

## A STUDY ON WORK LIFE BALANCE OF WOMEN SCHOOL TEACHER'S WORKING IN PRIVATE SCHOOLS

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### ABSTRACT

Achieving work-life balance is essential for working women, who often juggle career and family responsibilities. Setting boundaries, prioritizing tasks, seeking support, and practicing self-care can help in managing stress and maintaining fulfilment in both personal and professional spheres. This study investigates the work-life balance challenges faced by women private school teachers. Using a structured questionnaire distributed among educators in private institutions, we identify the key demographic, professional, and domestic factors influencing their work-life dynamics. Findings reveal that, while many teachers successfully manage their personal and professional responsibilities, a notable portion struggle with extended working hours, insufficient institutional support, and stress-related health issues. The analysis highlights motivating factors such as job autonomy and recognition, contrasted with essential areas for improvement, including compensation and caregiving support. It underscores the necessity for tailored strategies at both the organizational and personal levels to enhance the well-being and productivity of women educators. This research offers valuable insights that contribute to the ongoing discourse on work-life balance, informing policy development and institutional reforms within the education sector.

**Key words:** work-life balance, Motivation, stress

### INTRODUCTION

Work-life balance is an essential concept that enables individuals to navigate the demands of their professional and personal lives effectively. It focuses on allocating time to family, health, leisure, and personal growth while meeting career and workplace commitments. For women, particularly school teachers, achieving this balance is often challenging due to overlapping responsibilities and societal expectations. The research underscores that family obligations, workplace conditions, and organizational support significantly influence their health, job satisfaction, and ability to maintain a balanced life. The increasing participation of women in the workforce, where they frequently share or take on primary income-earning responsibilities, has brought work-life balance to the forefront. Married women, in particular, juggle professional duties alongside family caregiving roles, including childcare and eldercare. While their determination and adaptability help manage these dual responsibilities, the pressures often result in stress, anxiety, and other psychosocial challenges. This underlines the need for better support mechanisms, both at home and in the workplace.

Work-life balance is a dynamic process that requires constant adaptation to shifting priorities. It involves developing competencies such as self-management, time management, stress management, and effective use of technology. Organizations play a crucial role by fostering supportive environments, offering flexibility, and introducing policies that accommodate the diverse needs of their employees. Such efforts contribute not only to employee satisfaction but also to organizational productivity and loyalty.

In India, the interplay of cultural norms and societal expectations further complicates the work-life equation for women. The dual pressures of professional commitments and traditional caregiving roles contribute to higher levels of stress and anxiety. Work-family conflicts, arising from overlapping responsibilities, are common and often result in reduced job satisfaction, emotional strain, and challenges in maintaining personal well-being. These conflicts are exacerbated by long working hours, high workloads, and rigid workplace policies that fail to acknowledge familial needs. Addressing these challenges is imperative for improving women's quality of work life (QWL), directly impacting their productivity, motivation, and mental health. A balanced and inclusive approach from organizations, coupled with individual efforts to prioritize and adapt, can help mitigate conflicts and foster harmony between professional and personal spheres. This research focuses on understanding the unique challenges faced by women school teachers and identifying strategies to enhance their work-life balance, thereby contributing to their overall well-being and satisfaction.

## OBJECTIVES

- To analyse the perception of women teachers towards family and personal life, work-life, balancing time, monetary benefits, work-life balance provisions, and socio economic factors.
- To evaluate the motivational factors and institutional support of their profession.
- To understand the factors of stress in work life balance.

## REVIEW OF LITERATURE

The concept of work-life balance (WLB) has been widely studied in recent years due to its importance in ensuring employee well-being and organizational productivity. A significant amount of research has focused on understanding the factors influencing WLB, particularly among educators and working women. The following review synthesizes key findings from various studies, highlighting the relationship between WLB and factors such as personality traits, gender, marital status, income, stress, and societal roles.

