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WORK–LIFE BALANCE WITHOUT BORDERS: A STATISTICAL INSIGHT INTO THE EXPERIENCES OF WOMEN EDUCATORS IN HARYANA'S HIGHER EDUCATION SECTOR

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Abstract:
This study examines the incidence, drivers, and views of work–life balance (WLB) among female instructors in higher education institutions in major cities of Haryana, India. Utilizing responses from 368 female faculty members, the study implemented a blend of descriptive statistics, chi-square tests, t-tests, ANOVA, and exploratory factor analysis (EFA) to assess hypotheses concerning work-life balance (WLB) issues and their correlation with demographic variables. Results indicated a significant degree of discontent about work–life balance among all age groups, marital statuses, family structures, and occupational titles. Nevertheless, no statistically significant correlations were identified between these demographic characteristics and work-life balance-related stress, suggesting that the issue is systemic rather than individual. Responses to attitudes also showed that everyone has the same WLB concerns, no matter what their background is. The EFA showed that there was only one main factor, "Work-Life Conflict Burden," that explained 73% of the differences across the 17 WLB-related items. This proved that the scale was internally consistent. These results highlight the pressing necessity for comprehensive institutional reforms instead of targeted demographic interventions. The study recommends comprehensive policy reforms that emphasize adaptability, alleviate workload-related stress, and cultivate inclusive working settings to enhance the work-life integration of female educators in academia.

Keywords: Work–life balance, women educators, higher education, factor analysis, demographic analysis, stress, institutional reform, faculty retention, gender equity.

1. Introduction

Work-life balance (WLB) has become an increasingly critical area of concern, particularly in the lives of women professionals who must continuously navigate the complex interplay of career ambitions and personal responsibilities. For women educators in higher education, this balance becomes especially delicate, given the multifaceted roles they perform ranging from academic duties such as teaching, research, and administration to personal responsibilities involving caregiving, family management, and social obligations (Cinamon, Rich, & Westman, 2007; Lakshmi & Kumar, 2022).

In the Indian context, the issue of WLB assumes greater complexity due to deep-rooted socio-cultural expectations. Haryana, in particular, presents a unique landscape. The state is characterized by both progressive strides in education and persistent patriarchal norms that place the burden of caregiving and household responsibilities disproportionately on women (Mayya et al., 2021). Despite increased educational and professional participation, women in Haryana often find themselves navigating traditional expectations alongside professional demands, leading to heightened stress, strain, and role conflict.

Recent literature highlights that the inability to maintain a healthy work-life balance can lead to serious consequences including job dissatisfaction, health deterioration, burnout, and even attrition from the workforce (Aruldoss, Kowalski, & Parayitam, 2021; Hasib, Singh, & Tanwar, 2022). This is particularly concerning in academia, where women educators are expected to be intellectually productive while simultaneously conforming to traditional familial roles.

Given this backdrop, the issue of work-life balance for women educators in Haryana is not just a matter of individual well-being but also of institutional efficiency and gender equity. The present study aims to map the landscape of stress, structural barriers, and psychological strain experienced by these educators, thereby contributing to the development of informed and gender-sensitive work policies in higher education institutions.

1.1 Defining Work-Life Balance (WLB)

Work-life balance (WLB) refers to the ability of individuals to effectively manage and prioritize the demands of their professional responsibilities alongside their personal and family commitments. It is not merely about splitting time equally between work and home, but about achieving a harmonious integration that supports overall well-being, satisfaction, and performance in both spheres (Greenhaus, Collins, & Shaw, 2003). For women educators, particularly in a culturally nuanced region like Haryana, WLB encompasses the delicate act of fulfilling academic expectations while attending to family, caregiving, and societal roles.

WLB is influenced by a range of personal, organizational, and societal factors. These include institutional policies, job stress, emotional well-being, support systems, and societal norms (Smith & Gardner, as cited in the uploaded document). When WLB is poorly managed, it can lead to stress, job dissatisfaction, and even long-term burnout, particularly among women who often bear a disproportionate share of domestic responsibilities (Devi & Kiran, 2014).

