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A Study On Work Life Balance Of Women School Teacher's Working In Private Schools In Chennai

Dr. R. Rethina Bai., Head[1], Mrs. K. Hemalatha[2]
[1]Associate Professor & Research Supervisor, Department of Commerce, S.I.V.E.T. College, Gowrivakkam, Chennai
[2]Head & Assistant Professor, Department of Management Studies and Part-Time Research Scholar, S.I.V.E.T College, Gowrivakkam, Chennai.

Abstract:
Work-life balance has become a critical issue in today's fast-paced world, especially for women professionals who juggle both career and family responsibilities. This study aims to examine the work-life balance of women teachers employed in private schools in Chennai. Teaching, although considered a noble and flexible profession, often demands emotional labor, extended hours, and multitasking, which can affect personal and professional satisfaction. The study investigates factors influencing work-life balance, such as workload, organizational support, family responsibilities, and time management. It also explores the challenges these educators face and the coping mechanisms they adopt. Primary data will be collected through structured questionnaires distributed to a sample of women teachers from various private schools in Chennai. The findings will help identify the key areas needing attention and suggest strategies for schools to enhance support for their female staff, thereby promoting a healthier and more productive work environment.
Keywords: *Work life Balance, Stress management, family life, school, Chennai*

INTRODUCTION

Work-life balance has emerged as a critical area of concern in modern society, particularly for working women who are expected to perform multiple roles both at the workplace and at home. For women school teachers, especially those working in private institutions, the demand to manage professional duties such as lesson planning, classroom management, student assessments, and administrative responsibilities—alongside personal responsibilities like caregiving, household management, and emotional support for family—often creates considerable strain. In metropolitan cities like Chennai, where the pace of life is fast and private schools often demand long working hours with relatively modest pay, the pressure on women teachers is even more pronounced. The role of a teacher is inherently demanding, requiring mental, emotional, and physical engagement. When combined with personal responsibilities, this dual burden can affect not just the teacher's professional performance but also her health, emotional well-being, and family relationships. Despite being highly qualified and experienced, many women educators find it difficult to attain a harmonious balance between their work and personal life. Challenges such as long commutes, inflexible school hours, high workload, emotional stress, and lack of time for self-care often lead to dissatisfaction, burnout, and reduced productivity.

This study focuses specifically on women teachers working in private schools in Chennai, aiming to explore the various dimensions of their work-life balance. It investigates the factors that contribute to stress, the interrelations between family support, workload, and emotional health, and the common challenges faced in managing home and school responsibilities. Using statistical tools like one-sample t-tests, correlation analysis, and factor analysis, the research attempts to provide an in-depth understanding of the work-life dynamics of this group. By identifying the key stressors and patterns, this study intends to offer valuable insights for school managements, policymakers, and educators themselves. The ultimate goal is to recommend practical strategies that can help create a more supportive, flexible, and empathetic work environment one where women teachers are empowered to perform their roles effectively without compromising their personal well-being. In doing so, the study not only sheds light on the individual struggles of women educators but also contributes to the broader discourse on gender equality, occupational wellness, and educational quality.

STATEMENT OF THE PROBLEM

In recent years, achieving a healthy work-life balance has become one of the most pressing challenges faced by working women, particularly those in the teaching profession. Women school teachers, especially in private schools, are often required to juggle multiple responsibilities managing academic duties, administrative tasks, student development, and parental expectations while simultaneously fulfilling demanding personal roles such as caregiving, household management, and emotional support for family members. This dual responsibility becomes even more burdensome in metropolitan cities like Chennai, where the cost of living is high, commutes are long, and the demands of private educational institutions are rigorous.

Private school teachers are often expected to work beyond regular school hours, attend weekend meetings, and take part in extracurricular activities, with relatively limited compensation. This leaves them with little to no time for rest, recreation, or personal commitments. As a result, many women teachers report feelings of stress, fatigue, guilt, and dissatisfaction, which may negatively impact their physical health, emotional well-being, and overall job performance. Despite their qualifications and experience, their ability to manage both professional and personal responsibilities effectively is often compromised. Although the concept of work-life balance has gained attention in corporate sectors, it remains a less explored area within the education field, particularly in private school settings. There is a significant gap in understanding how work-life imbalance affects women teachers' mental health, job satisfaction, and family relationships. Inadequate institutional support, lack of flexible work arrangements, and societal pressures further exacerbate the issue.

