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A Study on Work-Life Balance and Employee Performance in Educational Institutions: A Study of Women Employees

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Abstract

Work-life balance has emerged as an important concern for employees working in educational institutions, particularly women employees who often manage multiple professional and personal responsibilities. Although educational institutions are generally perceived as supportive work environments, women employees may experience challenges related to workload, working hours, family responsibilities, emotional demands, administrative duties, and career development. The present study examines the relationship between work-life balance and employee performance among women employees working in educational institutions. The study focuses on dimensions such as workload, working-time flexibility, family support, organisational support, job satisfaction, and personal well-being, and examines their influence on employee performance. A descriptive and analytical research design was adopted. Primary data were proposed to be collected through a structured questionnaire from women employees working in selected educational institutions. For the purpose of demonstrating the analytical framework, an illustrative sample of 150 respondents is considered. Descriptive statistics, correlation and regression analysis are suggested for analysing the relationship between work-life balance and employee performance. The illustrative findings indicate a positive relationship between work-life balance and employee performance. The study highlights the importance of flexible work arrangements, supportive institutional policies, reasonable workload, leave facilities, counselling and employee-friendly organisational practices. The findings can assist educational institutions in developing policies that promote employee well-being while improving institutional effectiveness.

Keywords: Work-Life Balance, Women Employees, Employee Performance, Educational Institutions, Organisational Support, Job Satisfaction, Work-Family Conflict.

1. Introduction

Work is an important part of an individual's life, providing economic security, professional identity, social interaction and opportunities for personal development. At the same time, employees have responsibilities and commitments outside the workplace. The ability to effectively manage professional responsibilities along with family and personal needs is commonly referred to as work-life balance (WLB).

Work-life balance has become increasingly important because of changes in the nature of employment, technological development, increased workloads and changing family structures. Employees are expected to remain productive and responsive while also fulfilling responsibilities towards family and society. When professional and personal responsibilities become difficult to manage simultaneously, employees may experience stress, dissatisfaction, fatigue and reduced performance.

Women employees may face additional challenges because they frequently undertake responsibilities

related to household management, childcare, elder care and other family activities alongside their professional roles. In educational institutions, women employees may be engaged not only in teaching but also in evaluation, mentoring, student counselling, examination duties, administrative activities, meetings, committees, research and extension activities.

The boundaries between work and personal life have also become less distinct with the increased use of digital communication. Emails, messaging applications and online meetings can extend work-related activities beyond normal working hours. While technology provides flexibility and convenience, continuous connectivity can also create pressure to remain available.

Employee performance is another important dimension of organisational effectiveness. In educational institutions, employee performance influences teaching quality, student support, administrative efficiency, research productivity and overall institutional development. Therefore, understanding the factors that influence employee performance is essential for educational administrators.

A healthy work-life balance can enable employees to remain more satisfied, motivated and energetic at work. Conversely, excessive work-family conflict can result in absenteeism, reduced concentration, lower job satisfaction and decreased productivity. Hence, examining the relationship between work-life balance and employee performance among women employees in educational institutions is relevant from both employee and institutional perspectives.

2. Statement of the Problem

Women employees in educational institutions are required to perform several professional roles while simultaneously managing personal and family responsibilities. Teaching, research, examination work, administrative duties, student mentoring, meetings and institutional activities may increase professional demands.

At the same time, family responsibilities such as childcare, household activities and care of family members require considerable time and attention.

Difficulties in managing these competing responsibilities may result in work-family conflict.

Poor work-life balance may affect employee well-being, job satisfaction, commitment and performance. However, appropriate organisational support, flexible working arrangements, reasonable workloads and supportive supervisors may help employees manage their professional and personal responsibilities more effectively. Therefore, the present study attempts to examine whether work-life balance has a significant relationship with the performance of women employees working in educational institutions.

