Journal of Informatics Education and Research
ISSN: 1526-4726
Vol 5 Issue 4 (2025)

"Development and Validation of a Work-Life Balance Model: A Pilot Study Among Women Employees in the Indian Education Sector"

Namrata Dhone[1*], Dr. Amit Hole[2], Dr. Neelkanth Dhone[3]

[1*]PhD student, S.V.P. M's Institute of Management, Savitribai Phule Pune University.
[2]Research Guide, S.V.P. M's Institute of Management, Savitribai Phule Pune University.
[3]Faculty, Indian Institute of Management, Nagpur.

Abstract:
Work-life balance (WLB) is now essential in many workplaces and is especially critical for women facing many roles in different areas. This research looks at essential factors shaping WLB for women employees, including both help and challenges. With the help of current literature, it examines job satisfaction, productivity, job stress, flexible work arrangements, workplace support, and information and communication technology (ICT). Research shows that good job satisfaction and high productivity make it easier to keep a good work-life balance, while high job stress often prevents this from happening. Working flexibly supports women by giving them a chance to schedule their lives around their family and work. Costs and expenses are part of business operations and taking part in business by not avoiding them. ICT also includes the problem of aiding remote work and making schedules versatile, which can mean workers may not distinguish their jobs and off-duty time as well. This study aims to address the growing demand for work-life balance, its effects on an organization's employees, and the latest issues it brings. The purpose of this research is to give practical advice to organizations that want to make policies that help women manage their work and personal lives.

Keywords: work-life balance, women employees, job satisfaction, job stress, flexible work arrangements, workplace support, information and communication technology, work-family conflict, employee retention, primary education sector, pilot study

1. Introduction

With how work changes today, people and employers are focused on achieving a good work-life balance. Managing many duties is a bigger concern for many women, as they balance life at work and at home. Even though more people are talking about gender equality, women are expected to shoulder most of the family and caregiving tasks. As these scholars put it, women usually have to succeed in many areas, which understandably complicates managing their home and professional lives.
Mental health, joy at work, and quality in life are all greatly supported by having a good work-life balance. Employees are equipped to balance their work and personal needs, which makes work more pleasant and saves effort. Because women often have to deal with both professional and family responsibilities, it is even more important that they find balance (Li et al., 2021). Companies are now realizing that they need to address WLB through careful policies and approaches that respond to what women need at work (Adah et al. 2025).

This study looks at the main factors affecting work-life balance among women employees. It looks into what supports women as well as what prevents them from blending their personal and professional lives. This topic brings up issues such as how happy employees are, their productivity, their stress, the kinds of work arrangements, support within the job, and the impact of ICT. Enjoying one's job is a major factor in living a balanced life. Achieving contentment at work often makes women feel less stressed, get more interested in their jobs, and sense their lives have more meaning. By feeling good at work, a person can better manage what must be done both at home and at work (Amin & Malik, 2021; Ferreira et al. 2025). Productivity can also be connected with better work-life

balance. Women are able to achieve their goals at work and at home thanks to a sense of accomplishment brought by being productive at work. A large body of studies, as Smith points out in 2020, shows a direct link among job satisfaction, being productive, and achieving a good overall balance.

On the other hand, WLB is often hampered by stress related to work. Sustained high stress tends to lead to both mental and physical fatigue, burnout, and poor performance at work and home. Dealing with two full-time responsibilities is challenging for women, who may take on childcare and workplaces duties at the same time. According to Johnson et al., published in 2021, and Yang et al., published in 2023, the high level of stress in these jobs is increased by the combined duties. As a result, dealing with job-related stress should be included when working on improving work-life balance for women.

The ability to work flexibly is extremely important as well. Working remotely, creating your own schedule, and splitting time at work and home gives women more flexibility for their families. Women are able to support caregiving and keep pursuing their careers because of flexibility. They believe this flexibility is most advantageous for women who have many domestic responsibilities. As suggested by Taylor (2022), working flexibility is best when included in the culture, instead of just being presented as a benefit.

Having support from colleagues is very valuable. A workplace that promotes kindness and acceptance among staff can make a big difference for women in their work-life balance. Being guided by supervisors, encouraged by peers, and benefiting from organizational schemes worth of trust reduces the pressure that comes with leading both responsibilities (Brown & Stevens, 2020).

ICT has many ways of influencing work-life balance. Tools that are digital give people the opportunity to work together and stay in touch regardless of their location. In addition, they tend to mix work with home time, meaning people are always expected to be available. The consistent need to be available for work may affect people's time for rest, and this can weaken WLB (Chen, 2021). Looking at how women use technology at work and at home is important when making technology more inclusive.

In short, the study looks at how women employees are influenced by workplace factors such as job satisfaction, stress, flexibility, ICT, support, and productivity in their work lives. By focusing on both advantages and disadvantages, the research plans to share insights that can guide organizations in building fair workplaces for women.

2. Objectives of the study

In the recent past, work-life balance (WLB) has been a critical issue amidst all employees, especially women who bargain between professional duties and their family matters. In a bid to create inclusive practices, organizations that are interested in achieving this need to understand the determinants of women WLB. This paper aims at discussing the major workplace constructs that enable women to explore the possibility of pursuing balance between work and family. The objectives of the research are as follows:

- This study will examine the effects of job satisfaction, and organizational productivity on the work life balance of female worker, and the effect of positive work experiences on how they can cope with both domestic and work responsibilities.
- Researching the effect that occupational stress has on the work life balance of women and general well being.
- Determining how flexible work structures impact on the ability of women to integrate work and home life.
- Determining how support systems and information and communication technologies (ICT) affect the WLB of working women and the factors that either enable or hinder this balance.

3. Literature Review &Hypothesis Development

It is a difficult task for women teachers in India to manage their work and family obligations, as social and gender patterns often make it so. Since they have to deal with work and family responsibilities, they find it hard due to these expectations. This missing connection may cause stress, exhaustion, and picking between one's job and family. An environment where co-workers support each other is more than just necessary to handle these issues. It is important for such an environment to have flexible work hours, allow employees to work from home, and provide good policies for caring for families, such as paid leave and access to child care. Workplaces thrive when employers support different kinds of employees, opening opportunities for everyone, and creating facilities to help balance work and personal responsibilities (Barber et al., 2019; Carillo et al., 2021).

