



**“A STUDY ON WORK LIFE BALANCE AMONG FEMALE
EDUCATORS IN HIGHER EDUCATION : A SPECIAL
REFERENCE TO RAJKOT DISTRICT ”**

A THESIS

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Enrollment No : 230421005

Date : 27/03/2025

MASTER OF COMMERCE

UNDER THE GUIDANCE OF

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April – 2025

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4	DEPARTMENT / INSTITUTION RESEARCH CENTER	FACULTY OF BUSINESS AND COMMERCE, ATMIYA UNIVERSITY
5	SIMILAR CONTENT (%) IDENTIFIED	15%
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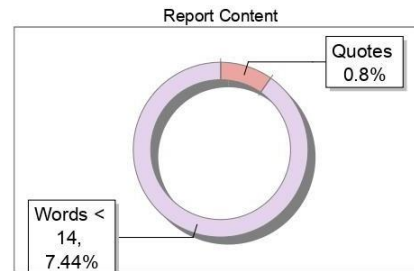
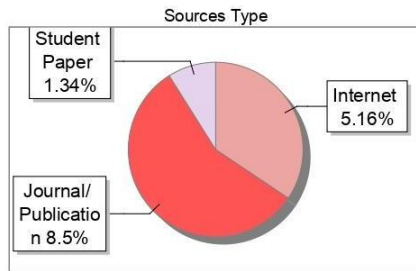
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Submission Information

Author Name	Faldu Mansi
Title	A study on work life balance among female educators in higher education: A special Reference to Rajkot District
Paper/Submission ID	3428357
Submitted by	librarian@atmiyauni.ac.in
Submission Date	2025-03-24 13:17:00
Total Pages, Total Words	67, 13071
Document type	Thesis

Result Information

Similarity **15 %**



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ACKNOWLEDGEMENT

As, I began to think of all the people to whom I would like to express my gratitude for their support, suggestions and inspiration in making this project report possible, the list continues to grow. First of all, I would like to express my sincere thanks to my guide **Ms. Mahek Raval**, Assistant Professor, Department of Commerce, Atmiya University, Rajkot, who has guided me and taken a keen interest in my dissertation. I am greatly thankful to him for the inspiration and guidance given to me for the successful completion of this dissertation. I am sincerely grateful to **Dr. Vishal Khasgiwala**, Associate Professor and Dean for his guidance and support. I extend my sincere thanks to **Dr. Jayesh Zalavadiya**, Associate Professor, and Head of Department and **Dr. Alpa Joshi**, Associate Professor for his valuable feedbacks and support. I would like to express special gratitude to **Dr. Nirali Gathani**, **Dr. Suresh Vasani** and **Mr. Shrey Bhupatkar**, Assistant Professor, Department of Commerce, Atmiya University, Rajkot, for the guidance and support throughout my dissertation journey. I want to convey my sincere appreciation to both God and my parents, **Vipulbhai Faldu and Ritaben Faldu**, for being my constant support system throughout my life. Their encouragement and unwavering commitment have been vital in keeping me motivated and determined to achieve my goals. Lastly, I would like to express my deepest appreciation to my dear friends **Kishan, Suryveer, Yuvraj, Yashvi, and Darpita** for their continuous support and encouragement throughout my project work. Their constant presence and words of encouragement have helped me to stay motivated and focused during challenging times.

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PREFACE

Work-life balance is a critical factor influencing job satisfaction, productivity, and overall well-being, particularly among female educators in higher education. The growing demands of academia, combined with personal and social responsibilities, make it essential to understand how female educators in Rajkot navigate their professional and personal lives. This study aims to examine the work-life balance of female educators in higher education institutions in Rajkot, with a special focus on the factors influencing it. Using statistical techniques such as correlation and ANOVA, this research provides a comprehensive analysis of the relationships and differences among key variables affecting work-life balance.

Correlation analysis plays a significant role in understanding the association between different factors influencing work-life balance, such as job demands, family responsibilities, and personal well-being. By identifying the strength and direction of these relationships, the study aims to highlight critical areas that require attention for improving work-life balance among female educators. This analysis helps in identifying whether certain aspects of professional and personal life are interconnected and how they impact each other.












In addition to correlation, ANOVA is used to examine differences in work-life balance based on demographic factors such as age, marital status, work experience, and institutional type. By comparing the means across different groups, ANOVA helps in determining whether significant variations exist in how female educators experience and manage their work-life balance. This statistical approach provides insights into whether specific groups face greater challenges than others, allowing for targeted recommendations.

The integration of correlation and ANOVA in this research strengthens its analytical depth, offering both relational and comparative perspectives. While correlation helps understand how various factors are linked, ANOVA ensures that differences across groups are statistically significant. This combination enables a holistic understanding of work-life balance among female educators in Rajkot, facilitating the identification of key determinants and patterns.

Conducted with a commitment to academic integrity and methodological rigor, this study aims to provide meaningful conclusions that can guide future research and practical interventions. The findings will serve as a valuable reference for institutions seeking to improve work-life balance policies and create a more supportive environment for female educators. Furthermore, the research emphasizes the need for flexible work arrangements, institutional support, and personal coping strategies to enhance work-life balance.

In conclusion, this research underscores the significance of work-life balance for female educators in higher education, particularly in the context of Rajkot. By employing correlation and ANOVA, the study presents a data-driven understanding of the challenges faced by female educators and the factors influencing their work-life balance. It is hoped that this study will encourage further research and inform policy changes aimed at fostering a healthier and more productive work environment for female educators in higher education.

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CHAPTER – 1

INTRODUCTION

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1.1 Overview of Work-Life Balance :-

Work-Life Balance (WLB) refers to the balance that exists between professional responsibilities and personal life, ensuring that work obligations do not dominate personal wellbeing. It entails efficiently allocating time and energy between work, family, social connections, and self-care. A well-balanced existence enables people to accomplish their job and personal duties without causing undue stress or burnout.

Maintaining a work-life balance is critical for both people and organisations, as it has a substantial impact on productivity, job satisfaction, mental health, and general wellbeing. A balanced lifestyle benefits individuals by reducing stress and burnout, improving physical and mental health, increasing productivity, and strengthening personal connections. Organisations that encourage a healthy work-life balance observe greater productivity, better staff retention, and improved workplace morale, resulting in a more engaged and motivated staff.

As technology, social conventions, and job structures have changed over time, work-life balance has also changed significantly. Both personal and professional lives were often kept apart during the pre-industrial and industrial periods, but industrialisation brought long workdays because it was challenging to maintain a healthy balance. With the advent of labour regulations, weekends off, maternity benefits, and the standardisation of the 9–5 job, work-life balance became more widely recognised by the middle of the 20th century. The necessity of striking a balance between work and personal obligations was further highlighted by the increasing number of women entering the workforce.

Work-life borders have become more hazy in the twenty-first century due to globalisation and technology improvements, as employees can now be reached outside of regular business hours via emails and smartphones.

Policies that encourage flexible work schedules, maternity leave, and employee well-being have emerged as a result of the gig economy, remote employment, and increased attention to mental health. These developments were further expedited in the post-pandemic era (2020–present), when work-from-home (WFH) and hybrid models became widely used. Organisations are redefining work-life balance

strategies with a focus on flexibility and employee well-being as a result of growing awareness of burnout and mental health difficulties.

People must maintain a healthy work-life balance because it lowers stress, avoids burnout, and enhances mental and physical well-being. People can improve their well-being, productivity, and job happiness by scheduling time for self-care, exercise, and relaxation. Stronger interpersonal ties are made possible by balanced lifestyles, which enable people to spend more time with friends and family. Furthermore, work-life balance fosters human development by offering chances for learning, pastimes, and self-improvement, which results in a more satisfying existence.

Work-life balance is important to organisations because happy, balanced employees are more likely to stay on the job; it also increases productivity because stress-free workers are more engaged and productive; it also lowers absenteeism because balanced workers are less likely to take stress-related leaves; and it creates a positive and supportive culture that increases motivation, loyalty, and overall organisational success.

Over time, the idea of work-life balance has changed dramatically as a result of shifting economic, technical, and sociological circumstances. There was little time for personal life throughout the Industrial Revolution (19th–20th Century) due to the long workdays and difficult working circumstances. While the single-income household model—in which men worked and women ran the home—was common, labour laws were enacted in the post-World War II era to limit working hours. But in the 1980s and 1990s, women began to work in greater numbers, which increased the number of homes with two incomes and the demand for work-life balance. Additionally, around this time, paid leave, flexible work schedules, and employee support initiatives were implemented.

The lines between work and personal life have become more hazy in the twenty-first century due to globalisation and technology, as employees can now be reached outside of regular business hours via emails and smartphones. Traditional work patterns were altered by the gig economy, remote work, and hybrid models. At the same time, companies began to place a higher priority on employee well-being by offering flexible work schedules, maternity leave, and mental health care. Remote

work trends have been further exacerbated by the post-pandemic era (2020–present), which has raised awareness of burnout and mental health issues. Work-from-home (WFH) and hybrid models have been increasingly adopted by organisations, with a focus on flexibility and well-being as essential elements of contemporary work-life balance.

1.2 Factors Affecting Work-Life Balance :-

A person's capacity to successfully balance their personal and professional obligations is impacted by a number of elements that affect work-life balance. Stress and less time for personal life can result from work-related variables such as an overwhelming workload, lengthy workdays, a lack of flexibility, and high job demands. How well individuals are able to manage their work and personal obligations is also greatly influenced by workplace policies, leadership assistance, and organisational culture. Particularly for women who frequently juggle numerous roles, personal and family-related considerations such as childcare, marital expectations, household chores, and carer duties can add extra pressure.

Furthermore, social and environmental elements that impact work-life balance include cultural standards, societal expectations, and the availability of outside assistance (like family or domestic aid). Technology has made it harder to distinguish between business and personal obligations, further blurring the lines between the two. The ability of a person to maintain a balanced lifestyle is also greatly impacted by factors such as financial security, commute time, and both mental and physical well-being. To achieve a healthy work-life balance, these factors must be addressed by supporting policies, flexible work arrangements, and individual time management techniques.

1.2.1 Work-Related Factors :-

A person's capacity to preserve a positive work-life balance is mostly determined by work-related circumstances. Job duties and workload are important factors since too many tasks, deadlines, and expectations can cause stress and burnout. Due to their inability to find time for personal and family obligations, overworked employees frequently experience a decline in their general well-being and job satisfaction. An organization's workload

allocation imbalance can exacerbate these issues and have an impact on both productivity and mental wellness.