3. Need and Significance of the Study

The study is significant for the following reasons:

1. Increasing participation of women in education: Women constitute an important part of the workforce in educational institutions.
2. Multiple responsibilities: Women employees often manage professional and family responsibilities simultaneously.
3. Employee well-being: A healthy work-life balance can contribute to psychological and physical well-being.
4. Improved performance: Employees who are able to manage their personal and professional responsibilities effectively may demonstrate better concentration and productivity.
5. Institutional effectiveness: Employee well-being and performance contribute to the quality and effectiveness of educational institutions.
6. Policy formulation: The findings can assist management in developing employee-friendly policies.
7. Retention of employees: Supportive work-life policies may improve job satisfaction and reduce the intention to leave.

4. Objectives of the Study

The study has the following objectives:

1. To examine the level of work-life balance among women employees in educational institutions.
2. To identify the major factors influencing work-life balance among women employees.
3. To assess the level of employee performance among women employees.
4. To examine the relationship between work-life balance and employee performance.
5. To study the influence of organisational support on work-life balance.
6. To examine whether job satisfaction is associated with better employee performance.
7. To suggest suitable measures for improving work-life balance and employee performance.

5. Research Questions

The study attempts to answer the following questions:

1. What is the level of work-life balance among women employees in educational institutions?
2. What are the major challenges faced by women employees in maintaining work-life balance?
3. What is the level of employee performance among women employees?
4. Is there a significant relationship between work-life balance and employee performance?
5. Does organisational support contribute to better work-life balance?
6. Does job satisfaction influence employee performance?

6. Hypotheses of the Study

H₀₁:

There is no significant relationship between work-life balance and employee performance among women employees in educational institutions.

H₁₁:

There is a significant relationship between work-life balance and employee performance among women employees in educational institutions.

H₀₂:

Organisational support has no significant influence on the work-life balance of women employees.

H₁₂:

Organisational support has a significant influence on the work-life balance of women employees.

H₀₃:

Job satisfaction has no significant relationship with employee performance.

H₁₃:

Job satisfaction has a significant relationship with employee performance.

7. Review of Literature

Work-life balance has been examined extensively in organisational behaviour and human resource management literature.

1. Greenhaus, Collins and Shaw (2003) conceptualised work-family balance in terms of the extent to which individuals are equally engaged in and satisfied with their work and family roles. Their work emphasised the importance of balancing multiple life roles.
2. Clark (2000) proposed the work/family border theory, explaining that individuals move between work and family domains and that the nature of boundaries between these domains can influence work-family balance.
3. Frone (2003) highlighted the relationship between work-family balance and employee well-being. The study suggested that balance between work and family domains is associated with positive outcomes for employees.
4. Allen et al. (2000) examined the consequences associated with work-family conflict and reported

that work-family conflict can have negative consequences for job satisfaction, organisational outcomes and employee well-being.

5. Kossek and Ozeki (1998) examined work-family conflict and its relationship with job satisfaction and organisational outcomes. Their findings demonstrated the importance of organisational practices that help employees manage work and family responsibilities.
6. Carlson, Kacmar and Williams (2000) developed measures for different dimensions of work-family conflict, including time-based, strain-based and behaviour-based conflict.

8. Research Methodology

8.1 Research Design

The study adopts a descriptive and analytical research design. The descriptive component examines the level of work-life balance and employee performance, while the analytical component examines relationships between selected variables.

8.2 Sources of Data

Primary Data

Primary data may be collected using a structured questionnaire administered to women employees working in selected educational institutions.

Secondary Data

Secondary information may be collected from:

1. Research journals
2. Books
3. Government reports
4. Institutional publications
5. Research papers
6. Academic databases
7. Relevant websites

8.3 Population of the Study

The population consists of women employees working in educational institutions, including teaching and non-teaching personnel.

8.4 Sample Size

For the purpose of demonstrating the proposed statistical analysis, an illustrative sample of 150 women employees is considered.

For the final research paper, the sample size should be replaced with the actual number of respondents.

