



A Study Of Work-Life Balance And Its Impact On Women Educators Of Schools In Jamshedpur City

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ABSTRACT

This study emphasises the distinctive obstacles encountered by women in the education sector as they endeavour to preserve a healthy work-life balance. The research employs a mixed-methods approach, incorporating surveys and interviews to collect insights from teachers in primary, secondary, and higher secondary institutions in Jamshedpur, with a particular emphasis on female educators. The investigation investigates the unique constraints that female educators encounter, such as the need to balance professional obligations with familial and societal expectations. It emphasises the significance of attaining this equilibrium, highlighting its influence on the overall efficacy of the classroom, mental well-being, and job satisfaction. A particular emphasis is placed on the unique impact of key stressors, including hefty duties, administrative demands, and emotional fatigue, on women. The research also examines practical strategies, including mentorship programs, support networks, and flexible work arrangements, that are intended to assist female educators in achieving a sustainable equilibrium between their professional and personal lives. This study endeavours to provide educational policymakers, school administrators, and educators with guidance on how to cultivate a more supportive and empowering environment for women in schools by providing insights into effective interventions.

Keywords: - Work-life balance, Women educators, Teaching profession, Jamshedpur schools, Stress management.

INTRODUCTION

The educational landscape is significantly influenced by the role of instructors. Their active participation and presence are essential for the successful completion of educational objectives, particularly in the context of holistic development and student success. Teachers are accountable for not only imparting academic content

to students, but also for cultivating leadership, discipline, and moral principles (Day et al., 2006). In Jamshedpur, where schools serve a wide variety of pupils, female educators make significant contributions to the development of young minds while simultaneously managing their professional obligations and personal obligations.

In Jamshedpur, women educators frequently face supplementary obstacles as they balance their responsibilities as educators with their familial obligations and societal expectations. Smith et al. (2018) have demonstrated that female educators are frequently burdened with a disproportionate amount of domestic responsibilities, which exacerbates their workload and stress. Additionally, these pressures are further exacerbated by the growing administrative burden and participation in extracurricular activities. The roles of teachers have been significantly expanded by curriculum reforms, frequent assessments, and additional administrative responsibilities, frequently leading to exhaustion and fatigue (Kinman, 2001).

In the life of an elementary school teacher, both work and family are essential (Asif Iqbal et al., 2020). Teachers are at risk of nurturing conflict when they are unable to maintain harmony between these two domains. Role theory posits that the incapacity to simultaneously manage multiple life roles can result in emotional strain and stress. Finance, insurance, information technology, business process outsourcing, healthcare, and education are among the industries that employ human resources. Teachers in the education sector are required to balance their professional obligations, family responsibilities, and high job expectations. As a result, this burden exacerbates the risk of workplace fatigue, which disrupts their work-life balance. It is imperative for educators to maintain their mental health and job satisfaction by ensuring a stable equilibrium between these responsibilities.

The concept of work-life balance (WLB) has garnered substantial attention in the education sector in recent years. Greenhaus and Allen (2011) define work-life balance (WLB) as the efficient coordination of personal and professional obligations. The mental health, employment contentment, and overall classroom performance of instructors are contingent upon the preservation of this equilibrium (Kalliath & Brough, 2008). Research indicates that a disparity between professional and personal responsibilities can result in tension, anxiety, and decreased productivity, which can ultimately affect the quality of teaching and student outcomes (Bakker & Demerouti, 2007).

In order for female educators to achieve WLB, it is necessary to balance their professional responsibilities with family obligations, prioritise self-care, and cultivate effective communication with colleagues. Bowling et al. (2017) introduced the concept of role conflict, which is characterised by the inability of an individual to prioritise conflicting responsibilities. This conflict is frequently encountered by female educators as they endeavour to simultaneously fulfil their responsibilities as carers, educators, and domestic administrators.

This study investigates the work-life balance challenges faced by female educators in Jamshedpur, emphasizing the stressors they experience and the strategies they adopt to cope. By examining these factors, the research seeks to provide insights that can guide educational policymakers, school administrators, and

female instructors in devising effective solutions to promote a healthier and more fulfilling work-life balance in the education sector.

REVIEW OF LITERATURE

Sharma & Singh (2018), in their research study they emphasised that stress at work has a major influence on workers in the vital field of education. The research found that teachers deal with a variety of stresses, such as significant life transitions, everyday routines, irrational expectations for themselves, and interpersonal disputes. The authors stressed that in order for educators to maintain a good WLB, stress management is crucial. To successfully manage stress, they suggested techniques include avoiding needless stresses, adapting to difficult circumstances, and creating coping mechanisms. The research came to the conclusion that as there is no one-size-fits-all method for reaching optimum WLB, individualised methods to stress management are essential.