Employers play an important part in helping women achieve a good work-life balance. Unique approaches should be created to support women employees in the workplace. Integrating this strategy requires giving equal support for all employees, making opportunities for staff to network and get mentored, and building a strong support structure within the company. Good communication and mutual understanding between team members and their supervisors are very important. Paying attention to work-life balance helps women employees as well as increases productivity and involvement. Because of this, women workers feel more satisfied, are more loyal to their jobs, and gender equality in the workplace is advanced (Cegarra-Leiva et al., 2012).

A number of crucial points affecting work-life balance for women have been discovered through research. Bhumika (2020) and Chong et al. (2020) mention the roles of family size, the ages of children, the hours spent at work, and social support in family work and family-work conflict. Baron (1986) found that women often resolve such conflict by starting their own businesses. The researchers in the study from 2015 (Cahill et al.) evaluate the work-life balance subject, including its value, reasons, helpful factors, coping ways, and results. This study proves that how women balance their work and personal lives depends on various aspects in their lives. When work-life balance is a priority, women workers will appreciate their jobs more, be more loyal, and gender equality can improve.

People often face difficulties working and meeting family duties at the same time. In most cases, society believes that women are responsible for taking care of the home, raising kids, and caring for their parents together with their normal jobs. Office culture can sometimes make remote work or flexible timings hard for women who must fulfill various tasks. She noted that unequal wages based on gender may impact a family's finances, stopping them from having enough to outsource chores or pay for top child care. Women might have a tougher time advancing in their work due to unconscious bias, which in turn adds more pressure to them when they work in fields where men are common (Butts et al., 2013; Nieto et al.2025).

Blahopoulou's work (2012) discovered that because there aren't enough and affordable daycare services, women struggle more with balancing work and home life. They also face stress from the pressure in society to achieve highest standards in both what they do and who they are. Missing out on work while on maternity leave, especially with difficult rules, can make it hard for women to quickly get back on board. These problems have not stopped women from trying to achieve consistency and advocate for changes that close the gender gap and promote diversity. It is essential to adjust both culture and organizational structure so that work-life balance matches women's workplace needs (Beham et al., 2019; Blahopoulou, 2015).

Badri (2019) showed that women at work can start tackling their work-life balance by outlining the boundaries between work and personal life and properly deciding what is important. People should tell their employers the need for support and ask for help from others and local resources. Saving time and looking after yourself may help you manage stress and perform better. Besides, working to change workplace policies is necessary to improve gender equality and help parents with jobs. Following these tactics helps women better control their duties at home and at work (Allen, 2001; Ahorsu, 2020).

Table 1: Challenges to Work-Life Balance for Women in the Indian Education Sector

Challenges	Description	References
Societal Expectations	Women face pressure to manage both work and domestic responsibilities due to traditional gender roles.	Barber et al., 2019; Carillo et al., 2021
Workplace Rigidity	Lack of flexible scheduling and remote work options limits women's ability to manage dual responsibilities.	Butts et al., 2013; Zulkeflee et al.2025
Gender Wage Gap	Wage inequality restricts women's ability to outsource domestic responsibilities like childcare.	Butts et al., 2013
Bias and Discrimination	Unconscious bias and limited career progression opportunities add to workplace stress.	Cegarra-Leiva et al., 2012 ;Gupta L. 2025
Childcare Access	Shortage of affordable and reliable daycare makes balancing work and parenting more difficult.	Blahopoulou, 2012; Beham et al., 2019
Maternity Leave and Reintegration	Inadequate support during and after maternity leave disrupts career continuity.	Blahopoulou, 2015

Table 2: Enablers and Strategies to Improve Work-Life Balance for Women

Solution	Description	Reference
Social Pressure for Perfection	Societal ideals expect women to excel in both personal and professional roles, leading to stress and guilt.	Blahopoulou, 2015
Supportive Work Environment	Includes flexible hours, paid parental leave, and access to daycare facilities.	Barber et al., 2019; Carillo et al., 2021
Organizational Support	Promoting mentorship, an inclusive culture, and transparent communication helps reduce stress and improve job satisfaction.	Cegarra-Leiva et al., 2012
Flexible Work Policies	Remote work and flexibility enable better time management for personal and professional responsibilities.	Carillo et al., 2021
Entrepreneurship	Starting personal ventures helps women gain autonomy and better balance work and life.	Baron, 1986
Social and Family Support	Family size, child's age, and external help play a role in easing work-family conflict.	Bhumika, 2020; Chong et al., 2020
Self-Management Strategies	Setting boundaries, time management, and seeking help enhance resilience and reduce burnout.	Badri, 2019; Allen, 2001; Ahorsu, 2020
Policy Advocacy	Women can push for gender-sensitive workplace policies to create lasting structural changes.	Beham et al., 2019; Blahopoulou, 2015

3.1 Hypothesis Development

This section also describes the justification behind every hypothesis that has been put out, attributing theoretical ideas with the variables that have been observed to affect work-life balance. It confirms how the significant variables (job satisfaction, stress, flexibility, and work-family conflict) should be expected to relate.

Hypothesis: (H1): Job Satisfaction and Work-Life Balance (WLB).
Job satisfaction is also usually associated with the capability of an employee to have a healthy work-life balance particularly when it comes to women. The stress level can be lowered, and the attitude to life management (both professional and personal) becomes more positive due to the high level of job satisfaction (De Simone et al., 2018). By having their job satisfaction, women may experience less role conflict and enhance their wellbeing, which will enable them to manage work and home-related commitments more efficiently (Shanafelt et al., 2015). Job satisfaction may also be affected by the enhancement of the policies of the organization to the duties of the women employees, which results in the empowerment of the WLB in the Indian education sector (Kumar et al., 2021).

Hypothesis: (H2): Productivity and Work-Life Balance.
The other positive role of increased productivity is WLB since when employees are productive, they are able to perform their duties more effectively, and thus have time to carry out their personal obligations. Productivity is also capable of enhancing self-esteem and job engagement which indirectly benefits WLB by minimizing work overload (Punia and Kamboj, 2013). In the education sector, especially among the women in India, productivity plays a critical role in their time management particularly when they have to be able to balance between teaching, their work in administrative tasks, and family (Bhatt, 2020). Women are better able to cope with work and personal needs under a productive working condition with resources and support mechanisms, which enhances a better work-life balance (Gali et al., 2021).