Flexibility and working hours can affect work-life balance because long workdays and strict schedules provide little time for personal activities. Flexible work arrangements, such remote work or revolving schedules, frequently result in greater balance and less stress for employees. Employees in many sectors, however, find it challenging to successfully balance their personal and professional obligations due to set or prolonged working hours. Dissatisfaction and decreased productivity can also result from a lack of liberty in scheduling tasks.

Employees' work-life balance is also greatly influenced by the culture and support of the company. Employees are better able to handle their obligations when they work in a friendly environment with policies that support their well-being, such as wellness initiatives, maternity leave, and mental health support. On the other hand, demanding work environments that cause role conflicts, high expectations, and job stress make it hard for people to strike a balance between their personal and professional lives. The job happiness, engagement, and general quality of life of employees can be greatly enhanced by ensuring a pleasant work culture with appropriate support mechanisms.

1.2.2 Personal and Family-Related Factors :-

Family and personal issues have a big influence on a person's capacity to keep a good work-life balance. The main difficulties are taking care of the family and providing care, particularly for women who frequently juggle work and home commitments. Childcare, elder care, and housework are examples of responsibilities that can be emotionally and physically taxing, leaving little time for rest or self-care. The stress is increased by the unequal distribution of these responsibilities among families, which makes it challenging to successfully manage employment obligations.

Because conventional responsibilities within a family are frequently dictated by societal and cultural standards, work-life balance is also

impacted by marital and family expectations. Women are often expected to put their families' needs ahead of their work, which might restrict their possibilities for professional advancement. Work schedule conflicts can also result from family pressures including managing relationships, going to social events, and taking care of parental duties. These difficulties can be greatly reduced and a better work-life balance can be achieved with the help of understanding family dynamics, supportive partners, and shared duties.

The last factor in preserving a long-term work-life balance is individual health and wellbeing. Long workdays, stress from the job, and personal obligations can all negatively impact a person's mental and physical wellbeing, resulting in burnout, anxiety, and tiredness. Ignoring self-care, exercise, and relaxation can make these problems worse and lower life happiness and productivity. Setting health as a top priority through effective time management, consistent exercise, and mental wellness techniques is crucial for preserving both personal and professional productivity.

1.2.3 Social and Environmental Factors :-

Work-life balance is greatly influenced by societal expectations placed on women, especially in societies where it is customary for women to put their families before their jobs. Many women struggle to balance managing domestic responsibilities and achieving career success, which causes role strain and elevated stress. Women are frequently expected to be the primary carers due to gender conventions, which might restrict their possibilities for professional advancement. For female educators and working women in general, striking a balance between these cultural expectations and individual goals continues to be a significant difficulty.

An individual's capacity to successfully manage their personal and professional lives can be significantly impacted by the availability of outside assistance, such as family and domestic aid. Working professionals can concentrate on their jobs by having access to trustworthy childcare, elder care, and housekeeping services, which can lessen the strain of everyday duties. Sharing home and caregiving responsibilities is also greatly aided by supportive family members, especially spouses and extended family. How

well a person manages their personal and professional obligations depends on whether they have access to these outside support networks.

The traditional work structure has changed due to technological improvements and remote work, which presents both benefits and difficulties for work-life balance. Digital tools and remote work have made it more flexible, but they have also made it more difficult for employees to detach themselves from their work since they have blurred the lines between work and personal life. Stress at work may be exacerbated by the assumption that one is always reachable via emails, messages, and virtual meetings. However, when properly handled, remote work can give workers—women in particular—additional scheduling flexibility, allowing them to more successfully manage their obligations to their families and careers.

1.3 Work Life Balance Among Women Educators :-

The demands of both their personal and professional lives frequently present special difficulties for female educators in preserving a healthy work-life balance. Stress and general well-being can be negatively impacted by obstacles like long workdays, administrative tasks, and juggling teaching and family obligations. Due to their inability to find time for personal obligations, many educators experience burnout and a decline in job satisfaction.

Female educators often face unique challenges in maintaining a healthy work-life balance due to the demands of their personal and professional lives. Obstacles including extended workdays, administrative duties, and balancing teaching and family responsibilities can have a detrimental effect on stress and general well-being. Many educators suffer from burnout and a decrease in job satisfaction as a result of their incapacity to find time for personal commitments.

In order to encourage female educators, institutional measures are essential. Family-friendly policies, flexible work schedules, and maternity leave are examples of supportive measures that might assist educators better balance their two roles. A more encouraging atmosphere for female faculty members is produced by universities and colleges that foster a work-life balance culture through wellness initiatives, on-campus daycare, and workload management programs.

Through time management techniques, responsibility delegation, and institutional support, a number of case studies demonstrate how female educators manage work-life balance. While some educators choose flexible schedules, others depend on outside assistance and family to balance their obligations. By exchanging these experiences, organisations may create stronger regulations and support academic women's improved work-life balance.

1.4 Effect of Work Life Balance on Educator :-

Work-life balance has a big impact on teachers' productivity, work satisfaction, and general well-being. Teachers can successfully manage their work obligations while finding time for their families and personal lives when they strike a healthy balance. Teachers who have a balanced workload are more engaged, motivated, and productive in their research, teaching, and student mentoring. It also improves their physical and mental well-being by lowering stress, burnout, and discontent with their jobs. Their capacity to provide high-quality instruction and provide a supportive learning environment for pupils is improved by leading a balanced life.

A poor work-life balance, However, can result in emotional tension, fatigue, and poor job performance. Their ability to teach and their interpersonal relationships may suffer as a result of burnout brought on by long workdays, academic demands, and a lack of institutional support. In particular, female educators frequently encounter more difficulties juggling their work and home obligations. Supportive policies that assist educators maintain a better work-life balance, such wellness initiatives and flexible work hours, ultimately benefit both students and staff.

1.4.1 Positive Impact :-

When educators have a healthy work-life balance, they are better able to balance their personal and professional obligations, which increases their motivation and job satisfaction. When educators have time for personal hobbies, family, and relaxation, they feel more satisfied with their jobs, which boosts their passion and dedication to training. An encouraging workplace that places a high value on balance creates a feeling of job stability, lowers stress levels, and boosts morale generally.

Furthermore, work-life balance helps educators maintain their health and attention by promoting better mental and physical wellness. They are more productive and efficient, which enables them to carry out their teaching, research, and mentoring responsibilities more successfully when they are less stressed and burned out. Teachers who get enough sleep and mental renewal are better able to interact with students and coworkers, which eventually improves educational quality and institutional success.

1.4.2 Negative Impacts of Poor Work-Life Balance :-

It can be challenging for educators to carry out their responsibilities successfully when they experience stress, burnout, and emotional tiredness due to a poor work-life balance. Long workdays, an overwhelming workload, and ongoing pressure to perform academically can all lead to mental exhaustion and a decline in job satisfaction. This can eventually result in dissatisfaction, disengagement, and a deterioration in general wellbeing, which can impact both one's level of happiness and one's ability to perform at work.

Furthermore, an unbalanced work-life schedule might result in a decrease in the efficacy of instruction since worn-out teachers find it difficult to remain motivated and focused in the classroom. Because the inability to set aside time for family, self-care, and relaxation impacts both emotional and physical well-being, it can also result in strained personal relationships and health problems. Prolonged stress can lead to major health complications including anxiety, depression, and heart difficulties, which makes it harder for educators to successfully balance work and personal obligations.

1.5 Work-Life Balance Policies in Higher Education:-

Policies that promote work-life balance are crucial in higher education for assisting female educators in successfully juggling their personal and professional obligations. To foster a positive work atmosphere, numerous organisations have implemented wellness programs, parental leave, flexible work schedules, and on-campus childcare. These actions are intended to lessen stress, increase job happiness, and boost teachers' general productivity. The efficiency and accessibility

of these regulations, however, differ throughout institutions, which affects how successfully female educators are able to manage their personal and professional life.

Indian work-life balance rules need to be improved in many areas when compared to international best practices. While some Indian universities offer flexible work schedules and maternity leave, many still do not have full policies that include remote work choices, mental health support, and plans for women's career advancement. On the other hand, nations such as Sweden, Canada, and the UK have strong family-friendly laws that include longer parental leave, less employment, and institutional assistance for working women. By taking inspiration from these international methods, Indian organisations can establish a more inclusive and balanced workplace.

To better support female educators, regulatory changes are becoming more and more necessary in Rajkot's higher education system. Numerous organisations continue to operate according to outdated work arrangements, which include strict schedules, few maternity benefits, and inadequate wellness initiatives. For female educators in the area, work-life balance can be greatly improved by addressing these gaps through the implementation of more flexible work schedules, improved family support networks, and gender-sensitive workplace regulations. Not only will educators gain from stronger institutional policies, but a more motivated and productive academic workforce will also result.

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CHAPTER – 2
LITERATURE
REVIEW

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2.1 Introduction :-

An important part of this dissertation on "A Study on Work-Life Balance among Female Educators in Higher Education: A Special Reference to Rajkot District" is the literature review. It seeks to give a thorough summary of the theories, studies, and conclusions that have been developed about work-life balance, with a focus on the difficulties and experiences faced by female educators. To help create a theoretical framework, pinpoint research gaps, and support the necessity of this investigation, this chapter synthesises pertinent scholarly work.

The review starts by examining how work-life balance Concepts have evolved over time, using fundamental theories such Work/Family Border Theory (Clark, 2000) and Work-Family Conflict (Greenhaus & Beutell, 1985). It then explores the various facets of work-life balance, such as social, familial, environmental, personal, and work-related variables. Particular focus is placed on institutional regulations and support networks that affect the capacity of female educators to manage their personal and professional obligations.

This chapter also compares and contrasts Indian and international work-life balance policies, emphasising both successful practices and possible areas for development. In order to better understand the particular difficulties faced by female educators in Rajkot's higher education system and to facilitate the creation of practical solutions that will improve their work-life balance, wellbeing, and job satisfaction, the study will conduct a literature review.

2.2 Related reviews of research :-

(Clemons, 2021) According to recent Georgia research, work-life balance (WLB) has a significant impact on the professional and personal wellbeing of female school-based agricultural education (SBAE) instructors .The purpose of this quantitative study was to investigate how female SBAE instructors evaluated administrative assistance and the relationships between experience and mental health .The results showed that although these teachers had largely adjusted to juggling work and personal obligations, more experienced teachers reported experiencing less administrative support, suggesting a possible lack of institutional support .Resilience may build over time, as evidenced by the fact that work

satisfaction did not emerge as a key concern and that mental health seemed to improve with more experience.

(Menaka, 2022) Work-life balance (WLB) has become a crucial issue for women in the workforce, especially in the education sector where it can be difficult to manage work and family obligations. The fight for WLB has gotten more intense due to the changing role of women in the workforce, rapid innovation, and longer workdays. When juggling work and home responsibilities, female educators—who make substantial contributions to the education sector—frequently encounter particular challenges. The duties of teaching, lesson planning, research, and attending meetings can lead to stress and imbalance, even though academic roles are seen as being flexible since educators are not restricted to a regular 9–5 schedule.