When taken as a whole, this research show how complex WLB issues are in the educational field. Institutions may provide supportive environments that foster teachers' well-being and improve their professional performance by being aware of these aspects and implementing the necessary methods.

Mahajan & Singh (2023), in their research study they examined the relationship between educators' satisfaction and work-life balance. They came to the conclusion that teachers' well-being, job satisfaction, and classroom effectiveness are all directly impacted by maintaining WLB. Teachers who put their own health first often have better instruction and more solid connections with their students. The study also highlighted how teachers' general happiness is greatly increased when they cultivate positive relationships with both students and coworkers. The authors emphasised the need for educational institutions to have policies in place that support WLB, especially for female instructors who encounter more obstacles in this area.

Eloor & Menon (2024), in their research study they underlined that it's becoming more and harder to balance work and personal life, particularly for women and those who work long hours. They emphasised that in order to assist workers in reaching this balance, companies need to implement better work-life balance (WLB) policies. The research also showed that cultural elements like individualism and gender equality influence WLB levels. The balance between work and home commitments is further complicated in India by shifting family relations and growing individual duties. This study emphasises the rising importance of work-life balance (WLB), especially for educators who need to effectively balance their personal and professional responsibilities in order to be fulfilled and have a good impact on future generations. For a more comprehensive understanding of the topic, the paper suggests examining WLB across other industries and using unpublished data.

Research Gap

There are still a lot of unanswered questions about work-life balance (WLB), especially when it comes to elementary school teachers. Although Eloor and Menon (2024) emphasised the increasing difficulty of sustaining WLB, particularly for working women and those with hectic schedules, their research did not specifically address the particular difficulties faced by elementary school teachers, who frequently balance teaching obligations, administrative tasks, and family obligations. The relationship between WLB and teacher happiness was also investigated by Mahajan & Singh (2023), but they did not look at how this balance affects long-term teacher retention, student engagement, or teaching efficacy. Particularly for elementary and secondary educators whose positions greatly influence students' development, it is essential to comprehend these linkages. Furthermore, Sharma & Singh (2018) ignored the unique demands instructors encounter, such adjusting to curriculum changes, managing extracurricular activities, and attending to the various requirements of students, in favour of concentrating on stress management techniques in technical education and larger professional sectors. Furthermore, while these studies discuss how culture affects WLB, none really look into the difficulties teachers encounter in areas like Jamshedpur, where socioeconomic conditions, cultural norms, and educational expectations may have a special impact on teachers' experiences. Furthermore, as primary school teachers often have several responsibilities that make it difficult to distinguish between their personal and professional lives, the research that is now available provides few useful answers specifically designed for them. Future studies should put a high priority on investigating these underappreciated facets, concentrating on the unique WLB difficulties primary school teachers have, looking at methods to increase teacher wellbeing, and assessing the ways in which better WLB results in better learning outcomes.

STATEMENT OF THE PROBLEMS

Particularly for elementary school teachers, the attainment of a healthy work-life balance has become a substantial challenge due to the growing demands of both professional and personal responsibilities. Teachers are anticipated to fulfil personal and family obligations while simultaneously overseeing classroom instruction, administrative tasks, extracurricular activities, and student welfare. This dual burden frequently leads to increased tension, fatigue, and decreased job satisfaction, which can have a detrimental influence on their overall well-being and teaching effectiveness. There is still a limited comprehension of how elementary school teachers experience and manage this equilibrium, particularly in regions with distinct cultural, social, and economic influences, despite the extensive research on WLB in various sectors. Furthermore, although existing research underscores the significance of individual strategies and organisational policies in enhancing WLB, there is a dearth of interventions that are specifically designed for primary and secondary educators. This lacuna underscores the necessity of conducting research that investigates the unique WLB challenges encountered by elementary school teachers, identifies strategies that foster personal fulfilment and professional development, and investigates their coping mechanisms. It is imperative to comprehend these components in order to guarantee a healthful work environment for educators, improve their job performance, and, in the end, enhance pupil learning outcomes.

OBJECTIVES OF THE STUDY

- To examine the key factors influencing work-life balance among school teachers, considering both professional and personal responsibilities.
- To investigate the impact of work-life balance on teachers' well-being, job satisfaction, and teaching effectiveness.
- To identify practical strategies and interventions that can help school teachers achieve a healthier work-life balance.