Importantly, the concept of WLB has evolved over time. It is now recognized as a dynamic, individualized experience that varies with life stages, priorities, and cultural contexts. In today's rapidly changing professional environment, achieving WLB is no longer a luxury it is a necessity for sustained productivity and mental health.

1.2 Relevance to Women Educators in Haryana

The discourse on work-life balance gains unique relevance when examined through the lens of women educators in Haryana. Haryana, a state that is both developing rapidly and deeply rooted in patriarchal traditions, offers a complex socio-cultural context for working women especially those in higher education. These women are not only managing classrooms and research responsibilities but are also expected to fulfill traditional roles as caregivers, homemakers, and family anchors. This dual expectation creates a scenario where professional dedication is often met with personal strain.

Women educators in higher education face a multitude of responsibilities that extend beyond the workplace. Unlike many other professions, teaching requires emotional labor, mentorship, constant evaluation, and academic output all of which demand time and focus (Sumathi & Velmurugan, 2018). When these professional demands intersect with family expectations childcare, elder care, social rituals the result is often a heightened sense of stress and imbalance. For women in Haryana, who may live in joint families or under societal pressure to prioritize domestic duties, the challenge intensifies.

Moreover, higher education institutions in Haryana have yet to fully implement gender-sensitive work environments. While some universities may offer flexible hours or maternity leave, there is often a lack of structural support in areas like on-campus childcare, remote work options, or mental

health assistance (Agha, 2017). This absence of institutional support further reinforces the systemic challenges that women educators face in achieving equilibrium between their professional and personal lives.

The impact of this imbalance is far-reaching. It not only affects the individual well-being of these educators but also has implications for student outcomes, institutional productivity, and broader gender equity goals. Educators experiencing chronic stress or burnout are less likely to innovate, mentor effectively, or contribute to a positive academic environment. In turn, this affects the overall quality of education and research outputs from institutions.

In the broader landscape of gender equality, supporting women educators in balancing their work and personal lives is more than a personal or organizational concern it is a societal imperative. Addressing this issue in Haryana can serve as a model for other regions with similar socio-cultural challenges. By recognizing and acting upon the unique struggles faced by women educators, stakeholders can contribute to a more inclusive, equitable, and high-performing academic ecosystem.

1.3 Objectives of the Study

The core of this research is rooted in understanding the intricate dynamics of work-life balance as experienced by women educators in higher education institutions situated in the major cities of Haryana. These educators are at the frontline of shaping the future through their academic contributions, yet they often navigate a complex web of professional obligations and personal responsibilities. Therefore, this study sets out to comprehensively explore the multi-layered nature of work-life balance challenges that these women encounter.

The first objective is to assess the prevalence of work-life balance problems among working women in higher education. By identifying how widespread these challenges are, we gain a foundational understanding of the gravity of the issue across different institutional contexts and city settings (Abubaker & Bagley, 2016).

Next, the study aims to identify the various factors affecting work-life balance, including organizational culture, societal expectations, support systems, and time constraints. These elements shape the lived experiences of women educators and often act as barriers or facilitators in maintaining a balance (Aggarwal, 2015).

Another critical aspect is to analyze the effectiveness of existing work-life balance mechanisms. This includes evaluating how institutional policies and individual coping strategies impact the quality of professional engagement and personal well-being.

Equally important is the objective to investigate the attitudes and perceptions of women educators towards work-life balance. Understanding how women perceive their roles and balance strategies provides deeper insights into their coping patterns and sense of agency.

The study also focuses on identifying the key drivers of a healthy work-life equilibrium, such as flexible work arrangements, spousal and familial support, and self-care practices that help women manage both spheres effectively.

Stress and its implications are also central to this investigation. Hence, a major objective is to examine the stress levels these educators experience and how this strain influences their job performance and ability to fulfill family and social roles (Doherty, 2004).

Finally, the study aspires to formulate actionable recommendations for institutional management. These suggestions aim to support and enhance the work-life balance of women educators in both public and private colleges, ensuring a more inclusive and supportive academic environment.