Sheron K. P. R. and Jaiden Alyas Jiji (2024) investigated the relationship between WLB and personality traits among school teachers. The study found that WLB significantly correlates with certain personality traits, including agreeableness. However, it revealed no sector-based differences in WLB. Interestingly, marital status and annual income were found to significantly influence the interface between personal life and work, as well as the enhancement of work-personal life balance.

Mahalakshmi S.M. (2022) examined the stress factors affecting WLB among educators and emphasized the significant impact these stressors have on individual and family health. The study highlighted the increasing interest among educational institutions in implementing WLB policies to support teachers in managing these challenges.

Anbalagan S. (2022) conducted a study on female teachers, finding that family-related and work-related factors significantly impacted their WLB. Self-awareness emerged as a key factor enhancing female teachers' commitment and productivity, which ultimately supported better WLB. The study underscores the importance of understanding the personal and professional dynamics of educators, particularly female teachers.

Several studies have explored the specific challenges faced by working women in balancing their work and personal lives. Shelly Sachdeva (2022) identified major challenges such as workload, mental pressure, and lack of concentration, especially among women in technical education, IT, and entrepreneurship sectors. The proposed PCS theorem (parenting, career, and satisfaction) suggests that achieving balance in all three areas simultaneously is challenging for women, impacting their overall WLB.

Debyani Mukherjee Rawal (2021) focused on the challenges faced by school teachers during the COVID-19 pandemic, where the transition to remote work created new difficulties, including long working hours, lack of recognition, and stress-related issues. This study underlined the increased stress and mental strain on women as they navigated a new and unexpected work environment from home.

Gender differences in WLB have also been a central theme in the literature. Shreemathi S. Mayya (2021) conducted a study on higher education teachers and found that older male faculty members and those in science disciplines generally had better WLB. The study called for organizational strategies and personal initiatives to help address the WLB challenges faced by younger and female faculty members.

In a similar vein, Banurekha R. (2020) examined the relationship between job satisfaction and WLB among school teachers and found that gender was not a major distinguishing factor. However, marital status and job satisfaction emerged as crucial variables influencing WLB among female teachers, highlighting the importance of supportive organizational policies.

The role of social support in enhancing WLB was highlighted by Rezky Ariany Aras (2021), who investigated the correlation between social support and WLB among women working from home. The study found that higher social support positively impacted WLB, particularly for women with children and those over 40 years of age, indicating that social and familial support systems play a crucial role in maintaining a balance between work and personal life.

The need for organizational support in fostering a conducive work-life balance environment is evident across multiple studies. Thilagavathi M. (2019) found that school management plays a pivotal role in helping teachers manage their WLB by considering factors such as age and designation before assigning new responsibilities.

Similarly, Laxmi Devi Sharma (2020) emphasized the need for organizational support in managing stress and achieving satisfaction, particularly for private school teachers.

Jayant Kumar Sahoo (2021) focused on the influence of marital status on WLB among women school teachers, highlighting distinct differences between married and unmarried teachers. This study stresses the importance of fair wage systems and better work policies to promote a balanced work-life environment for married women teachers.

Pandu A. (2019) found that "Feelings about Work" (FAW) were the most influential factor affecting WLB. The study also highlighted significant differences in job descriptions and work-related variables affecting WLB, with an emphasis on the need for clearer work roles to reduce stress and improve work-life harmony.

Karuppannan A. (2019) assessed the WLB of women teachers and found a significant relationship between the number of children and personal life balance. This indicates that family responsibilities, particularly those related to child-rearing, play a critical role in shaping the WLB experiences of women educators.

The studies reviewed here provide valuable insights into the complexities of work-life balance, particularly for women educators. A common theme across these studies is the significant impact of personality traits, family responsibilities, marital status, social support, and organizational policies on the ability to achieve a healthy WLB. Moreover, the COVID-19 pandemic has introduced new challenges that have further stressed the importance of implementing supportive policies and practices to help educators, especially women, navigate the demands of both their professional and personal lives. Future research should continue to explore these factors, particularly in the context of remote work and evolving organizational environments.