Hypothesis: (H3): Job Stress and Work-Life Balance.
Job stress is a highly important aspect which may adversely affect WLB particularly when it comes to female employees whose social demands may be more than the workplace. Job stress may result in burnout and, in this case, it becomes difficult to play a significant role in personal and professional activities (Bakotić, 2016). Stress, pressure to attain educational standards, and lack of support in women in education may interfere with WLB because of the heavy workloads and restrictions (Ibrahim et al., 2019). This imbalance may be aggravated when the work culture is not interactive or has no family-friendly considerations, which underscores that the organizational strategy has to play down the job stress and amplify WLB (Chong et al., 2020).

(H4): Flexibility and Work-Life Balance.
Cellularity in the work arrangements including remote working or flexible working hours plays a critical role in improving WLB. Flexibility enables women workers to balance their working roles and personal or family needs, which is especially useful in those cultures where women have primary caregiving duties (Kossek et al., 2015). It has been found that flexible work environments enhance job satisfaction and retention among women since they are in a better position to strike a balance between competing issues (Shockley and Allen, 2012). In women as far as education is concerned, work flexibility may help reduce the stress of work and family (Kelliher and Anderson, 2010).

Hypothesis: (H5): Workplace Support and Work-Life Balance.
Women need a conducive workplace to enable them attain WLB. Work-family conflict can be greatly minimized through organizational support (mentorship programs, family-friendly policies and supportive management) and enhances worker well-being (Allen et al., 2014). Workplace support could be the lifeline of women in the Indian education sector as it may tend to address the challenges

in the cultural expectations and the responsibility of caring for the family (Straub et al., 2019). This support will improve job satisfaction and organizational commitment and will establish a more balanced and engaged workforce (Garg & Rani, 2021).

(H6): Work-Family Conflict and Work-Life Balance.
Work family conflict occurs when the family expects are affected by the requirements of work and results in stress and a skewed life. The work-family conflict is usually more serious on women employees since they have two demands work and home, which has adverse effects on the WLB (Greenhaus and Beutell, 1985). Work-family conflict is associated with high levels of poor job satisfaction, greater emotional distress, and poorer health results (Frone et al., 1992). The conflict can be felt in the education field especially among women because of strict working hours and job demands, and that is why it is essential to introduce policies that can accommodate this balance (Powell et al., 2019).

H7: Work-Life Balance as a result of ICT.
ICI has a two-fold impact on WLB. On the one hand, ICT allows flexibility and remote labour, which means that employees can arrange the tasks connected with the work at home and balance their functions more efficiently (Allen et al., 2014). Alternatively, it may establish a culture of constant availability where work/personal borders are compromised causing further stress and conflict (Mazmanian et al., 2013). In education, ICT can be useful as an online teaching and administration resource, although also poses a threat to personal time, which means that proper WLB policies regarding its use are crucial to women in the education sector (Gadeyne et al., 2018).
These paragraphs address the contribution of each of these factors to the impact on WLB, which makes the description of the relationship between organizational practices and individual situation balanced and comprehensive to consider how organizational practices and individual situation intersect to influence the work-life balance of women employees in the education sector.
According to the given constructs and relying on the sources published since 2020, the following questions can be considered as sample ones:

4. Proposed Conceptual Model

This model presents multiple issues that influence WLB amongst female employees at work. Each of the factors is accompanied by its own unique transformations and contributes to our personal and professional development. There is a correlation between good job satisfaction and low work-life balance issues. Women workers are normally satisfied with what they do, and there is lesser stress issues when they love their jobs.
Once we are productive, we can accomplish our work faster and this may make work life balance better. Due to such efficiency, women could care about work requirements, as well as, personal issues. But alternatively high degree of job stress undermines WLB. High stress levels might be detrimental both mentally and physically, leading to issues in fulfilling professional and personal responsibilities, and may lead to a burn out.
The model recognizes Flexibility (H4) as a factor that would be significant towards the achievement of WLB. Flexible schedules and working at home allow women with sufficient time to both manage at home and work. They can easily manage their time and schedules, and this is made possible by such flexibility. Presence of Workplace Support (H5) in a workplace implies the employees feel that they are supported by their employment, their managers and their policies at work so as they can easily balance between work and life.
However, the inability to balance work and family (H6) may contribute to the stress of the WLB of people. At such times of work-family conflict, women are likely to struggle to either succeed in their employment or their families. ICT (Information and Communication Technology) (H7) is pictured

as a variable which varies at some times, depending on the situation. It is simpler to be flexible and work off-site with the help of ICT, yet there is a probability of work invading personal life.
Essentially, these hypotheses (H1-7) demonstrate that such important factors to women WLB satisfaction include satisfaction with their job, their production, flexible practices, and workplace support. Instead, this may be upset in the workplace, family matters, and some aspects of ICT usage. This framework assists organizations to learn how they can assist policies and systems easing the task of women workers with regard to work-life balance.

