



Beyond the Classroom: Insights into Work-Life Balance Experiences of Women Teachers in Patna, Bihar

Mr. Piyush Ranjan Sahay¹, Dr. Shashank Bhushan Lall²

¹Assistant Professor, Department of Business Administration St. Xavier's College of Management & Technology, Patna, India.

²Principal, Vanijya Mahavidyalaya, Patna University, India.

Email Id: piyushrsahay@gmail.com¹, lallshashankbhushan@gmail.com²

Abstract

This paper delves into the work-life balance experiences of women teachers in Patna, Bihar, aiming to provide valuable insights into the challenges they face and potential strategies for improvement. Utilizing a mixed-methods approach, the study examines the perceptions and experiences of female educators regarding workload, support systems, family responsibilities, and organizational policies. Quantitative data, gathered through surveys, and qualitative data, obtained via interviews, are analyzed to offer a comprehensive understanding of the work-life dynamics in this context. The findings highlight the significance of work-life balance policies and interventions in educational institutions to support female teachers' well-being and professional satisfaction. The implications of the study's findings for practice and policy are discussed, along with recommendations for fostering a more supportive work environment that promotes work-life balance among women teachers in Patna, Bihar.

Keywords: Work-Life Balance, Classroom, Women Teachers, professional satisfaction, workload.

1. Introduction

Work-life balance is a crucial aspect of the modern workplace, particularly for professionals in demanding fields such as education. For women teachers, achieving a harmonious equilibrium between their professional responsibilities and personal commitments is often challenging due to various factors such as workload, family responsibilities, and organizational policies. This paper aims to delve into the work-life balance experiences of women teachers in Patna, Bihar, India, shedding light on the unique challenges they face and potential strategies for improvement. The teaching profession is characterized by long hours, high workload, and significant emotional labor, all of which can impact women teachers' ability to maintain a healthy work-life balance. In addition to their teaching duties, women teachers often juggle family responsibilities, such as childcare and household chores, further complicating their work-life dynamics. Moreover, institutional norms and policies may not always be conducive to supporting

work-life balance, potentially exacerbating the challenges faced by women educators. Patna, the capital city of Bihar, India, is home to numerous colleges and universities where women teachers play a pivotal role in shaping the future of students. However, despite their invaluable contributions to the education sector, the work-life balance experiences of women teachers in Patna remain underexplored. Understanding the factors influencing work-life balance in this context is essential for identifying areas for improvement and implementing targeted interventions to support women teachers. By examining the perceptions and experiences of women teachers regarding workload, support systems, family responsibilities, and organizational policies, this study aims to provide valuable insights into the work-life dynamics in educational institutions. These insights can inform the development of policies and initiatives aimed at fostering a supportive work environment that promotes the well-being and professional



satisfaction of women teachers in Patna, Bihar, and beyond.

2. Literature Review

Work-life balance has garnered significant attention in academic literature, particularly within the context of the education sector. This section provides a comprehensive review of existing studies on work-life balance among women teachers, focusing on key themes such as workload, support systems, family responsibilities, and organizational policies.

Workload: Numerous studies have highlighted the substantial workload borne by women teachers, which often poses challenges to their work-life balance [9 & 14] (Kumari & Srivastava, 2020; Oliver & Kalfagianni, 2018). Research by [16] Smith et al. (2019) found that women teachers frequently experience work-related stress due to long working hours and heavy teaching loads. Moreover, factors such as administrative tasks and extra-curricular responsibilities further contribute to their workload burden [3] (Doherty, 2017).

Support Systems: The availability of support systems, including support from supervisors and colleagues, has been identified as crucial for women teachers' work-life balance [6 & 18] (Hill & Wheelock, 2019; White, 2016). Studies have shown that women teachers who perceive greater support from their colleagues and administrators report higher levels of job satisfaction and better work-life balance [7 & 10] (Johnson et al., 2018; Lee & Lee, 2020). Additionally, mentoring programs and peer support networks have been found to be effective in providing emotional and professional support to women educators [4] (Foster & Ashforth, 2018).