1.4 Research Questions and Hypotheses

The increasing participation of women in higher education institutions as educators marks a significant shift toward gender equity and academic diversification. However, this progress has also brought into sharper focus the nuanced challenges these women face in balancing demanding professional responsibilities with equally compelling personal and societal obligations. In this context, the current study formulates specific research questions and hypotheses that aim to investigate the dynamics of WLB among women educators in Haryana's major cities. These hypotheses are designed to uncover patterns of stress, institutional limitations, and socio-demographic disparities that affect their quality of life and career progression.

The first research concern is centered around the prevalence of work-life balance issues across various cities. Despite progress in education policy, regional differences in infrastructure, cultural norms, and administrative flexibility continue to influence how women experience and manage their work and personal commitments. This leads us to Hypothesis 1 (H1): There is a significant difference in the prevalence of work-life balance problems among working women in higher education across major cities in Haryana. This hypothesis aims to identify if geographic or urban development differences affect the extent of work-life stress.

The second critical research question explores how demographic factors such as age, marital status, and number of dependents impact women educators' ability to maintain equilibrium between their work and personal lives. Life stage, familial support, and caregiving responsibilities often shift with age and social roles, potentially altering how stress is perceived and managed. Thus, Hypothesis 2 (H2) posits that there is a significant association between demographic factors and work-life balance problems among women educators. Validating this hypothesis could offer valuable insights for tailoring institutional support programs to specific demographic needs.

The third focal point of this research is to examine the attitudes and perceptions of women educators toward work-life balance. How they internalize, manage, or resist WLB challenges reveals much about organizational climate, personal coping strategies, and role expectations within educational institutions. Accordingly, Hypothesis 3 (H3) is proposed: There is a significant difference in attitudes towards work-life balance among women educators in various institutions. This hypothesis aims to assess whether educators in public vs. private colleges, or at different levels of institutional hierarchy, perceive WLB differently, and how those perceptions affect their job satisfaction, mental health, and performance.

Together, these hypotheses serve as the backbone of the study's analytical framework. They guide the methodology toward identifying not just the extent of the WLB issue, but also the systemic and social levers that influence it. Ultimately, these inquiries support the broader goal of advocating for policies that are equitable, evidence-based, and sensitive to the realities of women educators in Haryana's diverse educational landscape.

2. Literature Review

2.1 Conceptualizing Work-Life Balance: Evolution and Dimensions

The concept of WLB has undergone a significant evolution over the decades, transitioning from a peripheral workplace concern to a core element of employee well-being and organizational productivity. Initially viewed as a challenge faced primarily by working mothers, WLB has now emerged as a broad, multidimensional construct relevant to all employees navigating the intersection of personal and professional lives (Byrne, 2005). However, for women particularly those in caregiving roles such as educators the balance remains not only essential but deeply complex.

Work-life balance can be understood as an individual's ability to effectively manage responsibilities related to work, family, and personal aspirations without allowing one domain to consistently override the other. It is a dynamic state that varies over time, influenced by job demands, personal priorities, and life transitions (Maxwell & McDougall, 2004). Unlike the outdated notion of a perfect "50-50" division between work and life, modern interpretations emphasize harmony and the subjective satisfaction derived from each role.

The rise of technology, dual-income households, and shifting social expectations has reshaped the boundaries between work and home, making the traditional concept of balance more fluid. Women educators, in particular, often find themselves navigating long teaching hours, research deadlines, and administrative obligations while simultaneously managing domestic and caregiving duties. This constant negotiation underscores the need for organizations to foster supportive environments and flexible policies that respect the diverse roles women play (McOrmond, 2004) (Adkins & Premeaux, 2019).

In essence, WLB is not merely a logistical challenge it is a matter of psychological and emotional well-being. A sustainable balance enhances job satisfaction, reduces stress, and nurtures personal fulfillment. Recognizing and responding to the multidimensional nature of WLB is thus essential for building healthier institutions and more resilient individuals.