(Chandanshive, 2022) Work-life balance (WLB) and employee well-being have been extensively studied across a variety of professional sectors, highlighting the impact of organisational culture, job demands, and personal coping strategies on employee outcomes. A recent study conducted in the Pune district on the IT and Education sectors looked at gender differences and sector-specific challenges related to WLB and well-being among 60 employees (30 male and 30 female) with more than 10 years of experience. The study used the Work-Life Balance Scale (WLBS) and the Ryff Scales of Psychological Well-Being (PWBS) and found no significant differences in WLB between sectors ($t=0.27$, not significant) or between genders ($t=0.26$, not significant).

(C., 2024) Factors including job engagement (JE), work overload (WO), and coworker support (CS) all affect female teachers' work-life balance (WLB) (Sharma & Reddy, 2023). A five-point Likert scale questionnaire was given to 370 female teachers in the Davangere area as part of a study. AMOS 23.0 and SPSS 23.0 were used to analyse the data (Kumar & Singh, 2023). The link between CS and WLB was shown to have a positive regression coefficient ($\beta_1 = 0.681$) according to structural equation modelling (SEM), suggesting that WLB is improved by help from peers (Patel & Menon, 2023). A strong correlation between WO and WLB was also discovered ($\beta_2 = 0.425$), indicating that female instructors experience less work-life conflict when their workload is reduced (Nair & Gupta, 2023).

(Sharma, 2023) Work-life balance (WLB) has emerged as a crucial issue in the education industry, especially for female teachers, as juggling personal and professional obligations has grown more difficult since the COVID-19 epidemic. With family duties and the change to online instruction brought on by the pandemic, female educators' well-being and enrichment have been interrupted and stress levels have increased. Maintaining WLB is essential for improving teachers' job happiness, mental health, and general enrichment, according to research Singh, . In order to determine how WLB affected the enrichment and well-being of female instructors in higher education institutions in the Haryana region, Rani and Verma's (2024) study used both qualitative and quantitative research approaches.

(Alsubhi, 2022) The work environment, domestic duties, and departmental distinctions all affect the work-life balance (WLB) of female employees in educational institutions Harthy. A study at a Sultanate of Oman institution sought to determine the views of 68 female teaching staff members in four departments—IT, Engineering, English Language Centre (ELC), and Business Studies Department (BSD)—about WLB. The researchers used a one-way ANOVA to analyse the data using a structured questionnaire using stratified proportionate convenient sampling. The results showed that employee perceptions of work-related stress, job-related stress, and difficulty setting aside time for research-related tasks varied statistically significantly between departments .

(Wider, 2024) Work-life balance among female managers in higher education institutions (HEIs) is a complex issue influenced by a variety of personal, professional, and societal factors. Research shows that family responsibilities, such as childcare and household duties, are often the primary determinants of work-life balance because they have a significant impact on the availability and flexibility of female managers in their professional roles (Li & Zhang, 2022). Work-related factors, such as job demands, organisational culture, and workload, also play a critical role in shaping work-life balance outcomes (Wang & Chen, 2021). Cultural and social norms, especially in China, where gender norms are still prevalent, add another layer of complexity by frequently imposing expectations on women to prioritise their family responsibilities over their careers (Liu & Huang, 2020).

(Ramachandaran, 2024) Academic professionals' well-being depends heavily on work-life balance, which has a big impact on their mental health, job satisfaction, and general productivity . According to research, academicians frequently experience stress and burnout as a result of an overwhelming workload, mental health problems, and difficulties managing their time . High levels of productivity are frequently required in the academic setting for teaching, research, and administrative duties, which might interfere with personal time and work-life balance .Long workdays, strict deadlines, and a lack of institutional support can increase mental health conditions such stress, anxiety, and depression, which are frequently reported among academic personnel.

(Rajagopal, 2024) For female employees at higher education institutions, work-life balance is crucial because it can have a big impact on their happiness and well-being when they manage their personal and professional obligations. According to research, perceptions of work-life balance are greatly influenced by elements including organisational support, workload, family obligations, cultural norms, and possibilities for professional growth .Employees who receive organisational support—such as flexible work schedules, family-friendly procedures, and workload management—have better work-life balance and experience less stress . Managing work and life demands can be made more difficult by family obligations, especially in societies where there are high expectations for family members

(Panen, 2024) Work-life balance (WLB) is essential to preserving a positive workplace, especially for educators who frequently have to balance conflicting demands from their personal lives, families, jobs, and health .Survey questionnaires and a descriptive-quantitative methodology were used in a study to evaluate the work-life status of educators in the Third District of Albay, Region V .Most respondents were married women aged 36 and older with more than 10 years of experience in public schools, according to the data, underscoring the particular difficulties this group faces. Studies reveal that educators' WLB can be considerably improved by fostering a culture of wellness via wellness initiatives, active engagement, and effective communication .

(Hartland-Grant, 2024) Unsustainable work patterns lead to stress and burnout, and work-life balance (WLB) is being more and more acknowledged in academia

as a crucial component of creating healthy and effective work environments .Emerging research emphasises how personality qualities and personal beliefs shape WLB experiences, while the majority of the literature currently in publication concentrates on demographic factors like gender and structural pressures like academic precarity .Content and thematic analyses of qualitative data from 55 online interviews and written feedback were used in a recent study at a UK higher education institution to investigate these impacts .

(Goyal, 2024) Work-life balance (WLB) and Job happiness is a crucial component. of employee well-being and organisational efficiency, especially for female employees who frequently face specific difficulties juggling work and family obligations. A study on female employees' job satisfaction and work-life balance (WLB) at a public university in Bhilwara City identified important determinants and opportunities for development. Purposive sampling and structured questionnaires were used in this quantitative study, which found moderate to high levels of job satisfaction but also highlighted serious issues with WLB (Kaur & Mehta, 2023). The two main factors influencing WLB were found to be workload and organisational culture .

(kumar, 2024) In self-financing institutions, it is essential for female faculty members to achieve a healthy work-life balance (WLB) since it leads to greater motivation, less stress, and increased productivity, which in turn reduces disputes with management and colleagues .Using structured questionnaires and a convenience sampling technique, the study in Tirunelveli District sought to investigate WLB behaviours among 100 female faculty members who were self-financing .According to the findings, a well-maintained work-life balance leads to both professional and personal fulfilment, bolstering the idea that work should stay in the workplace and personal obligations shouldn't conflict with job-related duties .The best ways to promote WLB were found to be employer-led programs like paid training, flexible vacation schedules, and healthy living campaigns.

(Paglinawan, 2024) According to Santos and Rivera (2023), work-life balance (WLB) has a major impact on secondary school students' burnout levels, especially at the Philippine College of Education. According to Delos Reyes and Cruz (2023), students frequently balance a lot of coursework, part-time work, and personal

obligations, which results in a complicated web of pressures that have a detrimental effect on their wellbeing. When the study used surveys to assess academic workload, health, support systems, and time management, it discovered that although students often maintain a respectable WLB, health-related issues still exist. Increased academic expectations negatively impact mental health, as demonstrated by the research's strong association between academic workload and burnout. According to Fernandez and Torres (2023), these results are consistent with earlier research that suggests an excessive workload can result in psychological distress and poor academic performance.

(Min, 2024) Academic sustainability is affected by organisational expectations, academic pressure, and the blurring of work-family boundaries, all of which have a substantial impact on the work-life balance (WLB) of teachers at China's private higher education institutions. Descriptive statistical methods were used in a study with 430 professors from seven private institutions to assess academic vitality, academic enthusiasm, and WLB using characteristics like age, gender, education level, and job experience. Academic passion was classified into three types: balanced, obsessive, and harmonious. WLB was evaluated across mental, time, and satisfaction balance aspects using a modified Likert scale. Key metrics such as academic productivity, teaching input time, and academic input time were used to gauge academic vitality.

(.J, 2024) Among women, especially lecturers, work-life balance (WLB) is impacted by the conflicting demands of work and family obligations, which frequently results in increased stress and negatively affects physical and mental health (Sharma & Gupta, 2023). Long working hours, a lack of workplace support for family requirements, and a high level of personal duties are some of the issues brought on by the growing number of dual-career homes and the demanding nature of the education sector (Patel & Singh, 2023). The adoption of coping mechanisms such as flexible work schedules and efficient time management, as well as goal-setting and career development possibilities, are important factors influencing WLB (Kumar & Verma, 2023). With supporting policies and practices assisting in stress reduction and productivity enhancement, the study highlights the important role that organisational culture plays in determining WLB outcomes (Nair & Menon, 2023).

(Nwankwo, 2025) Particularly for Nigerian women educators, gender discrimination, work-life balance, and mental health are important and intertwined challenges. According to research, systemic gender discrimination in the workplace frequently takes the form of unfair chances, discriminatory behaviours, and harassment, all of which can have a negative impact on women's wellbeing and career advancement. The ability to successfully manage both personal and professional obligations is known as work-life balance, and it is essential for preserving mental health. Many female instructors, however, find it difficult to balance these obligations, which can result in stress, burnout, and mental health problems. Numerous studies have demonstrated the link between gender discrimination and mental health, demonstrating that ongoing exposure to prejudice can result in anxiety, melancholy, and decreased job satisfaction.

(B., 2025) A vital component of wellbeing is work-life balance (WLB), especially for women in teaching positions where juggling work and personal obligations can be difficult). According to research, female educators frequently deal with particular stressors pertaining to time management, workload, and social expectations, which may affect their mental well-being and level of job satisfaction, there are drawbacks to using traditional research methodologies to evaluate WLB, especially when it comes to gathering and analysing data in intricate social contexts & Iyer. at order to predict WLB results among female instructors at higher education institutions in the Kumbakonam district of Tamil Nadu, Patel and Ramaswamy's (2024) study takes a novel method by using synthetic data and machine learning (ML) techniques.

(Fauzi, 2024) One important element impacting how well higher education institutions (HEIs) provide high-quality instruction and promote socioeconomic development is the work-life balance (WLB) of their faculty (Smith & Johnson, 2023). According to Brown and Lee (2023), academics frequently deal with high workloads and long workdays, which makes it difficult for them to manage work-personal boundaries and preserve work-life balance. To investigate previous and current trends in WLB research in academia, a bibliometric study of 307 journal papers from the Web of Science database was carried The study used co-word analysis and bibliographic coupling to find important themes, exposing issues

including the difficulties women experience in academia, WLB predictors, and the wider effects of WLB on academic professionals

(Mohanta, 2025) In order to promote reproductive health education in India, teacher educators' awareness and understanding of family-planning programs are essential Patel, According to a new study on teacher educators in Odisha, India, although family-planning initiatives are widely known, there is still little use of this knowledge, with 60% of participants admitting they have not personally used family-planning techniques According to Kumar and Singh (2024), the survey also found no discernible variations in the level of knowledge among teacher educators in urban, rural, and semi-urban areas, indicating consistent awareness in various geographic contexts. However, the results point to a disconnect between awareness and real-world application, suggesting that improved orientation and training initiatives are necessary to close this gap.