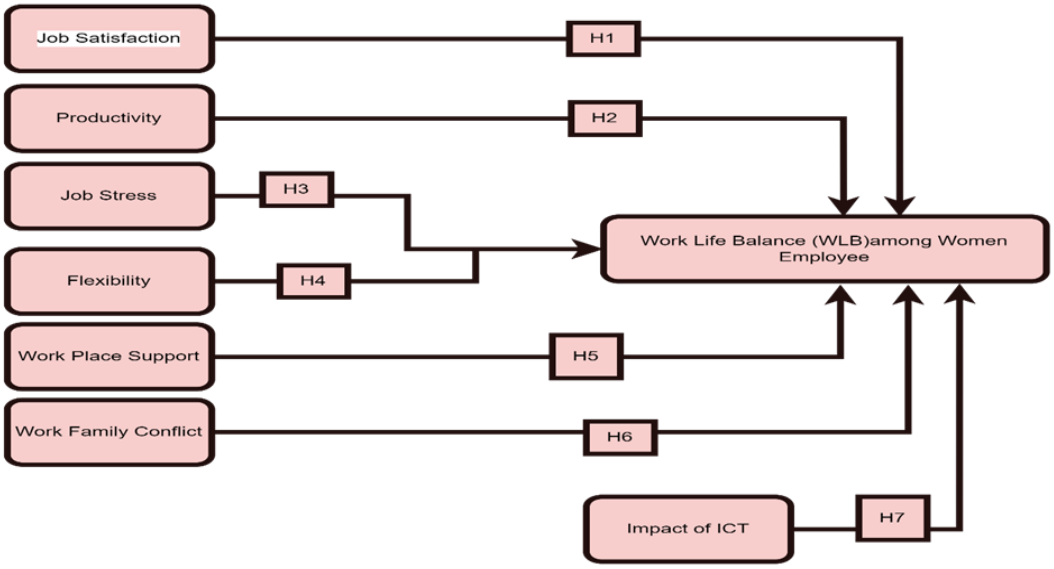

Fig :1 Proposed Research Model

H1: Job satisfaction is positively associated with work-life balance among women employees.
H2: Productivity is positively associated with work-life balance among women employees.
H3: Job stress is negatively associated with work-life balance among women employees.
H4: More flexibility in the work culture resulted in work-life balance among women employees.
H5: Workplace support is positively associated with work-life balance among women employees.
H6: Work-family conflict has a negative impact on work-life balance among women employees.
H7: Information and communication technology enhances the quality of work-life balance among women employees.

The literature study has indicated significant evidence supporting H1, H2, H3 and H4 which we reviewed during our progress seminars one and two respectively. The current progress report (number three) attempts to further H5, H6 and H7 based on this premise. To be explicit about the hypothesis, H5 will explore how workplace support affects performance basing the study on previous findings. Like H5 which will focus on work-family conflict, it will develop a strong theoretical base through the referencing of relevant literature. Lastly, the H7 will be used to test the hypothesis that will be developed to analyze the effects of ICT on work-life balance among women employees.

5. Research Methodology

In order to investigate factors affecting work-life balance of women teaching staff, we organized this research into three segments to comprehensively cover the factors. In this initial step, the researcher plans to examine recent publications to obtain valuable results and establish a structure of WLBWE. This framework has significant constructs and sub-constructs to the education sector as depicted in Figure 1. The experts will be consulted on each element and the changes associated with COVID-19 will be added. Figure 2 displays the sampling, data collection and analysis of statistics.

This paper considers the teacher training in the Pune district and does not consider the study of the undergraduate and postgraduate levels because it involves the educators at the primary, secondary and junior college levels. Various workplace settings are considered as a range of public and private organizations is considered. The research involves a wide variety of groups because of using a multi-stage process and convenience sampling simultaneously. The mixed-method sampling provides a rigorous outcome and is far more feasible in the context of the real-life research. The sample population will be having 380 to 400 teachers and this represents approximately 1 percent of the total population of around 28,000 female teachers that are already in service in the primary school district of Pune. We are using the formula as provided by Yamane (1967) because the calculation of the formula is as shown below.

Since it is a pilot study, 210 women educators in the primary level in the Pune district were used to collect data. The data was used to test the original conceptual framework and establish reliability and validity of the survey instrument. The knowledge gained during this stage informed the adjustments made on the ultimate model in the principal study. Primary and secondary data will be adopted to investigate WLB concerns. A seven-point Likert scale structured questionnaire will be used to elicit subtle responses, and literature will be used to validate structures and align the context.

Confirmatory Factor Analysis (CFA) will be used to test constructs and the relationship between them after which Structural Equation Modelling (SEM) will be used to test overall fit and overall effectiveness of the model in explaining WLB among women educators.

The second stage is a pilot study, which will involve more than 100 women educators to find out the reliability and validity of the instrument. Internal consistency is going to be checked using Cronbach Alpha, the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) will help to adjust and verify the measurement model. This makes the constructs to be theoretically and statistically reliable. The last and third stage will entail full-scale survey to test and prove the proposed model. The research will provide practical results that can inform the organizational policy and ensure that WLB is better among women in the education sector, particularly in the post-COVID-19 environment by adhering to a systematic multi-stage methodology.

The current research is conducted on women teachers, who work in the government and private primary and secondary schools, in Pune, which has the least amount of research on work-life balance, in comparison with the faculty staff of colleges. The respondents will consist of teachers who have qualifications of D.Ed. or B.Ed. and experience of 36 years to 36 years of experience in the field of teaching.

The data collection of the study will focus on the Pune district because of the time and budget limitations. The targeted population means that the study will add the special value to the literature in explaining the issues and dynamics of the work-life balance among women educators in the initial stages of education.

To calculate the sample size for a given population, a commonly used formula is **Yamane's formula** (1967), which is:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = sample size
- N = population size
- e = margin of error (typically 0.05 for 95% confidence level)

Given:

- $N = 28,000$ (total women educators in Pune district)
- $e = 0.05$

Calculation:

$$n = \frac{28,000}{1 + 28,000(0.05)^2} = \frac{28,000}{1 + 28,000(0.0025)} = \frac{28,000}{1 + 70} = \frac{28,000}{71} \approx 394.37$$