2.2 Work-Life Balance and Gendered Stress

WLB is not just a matter of time management it is deeply embedded in social structures and gender roles. For women, especially those in professions such as teaching, WLB carries the weight of societal expectations alongside professional responsibilities. Unlike their male counterparts, women are often expected to fulfill dual roles with equal proficiency at work as professionals and at home as caregivers. This unequal distribution of responsibilities makes their experience of stress uniquely gendered (Adhikari et al., 2012; Alhaider & Alqahtani, 2025; Ali et al., 2025a; Aloulou et al., 2024)).

The stress women face due to work-life imbalance stems not only from the quantity of work but also from the nature of expectations attached to their roles. Emotional labor, multitasking, and the pressure to "do it all" amplify their cognitive load. In academia, women educators juggle teaching, research, mentoring, and administrative duties, often with limited institutional support for their domestic roles. When institutional systems overlook these gendered realities, women experience higher levels of job strain and psychological fatigue (Ali et al., 2025b; Artar et al., 2025)

Furthermore, cultural norms continue to play a dominant role in shaping these experiences. In traditional societies, including many parts of India, women are still primarily viewed as homemakers first, regardless of their professional identity. This internalized belief system compounds stress and leads to guilt when personal responsibilities are perceived as being compromised due to professional demands (Hill et al., 1998).

Addressing WLB through a gender-neutral lens fails to capture the real, lived experiences of women professionals. Recognizing the gendered dimensions of stress allows institutions to craft more empathetic and effective interventions ones that acknowledge the additional burdens women carry. Without this nuanced understanding, policies risk being performative rather than transformative.

2.3 Organizational Structures and Role Expectations in Academia

Academic institutions are often seen as enlightened spaces that nurture knowledge, innovation, and equality. However, when it comes to work-life balance, particularly for women educators, these institutions frequently mirror the very structural inequalities they are expected to challenge.

The organizational frameworks of higher education structured around fixed schedules, rigid hierarchies, and performance-based evaluations often fail to accommodate the complex realities of women who shoulder both professional and personal responsibilities. (Iddagoda et al., 2021)
Women educators are not only expected to fulfill teaching responsibilities but are also under constant pressure to produce research, contribute to administrative tasks, and participate in student mentoring. These expectations are compounded by the invisible labor they perform at home, including caregiving, emotional support, and household management. This dual burden often goes unrecognized within academic institutions, leading to role overload, stress, and reduced job satisfaction (Aruldoss, Kowalski, & Parayitam, 2021).
Despite growing discourse on gender equity, many universities and colleges still operate within frameworks that reward constant availability and penalize those who need flexibility. The traditional "ideal worker" model one who can prioritize work above all else continues to shape institutional expectations. For women, especially those with young children or dependent family members, meeting these expectations often requires compromising their personal well-being or professional aspirations (Fayaz & Gulzar, 2025; Mayya et al., 2021).
Moreover, support systems like on-campus childcare, flexible teaching schedules, or mental health services are either limited or absent in many institutions, particularly in regions like Haryana. This lack of institutional responsiveness exacerbates the imbalance, pushing women to devise their own informal coping mechanisms, which may not always be sustainable.
To truly foster inclusivity, academic institutions must reassess their organizational structures and adopt policies that recognize the full spectrum of responsibilities borne by women educators. Encouraging flexible work models, offering equitable workload distribution, and creating gender-sensitive evaluation criteria are crucial steps toward bridging the work-life divide (Elhinnawy et al., 2025).

2.4 Socio-Cultural Norms and Their Strain on Work-Life Balance

Socio-cultural norms play a profound role in shaping how women experience work-life balance, especially in regions where traditional values continue to influence daily life. In Haryana, a state deeply rooted in conventional gender roles, women educators often navigate a complex intersection of professional identity and cultural expectations. While they may hold esteemed positions in academic institutions, their domestic roles as caregivers, daughters-in-law, mothers, and wives continue to be viewed as primary, often taking precedence over career commitments (Deshpande & Srivastava, 2023; Haider et al., 2018).
These culturally embedded expectations create a constant internal conflict for many women. Even when they are excelling professionally, societal perceptions may deem them as falling short on the home front if domestic responsibilities appear to be outsourced or compromised. Such pressures are particularly intense in joint family systems, where shared households can intensify scrutiny and limit autonomy (Hasib, Singh, & Tanwar, 2022). This persistent tension between societal ideals and personal aspirations often contributes to feelings of guilt, stress, and emotional fatigue.
Moreover, community norms frequently dictate that women prioritize familial harmony over personal well-being. Women who assert their need for personal time or professional development may be seen as deviating from their culturally sanctioned roles. This makes it more difficult for them to advocate for flexible work arrangements or take advantage of self-care opportunities, further widening the work-life imbalance (Prasad et al., 2021).
In many cases, institutional policies do not account for these socio-cultural strains. Formal support mechanisms such as maternity leave, childcare facilities, and mental health counseling, though