## **MATERIAL AND METHODOLOGY**

The research employed a quantitative design to investigate the work-life balance and stress factors affecting women school teachers across various districts in Tamil Nadu, India. A structured questionnaire was created using Google Forms to collect information on work-life balance, stress levels, motivational support, and institutional assistance for women teachers working in private schools. The study focused on a sample of 109 women teachers selected from different institutions in Tamil Nadu utilizing a convenient sampling approach. The methodology followed was descriptive, with data analysis conducted using the SPSS software. To assess the work-life balance of the participants, frequency and percentage analysis were applied.

## **RESULTS AND DISCUSSION**

The age distribution of women private school instructors reveals that the majority (35.8%) are between the ages of 30 and 40, followed by those who are 25–30 (24.8%) and 20–25 (22%), with a smaller percentage (17.4%) being above 40. According to their educational backgrounds, a sizable percentage (37.6%) have a B.Ed. Degree, while an equal 27.5% have either an M.Ed. or a postgraduate (PG) degree, and a tiny percentage (7.3%) have an undergraduate (UG) degree. Over half (51.4%) of those with teaching experience have one to five years of experience. 18.3% have ten to fifteen years of experience, 17.4% have five to ten years, and 12.8% have more than fifteen years. The majority (68.8%) are married, according to marital status, whereas 31.2% are single. According to family structure data, 56% of respondents live in nuclear households, while 44% are in joint families. 43.1% of people have two children, 31.2% have four, 18.3% have one, and a lesser percentage (7.3%) have more than two. Regarding where they live, almost half (47.7%) live in cities, 32.1% in rural areas, and 20.2% live in semi-urban areas. Among homes with wage earners, the majority (58.7%) live in semi-urban areas. The majority of households (58.7%) have two wage earners, followed by those with more than two (21.1%) and those with just one (20.2%).

The modes of transportation used vary: two-wheelers account for 34.9% of commutes, school buses for 29.4%, public transportation for 26.6%, and four-wheelers for 9.2%. Most commuters (70.6%) spend less than 30 minutes on their way, whereas 29.4% spend more than an hour.

This demographic profile offers a thorough understanding of the respondents by emphasizing variables that are critical to comprehending the work-life balance of these teachers, including age, education, experience, marital status, family type, number of children, residence area, household earners, mode of transportation, and commuting time.

**Table 1: Demographic Profile of the respondents**

Description	Particulars	Frequency	Percentage
Age	20-25	24	0.22%
	25-30	27	0.248%
	30-40	39	0.358%
	Above 40	19	0.174%
Educational Qualification	UG	8	0.073%
	PG	30	0.275%
	B.Ed.,	41	0.376%
	M.Ed.	30	0.275%
Experience	1-5 years	56	0.514%
	5-10 years	19	0.174%
	10-15 years	20	0.183%
	More than 15 years	14	0.128%
Marital Status	Unmarried	34	0.312%
	Married	75	0.688%
Family Type	Nuclear	61	0.56%
	Joint	48	0.44%
Number of Children	1	20	0.183%
	2	47	0.431%
	More than 2	8	0.073%
	4	34	0.312%
Area of Residence	Rural	35	32.10%
	Urban	52	47.70%
	Semi-urban	22	20.20%
Number of Earning Members	1	22	20.20%
	2	64	58.70%
	More than 2	23	21.10%
Mode of Transport	School Bus	32	29.40%
	Public Transport	29	26.60%
	Two-Wheeler	38	34.90%
	Four-Wheeler	10	9.20%
Traveling Hours	Less than 30 Minutes	77	70.60%

	More than 1 Hour	32	29.40%
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**Table 2: DOMESTIC DETAILS**

