, such as maternity/paternity leave for employees past childbearing age or singles.

**Organizational perception:** Organizations sometimes face issues stemming from negative perceptions that arise when they draw conclusions and judge employees based on their utilization of work-life balance policies. It is imperative for organizations to engage in self-reflection to understand their own reactions when an employee prioritizes family over work. Many organizations place a heavy emphasis on physical presence in the workplace and equate it with an employee's commitment, often making judgments when employees are absent. This perception can lead employees to believe that organizations do not adequately reward those who use work-life balance policies, potentially affecting their chances of salary increases and promotions.

**Social perception:** Work-life balance is a concept that, in addition to employee perception, is influenced by gender expectations. These expectations, too, are shaped by perceptions. Research consistently demonstrates that women tend to have higher expectations for policies supporting work-life balance compared to men. Men often request such policies less frequently and tend to adapt easily. Traditionally, men have seen themselves as the primary breadwinners, with their success being their sole responsibility. They acknowledge not spending enough time with their families but accept it. For some professionals, the brief moments with their kids are immensely valuable. Working women often view themselves as role models for their children and strive to balance work and family life. Women are emotionally connected to their families and sometimes make career sacrifices for them. This inner conflict, the sense of not dedicating sufficient time to family and community, can lead to frustration and eventually career breaks.

### **2.3 Challenges in Achieving Work-Life Balance**

Work-life balance, particularly for physicians, remains a challenge. It can be defined as maintaining harmony between work and life responsibilities. A significant portion of the American population, especially parents, faces this issue. U.S. mothers (90%) and fathers (95%) report work-family conflict. Challenges include minimal federal support for working parents and a lack of family-friendly policies in the U.S. Many physicians, both men and women, struggle with balancing their careers and families, affecting their health, relationships, and quality of life. Stress and consequences such as withdrawal from family interaction, depression, and decreased job satisfaction are common. Physician-specific challenges include the need for real-time patient care, long working hours, and barriers to part-time work. Academic medicine and the emotional intensity of palliative care further complicate the work-life balance for clinicians.

#### **Unique challenges for women in education: workload, caregiving duties, and societal expectations.**

Balancing work and personal life can be challenging, and it particularly affects American parents. A recent study reported that 90% of U.S. mothers and 95% of U.S. fathers experience work-family conflicts. This is exacerbated by the fact that 70% of American children live in households where all adults work, and nearly 25% of Americans care for elders. Unfortunately, U.S. federal policy does not provide robust support for working parents compared to other industrialized democracies. This issue is even more pronounced for physicians, who often work long hours, impacting their family life and overall well-being. Balancing a medical career with parenting is a formidable challenge that can lead to withdrawal from family life, relationship conflicts, shorter periods of breastfeeding, depression, and more. Academic medicine and private practice present their own obstacles to work-life balance, making part-time work less common. For those in palliative care, the emotional intensity of the job can be hard to leave behind, but it can also lead to a greater appreciation of family, friends, and well-being.

### **1.1 Background**

Work-life balance, quality of work life, and quality of life are intertwined components that profoundly impact the well-being of individuals in the education sector. Women, who make up a significant portion of the workforce in education, often face unique challenges in achieving this balance. This paper seeks to explore the relationship between work-life balance, quality of work life, and quality of life, and their implications for women in the education sector.

## 1.2 Research Objectives

This paper aims to:

- To examine the current work-life balance experienced by women in the education sector.
- To evaluate the overall quality of life, encompassing physical and mental well-being, social connections, and life satisfaction.
- To examine potential gender disparities and understand the unique challenges and opportunities faced by women.
- To identify major problems of work-life balance with single and married working women concerning their demographic factors like as age, occupation, marital status, and qualification.
- To the study aims to improve the well-being and satisfaction of women working in education, ensuring they have the necessary support to thrive professionally and personally.

### Research Problem:

In the study, there are so many working women which are working in the education sector researcher wants to find out that how they live their lives and make it balance, researcher also wants to determine the important reasons of poor work life balance between working women of education sector includes working hours, overtimes, traveling from their homes to schools / colleges / university campuses, negative attitudes from their families, negative attitudes from their bosses and supervisors, also household works and loss of working agenda.

### Limitation of the study :

The study on work-life balance, quality of work life, and quality of life for women in education has limitations. These include a potentially unrepresentative sample, reliance on self-reported data, a static cross-sectional design, and the inability to prove causation. Uncontrolled confounding variables, response bias, and external factors can affect results, while subjectivity and limited demographic considerations must be addressed for a more comprehensive understanding.

### Delimitation of the study :

The delimitations of this study on the relationship between work-life balance, quality of work life, and quality of life for women in the education sector involve a specific geographic focus, a defined timeframe, exclusive concentration on women in education, and a selective exploration of the roles of teachers, administrators, and support staff. The study will primarily employ quantitative data, and its primary emphasis will be on work-related factors, excluding broader life influences on quality of life. These delimitations establish the study's boundaries and provide a clear understanding of its scope and limitations.