RESEARCH METHODOLOGY

This study employs a descriptive research design to investigate the work-life equilibrium of elementary school instructors. The purposive sampling technique was employed to select a total of 46 elementary school instructors from the Jamshedpur Area, ensuring that the participants represented a variety of backgrounds, experiences, and teaching environments. Data was collected using a structured questionnaire that was intended to collect information on the professional responsibilities, personal obligations, and perceived challenges of teachers in maintaining a healthy work-life balance. The questionnaire was designed to generate quantitative data for statistical analysis and qualitative insights into the experiences of instructors, and it included both closed-ended and open-ended questions. Furthermore, interviews were conducted with selected participants to acquire a more profound understanding of the emotional, social, and professional challenges they encounter. To identify the primary factors that influence work-life balance and its impact on the overall well-being of teachers, the collected data were analysed using statistical tools such as percentage analysis, mean scores, and correlation techniques. Confidentiality and informed assent were guaranteed for all participants by adhering to ethical standards throughout the research procedure.

DATA ANALYSIS

Here are five crucial tables developed to correspond with study aims and efficiently provide data analysis. These tables emphasise important aspects such as workload, family obligations, stress levels, and coping techniques among primary school teachers.

Table: - 1 Demographic Profile of Respondents

Variable	Categories	F	%
Age Group	25-35 years	15	32.6%
	36-45 years	18	39.1%
	Above 45 years	13	28.3%
Marital Status	Married	35	76.1%

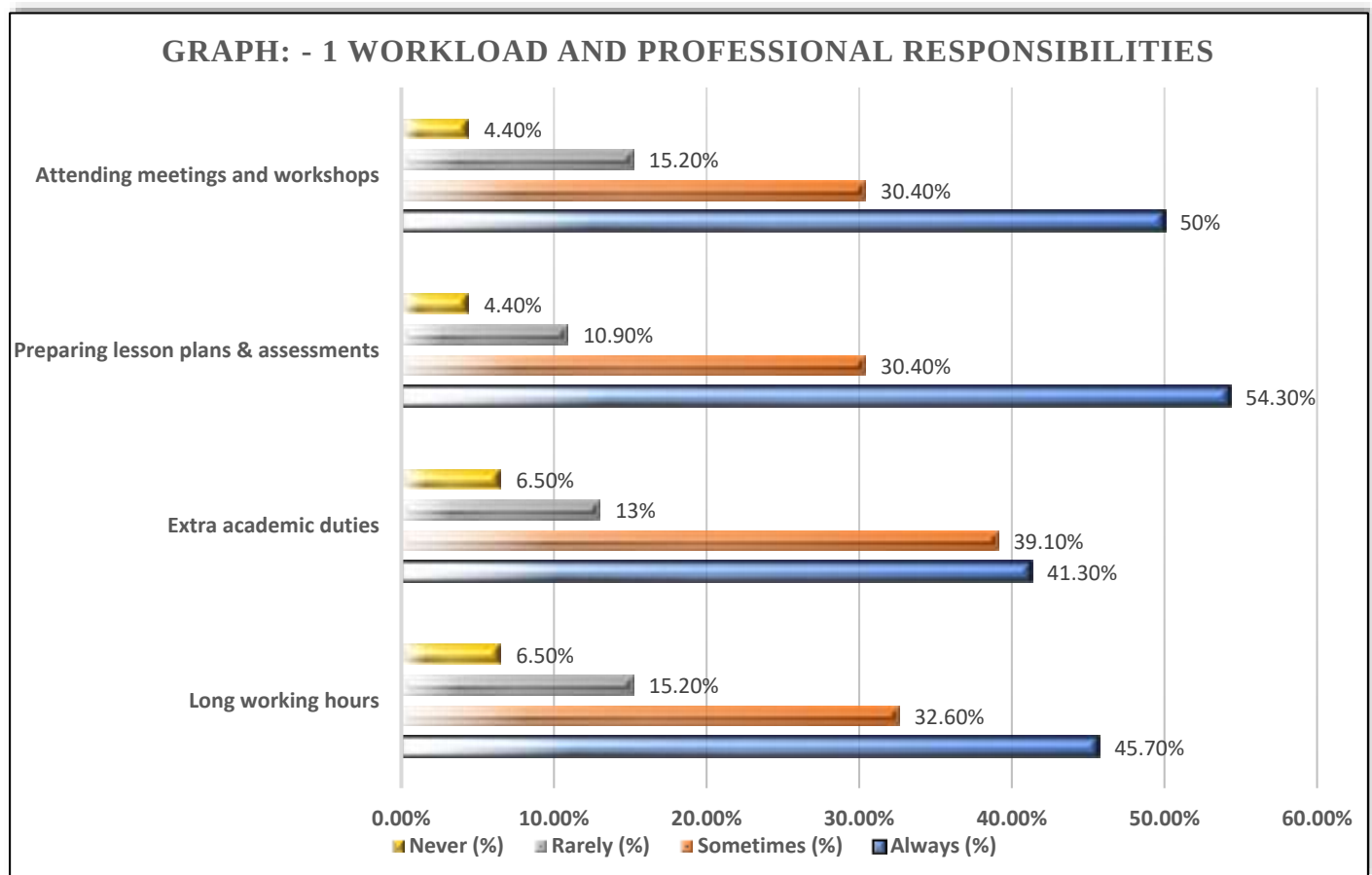
	Unmarried	11	23.9%
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Sources: - Collected Data