Description	Particulars	Frequency	Percentage
Caregiver Type	Spouse	17	15.60%
	In-Laws	17	15.60%
	Parents	27	24.80%
	Maid	14	12.80%
	Day Care Centres	4	3.70%
	No Children	30	27.50%
Helper Type	Spouse	15	13.80%
	In-Laws	20	18.30%
	Parents	31	28.40%
	Maid	18	16.50%
	No One	25	22.90%
Stress-Related Disease	Obesity	9	8.30%
	Diabetes	8	7.30%
	Hyper Tension	14	12.80%
	Frequent Headaches	28	25.70%
	None	44	40.40%
	Others	6	5.50%
Health Checkup Frequency	Never	29	26.60%
	Rarely	51	46.80%
	Often	23	21.10%
	Always	6	5.50%
Eating Frequency	Once in a Week	26	23.90%
	Twice in a Week	12	11.00%
	Monthly Once	31	28.40%
	Monthly Twice	10	9.20%
	Rare	29	26.60%
Food Preference	Pure Vegetarian	24	22.00%
	Non-Vegetarian	60	55.00%
	Fast Food	9	8.30%
	Diet Conscious	16	14.70%
Manage Diet	Yes	33	30.30%
	No	39	35.80%
	Sometimes	37	33.90%

Women private school teachers' personal lives provide insight into various facets of their support networks and lifestyle preferences. When it comes to caregiver support, the largest group (27.5%) is childless, followed by parents (24.8%) and spouses or in-laws (15.6%). A smaller percentage, 12.8%, uses daycare centres, while only 3.7% hire maids.

Parents provide domestic assistance to 28.4% of respondents, followed by in-laws (18.3%), maids (16.5%), and spouses (13.8%). Remarkably, 22.9% said they don't have any helpers at home. Although 40.4% of people do not have any stress-related health conditions, 25.7% report having frequent headaches, 12.8% report having high blood pressure, 8.3% suffer from obesity, and 7.3% have diabetes. Looking at how frequently respondents have health checkups, it seems that 46.8% of them do so infrequently, 26.6% never get one, 21.1% sometimes, and only 5.5% regularly get one. Different people eat out at different times: 28.4% eat out once a month, 23.9% once a week, 26.6% rarely eat out, 11% twice a week, and 9.2% twice a month.

Two-thirds (22%) are vegetarian, and the majority (55%) identify as non-vegetarian. Furthermore, 8.3% Favor fast food and 14.7% are diet mindful. Thirty-three percent actively control their diet, thirty-nine percent occasionally manage it, and thirty-five percent do not.

These household data include important information on the caregivers, helpers around the house, health issues, and eating patterns that can affect these teachers' work-life balance.

**Table 3: PROFESSIONAL DETAILS**

Description	Particulars	Frequency	Percentage
Working Days	5 Days	43	39.40%
	6 Days	66	60.60%
Working Hours	Less than 8 Hours	19	17.40%
	8 Hours	50	45.90%
	More than 8 Hours	40	36.70%
Extra Working Time	Always	13	11.90%
	Often	25	22.90%
	Sometimes	47	43.10%
	Rare	21	19.30%
	Never	3	2.80%
Stay Back Factors	Good Environment	38	34.90%
	Reputational Factors	14	12.80%
	Facilities Offered	25	22.90%
	Attractive Compensation	11	10.10%
	Years of Experience	21	19.30%
Find Your Job to Be	Interesting	32	29.40%
	Routine	36	33.00%
	Passionate	41	37.60%
	Very Happy	18	16.50%
Feel of Working Time	Happy	63	57.80%
	Indifferent	22	20.20%
	Unhappy	5	4.60%
	Very Unhappy	1	0.90%

The professional information provided by female private school instructors reveals several facets of their working environment and contentment. Of those who work, most (60.6%) work six days a week, while 39.4% work five.

