



Factors Affecting Work-Life Balance Among Married Women Teachers In Secondary Schools: A Study In Varanasi

¹Smriti Moudgill, ²Deepa Mehta

¹Research Scholar, ²Professor

¹Faculty of Education,

¹Banaras Hindu University, Varanasi, U.P. India

Abstract: This paper examined the complex and interconnected factors that influenced work-life balance (WLB) among married women teachers in secondary schools in Varanasi. It highlighted the unique challenges they faced at the intersection of professional duties and personal responsibilities within a socio-cultural context shaped by traditional gender norms and societal expectations. The study explored how family dynamics—such as the level of support, division of domestic labor, and childcare demands—affected their ability to maintain balance. It also assessed workplace conditions, including institutional policies, school culture, and administrative support, which either alleviated or intensified the strain. Additionally, personal attributes like time-management skills, resilience, and coping strategies were considered. By integrating these dimensions, the research provided a comprehensive understanding of WLB and offered evidence-based recommendations for gender-sensitive policies and institutional reforms to enhance the well-being and job satisfaction of women educators.

Index Terms - Work life Balance; secondary school women teachers; factors.

I. INTRODUCTION

In the contemporary professional landscape, achieving work-life balance poses a significant challenge, particularly for married women. This challenge is heightened for female secondary school teachers, who navigate both professional responsibilities and domestic obligations. Within the Indian socio-cultural framework—where traditional gender norms often place the burden of household duties on women—balancing personal and professional roles becomes especially complex. Varanasi, a prominent educational and cultural hub in Uttar Pradesh, provides a unique backdrop for exploring these dynamics, combining traditional values with a modernizing educational environment. This study examines the factors influencing the work-life balance of married women teaching in secondary schools in Varanasi. Key considerations include workload, institutional policies, family support, commuting time, and societal expectations. Understanding these dimensions is essential for enhancing the well-being and job satisfaction of women educators and for informing policies that foster gender equity and inclusive work environments. By identifying both barriers and supports, this research aims to offer actionable insights for educational administrators, policymakers, and stakeholders. Thus, in the dynamic realm of secondary education, women teachers hold a pivotal position in nurturing and shaping the minds of future generations. Despite their essential contributions, they often encounter considerable challenges in achieving a sustainable work-life balance (WLB). The professional demands frequently intersect with societal expectations and familial responsibilities, creating a complex interplay of roles. This study explores the diverse and interrelated factors that influence WLB among married women educators in secondary schools in Varanasi city with respect to these dimensions: Personal life, Family life, Professional life and social life, with a particular focus on the

impact of cultural norms, gender roles, and institutional pressures. Beyond their instructional responsibilities, female teachers are also expected to manage extracurricular activities, administrative duties, and the emotional investment required to maintain a supportive learning environment—obligations often intensified by traditional gender expectations.

Previous research has underscored the negative effects of poor work-life balance on both individual well-being and organizational performance [1]. Women, in particular, face heightened challenges in reconciling professional and domestic roles [2]. Guided by theoretical frameworks such as Staines' (1980) spillover theory—which posits that satisfaction in one domain can influence the other—this paper explores how factors including workload distribution, family dynamics, organizational support, and career advancement opportunities collectively shape the work-life experiences of female secondary school teachers [3].

2.0 Research questions of the study

What are the factors affecting Work-life Balance among married Secondary School Women Teachers in Varanasi city?

3.0 Main Objective of the study

To study the factors affecting the Work-life Balance among married Secondary School Women Teachers in Varanasi city with respect to the following dimensions: Personal life, Family life, Professional life and Social life.

3.1 Concomitant objective

To construct a Checklist for factors affecting Work-life Balance among married Secondary School Women Teachers.

4.0 Methodology of the Study

The present study deployed quantitative methodology. According to Kothari (2004), a quantitative approach entails the generation of data in a quantitative form that can be subjected to quantitative analysis formally and rigidly [4].

4.1 Population, Sample and Sampling Procedure of the study

Women teachers teaching at secondary schools in Varanasi city comprised the population of the study.