Table: - 2 Workload and Professional Responsibilities

Workload Factors	Always (%)	Sometimes (%)	Rarely (%)	Never (%)
Long working hours	45.7%	32.6%	15.2%	6.5%
Extra academic duties	41.3%	39.1%	13%	6.5%
Preparing lesson plans & assessments	54.3%	30.4%	10.9%	4.4%
Attending meetings and workshops	50%	30.4%	15.2%	4.4%

Sources: - Collected Data



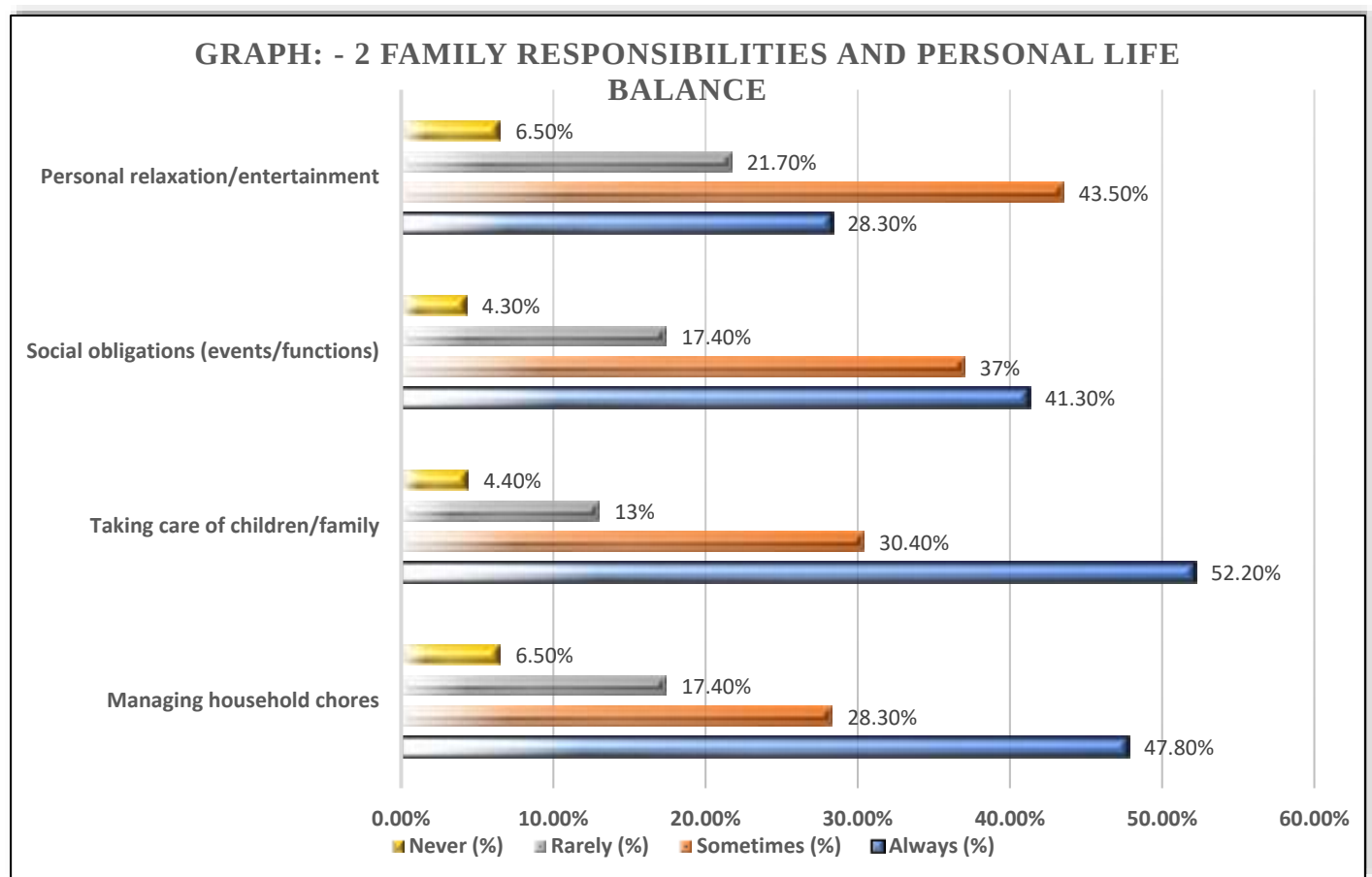
The results reported in Table 2 show that teachers face significant workload constraints across a variety of professional roles. A significant 45.7% of respondents reported that they "Always" work long hours, indicating that extended time commitments are a common challenge in their profession. Similarly, 41.3% said they are regularly active in extracurricular activities, indicating that instructors have additional obligations outside their core teaching tasks. Preparing lesson plans and assessments was identified as the most demanding task, with 54.3% stating that they "Always" engage in this activity, emphasising its importance to their workload. Furthermore, 50% of teachers reported routinely attending meetings and seminars, demonstrating the variety of professional responsibilities they must accomplish. These results suggest that teachers experience ongoing

pressures on their time, emphasising the significance of appropriate workload management measures to preserve their well-being and guarantee a good work-life balance.