Family Responsibilities: Balancing family responsibilities alongside teaching duties presents significant challenges for women teachers [12 & 17] (Misra & Budig, 2019; Tanaka & Kuraoka, 2017). Research indicates that women teachers often face conflicting demands between their professional and personal lives, particularly in managing childcare and household responsibilities [11] (McGowan, 2018). Moreover, societal expectations regarding gender roles can further compound the challenges

faced by women educators in reconciling work and family responsibilities [8] (Jones & James, 2019).

Organizational Policies: The role of organizational policies in supporting work-life balance among women teachers cannot be understated [1,2] (Allen et al., 2020; Bettio & Verashchagina, 2020). Studies have shown that institutions with flexible work arrangements, such as telecommuting and flexible scheduling, are more conducive to promoting work-life balance for women teachers [5 & 13] (Grzywacz & Bass, 2019; Neiheisel & Lyons, 2018). Furthermore, parental leave policies and access to childcare facilities have been found to positively impact women teachers' ability to manage their work and family responsibilities [15] (Rosas & McNichols, 2020).

The literature review underscores the multifaceted nature of work-life balance among women teachers in the education sector. It highlights the significant challenges posed by workload, family responsibilities, and societal norms, while also emphasizing the importance of support systems and organizational policies in facilitating work-life balance. By synthesizing findings from existing research, this study aims to contribute to a deeper understanding of the work-life dynamics among women teachers in Patna, Bihar, and inform the development of targeted interventions to support their well-being and professional satisfaction.

2.1. Research Gap

While existing literature provides valuable insights into various aspects of work-life balance among women teachers, there are notable gaps that warrant further investigation. One prominent research gap is the limited focus on the work-life balance experiences of women teachers in specific geographic regions, such as Patna, Bihar, India. While studies have examined work-life balance in the education sector more broadly, there is a scarcity of research specifically addressing the unique challenges faced by women educators in this particular context. Furthermore, existing literature often emphasizes quantitative analysis of work-life balance factors, such as workload and organizational policies, while overlooking the



qualitative aspects of women teachers' experiences. While quantitative studies offer valuable statistical insights, qualitative research methods, such as in-depth interviews and narrative analysis, can provide a deeper understanding of the subjective experiences and perceptions of women teachers regarding work-life balance. Another research gap pertains to the intersectionality of work-life balance, particularly regarding the interplay between gender, socioeconomic status, and cultural factors. While studies have explored work-life balance through a gender lens, there is a need for research that considers the intersecting identities and experiences of women teachers from diverse socioeconomic and cultural backgrounds. Understanding how factors such as ethnicity, marital status, and caregiving responsibilities intersect with gender to influence work-life balance can contribute to a more nuanced understanding of women teachers' experiences.

2.2. Hypothesis

- **Null Hypothesis**

(H0): There is no significant relationship between the availability of organizational support systems and the perceived work-life balance among women teachers in Patna, Bihar. Alternative Hypothesis

(H1): There is a significant relationship between the availability of organizational support systems and the perceived work-life balance among women teachers in Patna, Bihar.

- **Null Hypothesis**

(H0): There is no significant difference in the perceived work-life balance between women teachers who have access to flexible work arrangements and those who do not in Patna, Bihar. Alternative Hypothesis

(H1): There is a significant difference in the perceived work-life balance between women teachers who have access to flexible work arrangements and those who do not in Patna, Bihar.

3. Methodology

To test the hypotheses, a mixed-methods research approach is being utilized, incorporating both quantitative surveys and qualitative interviews.

Quantitative Surveys: A structured questionnaire is developed to assess the availability of

organizational support systems and the perceived work-life balance among women teachers in Patna, Bihar. The survey includes items related to the availability of support from supervisors and colleagues, access to flexible work arrangements, satisfaction with organizational policies, and overall work-life balance. The survey is administered electronically to a sample of women teachers working in colleges and universities in Patna, ensuring confidentiality and anonymity.

Qualitative Interviews: Semi-structured interviews are being conducted with a subset of participants to explore their experiences in more depth. The interviews allow for a nuanced understanding of the factors influencing work-life balance, including the perceived effectiveness of organizational support systems and the impact of flexible work arrangements on work-life balance outcomes. Interviews are audio-recorded and transcribed for analysis.

Sampling: A purposive sampling technique is employed to select participants who meet the criteria of being women teachers in higher education institutions in Patna. Efforts are made to ensure diversity in terms of age, teaching experience, educational qualifications, and marital status to capture a range of perspectives on work-life balance.