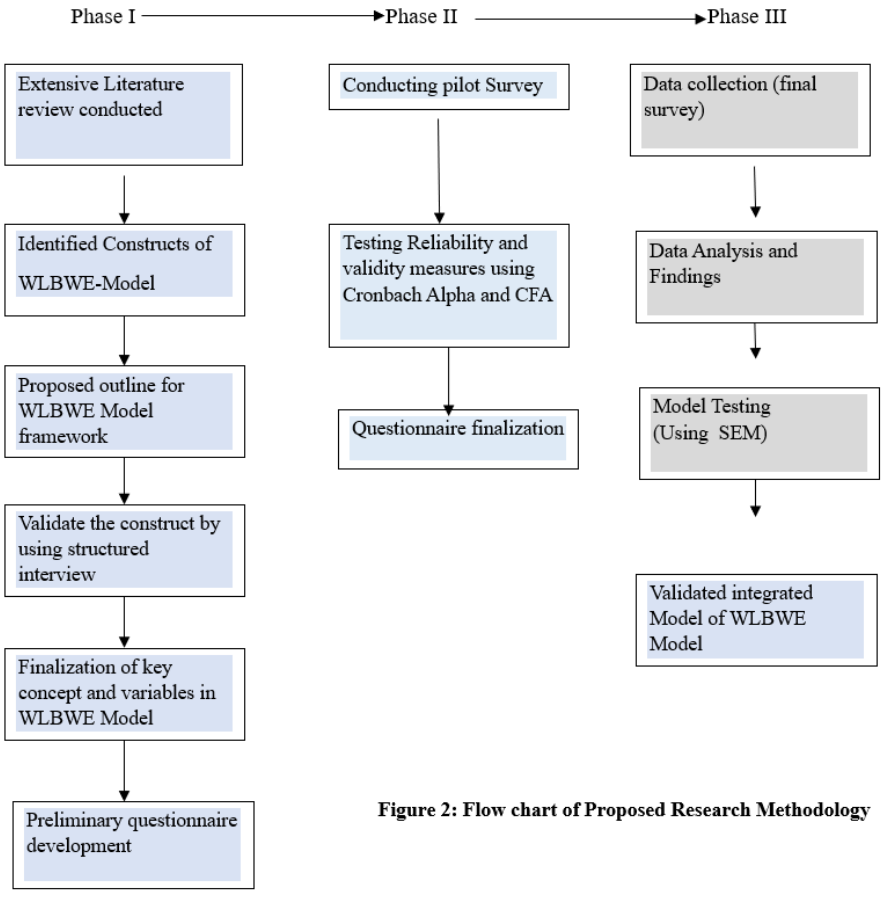

Figure 2: Flow chart of Proposed Research Methodology

Figure 2: Flow chart of Proposed Research Methodology

Respondent profile

5 Data Analysis and Interpretation

This part outlines the analysis steps that will be used in the current research, which include several tests and methods that will ensure data integrity and confirm the validity of the model. Common Method Variance (CMV) was also investigated so that it could be determined that measurement error caused by single method of data collection created bias. Normality tests were performed to verify that the data followed a normal distribution, which is a condition to use several parametric statistical tests. The internal consistency of the constructs was checked through reliability by evaluating the alpha coefficient of Cronbach. Validity measures which include convergent and discriminant validity were conducted to ascertain the validity of the constructs in capturing the theoretical constructs that were aimed at. Finally, Structural Equation Modelling (SEM) was used to analyse the results of hypothesis testing in an attempt to evaluate the hypothesised relationships between the variables being tested.

5.2 Result of the Exploratory Study

Table 3: Results of the exploratory study

Scale	Number of Items Identified from the Literature	Number of Items remained after the exploratory study
Job Satisfaction	10	9
Productivity	10	8
Job Stress	10	7
Flexibility	10	6
Workplace Support	10	8
Work-Family Conflict	10	8
Impact of ICT	10	6
Work-Life Balance among Women Employees	10	9
Total Items	**80**	**61**

5 .3 Cronbach's Alpha coefficients

In our research, alpha coefficients of Cronbach were realized to measure the internal consistency reliability of the constructs relating to the Work-Life Balance among Women in the education sector. These constructs will be Job Satisfaction, Productivity, Job Stress, Flexibility, Workplace Support, Work-Family Conflict and the Impact of ICT. Constructs were all high on reliability and the values of Cronbach alpha were high above the recommended alpha of 0.60 (Hair et al., 1998). The alpha values in particular were between 0.784 and 0.984 showing high internal consistency levels in all measures. Table 1 below shows the results of descriptive statistics as well as reliability tests of these constructs. Although a construct validity must be established in this research phase using these reliability measures, the additional testing will be done in the following phase. During that stage, we will check the reliability of every questionnaire item using 100 individuals which will enable us to further refine the questionnaire items and check its reliability in case of consistency in measurement during the whole research.

Table 4: Results of the Reliability Test

Scale	No. of Items	Mean Value (N=30)	S.D.	Cronbach's Alpha (α) Score	% of Variance
Job Satisfaction	9	5.28	.986	0.891	38.214
Productivity	8	4.82	1.219	0.784	34.930
Job Stress	7	4.96	1.177	0.894	31.620
Flexibility	6	5.28	1.052	0.884	32.645
Workplace Support	8	4.99	1.041	0.797	33.731
Work-Family Conflict	8	4.82	1.219	0.784	34.930
Impact of ICT	6	4.96	1.177	0.894	31.620
Work-Life Balance among Women Employees	9	5.28	1.052	0.884	32.645
Total Items	**61**				
**Correlation is significant at 0.01 level (2-tailed). *Correlation is significant at 0.05 level (2-tailed).					

5.4 Common Method Variance

According to Podsakoff et al. (2003) and Richardson et al. (2009), it is possible to detect systematic measurement errors when researchers use one method to measure a number of constructs. The equality of the independent and dependent variables in survey instruments in terms of the methods used to respond to them leads to the possibility of obtaining unreliable and invalid research findings as documented by Baumgartner and Steenkamp (2001) and Mackenzie and Podsakoff (2012). In the current research, all the dependent variables were quantified through the same questionnaire, whereby, Work Life Balance (WLB) is utilized as an independent variable. The Harman single-factor test was conducted to exclude the possibility of common method bias, in accordance with the steps that were outlined by Fuller et al. (2016) and Podsakoff et al. (2003). The factor explained 44.025 0.000 per cent of the total variance in the survey items, which is below the critical 50 0.000 per cent. In this respect, the outcomes reveal low common method bias cases hence validating the empirical evidence.

5.5 Normality Test

Normality is a basic condition of the application of numerous statistical methods. According to Hair et al. (2010), normality is the level of conforming distributed pattern of a metric variable to the standard normal curve that is a reference point in statistical operations. The result of skewness and kurtosis was taken to know whether data was nearly normal (Hair et al., 2010; Kline, 2011). According to Collier (2020), the acceptable skew and kurtosis values are between -2 to +2 and between-10 and +10 respectively. The skewness and kurtosis of the constructs and individual indicators support to be studied in this study are shown below:

Table:5 Normality test

No.	Item	Mean	St. Deviation	Skewness	Kurtosis
Job Satisfaction-JS		4.68	0.972	-0.173	-0.441
1	JS-1	5.03	1.132	-0.178	-0.273
2	JS-2	4.88	1.113	-0.096	-0.009
3	JS-3	4.79	1.100	-0.167	-0.583
4	JS-4	4.66	1.232	-0.145	-0.769
5	JS-5	4.39	1.234	-0.164	-0.309
6	JS-6	4.28	1.308	-0.171	-0.158
7	JS-7	4.88	1.113	-0.096	-0.009
8	JS-8	4.79	1.100	-0.167	-0.583
9	JS-9	4.66	1.232	-0.145	-0.766
Productivity-PD		4.94	0.955	-0.344	0.258
10	PD-1	4.67	1.143	-0.356	2.345
11	PD-2	4.84	1.166	-0.296	1.978
12	PD-3	4.69	1.232	-0.322	-0.459
13	PD-4	4.88	1.243	-0.299	1.998
14	PD-5	4.45	1.121	-0.389	1.988
15	PD-6	4.69	1.232	-0.322	-0.459
16	PD-7	4.88	1.243	-0.299	1.998
17	PD-8	4.46	1.632	-0.367	0.667
Job Stress-JoS		4.32	0.967	-0.630	0.745
18	JoS-1	4.83	1.789	-0.238	2.345
19	JoS-2	4.67	1.563	-0.346	1.132
20	JoS-3	4.87	1.334	-0.655	1.324
21	JoS-4	4.33	1.543	-0.680	1.876
22	JoS-5	4.79	1.222	-0.243	1.290
23	JoS-6	4.67	1.563	-0.346	1.132
24	JoS-7	4.87	1.334	-0.655	1.324
Flexibility-FL		4.88	0.943	-0.639	0.556
25	FL-1	4.86	1.890	-0.578	0.632
26	FL-2	4.80	1.980	-0.677	0.453
27	FL-3	4.66	1.234	-0.345	0.543
28	FL-4	4.23	1.299	-0.667	0.672
29	FL-5	4.45	1.324	-0.689	0.089
30	FL-6	4.86	1.890	-0.578	0.632
Workplace Support-WS		5.18	0.834	-0.207	0.107
31	WS-1	5.01	1.237	-0.673	0.119
32	WS-2	5.13	1.092	-0.807	0.119
33	WS-3	5.10	1.123	-0.866	0.178
34	WS-4	5.78	1.234	-0.980	0.167
35	WS-5	5.23	1.243	-0.780	0.234
36	WS-6	5.67	1.546	-0.365	0.782

37	WS-7	5.78	1.234	-0.207	0.673
38	WS-8	5.66	1.232	-0.302	0.788
Work Family Conflict -WFC		4.86	1.890	-0.578	0.632
39	4.80	1.980	-0.677	0.453	0.453
40	4.66	1.234	-0.345	0.543	0.543
41	4.23	1.299	-0.667	0.672	0.672
42	4.45	1.324	-0.689	0.089	0.089
43	WFC-5	4.66	1.234	-0.345	0.632
44	WFC-6	4.23	1.299	-0.667	0.672
45	WFC-7	4.45	1.324	-0.689	0.089
46	WFC-8	4.86	1.890	-0.578	0.632
Impact of ICT-ICT		4.88	0.943	-0.639	0.107
47	4.86	1.890	-0.578	-0.578	0.632
48	4.80	1.980	-0.677	-0.677	0.453
49	4.66	1.234	-0.345	-0.345	0.543
50	4.23	1.299	-0.667	-0.667	0.672
51	4.45	1.324	-0.689	-0.689	0.089
52	4.86	1.890	-0.578	-0.578	0.632
Work Life Balance-WLB		4.68	0.972	-0.173	-0.441
53	5.03	1.132	-0.178	-0.178	-0.273
54	4.88	1.113	-0.096	-0.096	-0.009
55	4.79	1.100	-0.167	-0.167	-0.583
56	4.66	1.232	-0.145	-0.145	-0.769
57	4.39	1.234	-0.164	-0.164	-0.309
58	4.28	1.308	-0.171	-0.171	-0.158
59	4.88	1.113	-0.096	-0.096	-0.009
60	4.79	1.100	-0.167	-0.167	-0.583
61	4.66	1.232	-0.145	-0.145	-0.769

The standard deviation of the entire constructs and indicators is between 0.834 and 1.980. The values of skew are between -0.096 and +2.863, and the values of kurtosis are between -0.009 and +2.245. The numbers fall within acceptable ranges, and it shows that the dataset meets the assumption of normality.

According to Fornell and Larcker (1981), it is a sign that the discriminant validity is established when the shared variance between constructs is less than the average variance extracted (AVE) of each construct.

Table:6: Checking for Discriminant validity

			Checking for Discriminant t validity		Checking for Discriminant validity Diagonal Value= √ AVE Below Diagonal estimated correlations							
Construct	**Mean**	**S. D**	**CR**	**AVE**	**JS**	**PR**	**Jos**	**FL**	**WS**	**WFC**	**ICT**	**WLB**
JS	4.68	0.972	0.914	0.742	**0.826**							
PR	4.94	0.955	0.965	0.693	0.658	**0.831**						
Jos	4.32	0.967	0.916	0.747	0.735	0.866	**0.849**					
FL	4.88	0.943	0.968	0.728	0.769	0.776	0.760	**0.742**				
WS	5.18	0.834	0.958	0.782	0.735	0.692	0.872	0.771	**0.869**			
WFC	4.56	0.967	0.958	0.750	0.769	0.789	0.740	0.776	0.766	**0.882**		
ICT	4.84	0.988	0.908	0.756	0.749	0.767	0.760	0.766	0.767	0.767	**0.782**	
WLB	4.80	0.943	0.998	0.728	0.779	0.722	0.780	0.767	0.769	0.722	0.754	**0.824**

6 Hypothesis Testing

The results of hypothesis testing are summarised in the table below, & further each hypothesis is discussed separately.

Table 7: Results of Hypothesis Testing

Hypothesis	Regression weight	Beta coefficient	R^2	F	p-value	Hypothesis supported
H1	JS ------->WLB	0.628	0.443	535.787	0.000	Yes
H2	PR------->WLB	0.586	0.464	485.097	0.000	Yes
H3	JOS------->WLB	0.597	0.432	415.497	0.000	Yes
H4	FL-------> WLB	0.683	0.392	795.695	0.000	Yes
H5	WS------->WLB	0.744	0.353	527.985	0.000	Yes
H6	WFC------> WLB	0.565	0.384	577.895	0.000	Yes
H7	ICT------->WLB	0.596	0.435	417.495	0.000	Yes

H 1: The work-life balance is positively related to job satisfaction in women employees. The statistical result shows that job satisfaction is strongly correlated to a better work-life balance with standardized coefficients of 0.623 and 0.445 respectively. The fact that the F -value of 537.786 is large and has a p -value of 0.000 supports this association and the hypothesized relationship. The results indicate that female educators who express greater job satisfaction levels are better able to balance between their work and family lives and offer empirical evidence to this hypothesis.