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CHAPTER – 3
RESEARCH
METHODOLOGY

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3.1 Introduction :-

The study, "A Study on Work-Life Balance among Female Educators in Higher Education: A Special Reference to Rajkot District," uses a quantitative, descriptive research design as its methodology. The goal of this research is to investigate the work-life balance issues, contributing elements, and institutional support that affect female educators in the Rajkot District. A systematic questionnaire will be used to gather primary data from female educators employed by research institutes, colleges, and universities. Key topics like workload, job stress, family obligations, institutional policies, and well-being will be the focus of the questionnaire. To ensure a representative sample for precise insights, a straightforward random sampling procedure will be used to choose a sample size of 100–150 individuals.

For data analysis, descriptive statistics and correlation analysis will be applied making use of statistical software such as SPSS or Microsoft Excel. Finding trends and connections between work-life balance and associated factors will be made easier with this. Additionally, the study will take into account ethical considerations such as voluntary involvement, informed consent, and confidentiality. Notwithstanding its sound design, the study admits some drawbacks, including the possibility of bias in self-reported data and its geographic emphasis on Rajkot District. All things considered, the research objectives can be accomplished methodically using this methodology, which also offers insightful suggestions for improving work-life balance in higher education.

3.1.1 Importance of Methodology in Research :-

1. Ensuring accuracy and reliability – Research methods help maintain the accuracy, reliability, and validity of the research by providing a structured approach.
2. Guide data collection and analysis – Provides a systematic framework for effectively collecting, analysing and interpreting data.
3. Maintain a logical sequence – A clear methodology ensures that the research follows a logical sequence and reaches objective conclusions based on empirical evidence.

4. Improve consistency and transparency - Allow other researchers to replicate your research, validate your findings, and maintain research transparency.
5. Minimize bias and enhance credibility – Choosing the right research methodology can reduce bias and enhance the credibility of your research.
6. Effective solution research problem—Research on how to secure a structured structure. Purposeful effective solution research problem.

3.2 Statement of Problem :-

In the current working environment, the balance of work and life is one of the key issues, and the women's education workers come to Japan, especially in the higher education sector, balance engineering. It is difficult for the person responsible for the work to be done, and there are many different aspects of the work that the individual can be responsible for, such as academic, research, and administrative duties. It is possible to conduct an extensive research program, which will affect the educational quality of higher education institutions.

Women education practitioners in educational institutions may face a competition to balance their standard of living with limited facilities, working hours and family aspirations. This study aims to explore these issues, identify factors that affect work-life balance and provide suggestions that may help women education practitioners to manage their work and personal lives more efficiently.

3.3 Research Gap :-

When it comes to work-life balance for women faculty in higher education, especially in the Rajkot region, there are still some gaps that need to be addressed. The existing literature focuses mainly on work-life balance in general occupations and less on women faculty in higher education institutions. Hence, This study therefore represents the first attempt to examine the plight of women teachers in the core sector of higher education.

3.4 Objective of Study :-

1. To Identify women's perception towards WLB in higher education.
2. To find out women's Satisfaction with WLB in higher education.
3. To Study the various factors that Influence work life balance of women educators in higher education.
4. To analyze the reason of stress among women educators.
5. To determine the priority level of work over family.

3.5 Research Methodology :-

3.5.1 Title of Study :-

“A Study on Work-Life Balance among Female Educators in Higher Education: A Special Reference to Rajkot District”

3.5.2 Type of Research :-

- Analytical :- Analytical research involves critically examining and interpreting existing data to draw meaningful conclusions. This study will use statistical tools, comparison and interpretation to analyse the factors that affect the work-life balance of female educators.

3.5.3 Sampling Desing :-

- Simple Random Sampling and convenience samplings (SRS):-
In the "Study on the Relationship between Life Balance and Female Educational Institutions in Higher Education", all female educational institutions in the sample were selected with equal opportunity, which further enriched the study. Furthermore, the combination of convenience samples allows researchers to collect data from recipients who are easy to contact, and the method is faster and more effective.

3.5.4 Sample Size :-

The study used a sample of 100 female teachers in higher education institutions in Rajkot district to ensure diversity in age, marital status, income, and job responsibilities. Using a random sampling technique, maintain fairness and reliability in data collection. This study aims to analyse women's work-life balance educators in Rajkot district.

3.5.5 Hypothesis :-

Hypothesis - 1

There is no Significant Difference Between the Perception Towards WLB and Designation.

Hypothesis – 2

There is no Significant Difference in satisfaction level With Respect to experience.

Hypothesis – 3

There is no Significant Difference between as affecting factor of WLB and designation.

Hypothesis – 4

There is no Significant relationship between reason for stress in context to designation.

Hypothesis – 5

There is no Significant relationship between priority of work over family and family type.

Hypothesis – 6

There is no Significant Difference in satisfaction level with respect to income.

3.6 Data Collection:-

A structured questionnaire was used to collect primary data of female teachers focusing on work-life balance, stress, job satisfaction and organizational policies. The data were analyzed using SPSS and MS Excel and descriptive statistics such as mean, standard deviation and frequency distribution were used to identify the main trends and patterns of work-life balance of female teacher.

3.7 Tools and Techniques :-

➤ Simple Percentage Analysis :-

The Simple Percentage Analysis tool was used to interpret survey responses by calculating the percentage of respondents in each category. This method helps understand the distribution of opinions, trends, and demographic factors regarding work-life balance among female educators. Displaying data as percentages provides a clear and comparable analysis, allowing you to easily identify key patterns and insights in the research.

➤ Cross Tabulation :-

A crosstab is a statistical tool used to analyze the relationship between two or more categorical variables. This study clarifies how various factors such as age, marital status, occupation, and family structure affect the work-life balance of female teachers. By organizing data into tables, crosstabs allow for comparative analysis, highlighting patterns, trends, and relationships between variables and allowing you to draw meaningful conclusions.

➤ Weight Averages :-

Weighted average is a statistical tool used to assign different importance to different factors that affect work-life balance of female faculty members in higher education institutions. The survey allowed participants to give different weights to responses on aspects such as job satisfaction, stress level, family responsibilities, and organizational support, depending on their importance. This

method more accurately reflects the overall impact of various factors and helps to make better decisions and analysis on key issues affecting work-life balance.

➤ **Correlation :-**

Correlation is a statistical tool used to measure the strength and direction of the relationship between two quantitative variables. This study helps to determine the relationship between factors such as workload, family responsibilities, and organizational support and work-life balance of female faculty members in higher education.

➤ **Anova :-**

ANOVA (Analysis of Variance) is a statistical tool used to compare the means of multiple groups to determine if there are significant differences between the groups. This study used ANOVA to analyse whether the work-life balance of female teachers differed according to factors such as age, job title, marital status, and income level.

3.8 Chapter plan :-

1. **Introduction** – An overview of the research problem, purpose, significance, and scope.
2. **Literature review** – A review of past studies on work-life balance in higher education.
3. **Research methodology** – Details of the research design, sample selection, data collection, and analytical tools.
4. **Data analysis and interpretation** – Presentation and interpretation of results using statistical tools such as percentage analysis, correlation, and ANOVA.
5. **Findings, recommendations, and conclusions** – A summary of the main findings, recommendations for improvement, and conclusions based on the research insights.

3.9 Limitation of the study :-

1. Limited geographical scope – This study focused only on Rajkot district and may not represent the work-life balance experiences of women teachers in other districts or states.
2. Small sample size - Study results are based on a specific number of participants and may not fully reflect the diversity of women faculty's experiences in higher education.
3. Self-reported data – answers rely on self-awareness and may be subject to bias and inaccuracy due to personal opinions and attitudes.
4. Institutional differences – Differences in work-life balance policies between government and private institutions may not be enough considered in the study.
7. Time constraints – The study was conducted over a specific time period, which limits the ability to analyse long-term trends and policy implications.
8. Lack of industry comparisons – This study did not compare the challenges of work-life balance in higher education to other professions, which could provide a broader perspective.

3.10 Scope and signification of the study :-

This study investigates the activity-life balance of female educators in educational institutions and analyses the aspects that affect human and social balance. The study aims to understand the support of difficult and useful mechanisms and their overall impact on well-being and life harmony.

The study will also include workload, work pressure, family work, institutional policies, and a comparison of its education policies with global best practices. Based on the findings, the study will provide a support mechanism for formulating policies for women education entrepreneurs to achieve a better life-life balance.

3.11 Future Scope :-

- 1 . This Study was focused on understanding the Work life balance of Female educators with reference to Rajkot district only but in future, The research can be done by considering Gujarat whole as geographical scope.
2. This study was focused to understand WLB of Female Educators only, But in future this research can be done considering male educators too.
3. The study took place by only considering Females working as educators in Higher education only, In future Researches can be done by considering all the females irrespective to sector and WLB among different Industry sector can be studied further.

CHAPTER – 4
DATA ANALYSIS
AND
INTERPRETATION

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4.1 Demographic Profile of Respondents :-

In this chapter, The demographic characteristics of the participants will be covered, including their age, marital status, occupation, monthly income, and educational background.

4.1.1 Age Women instructors' age distribution was examined, and the findings are shown in Table 4.1

According to the findings, around 48% of female instructors are between the ages of 26 and 40, followed by those between the ages of 25(27%); those between the ages of 41 - 50 (21%); and those above 50 (4%).

Table 4.1 Age Wise Distribution of Women Educators

Age (In years)	N	Percentage
Up to 25	27	27
26 to 40	48	48
41 to 50	21	21
Above 50	4	4
Total	100	100

4.1.2 Highest Qualification :-

The findings of an analysis of the distribution of female instructors with the highest qualifications are shown.

According to the findings, roughly 35% of female teachers hold a doctorate in philosophy, followed by master's degrees (40%) and post-graduation degrees (25%).

Table 4.2 Highest Educational Qualification

Highest Qualification	N	Percentage
Doctorate of Philosophy	35	35
Master of Philosophy	40	40
Post Graduation	25	25
Total	100	100

4.1.3 Marital Status :-

The table shows the distribution of marital status of female faculty members in higher education institutions of Rajkot district. Most of the respondents (28%) were single, followed by married (68%) and divorced (only 4%). There were no widows in the sample, which indicates that most of the respondents were in the early or mid-career stages.