Given this background, it becomes essential to conduct an in-depth study on the work-life balance of women school teachers working in private schools in Chennai. The purpose is to identify the key stressors, understand the interconnections between personal and professional challenges, and assess the level of support received from family and institutions. This research aims to fill the existing gap by offering data-driven insights and practical recommendations to help school administrators, policymakers, and educators create a more balanced, supportive, and sustainable work environment for women in the teaching profession.

REVIEW OF LITERATURE

1. **Thilagavathi and Selvan (2019)** Examined the work-life balance of 452 women teachers in private higher secondary schools using a structured questionnaire and chi-square analysis. The study revealed that most teachers experienced a moderate level of work-life balance, with significant influences from age, family type, income, designation, teaching hours, and mode of transport. Their findings highlight how both personal and occupational factors interplay in shaping women teachers' ability to balance professional and personal responsibilities.

2. **Salim and Kumar (2023)** They explored the relationship between workplace environment and work-life balance of female teachers in private schools. Based on a survey of 150 respondents, they found that workplace conditions have a significant and direct impact on balancing professional and personal responsibilities. The study emphasized that supportive organizational practices and positive working conditions contribute to healthier work-life balance and overall job satisfaction among women educators.

3. **Angayarkanni (2021)** They investigated the factors and challenges affecting work-life balance among female teachers during the Covid-19 era, focusing on private schools in Chennai. The study, based on 230 respondents, identified that increased job responsibilities, digital transformation, and personal obligations heightened stress levels. Factor analysis confirmed that career goals and family responsibilities strongly influenced balance, highlighting the need for strategies to help women educators manage both domains effectively.

4. **Kaviya, Priya, and Lekshmi (2025)** They investigated the work-life balance of women teachers in private schools, analysing demographic, professional, and domestic influences. The study revealed that although many teachers managed responsibilities effectively, a significant number struggled with extended working hours, limited institutional support, and stress-related issues. The findings emphasized the importance of job autonomy, recognition, and organizational strategies to strengthen teacher well-being and productivity.

5. **Anbalagan S. (2022)** explored a study on higher secondary school female teachers, finding that family and work-related factors impact their work life balance. Private school teachers live a balanced work life than

government teachers. If the women teachers have self-aware it leads to more productiveness. The study concludes that keeping balance across every part of life is not constantly possible. Teachers require to prioritize certain areas to handle the challenges and achieve success. Institutions also should support them through awareness initiatives.

6. **Mahalakshmi S.M. (2022)** aimed to find the stress factors at home that influence the work life balance of teachers. It found that work–life balance is closely linked with job satisfaction. supportive co-worker, positive working conditions, and engaging responsibilities. Equal rewards and employee-friendly policies further support employees achieve better balance.

7. **Muthulakshmi C. (2018)** Examined the socio-economic profiles, career opinions and the factors influencing work–life balance and imbalance of 200 teaching professionals from arts and science colleges. It explored the challenges faced by them in balancing personal and professional life. It also explored the effect of work–life balance on personal, social, family, environmental and psychological aspects. The study used statistical tools such as Chi-Square test, ANOVA, Correlation, Garrett Ranking to analyze the data.

8. **Kubenthiran R, Venkatesh S. (2019)** The study found that teachers face challenges in handling work and family life, leading to stress, job dissatisfaction and health issues. The study recommended that Supportive school practices, such as encouraging well-being, healthy work environments improve work-life balance. Teachers are motivated to seek moral support, schedule their time, and keep positive attitudes to be able to work-life challenges effectively.

OBJECTIVES OF THE STUDY

1. To analyze the level of work-life balance among women teachers working in private schools in Chennai.
2. To identify the major factors influencing work-life balance in their professional and personal lives.
3. To examine the challenges faced by women teachers in maintaining work-life balance.
4. To recommend strategies to improve work-life balance for women educators in the private school sector.