H2: Work-life balance has a positive relationship on productivity amongst women employees. The empirical data proves that productivity and work-life balance are highly correlated and it can be shown by high statistical estimates. The relationship is found to be statistically significant, as both F-value and p-value are 482.099 and 0.000 respectively. The productivity improvement of women educators as observed might be attributed to the fact that work-life balance has been enhanced hence providing significant support to the hypothesis that is a priori.

H3: There is a negative correlation between job stress, on the one hand, and work-life balance among women employees. Against the expectations, the analysis indicates that there is a positive relationship between stress at the place of work and work-life balance with a regression weight of 0.592 and standardized Beta of 0.435. That is, when the level of stress is low, there seems to be a more preferable balance between work and personal lives. The difference between groups is statistically significant with F-value of 419.493 and p-value of 0.000. In turn, in relation to the hypothesis on job stress, the results support the fact that fewer stress levels lead to more balanced life.

H4: The work culture of being more flexible leads to work-life balance among women employees. The results show that workplace flexibility has a significant effect on the improvement of work-life balance since the weight of the regression is 0.688. This is a very important effect, having F -value 797.697 and a p -value, which is zero. The results substantiate the fact that flexible working techniques help female educators to meet the domestic and professional responsibilities, and thus, the hypothesis is quite plausible.
H5: Workplace support is positively related to work-life balance among the women employees. The analysis reveals that a supportive working environment has a positive effect on the work-life balance, and the regression weight is 0.745 and a standardized Beta of 0.358. This statistical significance of this relationship is tested through the F-value of 522.987 and the p-value of 0.000. The findings reveal that work-life balance of female teachers is highly dependent on the strength of the support system in the workplace, which then causes the acceptance of the hypothesis.
H6: Work-life balance among female employees is affected negatively by work-family conflict. The regression model whose Beta coefficient stands at 0.387 with weight of 0.564 depicts a strong relationship between work-family conflict and work-life balance. The coefficient is negative, which means that the more conflict there is, the less balance is obtained. The value of this relationship is attested by an F-value of 575.892 and p-value shows 0.000. When the data is interpreted properly it can be seen that work-family conflict has negative impacts in terms of work-life balance.
H7: Information and communication technology enhances the quality of work-life balance among women employees.The impact of ICT on work-life balance is reported as 0.435 in beta and 0.592 in regression weight. With an F-value of 419.493 and a p-value of 0.000, the results prove that the relationship is statistically significant. ICT tools help individuals to be more flexible, work remotely, and connect easily, thereby increasing successful WLB. Because of this, the hypothesis is strengthened.
Overall, every hypothesis stood up straight in support of the data, as all F-statistics were very significant and all p-values were much lower than 0.001. These variables have moderate to strong positive relationships, as shown by coefficients between 0.564 and 0.745. The R^2 suggests that the amount of variation in the dependent variables that is explained by the independent ones is strong, ranging from 35.8% to 46.7% in all cases studied.

7 Research Contribution

The study brings attention to a lack of research on women educators from Pune, mainly at the primary, secondary, and junior college levels, in the field of work-life balance. It brings attention to the fact that while professors collaborate on better WLB, similar support for faculty in lesser-graded schools is not available. The researchers investigated a range of concepts using multi-stage random sampling, which include Job Satisfaction, Productivity, Job Stress, Flexibility, Workplace Support, Work-Family Conflict, and the Impact of ICT.
Test-retest reliability is very high, as Cronbach's alpha was found to be between 0.784 and 0.984. Gathering responses from 100 participants demonstrates that items are reliable. The study provides valuable suggestions for policymakers and leaders to improve work-life balance for women educators.

8 Conclusion

With this research, we better understand the difficulties women educators encounter in maintaining work and life balance at schools in Pune. The researchers considered understudied groups and applied both random and convenience sampling to cover various WLB situations in government and private sectors. Work-life balance is affected by elements such as Job Satisfaction, Productivity, Stress, Flexibility, Support, Work-Family Interaction, and ICT. All these variables were found to have strong reliability. This research suggests strategies that institutions and leaders can follow to benefit women educators.

BIBLIOGRAPHY

1. Adah, C. A., Aghimien, D. O., & Oshodi, O. (2025). Work–life balance in the construction industry: A bibliometric and narrative review. *Engineering, Construction and Architectural Management, 32*(1), 38–58.
2. Ahorsu, D. K. (2020). Work–life balance and psychological well-being among female teachers in Ghana. *Journal of Psychology and Educational Research, 28*(2), 85–102.
3. Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. *Journal of Vocational Behavior, 58*(3), 414–435.
4. Amin, A., & Malik, N. I. (2021). The relationship between job satisfaction and work-life balance: A study of women employees. *Journal of Business and Social Review in Emerging Economies, 7*(1), 91–101.
5. Badri, R. (2019). Strategies to maintain work-life balance among working women. *International Journal of Management and Applied Research, 6*(3), 145–154.
6. Bakotić, D. (2016). Relationship between job satisfaction and organizational performance. *Economic Research-Ekonomska Istraživanja, 29*(1), 118–130.
7. Barber, L. K., Grawitch, M. J., & Munz, D. C. (2019). Work-life balance and employee health: The role of perceived control. *Journal of Occupational Health Psychology, 24*(2), 231–243.
8. Baron, R. A. (1986). Self-employed women: Emerging opportunities and challenges. *Academy of Management Review, 11*(2), 161–168.
9. Beham, B., Prag, P., & Drobnič, S. (2019). Who's got the balance? A study of work–life balance among employees in 30 European countries. *European Journal of Industrial Relations, 25*(3), 260–275.
10. Bhatt, A. (2020). Role of productivity in work-life balance among Indian women educators. *Indian Journal of Educational Studies, 57*(2), 115–123.
11. Bhumika. (2020). Challenges faced by working women in maintaining work-life balance. *Journal of Business and Management, 22*(1), 39–45.
12. Blahopoulou, I. (2012). Barriers to work-life balance for working mothers in urban India. *International Journal of Human Resource Studies, 2*(3), 78–89.
13. Blahopoulou, I. (2015). Reintegrating working mothers: Policy and practice. *Journal of Social Policy, 44*(4), 755–773.
14. Brown, A., & Stevens, P. (2020). Organizational support and work-life balance among women employees. *Management Research Review, 43*(3), 278–294.
15. Butts, M. M., Becker, W. J., & Boswell, W. R. (2013). Hot topics in work–family research: Toward a more comprehensive understanding of the work–family interface. *Journal of Management, 39*(1), 29–62.
16. Cahill, K. E., McNamara, T. K., Pitt-Catsouphes, M., & Valcour, M. (2015). Linking shift work, family context, and work-life balance: A review of the literature. *Journal of Family and Economic Issues, 36*(4), 477–494.
17. Carillo, K., Scornavacca, E., & Za, S. (2021). Working from home: Understanding the effects on work-life balance and well-being. *Information Systems Frontiers, 23*(6), 1407–1427.
18. Cegarra-Leiva, D., Sánchez-Vidal, M. E., & Cegarra-Navarro, J. G. (2012). Understanding the link between work life balance practices and organizational outcomes in SMEs. *Personnel Review, 41*(3), 359–379.
19. Chen, Z. (2021). ICT use and work-life balance: The double-edged sword. *Journal of Information Technology, 36*(2), 102–116.
20. Chong, A., Ahmad, M., & Bukhari, S. (2020). Impact of social support on work-family conflict among women educators. *Journal of Education and Educational Development, 7*(1), 48–64.
21. De Simone, S., Planta, A., & Cicotto, G. (2018). The role of job satisfaction, work engagement, self-efficacy and agentic capacities on job performance and work-life balance. *Journal of Workplace Learning, 30*(3), 234–247.