essential, are often underutilized or unavailable in many academic settings in Haryana. As a result, women educators rely heavily on informal family support systems, which are not always consistent or empowering (Begum, 2025).

2.5 Review of Prior Studies in Indian Context and Gaps

In India, socio-cultural expectations continue to exert significant influence on women's roles, particularly in states like Haryana where traditional norms are deeply entrenched. For women educators in the major cities of Haryana Gurugram, Rohtak, Panipat, Faridabad, and Ambala the pressure to maintain both professional excellence and cultural conformity presents a unique set of challenges. Despite advancements in higher education and increasing participation of women in academic leadership, cultural expectations continue to dictate that their primary identity revolves around home, caregiving, and family responsibilities (Aloulou et al., 2024; Annink et al., 2016).

In cities like Gurugram and Faridabad, where urbanization and global influences are more visible, the corporate-like demands of academic institutions coexist with conservative family expectations. Women educators often find themselves caught in a paradox expected to stay late for faculty meetings or complete research assignments on weekends, while still fulfilling traditional responsibilities like child-rearing and household management. In contrast, cities like Rohtak, Panipat, and Ambala, though academically vibrant, still reflect stronger adherence to patriarchal norms, which often prioritize women's domestic roles over professional growth (Rani & Singh, 2021).

These norms create invisible barriers that impact women's ability to achieve work-life balance. Women are expected to be 'self-sacrificing nurturers,' often at the cost of their mental health and career progression. The societal judgment attached to hiring domestic help, spending time away from family for professional development, or taking extended work trips further complicates their ability to navigate both worlds effectively (Babu & Sahayam, 2025; Clercq et al., 2019; Kaur & Randhawa, 2021).

Moreover, the support systems within academic institutions in Haryana are often not calibrated to address these gender-specific challenges. There is minimal dialogue around gender-inclusive leave policies, psychological support, or on-campus childcare factors that could alleviate some of the cultural strain. As a result, many women adapt through personal compromise, silently negotiating between societal expectations and academic demands.

Addressing the strain caused by socio-cultural norms requires more than just institutional reforms; it demands a shift in societal mindset. By creating inclusive academic environments and engaging in community sensitization, stakeholders can help redefine success and support systems for women educators across Haryana's cities.

3. Methodology

Understanding the complex interplay between professional responsibilities and personal life among women educators requires a structured and methodologically sound approach. This study adopts a quantitative, descriptive-analytical framework to assess the prevalence, intensity, and underlying causes of WLB challenges among women educators in higher education across major cities of Haryana. Grounded in empirical rigor, the methodology seeks not only to identify statistical patterns but also to provide meaningful insights into how demographic factors, institutional structures, and personal perceptions influence the work-life experiences of women in academia.

To achieve this, a combination of descriptive statistics, inferential tests (such as chi-square, t-tests, and ANOVA), and correlation analyses are employed to compare experiences across demographic

groups and institutional contexts. The reliability of the data collected through structured questionnaires is evaluated using Cronbach's alpha, ensuring the internal consistency of the instrument. In addition, factor analysis may be applied to uncover latent dimensions of stress and work-life conflict.