### Scope of the study :

This study explores the relationship between work-life balance, quality of work life, and overall quality of life for women working in the education sector, including teachers, administrators, and support staff. It examines the influence of work-life balance on the quality of work life,

considering factors like job satisfaction and well-being. Additionally, the research assesses how these variables collectively impact the overall quality of life, including physical and mental health, job-related stress, and personal fulfillment. The study aims to provide valuable insights for improving support systems and policies for women in education to enhance their overall quality of life.

### **Literature review :**

**Newton, Leckie, & Pettman, (1979)** study it evident that the impact of Quality of Work Life (QWL) on the Quality of Life (QOL) of employees had gained substantial importance in an era when industrialized nations were increasingly reevaluating the role and status of individuals within the modern technological landscape. Recent years had witnessed a heightened focus on the nature of work, its influence on individuals, and their attitudes toward it. Notably, the intensifying global competition had taken a toll on the quality of life for employees (Sarkar&Jeswani, 2008). Within our society, women tended to be concentrated in low-paying and precarious employment positions, with a significant majority, approximately 96%, employed in the informal sector. Their work was characterized by insecurity, irregularity, and a lack of organization. Juggling the responsibilities of childcare, household management, and work, women often found that their income did not align with the efforts they invested in their work. This situation underscored the pressing need to address and improve the quality of work life for women in the education sector to enhance their overall quality of life.

**Nanavaty, (2009)** The dedicated Indian worker, despite facing conflicts and receiving unfair compensations, adeptly manages her Work-Life Balance due to her inherent need and self-justifying temperament. She skillfully reconciles all her tasks and responsibilities in the workplace, demonstrating remarkable resilience and effectiveness in moving forward (Chawla&Sondhi, 2011).

**According to Gropel&Kuhl, (2009),** A positive relationship between oneself and the workplace is fundamentally essential for overall well-being. Work-life balance, a crucial component of Quality of Work Life (QWL), significantly influences well-being when an individual's needs are met within the available time for work and personal life. Work-life balance has recently gained prominence as part of the broader focus on enhancing quality of life. The adoption of flexible working conditions has been recognized as a beneficial approach for achieving Work-Life Balance (WLB) and, consequently, Quality of Life (QOL) (Moore, 2006).

In the life of every working woman, four key stakeholders play significant roles: her own personality, her job, her family, and society. Maintaining balance among these aspects is crucial, as any imbalance can lead to conflicts in various relationships. When a woman experiences such conflicts, she often finds herself devoid of peace of mind, loses her life's harmony, and becomes progressively less efficient in all spheres (Sigroha, Gidhar, & Sangwan, 2011). Successful work-life balance carries far-reaching implications for both individuals and organizations. It not only enhances productivity but also contributes to an improved overall quality of life.

However, the success of initiatives like part-time and flexible working arrangements hinges on open and honest dialogues between employers and employees. Such communication is vital for ensuring greater satisfaction on both sides of the employment relationship (Gallhofer&Paisey,

2011). Thus, creating a supportive work environment emerges as another crucial initiative that demands attention and action..

**Doble& M.Y., (2010)** The psychological well-being of office workers is intricately linked to the physical office environment. Worker assessments of the physical workspace differ from their evaluations of general working conditions, such as workloads, decision-making autonomy, and interpersonal relationships within the workplace. Numerous organizational factors, including job insecurity, shift work, extended work hours, role conflicts, exposure to physical hazards, and conflicts with colleagues or supervisors, contribute to elevated stress levels. These stressors have been associated with conditions such as depression, anxiety, general mental distress symptoms, heart disease, ulcers, and chronic pain (Sabadra, 2009).

Certain occupational groups, particularly women engaged in roles like nursing, domestic work, and manual labor, may face more challenges due to the nature of their work, lower socioeconomic status, and exploitative work environments. It is important to note that not everyone in these job categories experiences such issues, but there is evidence suggesting that women are disproportionately affected in these occupations. In fact, an estimated 40 percent of Indian nurses are not currently working due to unfavourable conditions both at home and in the workplace.

**Mavalankar, (2009)** The challenges encountered by women in the workplace can have far-reaching consequences, affecting their professional standing, financial well-being, and family dynamics. Notably, issues such as strained interpersonal relationships, inadequate compensation, subpar working conditions, heavy workloads, extended hours, and irregular shifts are prominent stressors faced by nurses, and these factors significantly impinge upon their Quality of Life (QOL). This, in turn, has led to a substantial portion of nurses frequently disregarding their own well-being, as highlighted in the study by (Meera Vijay in 2012).

For economically disadvantaged employees, job insecurity emerged as the leading factor correlated with depressive symptoms, even when adjusting for various demographic and workplace-related variables. Conversely, among economically stable employees, the presence of high psychological demands and a lack of support from supervisors and colleagues was associated with depressive symptoms. It is crucial to recognize that not all professions equally impact employees' levels of depressive symptoms, and the extent of this impact can vary based on individual circumstances.

**ShobithaPoulose&Sudarsan N (2014)**, define that work life balance is all about getting fully engaged in the two domains and giving out the best performance, that is expected in each role. Work life balance also means contentment of an individual, after contributing in a particular role. This also implies that contentment is solely dependent on the perception of an employee.