8.5 Sampling Technique

A combination of convenience sampling and purposive sampling may be adopted depending on access to respondents and institutional permissions.

Table 1 Level of Work-life

Level of Work-life balance	No of Respondents	Percentage
Low	25	16.7%
Moderate	75	50%
High	50	33%
Total	150	100%

Interpretation: The table shows that 50% of the respondents have a moderate level of work-life balance, while 33.3% have a high level and 16.7% have a low level.

Table 2 Major Factors Affecting Work-Life Balance

Factor	Strongly Agree/ Agree	Percentage
Flexible working hours	90	60%
Manageable workload	120	80%
Family support	98	65%
Organisational support	110	73%
Adequate leave facilities	82	54.7%

Interpretation: Family support is the most important factor, reported by 80% of respondents. Sufficient personal time is comparatively lower at 54.7%.

Table 3: Employee Performance

Level of Performance	No. of Respondents	Percentage
Low	15	10%
High	55	36%
Moderate	80	53%
Total	150	100%

Interpretation: More than half of the respondents (53.3%) reported a high level of employee performance.

9. Major Findings

Based on the illustrative analysis, the major findings are:

1. Women employees experience a moderate level of work-life balance.
2. Family support is an important factor contributing to work-life balance.
3. Workload and lack of personal time appear to be major challenges.
4. Employees demonstrate a relatively high level of overall performance.
5. A positive relationship exists between work-life balance and employee performance.
6. Organisational support is positively associated with work-life balance.
7. Job satisfaction is positively associated with employee performance.
8. Employees who are able to manage professional and personal responsibilities effectively are likely to demonstrate better concentration and productivity.

10. Suggestions

Based on the study, the following suggestions are proposed:

1. Flexible Working Arrangements

Educational institutions may provide reasonable flexibility in working arrangements wherever the nature of the work permits.

2. Effective Workload Distribution

Work should be distributed fairly among employees to avoid excessive workload on particular individuals.

3. Employee-Friendly Leave Policies

Institutions should ensure that employees can access leave facilities for genuine family and personal requirements without unnecessary difficulty.

4. Supportive Leadership

Supervisors and administrators should adopt an empathetic and supportive approach towards employees facing work-family challenges.

5. Counselling and Wellness Programmes

Institutions may organise counselling, stress-management and wellness programmes to support employee well-being.

6. Childcare Support

Where feasible, educational institutions may consider childcare support or tie-ups with nearby childcare facilities.

7. Reasonable Meeting Schedules

Meetings and institutional activities should, as far as possible, be planned within regular working hours.

11. Limitations of the Study

1. The study has the following limitations:
2. The study is limited to women employees working in selected educational institutions.
3. The findings may not be generalizable to all educational institutions.
4. The study primarily relies on self-reported responses.
5. Personal perceptions of work-life balance may vary among respondents.
6. The illustrative statistical results presented above must be replaced by actual survey results.
7. The study focuses primarily on selected work-life balance dimensions and employee performance.
8. 18. Scope for Further Research
9. Future researchers may extend the study by:
10. Comparing women and men employees.

12. Conclusion

Work-life balance is an important factor influencing the well-being and effectiveness of women employees in educational institutions. Women employees frequently manage multiple professional and personal responsibilities, and the ability to balance these responsibilities can have important implications for their job satisfaction, motivation and performance.

The present study highlights the importance of organisational support, workload management, flexible working arrangements, family support and employee-friendly policies. The illustrative analysis indicates a positive relationship between work-life balance and employee performance.

Educational institutions should therefore consider work-life balance not merely as an employee welfare issue but as an important component of human resource management and institutional effectiveness. Creating a supportive workplace can help employees maintain better well-being while contributing positively to teaching, administration, research and student development.

Ultimately, effective work-life balance policies can benefit both women employees and educational institutions by promoting employee satisfaction, productivity, commitment and long-term organisational sustainability.

13. References

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