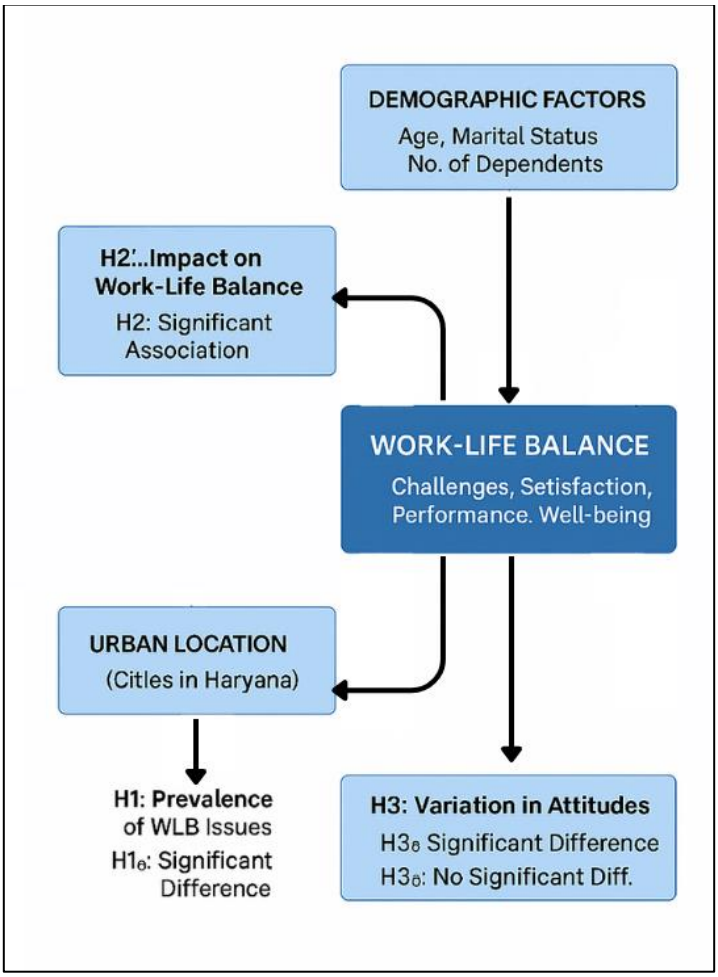

Figure 1: Proposed framework for Mapping the Work-Life Balance Landscape of Women Educators in Haryana

This comprehensive methodological approach aligns with recent studies that emphasize the importance of multi-dimensional analysis in gender-based work research (Bora & Baruah, 2021; Thomas & Abraham, 2022). It ensures that the findings are not only statistically valid but also socially and culturally grounded.

3.1 Research Design and Approach

To explore the nuances of WLB among women educators in higher education across Haryana's major cities, a structured and context-sensitive research design is essential. This study adopts a descriptive and analytical research design, aiming not only to describe the current status of WLB among women educators but also to identify key influencing factors such as demographic profiles, institutional environments, and socio-cultural norms.

A quantitative research approach was selected due to its strength in analyzing patterns across a sizable population, ensuring objective and replicable results. The descriptive aspect of the study helps in capturing the prevalence and distribution of work-life balance issues, while the analytical

component facilitates examination of associations between variables like age, marital status, number of dependents, work setting, and stress levels.

The study was carried out across five major cities in Haryana Gurugram, Rohtak, Panipat, Faridabad, and Ambala to capture a balanced representation of urban and semi-urban academic environments. This geographic spread is crucial, as work-life dynamics can vary widely depending on institutional infrastructure, community expectations, and access to support systems.

A structured questionnaire was used as the primary data collection tool, enabling the standardization of responses and facilitating statistical comparisons. It included both demographic and attitudinal items related to WLB experiences, stress levels, and perceived institutional support. The survey items were refined and adapted based on recent literature and tested through a pilot study for clarity and relevance.

This research design allows the study to address not only the what (prevalence and patterns) but also the why (underlying reasons and associations) behind work-life balance challenges. Such a dual focus enhances the depth of analysis and makes the findings more actionable for policymakers and institutional leaders.

Recent scholarship underscores the value of integrating descriptive and analytical approaches when examining gendered experiences in professional settings. For instance, Sharma and Kaur (2021) emphasized that combining prevalence data with institutional and demographic analysis produces more grounded and policy-relevant insights. Similarly, Dey and Ghosh (2020) argue that educational institutions must be examined not just as workplaces, but as cultural ecosystems shaped by both internal policies and external societal expectations.