4.1.1 Sampling of the study

In the present study, 48 secondary school women teachers were selected from 24 different government and private schools affiliated with C.B.S.E and U.P. Board, using a random cluster sampling technique. The fishbowl method was used to select six clusters at random from the list of Nagar Nigam, Varanasi district, namely Bhelupur, Chauk, Jaitpura, Nagwa, Shivpur, and Sikraul. From each cluster, two government secondary schools and two private secondary schools affiliated to C.B.S.E and U.P. Board (in total 12 government schools and 12 private schools) in Varanasi City were chosen, applying a simple random sampling technique using fish bowl method. A field survey was conducted in these 24 schools affiliated with C.B.S.E and UP Board. A total of 48 questionnaires were administered on all married women teachers of these schools.

4.1.2 Tool used for the study

A Checklist for Factors affecting Work Life Balance was used as a tool to identify the prevailing factors influencing the work and life goals among women teachers.

4.1.3 Construction of Checklist for factors affecting Work-life Balance

The dimensions for the Checklist were extracted from a review of the literature. This Checklist comprised the factors affecting Work-life Balance among secondary school women teachers under personal, professional, family and social dimensions. For each dimension, the pool of factors was generated from related literature.

4.1.4 Validity and Reliability of the study

The validity of the Checklist was established by seeking expert opinions in the field and incorporating their valuable suggestions into the Checklist.

The Krippendorff alpha was conducted to calculate the inter-rater reliability of the Checklist which was found to be 0.89.

4.1.5 Data Analysis

To study the factors affecting Work-life Balance among Secondary School Women Teachers in Varanasi city with respect to the following dimensions: Personal life, Family life, Professional life and Social life. A total number of 45 factors were labeled under four dimensions: Personal life, Family life, Professional life and Social life, through a related literature review. Based on this literature review a dichotomous Checklist (Yes/No) was prepared and a survey was conducted on forty-eight Secondary School Women Teachers. Five items were discarded as the raters did not approve of the present Checklist and 40 items were identified that influence work life balance among married secondary school women teachers in Varanasi city.

5.0 Finding and Conclusion of the Study

5.1 Objective: To study the factors affecting Work-life Balance among Secondary School Women Teachers in Varanasi city with respect to the following dimensions: Personal life, Family life, Professional life and Social life.

5.1.1 Finding

Forty factors affecting the level of Work-life Balance were identified and labeled under four dimensions i.e., Personal life with 11 items, Professional life with 11 items, Family life with 11 items and Social life with 07 items for further study (Table 1)

Table 1: Factors Affecting Work-life Balance among married Secondary School Women Teachers

S.No.	Professional life	Family life	Personal life	Social life
1.	Unbalanced Work Schedule	Spouse Distress	Lack of self-care	Less Socialization
2.	Acknowledging self-worth	Family Distractions	Physical Ailments	Interpersonal Relationships
3.	Working Vacations	Family Commitments	Time Management	Multiple Social Roles
4.	Workaholic	Stressed Relationship with family	Stress and Anxiety	Social Outings
5.	Job Demands	Family Management	Sense of Fulfilment and Satisfaction	Social Support Intervention Programs
6.	Promotions and Recognition	Family wants and needs	Personal Commitments	Social Networks
7.	Job Control and Captivity	Income Dependence	Self-confidence and Ambition	Social roles and expectations
8.	Job Satisfaction	Unsatisfied family members	Psychological Suffering	
9.	Workload Management	Quality Time with family	Sufficient Time to Relax	
10.	Burnout and Stress	Work at the cost of family	Negative spillover in personal relationships	
11.	Demanding work responsibilities	Family priority	Isolation	

6.0 Conclusion

The Work-life Balance among Secondary School Women Teachers is affected by 40 factors grouped into four dimensions i.e. Personal (11), Professional (11), Family (11) and Social (07). The following studies supported the conclusion of the present study where Umma and Zahana (2020) in their study evaluated the factors that impact school teachers' work-life equilibrium [5]. Poulouse and Sudarsan (2014), in their study, identified the main four factors of Work-life Balance (WLB): individual factors, organizational factors, societal factors, and

other factors [6]. Fernando and Umma (2016) discovered a strong correlation between married workingwomen's Work-life Balance and factors like child care, working hours, and support networks [7]. Furthermore, Kumarasamy et al. (2016) deduced that the factors influencing Work-life Balance are technological advancement, job engagement, emotional intelligence, and work overload [8]. Similar to this, a study by Kumar and Priyadarshini (2018) found that social media usage has an impact on work-life balance [9]. Samson and Umma's (2019) study reveal the impact of factors like emotional intelligence, time management, spouse type, awareness, and organizational support on work-family balance [10]. Thus, from the above-related literature review various factors were extracted affecting the Work-life Balance of women teachers and these factors were labeled under four dimensions i.e., Personal, Professional, Family and Social life.