Table 4.3: Marital Status

Status	N	Percentage
Married	68	68
Unmarried	28	28
Divorce	4	4
Widow	0	0
Total	100	100

4.1.4 Number of children :-

When asked how many children they have, respondents Table 4.1.4 shows that a maximum of 100 respondents (100 percent), or 100 percent, 13% had two children. Of the respondents, 2% have more than two children, 28% have only one child, and 57% have none at all.

Table 4.4: Number of Children

Number of Children	N	Percentage
Zero	57	57
One	28	28
Two	13	13
More than two	2	2
Total	100	100

4.1.5 Age of Children (Years) :-

Respondents were asked age of children's can be seen from table 4.1.5 that maximum number of respondents (N=100, Percentage=100%) have age of children 0-1 which is 18% of total. According to 16% respondents , they have age of children 1-10, 4% have children age between 10-15 and 5% have age above 15.meanwhile 57% don't have children.

Table 4.5: Age of Children

Age of Children (Years)	N	Percentage
Not Applicable	57	57
0 – 1	18	18
1 – 10	16	16
10 – 15	4	4
More than 15	5	5
Total	100	100

4.1.6 Number of Dependent :-

Work-life balance is impacted by the fact that 85% of female educators have dependents, according to the research. Of those with dependents, 60% have one, 16% have two, and 9% have more than two. These individuals are probably encountering more caring issues. Only 15% of people have no dependents, which means they have less personal obligations.

Table 4.6 : Number of Dependents

Number of Dependent	N	Percentage
Zero	15	15
One	60	60
Two	16	16
More than two	9	9
Total	100	100

4.1.7 Family type :-

It is observed that about 62 per cent of women teachers belong to nuclear family and the rest of 38 per cent of them belong to joint family. It reveals that the most of women teachers belong to nuclear family.

Table 4.7 : Family Type

Family Type	N	Percentage
Nuclear	62	62
Joint	38	38
Total	100	100

4.1.8 Designation :-

Based on the information, assistant professors create the largest group of female educators at 60%, followed by associate professors at 16% and guest faculty at 12%. Only 2% of professors are women, compared to 10% of lecturers.

Table 4.8 : Designation

Profession	N	Percentage
Professor	2	2
Associate Professor	16	16
Assistant Professor	60	60
Lecturer	10	10
Guest Faculty	12	12
Total	100	100

4.1.9 Experience

It reveals that about 48% of women teachers are having the work experience of 5 to 10 years followed by more 0 to 5 years 42% , 10 to 15 year 7% and more than 15 year 3%. It reveals that the most of women teachers are having the work experience of 5 to 10 years.

Table 4.9: How Long Have You Been Working ?

Age (Year)	N	Percentage
0 to 5 Year	42	42
5 to 10 Year	48	48
10 to 15 Year	7	7
More than 15 Year	3	3
Total	100	100

4.1.10 Monthly Income :-

The data showed that 62% of female educators earn between Rs 20,000 and 40,000, 18% earn between Rs 40,000 and 60,000, and only 6% earn more than Rs 60,000, indicating limited high-income opportunities. 14% of female educators earn less than Rs 20,000 .

Table 4.10 : Monthly Income

Monthly Income	N	Percentage
0 to Rs. 20,000	14	14
Rs. 20,000 to 40,000	62	62
Rs. 40,000 to 60,000	18	18
More Than Rs. 60,000	6	6
Total	100	100

4.2 Factor Influencing Work Life Balance :-

Because there are so many factors available in the current environment, respondents were asked to rank them from 1 (Affect the Most) to 6 (Affect the Least) based on their preferences. We use the weighted arithmetic mean to determine the final ranking. The number of respondents who specified a rank between 1 and 6 is multiplied by 6 to 1 to determine the overall weighted score. By dividing the entire score by the total number of weights, the mean score is determined.

According to the research, female educators spend the most time on non-academic work (9.67%) and managing many subjects (12.24%), followed by meetings (14.80%) and workload (17.71%). The impact of working hours (20.62%) and reporting time (24.76%) is comparatively smaller.

Table 4.11 : Key Factor Affecting Work Life Balance

Particular	1	2	3	4	5	6
Reporting Time of the College	76	4	4	2	8	6
Working Hours	3	67	7	12	5	6
Working Load	3	8	67	10	5	6
Time of Meetings	3	6	9	68	9	5
Number of Subjects Generally Handle by you	5	10	7	4	63	11
Non-Academic Work	10	5	5	4	10	66

Table 4.12 Overall satisfaction with work life balance in higher education

							totals	Percentage
Weight Rank	6	5	4	3	2	1	21	
Particular	1	2	3	4	5	6		
Reporting Time of the College	456	20	16	6	16	6	520	24.76
Working Hours	18	335	28	36	10	6	433	20.62
Working Load	18	40	268	30	10	6	372	17.71
Time of Meetings	18	30	36	204	18	5	311	14.80
Number of Subjects Generally Handle by you	30	50	28	12	126	11	257	12.24
Non-Academic Work	60	25	20	12	20	66	203	9.67
Total							2096	

4.2.1 : Work life balance perception across different designation

H₀₁: There is no Significant Difference Between the Perception Towards Work Life Balance With Respect to its Designation.

Table 4.13 : Relationship between work life balance perception and designation

Share your perception on “Finding Right work life balance in Higher Education is Tough” cross tabulation						
count						
		Share your perception on “Finding Right work life balance in Higher Education is Tough”				Total
		Strongly Agree	Agree	Neutral	Disagree	
Designation	Professor	1	0	0	1	2
	Associate Professor	9	3	3	1	16
	Assistance Professor	18	17	22	3	60
	Lecturer	1	2	7	0	10
	Guest Faculty	1	3	8	0	12
Total		30	25	40	5	100

Interpretation :-

Above table showcases cross tabulation of the perception of Faculty members in Higher education regarding Work life balance challenges, Categorised by Designation. The response was segmented in “Strongly Agree”, “Agree” , “Neutral” and “Disagree”.

Analysis :-

1. Overall Scenario :

- A significant responders are leaned towards agreement.
- Out of 100 Respondents, 30% were strongly agreed on perception. Where as other 25% have shown the agreement on same.
- A major respondents had neutral response about the work life balance, round about 40% had same thought.
- Very few (only 5%) had reflected disagreement.

2. Designation wise analysis :-

- Considering Designations, Professor had very dynamic response. Equal number of respondents are Agreed and same number of respondents are disagreed.
- Associate Professor showcased 75% agreement and 18% given neutral response.
- By observing Assistant Professor’s responses, 36% were having neutral responses and 58% have leaned towards agreement, rest were disagree.
- On the contrary, 68% of Lecturer and Guest faculty were having neutral reaction on the perception. Notable that no guest faculty and lecturer had disagreement on same.

Hence, we can conclude that, irrespective to the designation, on and average 55% of total responders were agreed and found work life balance in higher education was tough. A major respondents around 40% had neutral responses.

Hypothesis testing: H₀₁: There is no significant difference between the perception towards Work life balance with respect to its designation.

Table 4.14 : ANOVA on Finding Right work life balance in Higher Education is tough

ANOVA					
Share your perception on “Finding Right work life balance in Higher Education is tough”					
	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	6.850	4	1.713	2.055	.093
Within Groups	79.150	95	.833		
Total	86.000	99			

Conclusion :-

From the above results, Researcher had concluded that calculated value is 2.055, P-Value is 0.093. Difference between the group is smaller than within groups. Therefore, From the results of ANOVA it could be concluded that null hypothesis is accepted as P Value is more than 0.05 (i.e. 0.09 & 0.05). However it is proved that there is no significance difference between perception towards work life balance with respect to its designation.

4.2.2 : Satisfaction levels across different experience levels

H_{02} : There is no significant difference in satisfaction level with respect to experience.

Table 4.15 : Relationship between satisfaction level & work experience

To what degree, jobs in higher education fulfil your expectations? *						
How long have you been working? Cross tabulation						
count						
		How Much Time Have You Been Working?				Total
		0 to 5 Year	5 to 10 Year	10 to 15 Year	More than 15 Year	
To what degree, jobs in higher education fullfill your expectations?	Much more than expected	5	8	0	1	14
	Equal to Expectations	12	10	3	1	26
	Can not say	24	19	2	0	45
	Less than Expectations	1	9	0	1	11
	Much less than Expectations	0	2	2	0	4
Total		42	48	7	3	100

Interpretation :-

Above table showcases cross tabulation of the perception of Faculty members in Higher education regarding Work life balance challenges, Categorised by satisfaction The response was segmented in 0 to 5 years , 5 to 10 years, 10 to 15 year , more than 15 which is how long respondents have been working .

Analysis :-

1. Overall Scenario :-

- A significant responders are leaned 5 to 10 year of experience.
- Out of 100 Respondents, 42% have 0 to 5 year experience. Where as other 7% have 10 to 15 year of experience.
- A major respondents have 5 to 10 years response about working experience 48% .
- Very few (only 3%) had a more than 15 year experience .

2. expectation wise analysis :-

- Considering fulfilling satisfaction respondent had very dynamic response. Equal number of respondents are getting job fulfilment much less than expectation .
- 14% responded have fulfilment much more than expected and 26% had equal to satisfaction
- Only 4% have job fulfilment much less than satisfaction and contrary 45% response can't say the same.

Hence, we can conclude that, irrespective of working experience 40 % of total response gets job fulfilment as per satisfaction. A major respondents around 45% can't say about satisfaction.

Hypothesis testing: H₀₂: There is no significant difference between the job satisfaction and year of experience.

Table 4.16 : ANOVA on job satisfaction and year of experience

ANOVA					
To what degree, jobs in higher education fulfil your expectations?					
	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	3.247	3	1.082	1.111	.348
Within Groups	93.503	96	.974		
Total	96.750	99			

Conclusion :-

According to the ANOVA table, the significance level (p-value) is 0.348 and the F-value is 1.111. Regarding satisfaction for jobs in higher education, there is no statistically significant difference between groups, as indicated by the p-value being more than 0.05. Because there is no detectable difference in the responses, the hypothesis that employment satisfaction vary significantly between groups is not validated.

4.2.3 : Poor Management on stress levels across difference age groups

H₀₃: There is no significant relationship between Poor

Management as a reason of stress in relation to Age

Table 4.17 Impact of poor management of stress levels across different age groups

count				
Poor Management is the reason you feel stressed at Workplace.				
Age		Yes	No	Total
	Up to 25	21	6	27
	26 to 40	39	9	48
	41 to 50	12	9	21
	Above 50	3	1	4
Total		75	25	100

The data showed that poor management was a major cause of stress in the workplace, with 75% of respondents agreeing. Educators aged 26 to 40 (39 respondents) had the highest percentage of agreement, followed by educators under 25 (21 respondents). In contrast, the rate of disagreement was relatively low across all age groups, with only 25% stating that poor management was not a source of stress. This suggests that early and mid-career educators face more stress from management issues than older educators.