At 45.9%, the majority of teachers work eight hours a day on average; 36.7% work more than eight hours, and 17.4% work fewer than eight hours. Teachers' schedules frequently include extra time; 43.1% of them occasionally work over their regular hours, 22.9% frequently do so, and 11.9% constantly do so. Few people (2.8%) say they never work past usual hours, and only 19.3% say they work additional hours occasionally. A favourable work atmosphere (34.9%), the facilities provided by the organization (22.9%), years of experience (19.3%), reputational considerations (12.8%), and alluring pay (10.1%) are the elements that encourage teachers to remain after regular hours. Of those surveyed, 29.4% thought their work was interesting, 33% thought it was routine, and 37.6% said they were passionate about it. 57.8% of respondents said they were generally happy with their working hours, compared to 20.2% who said they were neutral, 4.6% who said they were unhappy, and just 0.9% who said they were extremely unhappy. These insights into the working lives of private school teachers provide insight into their work schedules, dedication to overtime, job satisfaction variables, and general attitudes regarding their positions

**Table 4: WORK-LIFE BALANCE ISSUES**

Description	Particulars	Frequency	Percentage
Miss quality time with family	Yes	55	50.50%
	No	54	49.50%
No time for responsibility	Yes	41	37.60%
	No	68	62.40%
Feel Unhappy	Yes	40	36.70%
	No	68	62.40%
	3	1	0.90%
Dissatisfied working hours	Yes	41	37.60%
	No	67	61.50%
	3	1	0.90%

Several important insights are revealed by the data on work-life balance concerns among female private school instructors. While 49.5% of the respondents believe they manage to spend enough time with their loved ones, over half (50.5%) of the respondents say they miss out on important family time because of work obligations. Though most (62.4%) think they can handle their responsibilities well, 37.6% feel they don't have enough time to complete additional obligations outside of work. While 62.4% of teachers do not report feeling sad, 36.7% of them do, with a tiny minority (0.9%) reporting feeling miserable. Of those who are unhappy with their working hours, 37.6% are unhappy, 61.5% are satisfied, and a very small percentage (0.9%) are extremely unhappy. These results show that teachers have varying experiences with work-life balance. The majority seem to handle their professional and personal commitments rather well, despite a significant portion having difficulty sustaining personal happiness and family time. This suggests that different people have different opinions about how to balance work and personal life.

**Table 5: STRESS FACTOR AT HOME**

Description	Particulars	Frequency	Percentage
Misunderstanding	Yes	44	40.40%
	No	65	59.60%
Problem with children	Yes	19	17.40%
	No	90	82.60%
Less Revenue	Yes	40	36.70%
	No	69	63.30%
Feel lonely	Yes	22	20.20%
	No	87	79.80%
Heavy household work	Yes	45	41.30%
	No	64	58.70%
Tired of children's studies	Yes	34	31.20%
	No	75	68.80%

According to data on stressors at home, female private school instructors encounter some significant obstacles. However, a majority of respondents (59.6%) do not have misunderstandings in the household, although a considerable proportion (40.4%) do. Merely 17.4% of educators report experiencing issues with their students, while 82.6% report no such issues. Financial strain plays a significant role, as 36.7% of respondents worry about not making enough money, while 63.3% say they don't have any financial stress. While 79.8% of instructors do not experience loneliness, 20.2% of teachers report feeling this way. Another issue is family duties; 41.3% of instructors say they feel overburdened by their workload, while 58.7% handle it without any problems. Also, 31.2% of respondents say they feel exhausted from helping their kids with their schoolwork, while 68.8% say they don't feel this way.

These results show that teachers' experiences are diverse, with a significant percentage effectively juggling family and household duties and a noteworthy amount dealing with stress from miscommunications, financial hardship, loneliness, and the obligations of childcare and housework. The larger difficulties of striking a balance between work and personal and family commitments are reflected in these stressors at home.