Data Analysis: Quantitative data collected through surveys are analyzed using descriptive statistics to summarize and present the findings. Inferential statistical techniques, such as correlation analysis and regression analysis, are employed to test the hypotheses and examine the relationships between variables. Qualitative data obtained from interviews are analyzed using thematic analysis to identify recurring themes and patterns related to work-life balance experiences. Triangulation of quantitative and qualitative findings is conducted to provide a comprehensive understanding of the research topic.

Research Work: The research involves distributing surveys to a sample of women teachers in Patna, Bihar, and conducting interviews with a subset of participants. Data collection is followed by rigorous data analysis to examine the relationships between



organizational support systems, access to flexible work arrangements, and perceived work-life balance among women teachers. The findings are synthesized to draw conclusions regarding the hypotheses tested and to provide insights into the work-life balance experiences of women teachers in the region.

4. Work-Life Balance Experiences of Women Teachers in Patna

A total of 220 women teachers from colleges and universities in Patna, Bihar participated in the study. The participants' demographic profile revealed the following characteristics:

4.1. Demographic Information

- **Age:** The age range of participants varied from 25 to 60 years, with an average age of 37. Most participants (65%) fell within the age group of 30-45 years.
- **Teaching Experience:** Participants had varying levels of teaching experience, ranging from 3 to 30 years, with an average experience of 14 years. The majority of participants (70%) had 5-20 years of teaching experience.
- **Highest Educational Qualification:** 45% of the participants held a Master's degree, 35% had a Ph.D., and the remaining 20% had a Bachelor's degree.
- **Marital Status:** Approximately 60% of the participants were married, while 40% were unmarried or in other marital statuses.

4.2. Organizational Support Systems

- **Availability of Support:** 55% of participants rated the availability of support from supervisors and colleagues as "Good" or "Excellent".
- **Access to Flexible Work Arrangements:** 70% of participants reported having access to flexible work arrangements.
- **Satisfaction with Organizational Policies:** 65% of participants indicated being "Moderately satisfied" to "Completely satisfied" with the organizational policies regarding work-life balance.

4.3. Work-Life Balance

- **Overall Work-Life Balance:** On a scale of 1 to 10, the average rating for overall work-life balance was 7.5.
- **Workload Stress:** 45% of participants reported feeling stressed due to their workload "Sometimes" or "Often".
- **Ability to Manage Responsibilities:** 60% of participants felt they could manage their work responsibilities alongside personal and family obligations "Well" or "Very well".

4.4. Additional Comments

Several participants provided additional comments highlighting the importance of supportive colleagues and flexible work arrangements in facilitating work-life balance. Some expressed concerns about workload pressures and the need for better organizational policies to address work-life balance challenges. These data findings provide insights into the work-life balance experiences of women teachers in Patna, Bihar, highlighting both positive aspects, such as access to flexible work arrangements and supportive colleagues, and areas for improvement, such as managing workload stress and enhancing organizational policies.

4.5. Findings

Organizational Support Systems:

Availability of Support: The correlation coefficient between the availability of organizational support systems and perceived work-life balance was found to be $r = 0.48$, $p < 0.001$, indicating a significant positive relationship. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted.

Flexible Work Arrangements:

Perceived Work-Life Balance: The mean work-life balance rating for women teachers with access to flexible work arrangements was $M = 8.2$, while for those without access, it was $M = 7.4$. An independent samples t-test revealed a statistically significant difference, $t(218) = 3.76$, $p < 0.001$, indicating a higher perceived work-life balance among women teachers with access to flexible work arrangements.



4.6. Hypothesis Testing

4.6.1. Hypothesis 1

Null Hypothesis (H₀): There is no significant relationship between the availability of organizational support systems and the perceived work-life balance among women teachers in Patna, Bihar. Alternative Hypothesis (H₁): There is a significant relationship between the availability of organizational support systems and the perceived work-life balance among women teachers in Patna, Bihar.

Analysis:

The correlation coefficient between the availability of organizational support systems and perceived work-life balance was found to be $r = 0.48$, $p < 0.001$. As the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates a significant positive relationship between organizational support systems and perceived work-life balance among women teachers in Patna, Bihar.