**Gulbahar, Amjad Ali, et al., (2014)** define work life balance and state that it is related to the priorities that a person chooses. The worst part is that most of the time work takes over family by long working hours and work intensification. The paper emphasizes that people who look for work life balance often quote, “we work to live and not live to work.” ParulAgarwal (2014), has established relationship between job satisfaction, work life balance and organizational performance. The author clearly identifies that men’s central theme in life as work and their satisfaction lies in the job they do and their career progress. Karthik R. (2013), in the paper has emphasized that individuals should adopt strategies which help them tackle work life issues.

They should have good communication system in both spheres and have clarified the values that each sphere has in his life

**Saxena&Bhatnagar, (2009)** Organizations must recognize the evolving gender composition of their workforce and adapt their fundamental assumptions about employees' work and non-work aspirations, commitments, and needs. This adaptation should not only aim to achieve a balance between these aspects but also to create an environment where individuals can genuinely enjoy their multiple life roles. The review emphasizes the interconnected relationship between work-home interference and Quality of Life (QOL).

Factors such as insufficient support from supervisors and co-workers, limited opportunities for career advancement, incompatible work schedules, and a poor work culture have been identified as contributors to reduced Quality of Work Life (QWL). This, in turn, leads to heightened stress levels and adversely affects the overall health of working women, significantly diminishing their Quality of Life (QOL). It is evident that both the physical work environment and the psychological conditions of employment play vital roles in predicting an individual's QOL. Nevertheless, it is apparent that more efforts are needed to humanize the workplace and create environments that allow working women to lead well-rounded lives.

### **Impact of Work-Life Balance and Quality of Work Life**

It is widely recognized that when employees experience a higher quality of work life, their job satisfaction improves, leading to a more favorable work-life balance. Satisfied employees tend to make more significant contributions to organizational development and are self-motivated, making them valuable assets to the company. Consequently, organizations can save resources by not needing to invest in continuous employee motivation efforts, directing these funds instead towards skill development. A content and happy workforce also results in reduced employee turnover rates, which adds value to the organization by minimizing the need for costly recruitment. Rather than constantly hiring new employees, organizations can allocate these resources for other developmental purposes or enhancing the overall quality of work life for their existing staff.

Furthermore, poor work quality contributes to increased stress among employees, negatively impacting their personal lives. This, in turn, weakens their mental well-being, demotivates them, and leaves them dissatisfied with their work life. Such dissatisfaction can significantly affect employee productivity within the organization.

### **Evaluating work-life balance support for female educators**

Maintaining work-life balance is crucial for enhancing teacher effectiveness and job satisfaction, ultimately benefiting student learning. This study delves into the work-life balance of Indian teachers in various academic roles across universities and colleges. The research revealed that factors such as a teacher's designation, appointment type, academic stream, and institutional setting directly and significantly impact their work-life balance. However, gender and marital status did not show significant variations in teachers' work-life balance quality.

### **Work culture**

Culture serves as a stabilizing force, providing employees with security and the motivation to be enthusiastic. The ultimate goal is to establish a human resources culture. Work culture encompasses quality and the core values that inspire and drive continuous improvement,

ensuring job satisfaction (Triguno, 1996: 3). This culture evolves as the organization develops and addresses both internal and external challenges while maintaining organizational unity and integrity (Ndraha, 2005). Work culture encompasses various aspects: (1) The value of dedication, where employees seek self-fulfilment in their work, (2) a strong work ethic, with employees oriented toward hard work, (3) individual characteristics, optimally displayed during work, and (4) adherence to established work rules (Norman, 2002).

### **Work Motivation**

Motivation is the driving force that encourages employees to exert high effort to fulfill their individual needs (Margono, 2005). Essentially, motivation empowers employees to work diligently towards their goals, ultimately enhancing productivity and aiding in the achievement of company objectives (Rivai, 2009). It's a concept that influences people's behaviors, propelling and directing their actions, and determining their persistence in pursuing goals (Armstrong, 1994; Robbins, 2007). Personal motivation is influenced by several factors, including support from peers, the inspiration to innovate, job recognition, and appreciation.

### **Quality of work life**

QWL pertains to enhancing overall well-being and performance. It encompasses company initiatives aimed at improving employment conditions and enhancing the lives of employees while performing their tasks. Several factors contribute to establishing QWL, such as work restructuring, reward systems, the work environment, employee participation, fostering pride, career development, conflict resolution, effective communication, health, and more. Maintaining harmonious human relationships, both among colleagues and between superiors and subordinates, is crucial for a company's success.

### **Performance**

Performance hinges on motivation and ability, representing actual employee behavior within their role. It's a critical factor for achieving organizational objectives. Performance involves a series of activities, encompassing inputs, processes, outputs, and their impact on work outcomes. In summary, it's the tangible result of one's efforts in alignment with established standards and criteria to meet organizational goals.