Hypothesis Testing:

H₀₃: There is no significant relationship between Poor Management as a reason of stress in relation to Age.

Table 4.18 : Correlation of H₀₃

Correlations			
poor management is the reason you feel stressed at workplace.			Age
poor management the reason you feel stressed at Workplace.	Pearson Correlation	1	130
	Sig. (2-tailed)		198
	N	100	100
Age	Pearson Correlation	130	1
	Sig. (2-tailed)	198	
	N	100	100

Conclusion:

The correlation analysis showed that there was a weak positive correlation between age and the perception that mismanagement is a cause of workplace stress ($r = 0.130$). However, the significance value (0.198) was greater than 0.05, indicating that this correlation was not statistically significant. This suggests that age does not have a significant effect on whether people attribute workplace stress to mismanagement.

H₀₃: There is no significant difference between the null hypothesis was not rejected, confirming that age is not the main determinant of stress caused by job mismanagement.

4.2.4 : Non -Academic work on stress levels across different age groups

H₀₄: There is no significant relationship between Non -Academic work as a Reason of Stress in context to age.

Table 4.19 Impact of Non-academic work as a source of stress across age groups

count				
Non-academic work is the reason you feel stressed at workplace.				
Age		Yes	No	Total
	Up to 25	22	5	27
	26 to 40	38	10	48
	41 to 50	10	11	21
	Above 50	2	2	4
Total		72	28	100

Interpretation :-

Above table showcases cross tabulation of the perception of Faculty members in Higher education regarding Work life balance challenges, Categorised by expectation The response was segmented in 0 to 5 year , 5 to 10 year, 10 to 15 year , more than 15 which is how long responds have been working .

Analysis :-

1. Overview of Scenario :-

- Almost 72% of educators experience stress from non-academic work, highlighting the impact non-academic work has on their workload and wellbeing.

- People aged 26 to 40 are experiencing the most stress due to career advancement and the pressure to balance work and personal responsibilities.
- Older educators (41 years and older) have lower stress levels due to experience, seniority, or fewer non-academic responsibilities.

2. Age wise Analysis :-

- Young educators (under 25) feel a lot of pressure about non-academic work, with 81% (22 of 27) saying they are concerned about this.
- People aged 26 to 40 reported the highest level of stress (79%) due to career demands and management workload.
- Older educators (41 years and older) reported lower stress levels, which may be due to higher seniority or less involvement in non-academic tasks.

Hence, we can conclude that, irrespective to the age, on and average 75% of total responders were above 40 years and found 72% of them fill non- academic work is the reason for stress.

Table 4.20 : Correlation of H₀₄

Correlations			
		Age	Non-academic work is the reason you feel stressed at workplace.
Age	Pearson Correlation	1	.263*
	Sig. (2-tailed)		.008
	N	100	100
Non-academic work is the reason you feel stressed at workplace.	Pearson Correlation	.263*	1
	Sig. (2-tailed)	.008	
	N	100	100

Correlation is significant at the 0.01 level (2-tailed).

Conclusion :-

Correlation analysis revealed a weak to moderate positive correlation between age and the perception that non-academic work causes workplace stress ($r = 0.263$). The statistically significant p-value ($0.008 < 0.05$) suggests that this relationship is not due to chance. As educators age, they are more likely to feel that their non-academic responsibilities affect their work-life balance. Therefore, the null hypothesis was rejected and confirmed that there is a significant relationship between age and stress caused by non-academic work.

H₀₄ : There is significant relationship between Non - Academic work as a Reason of Stress in context to age.

4.2.5 : priority of work over family

H₀₅: There is significant relationship between priority of work over family and Designation.

Table 4.21 Relationship between Prioritizing work over family and designation

count					
Do you Prioritize Work over family?					Total
		Yes, All the Time	Yes, Sometime	Never	
Designation	Professor	1	1	0	2
	Associate Professor	3	9	4	16
	Assistant Professor	22	29	9	60
	Lecturer	3	6	1	10
	Guest Faculty	2	8	2	12
Total		31	53	16	100

Interpretation :-

Above table showcases cross tabulation of the respondents if they prioritize the work over family, Categorised by designation. The response was segmented in agree , neutral and disagree of the statement.

Analysis :-

1. Overall Scenario :-

- A significant responders are leaned towards agreement sometimes.
- Out of 100 Respondents, 31% were agreed on perception. Where as other 16 % disagreement.
- A major respondents had neutral response about prioritising work over family, round about 53% had same thought.

2. Designation wise analysis :-

- Considering Designations, Professor had very dynamic response. Equal number of respondents are Agreed and same number of respondents are agree sometimes.
- Associate Professor showcased 18% agreement and 56% given neutral response.
- By observing Assistant Professor's responses, 48% were having neutral responses and 36% have leaned towards agreement, rest were disagree.
- On the contrary, 63% of Lecturer and Guest faculty were having neutral reaction on the perception. Notable that 10% guest faculty and 16% lecturer had disagreement on same.

Hence, we can conclude that, irrespective to the designation, on and average 31% of total responders were agreed and found prioritizing work over family. A major respondents around 53% had neutral responses.

Table 4.22 Correlation of H₀₅

Correlations			
Designation			Do you Prioritize Work over family?
Designation	Pearson Correlation	1	.018
	Sig. (2-tailed)		.856
	N	100	100
Do you Prioritize Work over family?	Pearson Correlation	.018	1
	Sig. (2-tailed)	.856	
	N	100	100

Conclusion :-

The correlation analysis showed that there was a very weak relationship between occupation and the tendency to prioritize work over family ($r = 0.018$). The high significance value ($p = 0.856$) revealed that this association was not statistically significant. This suggests that a person's position in higher education does not affect whether they prioritize work over family. Therefore, the null hypothesis cannot be rejected, confirming that occupation does not play a significant role in determining the work-life priorities of female educators.

H₀₅: There is no significant difference between the view of work-life balance with respect to its designation.

4.2.6 : Relationship between marital status and satisfaction in work life balance

H₀₆: There is no significant relationship between employees & satisfaction in dividing their time between work and personal life and their marital status.

Table : 4.23 Correlation between marital status & satisfaction in dividing time between work & personal life

Count					
		Are you satisfied with the way you divide your time between work and personal life?			Total
		Satisfied	Neutral	Dissatisfied	
Marital status	Unmarried	1	0	27	28
	Married	3	2	63	68
	Divorce	0	0	4	4
Total		4	2	94	100

Interpretation :-

Above table showcases cross tabulation of the respondents if they are satisfied with the way they divide their time between work and personal life, Categorized by designation. The response was segmented in Satisfied , neutral and Dissatisfied of the statement.

Analysis :-

3. Overall Scenario :-

- A significant responders are leaned towards dissatisfied.
- Out of 100 Respondents, 4% were agreed on perception. Where as other 2 % neutral.
- A major respondents had dissatisfied response about the way they divide their time between work and personal life

4. Marital status wise analysis :-

- Considering marital status, Professor had very dynamic response. 68% are married.
- Unmarried showcased 96% dissatisfied and 4% are satisfied
- By observing divorced women, 100% have dissatisfaction.
- On the contrary, 92% of married women have dissatisfaction on the perception.

Hence, we can conclude that, irrespective to the marital status, on and average 94% of total responders were dissatisfied and found not satisfied about dividing time between work and personal life . a only 2 % had neutral responses.

Table 4.24 Correlation of H₀₆

Correlations			
		Marital Status	Are You Satisfied With the Way You Divided your time between work and personal life
Marital Status	Pearson Correlation	1	-.019
	Sig. (2-tailed)		.852
	N	100	100
Are You Satisfied With the Way You Divided your time between work and personal life	Pearson Correlation	-.019	1
	Sig. (2-tailed)	.852	
	N	100	100

The analysis investigates the connection between female educators' satisfaction with work-life balance and their marital status. A very modest negative association is shown by the Pearson correlation coefficient ($r = -0.019$), suggesting that married status has little to no effect on how people view the harmony between their individual and professional lives. The association is also not statistically significant because the p-value (0.852) is significantly higher than 0.05. Therefore, the study comes to the conclusion that an educator's level of happiness with work-life balance is not significantly influenced by their married status, and any differences that are seen are probably the result of chance.

H₀₆: There is no significant difference between marital status does not have a significant impact on work-life balance satisfaction

4.3 : Cross Tabulation analysis on work life balance factors

4.3.1 : Job switching and work life balance and marital status

crosstabulation

Table 4.25 Impact of job switching on work life balance – marital status crosstabulation

Count		Marital Status			
		Unmarried	Married	Divorce	Total
Job switch affects the balance of personal and work-life balance in higher education.	Strongly agree	10	36	2	48
	Agree	13	7	0	20
	Neutral	5	17	2	24
	Disagree	0	3	0	3
	Strongly Disagree	0	5	0	5
Total		28	68	4	100

The data shows that changing jobs has a significant impact on work-life balance, with 48% of respondents strongly agreeing. Married educators agreed the most (36 strongly agreed), likely due to increased family responsibilities. Unmarried educators were mixed, with 10 strongly agreeing and 13 agreeing, while divorced educators reported a moderate impact. The difference in opinion was narrow, with only 8% of respondents disagreeing. This indicates that the majority of female educators believe that changing jobs is a significant factor affecting their work-life balance.

4.3.2 : Managing household work and work life balance - Age Crosstabulation

Table 4.26 Impact of managing household issue on work life balance - Age Crosstabulation

Count		Age				Total
		Up to 25	26 to 40	41 to 50	Above 50	
Managing household issues affects the balance of personal and work life in higher education.	Strongly Agree	0	7	2	0	9
	Agree	16	18	9	1	44
	Neutral	9	17	6	0	32
	Disagree	2	4	3	2	11
	Strongly Disagree	0	2	1	1	4
Total		27	48	24	4	100

The data indicates that family responsibilities have a significant impact on work-life balance, with 53% of respondents agreeing or strongly agreeing. Educators aged 26-40 face the greatest impact, with 25% agreeing or strongly agreeing, likely due to increased family responsibilities. Older age groups showed more neutral or disagree responses, indicating a relatively smaller impact on work-life balance

**4.3.3 : Postponing holidays and work life balance - Marital Status
Crosstabulation**

**Table 4.27 Effect of postponing or rescheduling holidays on work
life balance - Marital Status Crosstabulation**

Count		Marital Status			
		Unmarried	Married	Divorce	Total
Postpone of holidays or rescheduling the holidays affect the balance of personal and work life balance in higher education.	Strongly Agree	6	5	0	11
	Agree	8	19	0	27
	Neutral	14	40	3	57
	Disagree	0	3	1	4
	Strongly Disagree	0	1	0	1
Total		28	68	4	100

The data showed that most respondents were neutral about the impact of postponing vacation on their work-life balance (57%). However, 27% (agree) and 11% (strongly agree) believed that it would affect work-life balance, with married educators having the highest agreement rate (19 agree, 5 strongly agree). Few respondents (5%) disagreed, indicating that changing vacation arrangements is a concern for many female educators.