Table: - 3 Family Responsibilities and Personal Life Balance

Family Obligations	Always (%)	Sometimes (%)	Rarely (%)	Never (%)
Managing household chores	47.8%	28.3%	17.4%	6.5%
Taking care of children/family	52.2%	30.4%	13%	4.4%
Social obligations (events/functions)	41.3%	37%	17.4%	4.3%
Personal relaxation/entertainment	28.3%	43.5%	21.7%	6.5%

Sources: - Collected Data



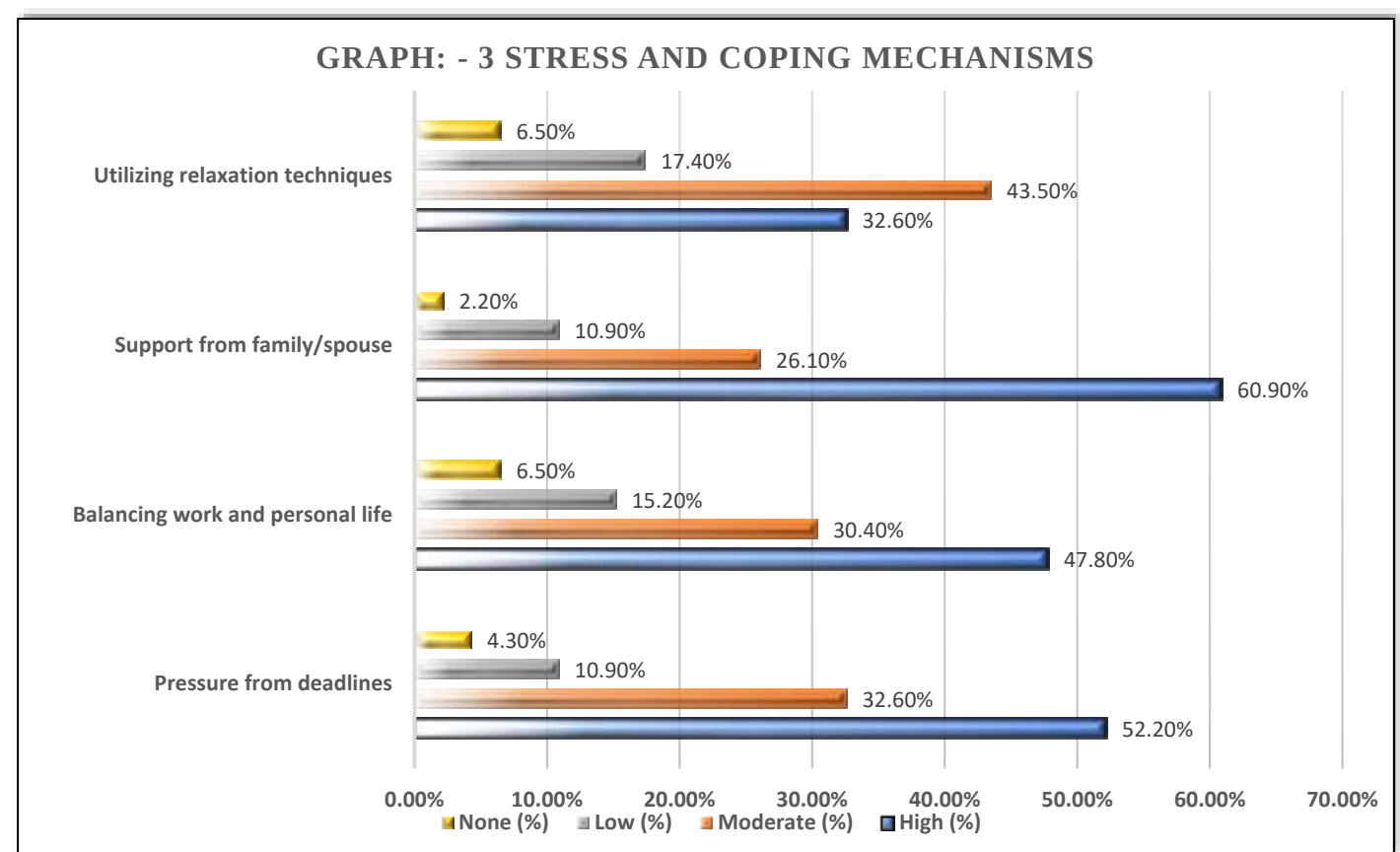
According to the information in Table 3, instructors have a great deal of difficulty juggling their personal lives and family obligations. Notably, 52.2% of respondents said they "Always" handle family care duties, suggesting that providing care is a stressful and constant part of their everyday life. Furthermore, 47.8% of respondents said they "Always" managed home duties, underscoring the difficulty of doing so. 41.3% of respondents said they "Always" engage in social duties, such as going to events and activities, which reflects the expectations society places on teachers. Remarkably, just 28.3% of respondents said they "Always" relax or amuse themselves, whilst 43.5% said they do it "Sometimes." This implies that teachers often put their work and family responsibilities ahead of their own health, which might lead to stress and make it harder for