### **Job Satisfaction**

Employees express their discontent by either quitting their jobs, engaging in counterproductive behaviors, discussing their concerns with supervisors, or maintaining hope for organizational change. Job satisfaction is the positive emotional response stemming from one's perception of work as meaningful and conducive to creativity. It is attained when employees find alignment between their job tasks and personal desires.

### **Different Roles in Education**

This study delves into the differing experiences of women in various roles within the education sector, including teachers, administrators, and support staff, with a focus on their quality of work life. It seeks to understand how the unique responsibilities, challenges, and work environments in these roles can impact the job satisfaction and overall well-being of women. By examining these distinct roles, the research aims to shed light on how gender-related disparities might affect the work life quality of women in education. The findings can inform policies and

practices that address gender equity and promote a more positive work experience for women in all these crucial positions in the educational field.

## **METHODOLOGY**

Exploring the interplay between work-life balance, quality of work life, and quality of life in the education sector for women requires a well-structured research methodology. Here's a general outline of the methods you can employ:

### **1. Research Design:**

- a. Cross-Sectional Study: This design allows you to collect data from a specific point in time, providing a snapshot of the current situation.
- b. Longitudinal Study: Alternatively, you can opt for a longitudinal design, collecting data over an extended period to observe changes and trends over time.

### **2. Data Collection:**

- a. Surveys: Design and distribute surveys to women working in the education sector. Include questions related to their work-life balance, quality of work life, and quality of life. Consider using established scales and indices to measure these factors.
- b. In-depth Interviews: Conduct interviews with a subset of participants to gain deeper insights into their experiences, challenges, and strategies for balancing work and personal life.
- c. Focus Groups: Organize focus group discussions with women educators to explore common themes and shared experiences.

### **3. Sampling:**

- a. Random Sampling: If possible, use random sampling to ensure that your sample is representative of the population of women educators in the education sector.
- b. Stratified Sampling: Alternatively, you can stratify the sample to ensure representation from different types of educational institutions (e.g., schools, colleges, universities) and various roles (e.g., teachers, administrators).

### **4. Data Analysis:**

- a. Quantitative Analysis: Analyze survey data using statistical software (e.g., SPSS, R) to identify correlations and associations between work-life balance, quality of work life, and quality of life. Use descriptive statistics, regression analysis, and factor analysis if applicable.
- b. Qualitative Analysis: For interview and focus group data, employ qualitative analysis methods like thematic analysis or content analysis to identify recurring themes and patterns in the participants' narratives.

### **5. Ethical Considerations:**

- a. Ensure that you obtain informed consent from all participants, guaranteeing their privacy and confidentiality.
- b. Consider ethical guidelines and seek approval from an institutional review board (IRB) if required.

### **6. Data Integration:**

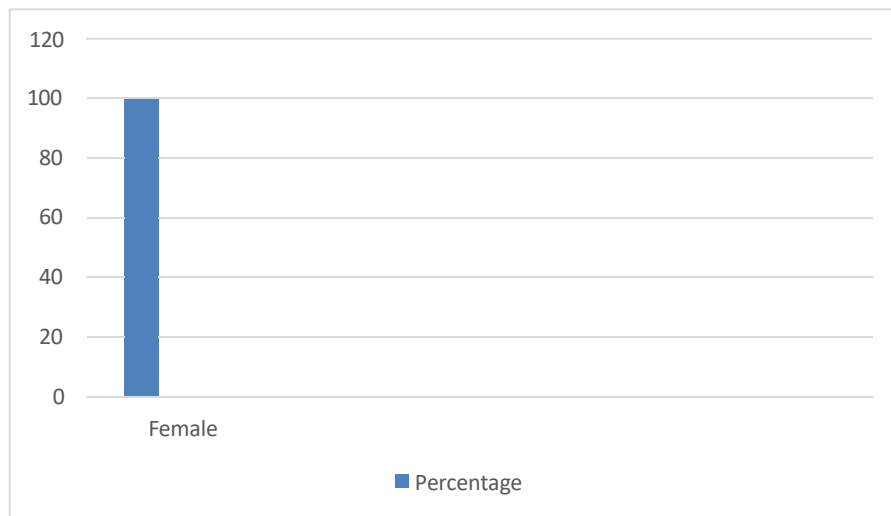
Integrate quantitative and qualitative findings to provide a comprehensive understanding of the interplay between work-life balance, quality of work life, and quality of life in the education sector for women.

## DATA ANALYSIS AND DISCUSSION

**Table 1: Gender**

|       |        | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|--------|------------------|----------------|----------------------|---------------------------|
| Valid | Female | 100              | 100.0          | 100.0                | 100.0                     |

From the above table it is observed that 100(100%) respondents are females.