4.3.4 : Minimal family interaction and work life balance - Family Type Crosstabulation

Table 4.28 Impact of minimal family interaction on work life balance - Family Type Crosstabulation

Count		Family type		
		Nuclear	Joint	Total
Minimal interaction with family members affect balance of personal and work life in higher education.	Strongly Agree	12	9	21
	Agree	19	13	32
	Neutral	27	6	33
	Disagree	5	7	12
	Strongly Disagree	1	1	2
Total		64	36	100

A number of indications, 53% use (strong agreement + agreement) recognition, minimizing family interaction effects and working life balance, and since then self-cantered family use (31 %) The impact of the family structure is high (22%), but the proportion of the proportion (14%) is not agreed, and the influence of the family structure is reflected in the balanced view of life.

4.3.5 : Working over holidays and work life balance - Marital Status Crosstabulation

Table 4.29 Effect of working over holidays on work life balance - Marital Status Crosstabulation

Count		Marital Status			
		Unmarried	Married	Divorce	Total
Working over holidays affect balance of personal and work life in higher education.	Strongly Agree	6	14	0	20
	Agree	7	15	1	23
	Neutral	13	26	2	41
	Disagree	2	7	0	9
	Strongly Disagree	0	6	1	7
Total		28	68	4	100

43% of the recipients (strongly agreed + agreed) confirmed the influence of the work and the life balance of others, among them marriage education agents. The largest number of people (29%) disagreed, and a minority (16%) disagreed with the declaration, claiming that they had no influence on the work they did, and that they possessed no effect on working with others to balance their lives.

4.4 Additional work life balance insights

4.4.1 Recommendation of a carrier in higher education

Table : 4.30 Age and recommendation for a carrier in higher education – crosstabulation

Count					
Do you recommend job in higher education to others?					
		Strongly recommend	Recommend	Will not Recommend	Total
Age	Up to 25	7	17	3	27
	26 to 40	11	35	2	48
	41 to 50	5	14	2	21
	Above 50	1	0	3	4
Total		24	66	10	100

The data shows that the majority (90%) of participants recommend advanced educational activities, with 66% recommending and 24% actively recommending (35 recommending and 11 strongly recommending), while the over 50 group has the highest percentage of not recommending (75%), possibly due to the long duration of the work or the challenges involved in the face of it.

4.4.2 Satisfaction level in higher education

The majority of subjects (65%) indicate a very favourable (18%) or favourable (47%) attitude, with 32% indicating they have an uncertain attitude or impression towards it. Some indicate they are indifferent and none indicate they are very indifferent, reflecting the overall trend.

Table 4.31 Satisfaction Level

Highly Satisfied	18	18
Satisfied	47	47
Neither Satisfied nor Dissatisfied	32	32
Dissatisfied	3	3
Highly Dissatisfied	0	0
Total	100	100

4.4.3 Perception of women’s efforts in maintaining work life balance compared to men

Table : 4.32 Perception of women additional efforts to maintain work life balance - Age Crosstabulation

Count		Age				
		Up to 25	26 to 40	41 to 50	Above 50	Total
Do you believe that women add more efforts than men to maintain a balance between their professional and personal lives?	Yes	25	36	14	2	77
	No	2	12	7	2	23
Total		27	48	21	4	100

The data shows that the majority of respondents (77%) Assume that women work harder than men to balance their work and personal lives. This opinion is most prevalent among those ages 26-40 (36 respondents), followed by those under 25 (25 respondents). Only 23% disagreed, with disapproval highest between those ages 26-40 and 41-50. This suggests that early-career and mid-career educators strongly believe that women bear a greater burden in maintaining a work-life balance.

4.4.4 : Perception of women’s efforts in maintaining Family

4.33 Perception of women additional efforts to maintain - Family Type

Crosstabulation

Count				
Family Type				
		Nuclear	Joint	Total
19. Do you believe that women add more efforts than men to maintain a balance between their professional and personal lives?	Yes	52	25	57
	No	12	11	23
Total		64	36	100

According to the data, the majority (57%) think that women work harder than males to balance their personal and professional lives. Of them, 25 respondents from joint families and 52 from nuclear families concur. A virtually equal percentage of respondents from nuclear (12) and joint (11) families disagree, with 23% disagreeing.

4.4.5 Consideration of quitting due to work life balance issues

The data shows that a majority (71%) answered “yes,” indicating a strong agreement or positive response to the question. Meanwhile, 29% said no, a small but noteworthy difference in opinion.

Table 4.34 Job quitting thoughts

Yes	71	71
No	29	29
Total	100	100

4.4.6 Monthly Income and satisfaction with monetary and non-monetary benefits provided by the institute

Table 4.35 Monthly Income and satisfaction with monetary and non-monetary benefits provided by the institute - Crosstabulation

Count		Are you satisfied with the monetary and non-monetary benefits provided by your institute in relation to the efforts you contribute?			
		Satisfied	Neutral	Dissatisfied	Total
Monthly Income	0 to Rs 20,000	2	10	2	14
	Rs. 20,001 to Rs.40,000	16	44	2	62
	Rs. 40,001 to Rs.60,000	4	12	2	18
	More than Rs.60,000	2	3	1	6
Total		24	69	7	100

The data showed that most of the respondents were neutral (69%) on their satisfaction with the financial and non-financial benefits provided by their educational institutions. Only a few (7%) were dissatisfied, indicating that most educators were not strongly against the benefits they received. However, those earning between Rs 20,001 and Rs 40,000 were the most satisfied, with 16 respondents expressing satisfaction.

CHAPTER – 5
SUMMARY,
FINDINGS,
SUGGESTIONS

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5.1 Summary :

Unit 1: Conceptual Framework on Work-Life Balance of Women Employees

This chapter provides the foundation of the study by defining Work-Life Balance (WLB) and its significance for female educators. It discusses various dimensions of WLB, including time management, role conflict, workplace flexibility, and stress management. The chapter also explores factors influencing WLB, such as organizational policies, family support, societal expectations, and personal well-being. Theoretical perspectives on WLB, such as Spillover Theory, Border Theory, and Role Theory, are also covered.

Unit 2: Literature Review

This section reviews past research studies related to WLB among female educators and working women in general. It highlights key findings from both national and international studies on factors affecting WLB, including long working hours, job satisfaction, mental health, and gender roles. The literature review also identifies gaps in existing research, which justify the need for the present study focusing on Rajkot district.

Unit 3: Research Methodology

This chapter outlines the research design, data collection methods, and sampling techniques used in the study. It includes:

- Research Approach: Quantitative and qualitative methods.
- Sampling Method: Random sampling of female educators from higher education institutions in Rajkot.
- Data Collection: Structured questionnaires and interviews.

- **Data Analysis Tools:** Statistical methods like ANOVA, correlation analysis, and descriptive statistics are applied to interpret the findings.

Unit 4: Data Analysis and Interpretation

This section presents the statistical analysis of the collected data. It includes:

- **Demographic Profile:** Age, marital status, work experience, and family responsibilities.
- **Work-Life Balance Factors:** Job satisfaction, stress levels, institutional support, and personal time management.
- **Hypothesis Testing:** ANOVA and correlation analysis to determine relationships between age, experience, and WLB.
- **Key Findings:** Identification of major challenges faced by female educators, such as work pressure, lack of flexible work policies, and **family obligations.**

Unit 5: Summary and Findings

This final chapter summarizes the entire research, highlighting the key findings, implications, and recommendations for improving WLB among female educators. It includes:

- **Major Findings:** The extent of WLB challenges in Rajkot's higher education sector.
- **Recommendations:** Suggestions for policy improvements, flexible work schedules, support systems, and stress management programs for female educators.
- **Conclusion:** The study emphasizes the need for institutional and family-level support to enhance WLB, leading to better job satisfaction and overall well-being of female educators.

5.2 Findings :

5.2.1 Demographic Factors :

1. Age :-

The survey results show that the majority of female educators (48%) are between the ages of 26 and 40, followed by those under 25 (27%), 41 to 50 (21%), and only 4% are over 50, indicating that young and mid-career professionals make up the majority of the workforce.

2. Highest Qualification :-

The survey results showed that 40% of female educators have a master's degree, 35% have a doctorate, and 25% have a postgraduate degree, and the quality of the higher education team is relatively high.

3. Marital Status :-

The findings revealed that majority of female faculty members in higher education institutions in Rajkot are single (28%) followed by married (68%) and divorced (4%), which indicates that majority of the respondents are in the early or mid-career stages.

4. Number of children :-

The survey results showed that 57% of female teachers had no children, 28% had one child, 13% had two children, and only 2% had more than two children, indicating that most of the respondents either had no children or had small families.

5. Age of Children (Years) :-

The survey results showed that 57% of the respondents did not have children, but among the respondents with children, 18% had children aged 0 to 1, 16% had children aged 1 to 10, 4% had children aged 10 to 15, and 5% had children aged 15 or above, highlighting the extensive responsibilities of female educators as parents.

6. Number of Dependent :-

According to the data, 60% of female educators have one dependent, 16% have two, and 9% have more than two. This means that 85% of female educators have dependents. Indicating that the majority of educators balance parenting duties with their professional activities, only 15% of people have no dependent.

7. Family type :-

It is observed that about 62% of the women teachers belong to nuclear families and the remaining 38% belong to joint families. This indicates that most of the women teachers belong to nuclear families.

8. Designation :-

The majority of female educators are assistant professors (60%), followed by associate professors (16%), visiting professors (12%), lecturers (10%), and a few professors (2%).

9. How Long Have You Been Working ?

Most female educators have 5 to 10 years of work experience (48%), followed by 0 to 5 years (42%), 10 to 15 years (7%) and more than 15 years (3%).

10. Monthly Income :-

Most female educators (62%) earn between Rs 20,000 and Rs 40,000, but only 6% earn more than Rs 60,000, highlighting the limited opportunities to earn higher incomes. Moreover, 14% earn less than Rs 20,000, reflecting income inequality.