7.0 Educational Implications of the Study

- Present research serves as a foundation that a good equilibrium between work and life is a prerequisite for an efficient and sustainable education system, by identifying the factors influencing Work-life Balance. It can contribute to enhancing teacher wellbeing and job satisfaction as satisfied and fulfilled teachers are more likely to be effective and more productive in the classroom.
- The study underscores the need for schools to adopt gender-sensitive policies that recognize and accommodate the dual responsibilities of married women educators. Introducing flexible work schedules, improved maternity and childcare leave provisions, and the option for part-time or remote work where feasible can help mitigate stress and enhance work satisfaction.
- The study can guide efforts that involve creating an environment where teachers feel supported, respected, and empowered to maintain a balance between their personal and professional lives.
- Institutions should offer continuous professional development that equips women teachers with time-management, stress-coping, and leadership skills. Empowering teachers through capacity-building initiatives not only supports their personal growth but also enhances institutional performance and student outcomes.
- Addressing WLB challenges can directly impact the recruitment and retention of qualified female educators. A supportive work environment can reduce attrition rates and encourage more women to enter and remain in the teaching profession, thereby contributing to gender diversity and stability in the educational workforce.

The research findings highlight the importance of integrating work-life balance considerations into broader educational and labour policies at the state and national levels. Ensuring that educational policies reflect the realities of women educators' lives is essential for achieving long-term improvements in teacher well-being, motivation, and effectiveness..

REFERENCES

- [1] Bannur, M. C. and Patil, R. M. 2015. Work life balance issues and its impact on dimensions of wellness:A review of literature. AARMSS International Journal of Management and Social Science Research,1(1): 4-15.
- [2] Duxbury, L. E., and Higgins, C. A. 1991. Gender differences in work-family conflict. Journal of applied psychology, 76(1): 60-74. <https://psycnet.apa.org/doi/10.1037/0021-9010.76.1.60>
- [3] Staines, G. L. 1980. Spillover versus compensation: A review of the literature on the relationship between work and non-work. Human Resources, 33: 111–129.
- [4] Kothari, C. R. 2004. Research Methodology Methods and Techniques (2nd ed.). New Age International Publishers.
- [5] Umma, S., MA, G., and Zahana, F. 2020. Factors affecting the work life balance: study among the teachers of a government school in Sri Lanka. Journal of Management, 15(2): 65-73. <https://doi.org/10.4038/jm.v15i2.7604>
- [6] Poulouse, S., and Sudarsan, N. 2014. Work Life Balance: A conceptual review International. Journal of Advances in Management and Economics, 3(2), 1-17. <https://www.managementjournal.info/index.php/IJAME/article/view/324>
- [7] Fernando, L. S. R., and Umma, M. A. S. 2016. The Factors Affecting Work Life Balance of Married Working Women: With special reference to Bank of Ceylon Head Office [Conference Session]. 6th International Symposium, South Eastern University of Sri Lanka. [https://www.seu.ac.lk/researchandpublications/symposium/6th/IntSym%202016%20proceeding%20final%20%20\(1\)%20-%20Page%20125-134.pdf](https://www.seu.ac.lk/researchandpublications/symposium/6th/IntSym%202016%20proceeding%20final%20%20(1)%20-%20Page%20125-134.pdf)

- [8] Kumarasamy, M. A., Pangil, F., and Isa, M. F. 2016. Individual, organizational and environmental factors affecting work-life balance. Asian Social Science, 11(25): 111-123.<https://doi.org/10.5539/ass.v11n25p111>
- [9] Kumar, K. A., and Priyadarshini, R. G. 2018. Study to measure the impact of social media usage on work-life balance. IOP Conference Series: Materials Science and Engineering, 390(1): 1-7.<https://doi.org/10.1088/1757-899X/390/1/012045>
- [10] Samson, A., and Sareena Umma, M. A. G. 2019. Factors influencing work-family balance of professionals in the international non-governmental organizations in the Eastern province of Sri Lanka. Journal of Management, 14(2): 13-26.<http://ir.lib.seu.ac.lk/handle/123456789/3761>