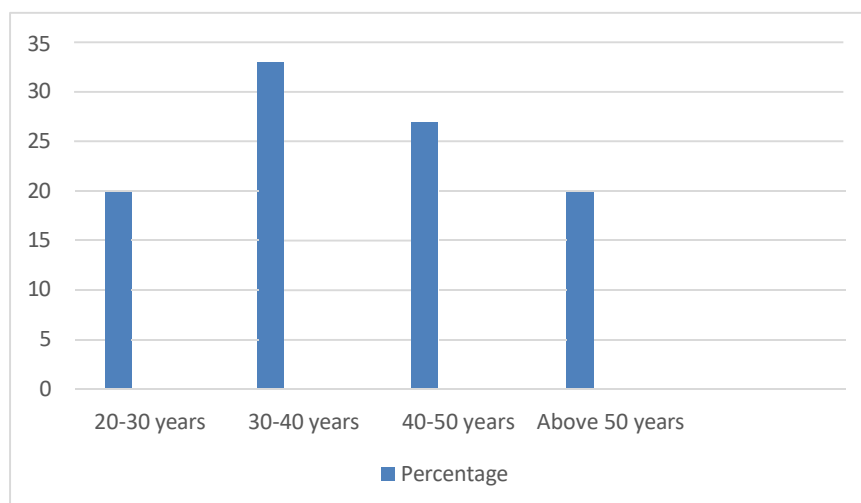


**Fig 1: Percentage representation of the gender of the respondents**

**Table 2: Age**

|       |              | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|--------------|------------------|----------------|----------------------|---------------------------|
| Valid | 20-30 yrs    | 20               | 20.0           | 20.0                 | 20.0                      |
|       | 30-40 yrs    | 33               | 33.0           | 33.0                 | 53.0                      |
|       | 40-50 yrs    | 27               | 27.0           | 27.0                 | 80.0                      |
|       | Above 50 yrs | 20               | 20.0           | 20.0                 | 100.0                     |
|       | Total        | 100              | 100.0          | 100.0                |                           |

From the above table it is observed that 20(20%) respondents are from the age group of 20-30 yrs., 33(33%) respondents are from the age group of 30-40 yrs., 27(27%) respondents are from the age group of 40-50 yrs. and 20(20%) respondents are from the age group of above 50 yrs.

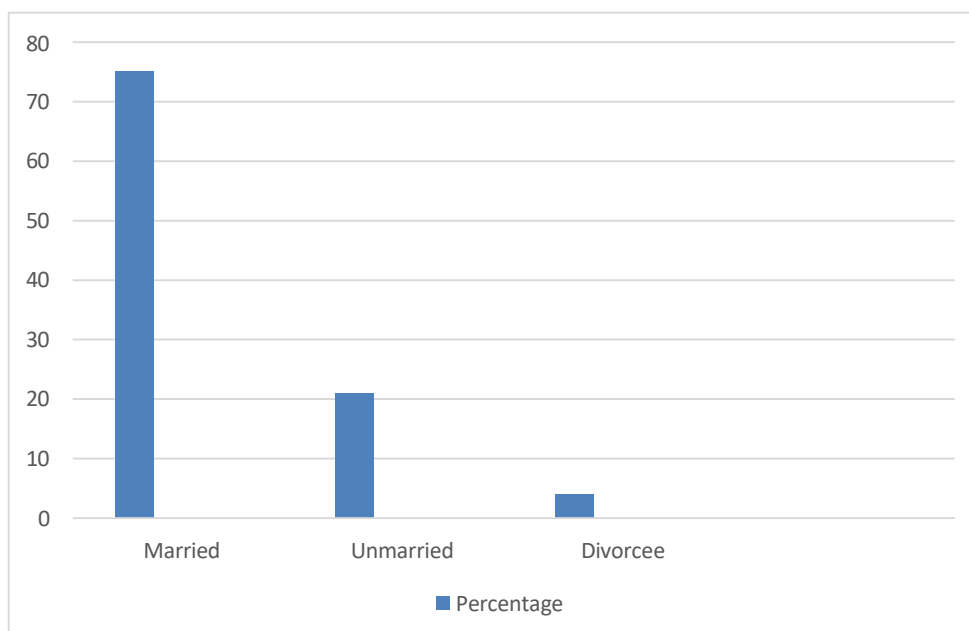


**Fig 2: Percentage representation of Age of the respondents**

**Table 3: Marital status**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Married   | 75        | 75.0    | 75.0          | 75.0               |
|       | Unmarried | 21        | 21.0    | 21.0          | 96.0               |
|       | Divorced  | 4         | 4.0     | 4.0           | 100.0              |
|       | Total     | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 75(75%) respondents are married, 21(21%) respondents are unmarried and 4(4%) respondents are divorced.



**Fig 3: Percentage representation of marital status of the respondents**

Table 4: Occupation

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | School teacher     | 19        | 19.0    | 19.0          | 19.0               |
|       | Lecturer           | 19        | 19.0    | 19.0          | 38.0               |
|       | Visiting faculty   | 20        | 20.0    | 20.0          | 58.0               |
|       | Research associate | 19        | 19.0    | 19.0          | 77.0               |
|       | Professor          | 10        | 10.0    | 10.0          | 87.0               |
|       | In banking sector  | 13        | 13.0    | 13.0          | 100.0              |
|       | Total              | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 19(19%) respondents are school teachers, 19(19%) respondents are lecturers, 20(20%) respondents are visiting faculties, 19(19%) respondents are research associates, 10(10%) respondents are professors and 13(13%) respondents are in banking sector.