22. Ferreira, P., Gomes, S., & Lopes, J. M. (2025). Workplace practices and work-life balance in Europe: The role of gender and home and family care. *Corporate Governance: The International Journal of Business in Society*.
23. Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology, 77*(1), 65–78.
24. Fuller, C. M., Simmering, M. J., Atinc, G., Atinc, Y., & Babin, B. J. (2016). Common methods variance detection in business research. *Journal of Business Research, 69*(8), 3192–3198.
25. Gali, N., Sheoran, A., & Sharma, V. (2021). Productivity and work-life balance among women educators in post-COVID India. *Journal of Human Resource and Sustainability Development, 9*(1), 67–75.
26. Garg, S., & Rani, S. (2021). Workplace support and organizational commitment among female school teachers. *International Journal of Educational Management, 35*(4), 815–829.
27. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review, 10*(1), 76–88.
28. Gupta, L. (2025). A literature review on factors affecting work-life balance among working women in the service industry. In *Work-life balance and its effect on women entrepreneurs* (pp. 443–452).
29. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
30. Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2010). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
31. Harrington, B., & Ladge, J. J. (2021). Work-life integration: Strategies for balance. *Journal of Career Development, 48*(2), 123–135.
32. Ibrahim, R., Sulaiman, N., & Othman, M. (2019). Job stress and burnout among teachers: The mediating role of psychological well-being. *International Journal of Academic Research in Business and Social Sciences, 9*(5), 453–468.
33. Johnson, S. K., Moe, A. M., & Johnson, R. L. (2021). Job stress and gender role conflict among educators. *Educational Research Review, 32*, 100370.
34. Kelliher, C., & Anderson, D. (2010). Doing more with less? Flexible working practices and the intensification of work. *Human Relations, 63*(1), 83–106.
35. Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). Guilford Press.
36. Kossek, E. E., Ruderman, M. N., Braddy, P. W., & Hannum, K. M. (2015). Work–nonwork boundary management profiles: A person-centered approach. *Journal of Vocational Behavior, 85*(2), 243–255.
37. Kumar, A., Shukla, A., & Sharma, M. (2021). Job satisfaction and work-life balance among women teachers in India. *Journal of Educational Administration and Policy Studies, 13*(1), 12–22.
38. Li, J., Wang, S., & Zhang, Y. (2021). Work–family conflict and well-being among female employees. *International Journal of Environmental Research and Public Health, 18*(6), 2962.
39. Mazmanian, M., Orlikowski, W. J., & Yates, J. (2013). The autonomy paradox: The implications of mobile email devices for knowledge professionals. *Organization Science, 24*(5), 1337–1357.
40. McLellan, C., & Uys, T. (2022). Gendered experiences of work-life balance: A study of female professionals. *Gender, Work & Organization, 29*(1), 47–63.
41. Nieto-Aleman, P. A., Berné-Martínez, J. M., & Arnal-Pastor, M. (2025). The work–life balance puzzle: A key to success in business and life. *Management Decision*.
42. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879–903.

43. Powell, G. N., Greenhaus, J. H., Allen, T. D., & Johnson, R. E. (2019). Advancing and expanding work–life theory from multiple perspectives. *Academy of Management Review, 44*(1), 54–71.
44. Punia, B. K., & Kamboj, M. (2013). Productivity and work-life balance: A study of Indian women professionals. *International Journal of Human Resource Studies, 3*(4), 202–215.
45. Richardson, H. A., Simmering, M. J., & Sturman, M. C. (2009). A tale of three perspectives: Examining post hoc statistical techniques for detection and correction of common method variance. *Organizational Research Methods, 12*(4), 762–800.
46. Shanafelt, T. D., Hasan, O., Dyrbye, L. N., Sinsky, C., Satele, D., Sloan, J., & West, C. P. (2015). Changes in burnout and satisfaction with work-life balance in physicians and the general US working population between 2011 and 2014. *Mayo Clinic Proceedings, 90*(12), 1600–1613.
47. Shockley, K. M., & Allen, T. D. (2012). Motives for flexible work arrangement use. *Journal of Occupational and Organizational Psychology, 85*(1), 123–140.
48. Smith, R. J. (2020). Job satisfaction and its impact on productivity and work-life balance. *Journal of Management Research, 12*(3), 55–68.
49. Straub, C., Rohlfing, S., & Vinkenburg, C. J. (2019). Supporting working parents: The role of organizational support in work–family balance. *Journal of Vocational Behavior, 115*, 103337.
50. Taylor, J. (2022). Flexible work culture and its influence on women's work-life integration. *Journal of Organizational Psychology, 22*(1), 88–96.
51. Yang, J., Qian, J., & Xu, Y. (2023). Job stress, emotional exhaustion, and work-life conflict among women professionals. *Journal of Vocational Behavior, 141*, 103735.
52. Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
53. Zulkeflee, N. L. A., Daud, M. N., & Yusuf, S. A. (2025). Relationship between gender discrimination, work-life balance and stress among working women in Klang Valley. *TWIST, 20*(1), 407–414.