them to relax. These results demonstrate the urgent need for policies that support teachers in striking a better balance between their personal, professional, and family lives.

Table: - 4 Stress and Coping Mechanisms

Stress Factors	High (%)	Moderate (%)	Low (%)	None (%)
Pressure from deadlines	52.2%	32.6%	10.9%	4.3%
Balancing work and personal life	47.8%	30.4%	15.2%	6.5%
Support from family/spouse	60.9%	26.1%	10.9%	2.2%
Utilizing relaxation techniques	32.6%	43.5%	17.4%	6.5%

Sources: - Collected Data

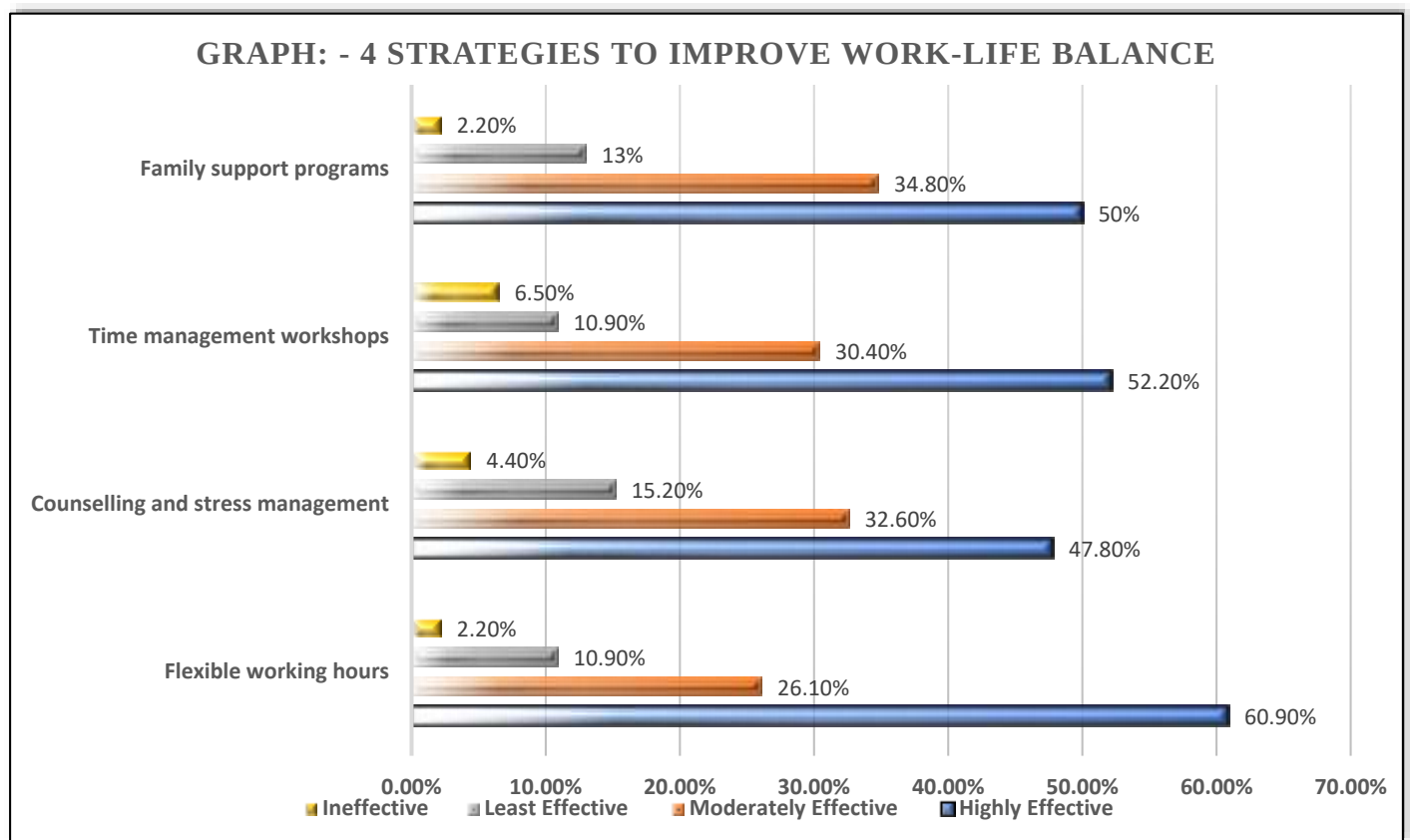


The frequency of stressors and coping strategies used by educators are shown in Table 4. Interestingly, 52.2% of respondents said they felt "High" pressure from deadlines, suggesting that fulfilling administrative and academic deadlines is a major source of stress. The difficulty of managing work and home obligations is further highlighted by the 47.8% of respondents who expressed "High" levels of stress when juggling work and personal obligations. Remarkably, 60.9% of respondents indicated "High" support from spouses or family, indicating that having strong social support is essential for reducing stress. When it comes to coping mechanisms, 32.6% of respondents regularly use relaxation techniques to deal with stress, and 43.5% use them "Moderately," suggesting that they are necessary to preserve mental health. These results demonstrate that, despite the significant demands of the workplace, teachers may successfully manage their stress by using relaxation techniques and family support.