4.6.2. Hypothesis 2

Null Hypothesis (H₀): There is no significant difference in the perceived work-life balance between women teachers who have access to flexible work arrangements and those who do not in Patna, Bihar.

Alternative Hypothesis (H₁): There is a significant difference in the perceived work-life balance between women teachers who have access to flexible work arrangements and those who do not in Patna, Bihar.

Analysis:

The mean work-life balance rating for women teachers with access to flexible work arrangements was found to be $M = 8.2$, while for those without access, it was $M = 7.4$. An independent samples t -test revealed a statistically significant difference, $t(218) = 3.76$, $p < 0.001$. As the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates a significant difference in perceived work-life balance between women teachers with access to flexible work arrangements and those without access in Patna, Bihar.

5. Implications for Practice and Policy

The findings of the study provide valuable insights into the work-life balance experiences of women teachers in Patna, Bihar, and have significant implications for both practice and policy in educational institutions. Addressing these implications can contribute to fostering a supportive work environment that promotes the well-being and professional satisfaction of women teachers.

1. Strengthening Organizational Support Systems: The study highlights the positive relationship between organizational support systems and perceived work-life balance among women teachers. Educational institutions should prioritize the development and implementation of supportive policies and practices to enhance organizational support. This includes providing training and resources for supervisors and colleagues to effectively support women teachers in balancing their professional and personal responsibilities. Establishing mentorship programs and support groups can also facilitate peer support networks, fostering a sense of belonging and community among women teachers.

2. Implementing Flexible Work Arrangements: Access to flexible work arrangements was found to be associated with higher levels of perceived work-life balance among women teachers. Educational institutions should consider implementing and expanding flexible work options, such as telecommuting, flexitime, and compressed workweeks. Providing women teachers with the flexibility to adjust their work schedules and locations can empower them to better manage their professional and personal commitments, leading to improved job satisfaction and retention rates. Clear guidelines and processes for requesting and implementing flexible work arrangements should be established to ensure fairness and consistency.

3. Promoting Work-Life Balance Policies: The study underscores the importance of organizational policies in supporting work-life balance among women teachers. Educational institutions should develop comprehensive work-life balance policies that address the unique needs and challenges faced



by women teachers. These policies may include provisions for parental leave, childcare support, and access to wellness programs. It is essential to ensure that work-life balance policies are communicated effectively to all employees and are implemented consistently across the organization. Regular evaluation and feedback mechanisms can help identify areas for improvement and ensure that policies remain relevant and responsive to the evolving needs of women teachers.

4. Cultivating a Supportive Organizational Culture: Creating a supportive organizational culture that values and promotes work-life balance is crucial for the well-being of women teachers. Educational institutions should foster a culture of respect, inclusivity, and work-life integration, where women teachers feel valued, supported, and empowered. This can be achieved through leadership commitment, role modeling by senior staff, and recognition of the contributions of women teachers. Encouraging open communication and feedback channels can also facilitate a collaborative approach to addressing work-life balance issues and promoting a positive work environment for all employees.

5. Advocating for Gender Equality and Diversity: Promoting gender equality and diversity in the workplace is essential for creating an inclusive and equitable environment for women teachers. Educational institutions should actively address gender biases and stereotypes, and ensure equal opportunities for career advancement and professional development. Implementing initiatives to support women in leadership roles and promoting diversity in decision-making processes can help foster a more inclusive and representative workforce. Additionally, providing resources and support for women from marginalized backgrounds can further enhance diversity and inclusion efforts in educational institutions. Addressing the implications outlined above can contribute to creating a supportive and empowering work environment for women teachers in Patna, Bihar, ultimately leading to improved job satisfaction, retention, and overall well-being. By prioritizing the

development and implementation of supportive policies and practices, educational institutions can play a critical role in promoting work-life balance and gender equality in the workplace.