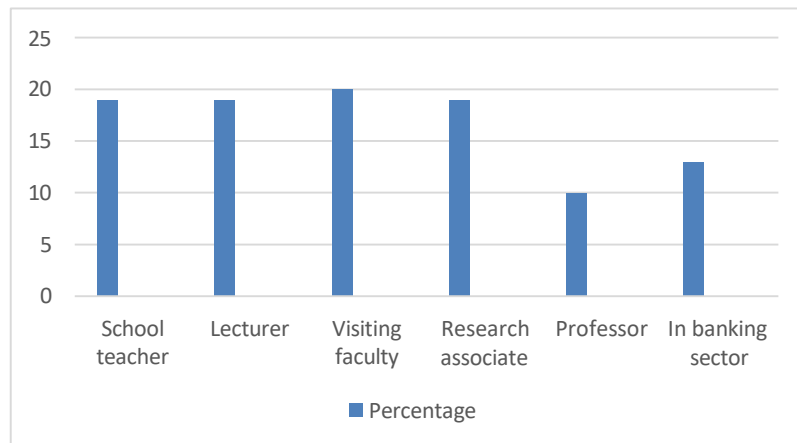


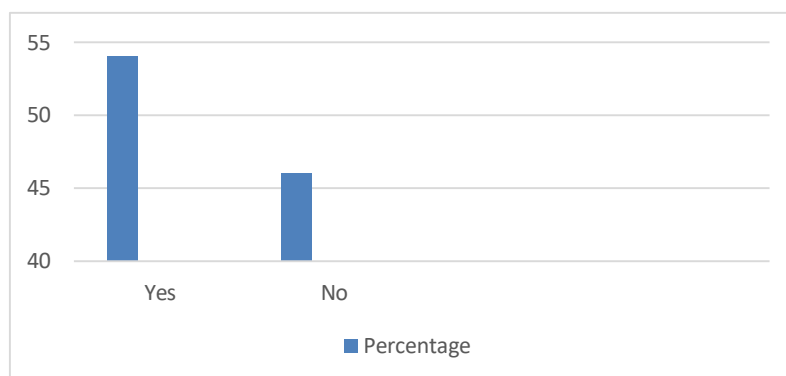
Fig 4: Percentage representation of occupation of the respondents

## **WORK LIFE BALANCE**

Table 5: Do you manage to balance work and life?

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes   | 54        | 54.0    | 54.0          | 54.0               |
|       | No    | 46        | 46.0    | 46.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 54(54%) respondents are able to manage work-life balance and 46(46%) respondents are unable to manage work-life balance.

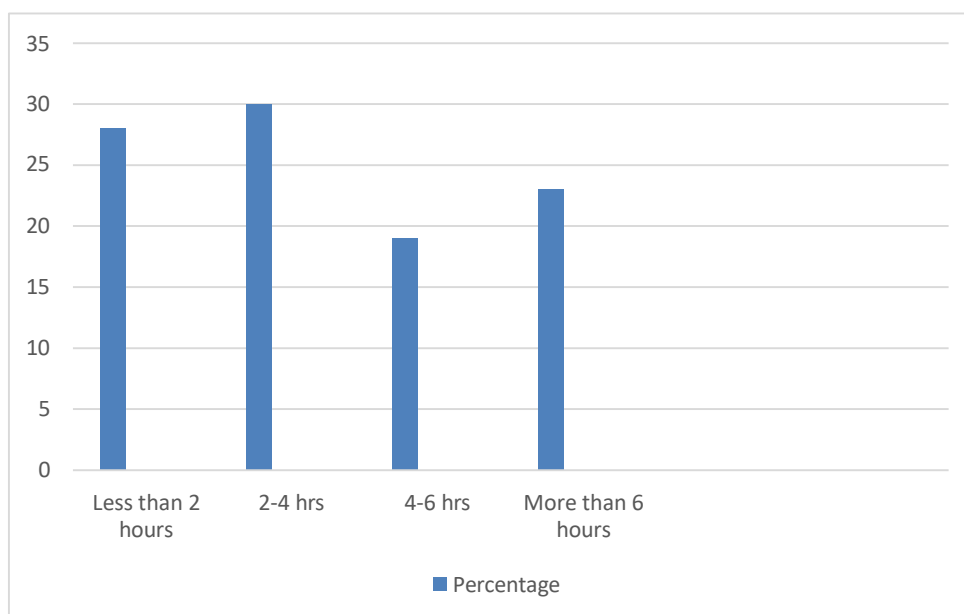


**Fig 5: Percentage representation of marital status of the respondents**

**Table 6: How much time do you spend on household duties?**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Less than 2 hours | 28        | 28.0    | 28.0          | 28.0               |
|       | 2-4 hrs           | 30        | 30.0    | 30.0          | 58.0               |
|       | 4-6 hrs           | 19        | 19.0    | 19.0          | 77.0               |
|       | More than 6 hours | 23        | 23.0    | 23.0          | 100.0              |
|       | Total             | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 28(28%) respondents work less than 2 hours, 30(30%) respondents work 2-4 hours, 19(19%) respondents work 4-6 hours and 23(23%) respondents work more than 6 hours.