**Table 6: MOTIVATIONAL FACTORS**

Description	Particulars	Frequency	Percentage
Freedom within limits	Yes	72	66.10%
	No	37	33.90%
Rules and regulations	Yes	62	56.90%
	No	47	43.10%
Contributions	Yes	66	60.60%
	No	43	39.40%
Nature of job	Yes	73	67.00%
	No	36	33.00%
Pay satisfaction	Yes	56	51.40%
	No	52	47.70%

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Important components that support women private school teachers' motivation and job satisfaction are revealed by the statistics on motivating factors. Most teachers (66.1%) believe that they have some degree of flexibility that permits them to be autonomous in their work, while 33.9% disagree. While 43.1% of teachers do not view following rules and regulations as a positive motivating element, 56.9% of teachers value structure and supervision in the workplace. Another significant influence is contributions made at work; 60.6% of instructors believe their efforts are respected, while 39.4% believe they are not. While 33% of teachers do not find their work motivating, 67% believe their job's nature to be a powerful motivator, showing that they are satisfied with their tasks and responsibilities. Concerning, just 51.4% of teachers are happy with their compensation, compared to 47.7% who are unhappy and 0.9% who are neutral. According to this, extrinsic elements like pay satisfaction continue to raise serious problems, even while intrinsic factors like autonomy, the nature of the job, and recognition for contributions play important roles in motivation. These observations highlight how crucial it is to address both internal and external elements to improve private school teachers' motivation and job satisfaction.

**Table 7: INSTITUTIONAL SUPPORT**

Description	Particulars	Frequency	Percentage
Health check-up	Yes	46	42.20%
	No	63	57.80%
Picnic	Yes	58	53.20%
	No	51	46.80%
Break	Yes	74	67.90%
	No	35	32.10%
Sick leave	Yes	74	67.90%
	No	35	32.10%
Fees concession	Yes	45	41.30%
	No	64	58.70%

The information on institutional support for female teachers in private schools reveals a variety of supportive programs with differing degrees of accessibility and uptake. As for health checkups, only 42.2% of instructors say



they have access to this benefit, while most say they do not (57.8%). There appears to be a modest amount of institutional effort to promote relaxation and team bonding, as 53.2% of instructors have access to leisure opportunities, such as planned picnics, while 46.8% do not. A greater degree of support is demonstrated by sick leave and breaks during working hours, as reported by 67.9% of respondents, compared to 32.1% who disagree. Teachers' well-being depends on these regulations, which give them the time off they need to handle health issues without facing consequences. Teachers, particularly those with family responsibilities, may face financial restraints due to the notable disparity in price concessions for their children, where only 41.3% benefit from reduced fees and 58.7% do not.

Overall, the analysis shows that there are gaps in health benefits and financial concessions, even while other supportive measures, such as breaks and sick leave, are comparatively well integrated. By attending to their financial and physical requirements, strengthening institutional support in these areas could increase teachers' commitment and sense of fulfilment.

## CONCLUSION

In conclusion, the data highlights the challenges and experiences of women private school teachers, offering a comprehensive view of their work-life balance and professional satisfaction. Over half (50.5%) of the teachers feel they miss quality family time due to work obligations, with 36.7% reporting feelings of unhappiness and 37.6% dissatisfied with their working hours. Despite this, a majority (62.4%) manage to handle their personal responsibilities outside of work, and most (60.6%) work six days a week, with 45.9% working eight hours a day. A significant number (43.1%) often work extra hours, motivated by factors such as a good work environment (34.9%) and school facilities (22.9%). However, only 37.6% are passionate about their work, while 33% find it routine. Health and stress issues are prevalent, with 41.3% of teachers feeling overwhelmed by heavy household work and 36.7% experiencing financial strain. Despite these pressures, most teachers (79.8%) do not feel lonely, though frequent headaches (25.7%) and hypertension (12.8%) are common health concerns. Motivation is primarily driven by the nature of the job (67%) and the recognition of contributions (60.6%), but pay satisfaction is relatively low, with 47.7% expressing dissatisfaction. Institutional support is also varied, with 67.9% receiving sick leave and breaks, while only 42.2% have access to health checkups and 41.3% benefit from fee concessions for their children. Overall, while many teachers find motivation and satisfaction in their roles, they face significant challenges in achieving work-life balance, managing household responsibilities, and receiving adequate institutional support. Addressing these issues, particularly improving compensation, health benefits, and family-related support, would greatly enhance their well-being and job satisfaction.

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