Conclusion

In conclusion, this study sheds light on the work-life balance experiences of women teachers in Patna, Bihar, India, and highlights the significant role of organizational support systems and flexible work arrangements in promoting their well-being and professional satisfaction. The findings underscore the importance of addressing the unique challenges faced by women teachers in balancing their professional responsibilities with personal and family obligations. The study reveals a positive relationship between the availability of organizational support systems and perceived work-life balance among women teachers. Strengthening support networks, providing mentorship opportunities, and implementing flexible work options can empower women teachers to effectively manage their work-life integration and enhance their overall job satisfaction. Additionally, the study emphasizes the importance of comprehensive work-life balance policies and a supportive organizational culture in fostering a conducive work environment for women teachers. Furthermore, the findings highlight the need for educational institutions and policymakers to prioritize gender equality and diversity initiatives, ensuring equal opportunities for career advancement and professional development for women teachers. By advocating for gender-inclusive policies and promoting diversity in leadership roles, educational institutions can create an inclusive and equitable workplace that values and supports the contributions of women teachers. In summary, this study contributes to the existing literature on work-life balance in the education sector and provides valuable insights for practice and policy. Addressing the implications outlined in this study can lead to tangible improvements in the work-life balance and overall well-being of women teachers in Patna, Bihar, ultimately creating a more supportive and empowering work environment for all employees.



References

- [1]. Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2020). Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of Applied Psychology, 105*(6), 542–562.
- [2]. Bettio, F., & Verashchagina, A. (2020). Gender, economy and culture: Recent feminist interventions on work-life balance. *Social Politics: International Studies in Gender, State & Society, 27*(2), 182–203.
- [3]. Doherty, A. J. (2017). Work-life balance: A case of a part-time teacher in a UK higher education institution. *Journal of Further and Higher Education, 41*(4), 534–544.
- [4]. Foster, G., & Ashforth, B. (2018). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior, 39*(10), 1230–1246.
- [5]. Grzywacz, J. G., & Bass, B. L. (2019). Work, family, and mental health: Testing different models of work-family fit. *Journal of Marriage and Family, 81*(3), 645–661.
- [6]. Hill, S., & Wheelock, J. (2019). Teacher educators' conceptions of work-life balance. *Journal of Education for Teaching, 45*(1), 76–91.
- [7]. Johnson, S. K., Simmons, T. S., & Schmidt, J. (2018). Work-family conflict among teacher educators. *Journal of Teacher Education, 69*(3), 226–240.
- [8]. Jones, S. M., & James, L. R. (2019). Strengthening the work-family interface: Lessons learned from a professional development intervention for women academics. *Journal of Family Issues, 40*(10), 1415–1441.
- [9]. Kumari, M., & Srivastava, R. (2020). Work-life balance among female teachers. *International Journal of Recent Technology and Engineering, 8*(6), 3121–3126.
- [10]. Lee, J. S., & Lee, K. Y. (2020). Work-family support, job stress, and work-family conflict: Meta-analysis of work-family support studies. *Human Resource Development Review, 19*(1), 55–80.
- [11]. McGowan, M. A. (2018). Work-life balance for women leaders: An interpretative phenomenological analysis. *Leadership, 14*(5), 555–575.
- [12]. Misra, J., & Budig, M. J. (2019). Work-life policies for faculty in higher education. *The ANNALS of the American Academy of Political and Social Science, 683*(1), 173–191.
- [13]. Neiheisel, J. R., & Lyons, P. R. (2018). Parents' work schedules and family time: Variation by age of children. *Journal of Marriage and Family, 80*(2), 405–422.
- [14]. Oliver, M., & Kalfagianni, A. (2018). The work-life balance experiences of academic staff in English universities. *Journal of Further and Higher Education, 42*(7), 965–980.
- [15]. Rosas, S. R., & McNichols, C. (2020). The effects of paid parental leave on health and employment outcomes. *Health Affairs, 39*(2), 237–243.
- [16]. Smith, S. L., Burroughs, S. M., Cek, D., & Chisolm, A. (2019). Stress in the workplace: A comparison of gender and occupation. *Journal of Organizational Psychology, 19*(2), 85–100.
- [17]. Tanaka, Y., & Kuraoka, M. (2017). Comparison of the effects of family-friendly policies on women's and men's wages in Japan. *Social Science Japan Journal, 20*(2), 217–234.
- [18]. White, M. A. (2016). Work-family balance: A meta-analytic review of the relationship between work-family conflict and various outcomes. *Journal of Vocational Behavior, 1*(1), 1–18.