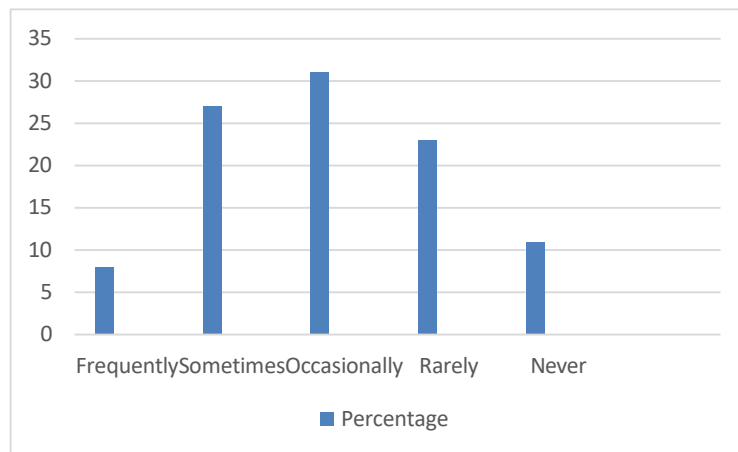


**Fig 6: Percentage representation of How much time do you spend on household duties?**

**Table 7: Do you work for long hours even overtime?**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Frequently   | 8         | 8.0     | 8.0           | 8.0                |
|       | Sometimes    | 27        | 27.0    | 27.0          | 35.0               |
|       | Occasionally | 31        | 31.0    | 31.0          | 66.0               |
|       | Rarely       | 23        | 23.0    | 23.0          | 89.0               |
|       | Never        | 11        | 11.0    | 11.0          | 100.0              |
|       | Total        | 100       | 100.0   | 100.0         |                    |

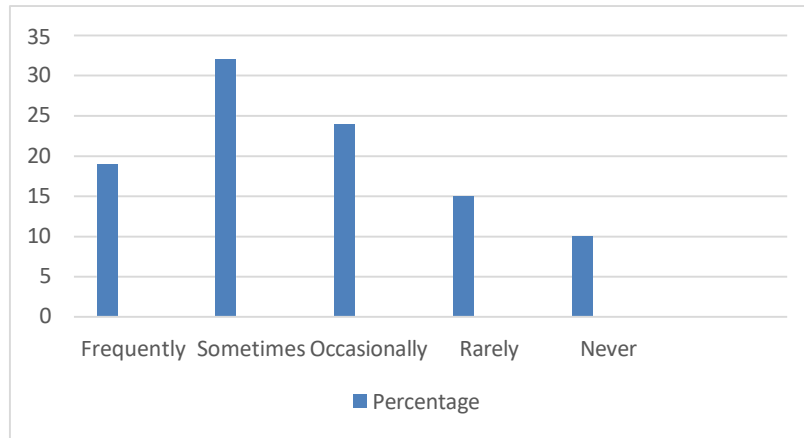
From the above table it is observed that 8(8%) respondents frequently work for long hours even overtime, 27(27%) respondents sometimes work for long hours even overtime, 31(31%) respondents occasionally work for long hours even overtime, 23(23%) respondents rarely work for long hours even overtime and 11(11%) respondents never work for long hours even overtime.


**Fig 7: Percentage representation of Do you work for long hours even overtime?**
**Table 8: Do you miss out on spending quality time with your family and friends because of work pressure?**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Frequently   | 19        | 19.0    | 19.0          | 19.0               |
|       | Sometimes    | 32        | 32.0    | 32.0          | 51.0               |
|       | Occasionally | 24        | 24.0    | 24.0          | 75.0               |
|       | Rarely       | 15        | 15.0    | 15.0          | 90.0               |
|       | Never        | 10        | 10.0    | 10.0          | 100.0              |
|       | Total        | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 19(19%) respondents frequently miss out on spending quality time with their family and friends because of work pressure, 32(32%) respondents sometimes miss out on spending quality time with their family and friends because of work pressure, 24(24%) respondents occasionally miss out on spending quality time with their family

and friends because of work pressure, 15(15%) respondents rarely miss out on spending quality time with their family and friends because of work pressure and 10(10%) respondents never miss out on spending quality time with their family and friends because of work pressure.



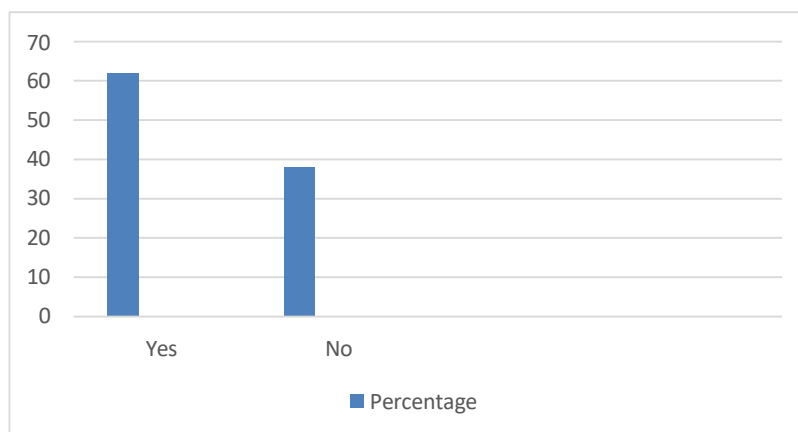
**Fig 8: Percentage representation of Do you miss out on spending quality time with your family and friends because of work pressure?**