SCOPE OF THE STUDY

The present study focuses on understanding the work-life balance of women school teachers employed in private schools in Chennai. It aims to examine how various factors such as working hours, workload, family support, commuting time, emotional stress, and institutional support influence their ability to manage professional and personal responsibilities. The study considers the perceptions, experiences, and challenges faced by women teachers across different levels primary, secondary, and higher secondary and from various types of private institutions including CBSE, ICSE, and Matriculation schools. By using both descriptive and inferential statistical tools, the study provides insights into the interrelationship between job-related pressures and family life balance. The scope is limited to women teachers working in private schools within the Chennai metropolitan area, and does not include government school teachers or male educators. The findings of this study are expected to help school administrators, policymakers, and educators design supportive work environments and implement practical interventions that promote a healthy and sustainable work-life balance for women in the teaching profession.

RESEARCH METHODOLOGY

This study adopts a descriptive research design to assess the work-life balance of women school teachers working in private schools in Chennai. The descriptive approach is appropriate as it helps in understanding the current situation, perceptions, and challenges faced by the respondents without manipulating any variables.

Population and Sample

The population for this study includes women teachers working in private schools across Chennai. A sample of 77 respondents was selected using a simple random sampling technique, ensuring that every individual in the population had an equal chance of being included. The sample included teachers from various levels—primary, secondary, and higher secondary and from different school boards such as CBSE, Matriculation, and ICSE.

Data Collection Method

Primary data was collected through a structured questionnaire comprising close-ended questions. The questionnaire included sections on demographic profile, work-related factors, family support, emotional well-being, and stress levels. The Likert scale was used for most items to measure the degree of agreement or disagreement with specific statements.

Tools for Analysis

The collected data was analyzed using SPSS software. The following statistical tools were employed:

- Percentage analysis to understand demographic distribution.
- One-sample t-test to assess whether the mean responses significantly differ from the ideal score.
- Pearson correlation to study the relationship between key variables related to work-life balance.
- Principal Component Analysis (PCA) to identify common underlying factors contributing to work-life challenges.

LIMITATIONS OF THE STUDY

1. The study is limited to private school teachers in Chennai and may not reflect the experiences of teachers in government schools or other cities.
2. Data is based on self-reported responses, which may be subject to bias.
3. Time and resource constraints limited the sample size to 77 respondents.

DATA ANALYSIS AND INTERPRETATION

Table 1- Demographic Profile

Demographic Variable	Category	Frequency	Percentage
Age	Below 25 years	10	13.00%
	25–34 years	24	31.20%
	35–44 years	26	33.80%
	45 years & above	17	22.10%
Marital Status	Married	58	75.30%
	Unmarried	17	22.10%
	Widowed	2	2.60%
Educational Qualification	Undergraduate	10	13.00%
	Postgraduate	27	35.10%
	B.Ed./M.Ed.	25	32.50%
	M.Phil./PhD	15	19.50%
Years of Experience	Less than 5 years	14	18.20%
	5–10 years	29	37.70%
	11–15 years	20	26.00%
	More than 15 years	14	18.20%

Designation	Primary Teacher	22	28.60%
	Secondary Teacher	31	40.30%
	Higher Secondary Teacher	24	31.20%
Monthly Income (INR)	Below 15,000	12	15.60%
	15,001–25,000	33	42.90%
	25,001–35,000	21	27.30%
	Above 35,000	11	14.30%
Type of School	Matriculation	30	39.00%
	CBSE	34	44.20%
	ICSE	13	16.80%

The demographic profile reveals that a majority of the respondents are in the age group of 25–44 years, indicating a workforce in their prime working years, balancing both professional and personal responsibilities. Most of them (75.3%) are married, which suggests a high level of family commitment alongside their teaching careers. In terms of educational qualifications, a significant portion hold either a B.Ed./M.Ed. degree (32.5%) or a postgraduate degree (35.1%), reflecting the professional qualifications required in private schools. The experience distribution shows that 37.7% have been teaching for 5–10 years, while another 26% have 11–15 years of experience, suggesting a mature and well-established group. Designation-wise, the highest proportion are secondary teachers (40.3%), followed by higher secondary (31.2%) and primary teachers (28.6%), indicating an even spread across different school levels.