Table: - 5 Strategies to Improve Work-Life Balance

Coping Strategies	Highly Effective	Moderately Effective	Least Effective	Ineffective
Flexible working hours	60.9%	26.1%	10.9%	2.2%
Counselling and stress management	47.8%	32.6%	15.2%	4.4%
Time management workshops	52.2%	30.4%	10.9%	6.5%
Family support programs	50%	34.8%	13%	2.2%

Sources: - Collected Data



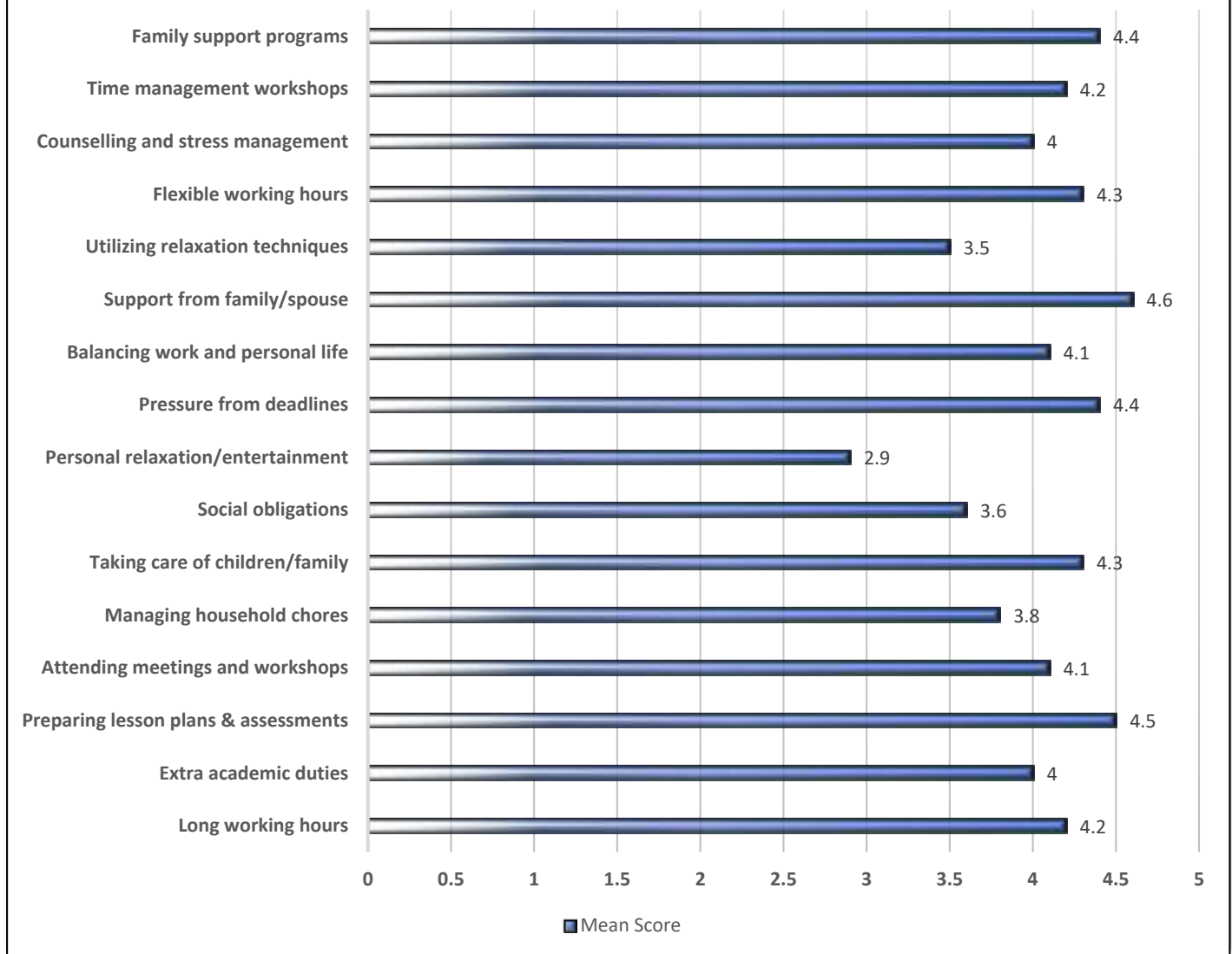
The efficacy of many tactics used to enhance teachers' work-life balance is shown in Table 5. With 60.9% of respondents rating flexible working hours as "Highly Effective," it is clear how important flexible schedules are for lowering stress and enhancing balance in general. Programs for stress management and counselling were rated "Highly Effective" by 47.8% of instructors, indicating a favourable effect on coping skills and mental health. 52.2% of respondents rated time management workshops as "Highly Effective," indicating their importance in increasing productivity and easing task stress. Furthermore, half of the participants rated family support programs as "Highly Effective," highlighting the significance of fostering human connections in attaining equilibrium. All things considered, these results show that while family support programs and flexible scheduling are two of the best tactics, time management classes and counselling services are equally essential for enhancing teachers' wellbeing.