## **WORK-LIFE BALANCE IMPACT ON HEALTH AND RELATIONSHIPS**

**Table 9: Do you suffer from stress related diseases?**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes   | 62        | 62.0    | 62.0          | 62.0               |
|       | No    | 38        | 38.0    | 38.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

From the above table it is observed that 62(62%) respondents suffer from stress related diseases and 38(38%) respondents do not suffer from stress related diseases.



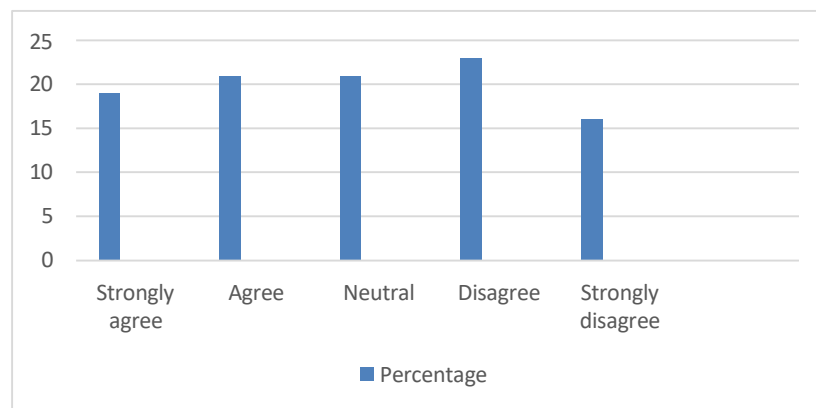
**Fig 9: Percentage representation of Do you suffer from stress related diseases?**

**Table 10: There is not much time to socialize/relax with my partner/ see family in the week.**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

|       |                   |     |       |       |       |
|-------|-------------------|-----|-------|-------|-------|
| Valid | Strongly agree    | 19  | 19.0  | 19.0  | 19.0  |
|       | Agree             | 21  | 21.0  | 21.0  | 40.0  |
|       | Neutral           | 21  | 21.0  | 21.0  | 61.0  |
|       | Disagree          | 23  | 23.0  | 23.0  | 84.0  |
|       | Strongly disagree | 16  | 16.0  | 16.0  | 100.0 |
|       | Total             | 100 | 100.0 | 100.0 |       |

From the above table it is observed that 19(19%) respondents strongly agreed that there isn't much time to socialize/relax with partner/ see family in the week, 21(21%) respondents agreed that there isn't much time to socialize/relax with partner/ see family in the week, 21(21%) respondents remained neutral, 23(23%) respondents disagreed that there isn't much time to socialize/relax with partner/ see family in the week and 16(16%) respondents strongly disagreed that there isn't much time to socialize/relax with partner/ see family in the week.



**Fig 10: Percentage representation of There is not much time to socialize/relax with my partner/ see family in the week**

### Implications and Recommendations

The study improves the experiences and well-being of women working in the education sector. First and foremost, it underscores the need for educational institutions to adopt more flexible work-life policies that cater to the specific needs of female educators. This may include accommodating maternity support, offering flexible work hours, and providing remote work options to help women balance their professional and personal responsibilities more effectively. Additionally, the study emphasizes the importance of mental health and well-being support. Educational institutions should prioritize the provision of counselling services and stress management programs to address the reported connections between work-life balance, quality of work-life, and overall quality of life.

Furthermore, to enhance the quality of work life for women educators, institutions should offer professional development opportunities, mentorship programs, and a supportive work environment. Addressing gender disparities within the sector is also paramount. This involves reviewing hiring practices to ensure equitable opportunities, achieving pay parity, and actively promoting women to leadership positions.

Creating a sense of community and support among female educators is another key recommendation. This can be achieved through the establishment of women's networks or

affinity groups, which can contribute significantly to enhancing the overall quality of life for women in the education sector. By implementing these recommendations and carefully considering the study's implications, educational institutions can foster a more supportive and equitable environment for women in the education sector, ultimately improving their overall well-being and job satisfaction.

## Conclusion

In the education sector, work-life balance is vital for women, significantly impacting job satisfaction, overall well-being, and even physical and mental health. The sector presents unique challenges, intensified for women with family duties. Supportive organizational policies that promote flexibility and professional growth help enhance this balance, leading to a better quality of life. However, beyond work, societal perceptions and shared household responsibilities play a substantial role in a woman's holistic well-being. Given the evolving educational landscape, there's a need for continuous re-evaluation of work-life strategies. Ultimately, a harmonious balance between professional and personal realms is not just ideal but essential for the holistic well-being of women in education. Institutions, families, and society must prioritize and support this balance..

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