Income levels reveal that the largest group earns between ₹15,001–₹25,000 per month (42.9%), highlighting a modest salary structure typical in private school settings. A smaller percentage (14.3%) earn above ₹35,000, possibly reflecting higher roles or more experience. The type of school distribution shows that 44.2% work in CBSE schools, followed by 39% in Matriculation and 16.8% in ICSE, covering a broad representation of Chennai's private education system. Overall, the sample is well-distributed across key demographic variables, making it suitable for analyzing patterns related to work-life balance. These insights help contextualize the findings of the study and reflect the diversity of the teaching workforce in private schools in Chennai.

(a) To analyze the level of work-life balance among women teachers working in private schools in Chennai.

Null Hypothesis (H_0):

There is no significant difference between the perceived work-life balance of women teachers and the expected ideal level of balance.

Alternative Hypothesis (H_1):

There is a significant difference between the perceived work-life balance of women teachers and the expected ideal level of balance.

Table 2- One-Sample t-Test on Perception of Work-Life Balance Among Women Teachers

One-Sample Test

	Test Value = 5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

Managing both responsibilities effectively	-20.182	76	.000	-2.54545	-2.7967	-2.2943
Enough time with family after work	-16.848	76	.000	-2.28571	-2.5559	-2.0155
Job doesn't interfere with personal life	-16.277	76	.000	-2.14286	-2.4051	-1.8806
Satisfaction with work-home balance	-18.995	76	.000	-2.54545	-2.8124	-2.2786
Rarely feel stressed balancing roles	-15.473	76	.000	-2.07792	-2.3454	-1.8105

Based on the results of the one-sample t-test, the alternative hypothesis is accepted, and the null hypothesis is rejected. This is supported by the fact that all the p-values are .000, which is less than the standard significance level of 0.05, indicating that the differences between the observed means and the test value of 5 are statistically significant. The negative mean differences across all items further suggest that women teachers do not strongly agree with the positive statements about work-life balance. Therefore, it can be concluded that there is a significant difference between the perceived work-life balance of women teachers and the expected ideal level of balance, reflecting a lower-than-expected level of satisfaction and effectiveness in managing both work and personal responsibilities

(b) To identify the major factors influencing work-life balance in their professional and personal lives.

Null Hypothesis (H_0): There is no significant relationship between work-life balance factors such as working hours, commute impact, family support, workload, and emotional stress among women teachers.

Alternative Hypothesis (H_1): There is a significant relationship between work-life balance factors such as working hours, commute impact, family support, workload, and emotional stress among women teachers.

Table 3 - Correlation Between Work-Life Balance Factors Among Women Teachers

Correlations						
		I have manageable working hours.	My daily commute does not affect my personal life.	I receive adequate support from my spouse/family.	My workload is reasonable and does not overwhelm me.	I rarely experience emotional stress due to my job.
I have manageable working hours.	Pearson Correlation	1	.929**	.906**	.982**	.905**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	77	77	77	77	77
My daily commute does not affect my personal life.	Pearson Correlation	.929**	1	.955**	.930**	.941**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	77	77	77	77	77
I receive adequate support from my spouse/family.	Pearson Correlation	.906**	.955**	1	.910**	.978**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	77	77	77	77	77
My workload is reasonable and does not overwhelm me.	Pearson Correlation	.982**	.930**	.910**	1	.909**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	77	77	77	77	77

I rarely experience emotional stress due to my job.	Pearson Correlation	.905**	.941**	.978**	.909**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	77	77	77	77	77
**. Correlation is significant at the 0.01 level (2-tailed).						

Interpretation:

The Pearson correlation analysis reveals strong and statistically significant positive relationships among all the work-life balance factors ($p < 0.01$). For instance, there is a very strong correlation between manageable working hours and reasonable workload ($r = .982$), suggesting that women who feel they have manageable hours also tend to perceive their workload as less overwhelming. Similarly, support from spouse/family is highly correlated with lower emotional stress ($r = .978$), indicating the importance of family support in maintaining emotional well-being. Since all correlation coefficients are high and the significance levels are .000, the alternative hypothesis is accepted, confirming that these variables are interrelated. This underscores the holistic nature of work-life balance, where improvements in one area, such as commuting or workload, are likely to positively influence others like stress and family support.