Table: - 6 Mean Scores of Key Factors Affecting Work-Life Balance and Happiness

Factors	Mean Score (Out of 5)	Interpretation
Long working hours	4.2	High impact
Extra academic duties	4.0	High impact
Preparing lesson plans & assessments	4.5	Very high impact
Attending meetings and workshops	4.1	High impact
Managing household chores	3.8	Moderate impact
Taking care of children/family	4.3	High impact
Social obligations	3.6	Moderate impact
Personal relaxation/entertainment	2.9	Low impact
Pressure from deadlines	4.4	Very high impact
Balancing work and personal life	4.1	High impact
Support from family/spouse	4.6	Very high positive influence
Utilizing relaxation techniques	3.5	Moderate impact
Flexible working hours	4.3	High effectiveness
Counselling and stress management	4.0	High effectiveness
Time management workshops	4.2	High effectiveness
Family support programs	4.4	Very high effectiveness

Sources: - Collected Data

GRAPH: - 5 MEAN SCORE



KEY FINDINGS FROM MEAN SCORE ANALYSIS

1. **Workload Factors:** With the highest score of 4.5, creating lesson plans and assessments was found to be a major source of stress and time management problems for instructors.
2. **Personal and Family Responsibilities:** Managing domestic tasks (3.8) and caring for children/family (4.3) were major stresses, highlighting the difficulty of striking a balance between work and family obligations.
3. **Stress Factors:** Deadline pressure (4.4) became a significant issue that necessitated the use of useful coping mechanisms.
4. **Positive Influences:** Strong positive effects were shown by family/spouse support (4.6) and family support programs (4.4), highlighting their contribution to enhancing teachers' well-being.
5. **Effective Strategies:** The promotion of work-life balance among educators was greatly aided by time management training (4.2) and flexible working hours (4.3).

According to this investigation, the best ways to increase educators' work-life balance and general satisfaction are to address workload issues, enhance support networks, and improve time management.

CONCLUSION

The results of this research demonstrate the substantial obstacles teachers have in preserving a positive work-life balance, highlighting the combined effects of stress management, family commitments, and professional duties. According to the statistics, teachers usually deal with longer workdays, more academic responsibilities, and the strain of creating lesson plans and tests, all of which raise stress levels. Furthermore, maintaining homeostasis is made more difficult by juggling family commitments including childcare, housework, and social engagements.

The research also emphasises how well different coping mechanisms work to deal with these difficulties. The most successful option was found to be flexible working hours, while family support programs, time management classes, and counselling services all showed significant efficacy. When combined, these tactics provide educators doable methods to lower stress and improve general wellbeing.

To sum up, teachers' mental health, job happiness, and classroom effectiveness all depend on striking a sustainable work-life balance. To guarantee that instructors can successfully balance their personal and professional responsibilities, educational institutions must place a high priority on putting effective solutions like flexible scheduling, counselling services, and supporting programs into place. Institutions can foster a more productive and healthier atmosphere that eventually helps teachers and students by using these strategies.

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