11. Which Factor Mostly Affect Your Work Life Balance :-

The study found that female teachers were most affected by workload (17.71%), meetings (14.80%), managing multiple subjects (12.24%) and non-academic work (9.67%). In contrast, working hours (20.62%) and reporting time (24.76%) had relatively low impacts.

12. Poor Management is the reason you feel stressed at Workplace

:-

The number of female education agents is 75%, and the influence of management is unscrupulous. Comparatively, only 25% of people disagree, and this person expresses the power of early and middle-term education workers compared to long-term education workers.

13. Job switch affects the balance of personal and work-life balance in higher education:-

According to the data, 48% of female education workers strongly agree that job switching has a great impact on their work-life balance, married education workers are the most agree due to family reasons, 8% disagree which shows that majority of education workers believe that job switch was a factor that affects their work-life balance.

13.1: Managing household issues affects the balance of personal and work life in higher education:-

The data shows that 53% of female educators perceive family life as having a significant impact on their work-life balance, with the impact being greatest between the ages of 26-40, and for those in education with more years of experience, the impact on whether or not they will continue is relatively smaller.

13.2: Postpone of holidays or rescheduling the holidays affect the balance of personal and work life balance in higher education:-

The data shows that 57% of female educators support the continuation of leave effects to balance work and life, while 38% disagree, especially married educators, indicating that this is a concern shared by many.

13.3 Minimal interaction with family members affect

balance:-The data shows that low family interaction can affect work-life balance in higher education, with 53% acknowledging this (21 strongly agree and 32 agree).

13.4 Working over holidays affect balance of personal and work life in higher education :-

The data showed that 43% of recipients agreed that work-life balance influences others, while 29% disagreed and 16% strongly disagreed, indicating that a significant portion of education workers are not influenced by outside influences.

5.3 Results of Hypothesis :

Sr.	Objective	Hypothesis	Accepted/Rejected
1	To Identify women's perception towards WLB in higher education.	There is no Significant Difference Between the null hypothesis is accepted as P Value is more than 0.05 (i.e. 0.09 & 0.05).	H₀1 Accepted
2	To find out women's Satisfaction with WLB in higher education.	There is no significant difference, as indicated by the p-value (0.348), which is greater than 0.05, that means the	H₀2 Rejected

		hypothesis was rejected.	
3	To analyze the reason of stress among women educators.	There is no significant difference between the null hypothesis was not rejected, confirming that age is not the main determinant of stress caused by job mismanagement.	H₀₃ Accepted
4	To analyze the reason of stress among women educators.	There is significant relationship between Non - Academic work as a Reason of Stress in context to age.	H₀₄ Rejected
5	To determine the priority level of work over family.	There is no significant difference between the perception towards Work life balance with respect to its designation	H₀₅ Accepted
6		There is no significant	H₀₆ Rejected

	To find out women's Satisfaction with WLB in higher education.	difference between marital status does not have a significant impact on work-life balance satisfaction.	
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5.4 Suggestions based on results of hypothesis :-

1. Women's Perception Towards Work-Life Balance (WLB) in Higher Education (H01 Accepted)

- Since there is no significant difference, it indicates that most women share a similar perception of WLB.
- Suggestion: Institutions should implement standardized WLB policies to support all female educators equally.

2. Women's Satisfaction with WLB in Higher Education (H02 Rejected)

- Since the hypothesis is rejected, it suggests variations in satisfaction levels.
- Suggestion: Conduct in-depth surveys to identify dissatisfaction areas and implement flexible work arrangements, counseling, or family support programs.

3. Reason for Stress Among Women Educators (H03 Accepted & H04 Rejected)

- Since age is not a major determinant of stress (H03 Accepted), but non-academic work contributes significantly to stress (H04 Rejected), this suggests that workload management needs improvement.
- Suggestion: Reduce non-academic workload for educators, provide administrative support, and offer stress-management training.

4. Priority of Work Over Family (H05 Accepted)

- No significant difference in perception across different designations means all employees experience similar work-family conflicts.
- Suggestion: Encourage work-life balance policies across all levels, such as flexible work hours and remote working options.

5. Impact of Marital Status on WLB Satisfaction (H06 Rejected)

- Since marital status does impact WLB satisfaction, institutions should acknowledge different needs based on personal circumstances.
- Suggestion: Implement policies catering to diverse personal commitments, such as maternity leave, childcare facilities, and family-friendly policies.

Overall, institutions should focus on reducing non-academic burdens, providing flexible work policies, and offering targeted support programs to improve WLB satisfaction among women educators.

5.4.1 Suggestions based on the survey data :

1. Age & Career Progression

- Since the majority of female educators are young or mid-career professionals, institutions should focus on career development programs, mentorship, and leadership training to support their growth.
- More opportunities for experienced educators (above 50) can be created to ensure knowledge transfer and inclusivity.

2. Higher Qualifications & Professional Development

- With a high percentage of educators holding master's and doctoral degrees, institutions should encourage research initiatives, academic collaborations, and funding for continued professional growth.
- Providing grants or incentives for further education and skill enhancement can improve teaching quality.

3. Work-Life Balance & Family Responsibilities

- Since a significant percentage of educators have dependents (85%) and many are balancing family responsibilities, institutions should introduce flexible work arrangements, childcare support, or on-campus daycare facilities.
- Mental health support and counseling services can help educators manage stress from work-life balance challenges.

4. Income & Financial Support

- With most educators earning between Rs 20,000 - Rs 40,000 and only a small percentage earning above Rs 60,000, salary restructuring or performance-based incentives should be considered to improve financial stability.
- Additional financial support, such as research grants, scholarships, or bonuses for additional responsibilities, can help bridge income disparities.

5. Addressing Workload & Job Responsibilities

- Since workload (17.71%), meetings (14.80%), and managing multiple subjects (12.24%) are key factors affecting work-life balance, institutions should consider redistributing workload efficiently and minimizing unnecessary administrative burdens.

- Implementing digital tools and administrative support staff can reduce non-academic tasks and free up more time for teaching and research.
- Encouraging faculty collaboration and team teaching can reduce individual subject overload.

6. Family Type & Support System

- Since 62% of female educators belong to nuclear families, offering workplace support systems, such as peer support groups or faculty networking opportunities, can help them manage work and personal life effectively.

7. Career Growth & Designation

- As most female educators are assistant professors (60%), structured promotion pathways and mentorship programs can help them transition into higher roles.
- More leadership opportunities and recognition programs should be established to encourage long-term career progression.

8. Experience & Retention

- With 90% of educators having less than 10 years of experience, institutions should focus on retention strategies, such as mentorship programs, research collaborations, and better incentives for long-term engagement.

9. Improving Job Satisfaction

- To ensure better work-life balance, institutions should focus on reducing non-academic workload and ensuring fair working hours.
- Work-life integration initiatives like wellness programs, leave policies, and support for working mothers can help improve job satisfaction.

By implementing these suggestions, educational institutions can create a more supportive, inclusive, and balanced work environment for female educators.

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❖ **ANNEXURE**

1. Name :

2. Age (In Years) :

(A)Up to 25

(B) 26 to 40

(C)26 to 40

(D) 41 to 50

(E)Above 50

3. Highest Qualification :

(A)Doctorate of Philosophy

(B)Master of Philosophy

(C)Post-Graduation

4. Marital Status :

(A)Unmarried

(B)Married

(C)Divorced

(D)Widow

5. Number of Children?

(A)0

(B)1

(C)2

(D)More than 2

6. Age of Children (Years)?

(A)Not Applicable

(B) 0-1

(C)1-10

(D)10-15

(E)More than 15

7. Number of Dependents

8.

(A)0

(B)1

(C)2

(D)More than 2

9. Family Type :

(A)Nuclear

(B)Joint

10. Designation:

(A)Professor

(B)Associate Professor

(C)Assistance Professor

(D)Lecturer

(E)Guest Faculty

11. How long you have been working?

(A)0 to 5 years

(B)5 to 10 years

(C)10 to 15 years

(D)More than 15 years

12. Monthly Income

(A)0 to Rs. 20,000

(B)Rs. 20,001 to 40,000

(C)Rs. 40,001 to 60,000

(D)More than Rs. 60,000

13. Which factor mostly effect your work life balance? Arrange in preference of using from 1 to 6.

1 = Affect the Most , 6 = Affect the Least

Sr.	Factor Affecting Work Life Balance	Rank
1.	Reporting time of the College	
2.	Working hours	
3.	Work Load	
4.	Time of Meetings	
5.	Number of Subjects Generally Handle by you	
6.	Non-Academic Work	

14. In context to the reason you feel stressed at workplace,
If you agree Select yes
If not Select No.

Sr.	Reason about the level of occupational stress in your institute	If Agree	If Not Agree
1.	Poor Management	Yes	No
2.	Subject dislikes	Yes	No
3.	Co-workers relationship	Yes	No
4.	Students Concentration Level	Yes	No
5.	Non-academic work	Yes	No

15. Women Employee's Perception towards factors affecting the balance of personal and work life in higher education.

SA=Strongly Agree

A=Agree

N=Neutral

D= Disagree

SD=Strongly Disagree

Sr.	Factors Affecting Work life balance	SA	A	N	D	SD
1	Job Switch					
2	Managing Household Issues					
3	Postpone Holidays/ Reschedule Holidays					
4	Minimal interaction with family members					
5	Overtime Work					
6	Working Over the Holidays					

16. Share your perception on statement "Finding right work life balance in higher education is tough"

(A)Much More Difficult

(B)More difficult

(C)Difficult

(D)Slightly Difficult

(E)Not Difficult

17. To what degree, jobs in higher education fulfill your expectations?.

(A)Much More than Expected

(B)Equal to Expectations

(C)Can't Say

(D)Less than Expectations

(E) Much Less than Expected

18. Do you recommend job in higher education to others?

- (A) Strongly recommend
- (B) Recommend
- (C) Will not recommend

19. What is your overall satisfaction level with work life balance in higher education?

- (A) Highly Satisfied
- (B) Satisfied
- (C) Neither Satisfied nor Dissatisfied
- (D) Dissatisfied
- (E) Highly Dissatisfied

20. Do you prioritize work over family?

- (A) Yes, All the time
- (B) Yes, Sometimes
- (C) Never

21. Do you believe that women add more effort than men to maintain a balance between their professional and personal lives??

- (A) Yes
- (B) No

22. Have you ever had the thought of quitting your job?

- (A) Yes
- (B) No

23. Are you satisfied with the way divide your time between work and personal life ?

- (A) Satisfied
- (B) Neutral
- (C) Dissatisfied

24. Are you satisfied with the monetary and non-monetary benefits provided by your institute in relation to the efforts you contribute?

- (A) Satisfied
- (B) Neutral
- (C) Dissatisfied

25. Anything else you would like to mention, please share your suggestion with us.