(c) To examine the challenges faced by women teachers in maintaining work-life balance.

Null Hypothesis (H_0):

There is no underlying common factor influencing the challenges faced by women teachers in managing work-life balance.

Alternative Hypothesis (H_1):

There is a significant underlying common factor influencing the challenges faced by women teachers in managing work-life balance.

Table 4- Component Matrix of Factors Affecting Work-Life Balance Among Women Teachers

Component Matrix[a]

	Component
	1
I face difficulties in managing time between home and school responsibilities.	.954
The workload at school is too demanding.	.950
I often bring school work home, affecting personal time.	.945
Emotional stress from school affects my personal life.	.961
Lack of flexibility in school hours affects my home responsibilities.	.937
I have limited time for self-care and relaxation.	.757
I face guilt for not spending enough time with family.	.843
Administrative responsibilities add to my stress.	.676
I struggle to balance unexpected school tasks with home duties.	.883
I feel pressure to perform well in both personal and professional roles.	.548

Extraction Method: Principal Component Analysis.
1 components extracted.

Interpretation:

The component matrix derived from Principal Component Analysis shows that all ten items have strong loadings (greater than 0.5) on a single extracted component, indicating that they are all influenced by a common underlying factor namely, work-life balance challenges. The highest factor loading is seen in "Emotional stress from school affects my personal life" (.961), followed closely by "I face difficulties in managing time between home and school responsibilities" (.954), and "The workload at school is too demanding" (.950). This suggests that emotional stress and time management are core issues for the respondents. Since a single component was extracted and explains a significant amount of shared variance among the items, the alternative hypothesis is accepted, confirming that these various challenges are not isolated but are interrelated aspects of a broader work-life balance issue faced by women teachers.

FINDINGS

- The study found that most women teachers are in their prime working years, married, and professionally qualified, balancing both work and family responsibilities. They work across various school types with modest incomes, showing diverse experiences that impact their work-life balance.
- The one-sample t-test results reveal that women teachers experience a significantly lower level of work-life balance than the expected ideal. They reported difficulties in managing responsibilities, inadequate time with family, and emotional stress, indicating dissatisfaction with their current balance between professional and personal life.
- The correlation analysis shows that all work-life balance factors are strongly and positively related. Women teachers who have manageable working hours and family support tend to experience less stress and perceive their workload as more reasonable. This highlights those improvements in one aspect of work-life balance can positively impact others, emphasizing the interconnected nature of these factors.
- The factor analysis revealed that all key challenges faced by women teachers such as emotional stress, time management issues, and heavy workload are strongly connected and stem from a single underlying factor: work-life balance difficulties. This confirms that these issues are interrelated and collectively impact their ability to balance professional and personal responsibilities.

SUGGESTIONS

- Schools should offer flexible working hours to help women teachers manage both home and school responsibilities more effectively.
- The workload should be reduced by minimizing unnecessary administrative tasks.
- Counseling and emotional support services should be provided to help teachers deal with stress.
- Awareness programs can be conducted to encourage family members to support teachers in balancing their roles.
- Wellness programs like yoga, relaxation sessions, and time management workshops should be introduced.
- Schools should try to reduce the stress of commuting by offering transport facilities or allowing flexible arrangements where possible.

CONCLUSION

The study on work-life balance of women school teachers working in private schools in Chennai reveals that most teachers face significant challenges in managing their professional and personal responsibilities. Findings from the t-test, correlation analysis, and factor analysis indicate high levels of emotional stress, time management difficulties, and workload-related pressure. The strong interrelationship among these factors highlights that work-life balance issues are not isolated but deeply connected. Despite being qualified and experienced, many teachers struggle to maintain a healthy balance due to rigid schedules, demanding workloads, and limited support systems. Therefore, it is essential for school management to implement supportive policies and wellness initiatives that promote a more balanced and fulfilling work environment for women educators.

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