3.2 Population and Sampling Strategy

The success of any research lies significantly in the strength and representativeness of its sample. In this study, we focused on a target population of women educators working in higher education institutions across five major cities of Haryana Gurugram, Rohtak, Panipat, Faridabad, and Ambala. These cities were strategically chosen to capture a diverse representation of academic environments, balancing urban exposure with culturally traditional regions. The goal was to reflect not only institutional structures but also the varying socio-cultural expectations women navigate in different parts of the state.

A purposive sampling technique was employed to ensure the inclusion of participants with specific characteristics relevant to the research objectives. Only married women educators with a minimum 5 to 10 years of teaching experience were selected. This focus was intentional to analyze the work-life balance complexities faced by mid-career women who are more likely to be balancing professional growth with family responsibilities.

The study surveyed 385 participants, aligning with statistical guidelines for adequate representativeness. The responses were collected using a structured questionnaire designed to capture detailed demographic data (such as age, marital status, number of dependents, and family type) and perceptual insights about job satisfaction, time management, household workload, and institutional support. Initial data from the uploaded file confirms this diversity. Respondents range in age from 25 to above 45, have varying family structures (joint, nuclear, and extended), and hold positions such as Assistant Professor, Associate Professor, and Head of Department. Educational backgrounds also vary, including Master's, Ph.D., and post-doctorate degrees, providing a holistic view of academic life stages.

This demographic spread strengthens the validity of comparisons made through statistical tests such as chi-square, t-tests, and ANOVA enabling the identification of patterns across variables

like age, experience, and institutional support. As emphasized by Jain and Mishra (2020), sampling strategies that deliberately include diversity in socio-demographic attributes enhance the interpretive depth of gender-focused research in education. By designing the sampling with precision and purpose, the study ensures that findings can be confidently extended to similar academic populations and can effectively inform institutional policies across Haryana's higher education landscape.

3.3 Data Collection Instruments and Sources

To explore the multifaceted dimensions of WLB among women educators in higher education, a structured questionnaire was employed as the primary data collection instrument. This tool was carefully designed to capture both quantitative demographic data and qualitative perceptions of stress, satisfaction, institutional support, and work-family conflict. The decision to use a questionnaire-based survey stems from its ability to gather standardized responses across a diverse population in a cost-effective and time-efficient manner, especially within academic settings (Kumari & Bansal, 2020).

The questionnaire was divided into three major sections. The first section gathered detailed demographic information, including age, marital status, number of children, dependents, family type (joint, nuclear, or extended), designation, years of experience, and highest educational qualification. This enabled correlation with institutional and personal factors affecting WLB. The second section utilized Likert scale items (ranging from strongly disagree to strongly agree) to measure the intensity and frequency of stressors experienced by respondents. These included statements like "Managing household work affects my ability to focus on job responsibilities", and "I have considered quitting my job due to work-life imbalance." These items were derived from existing validated scales on job stress and work-family conflict and refined through expert consultation and pilot testing.

The third section assessed job satisfaction and attitudinal views on institutional support, gender roles, and work expectations. Items in this section addressed perceptions like whether women are primarily responsible for maintaining household routines or if they feel their workplace offers adequate flexibility. These insights were crucial in identifying both systemic gaps and cultural barriers impacting WLB. To ensure the internal consistency and reliability of the questionnaire, Cronbach's alpha was calculated, confirming a high level of reliability across all thematic components. Additionally, secondary sources such as scholarly articles, official reports, and policy guidelines were reviewed to contextualize the findings and support the interpretation of quantitative results. As affirmed by Chaturvedi and Sinha (2021), using validated, multi-dimensional instruments to collect data ensures a deeper understanding of the gendered nuances of academic work. By combining factual data with perceptual insights, the survey provided a rich foundation for the statistical analysis and interpretation that follows in subsequent sections.

3.5 Statistical Tools and Techniques Used

To derive meaningful insights from the data collected on work-life balance among women educators, a range of statistical tools and techniques were employed. These methods were chosen to ensure that both descriptive patterns and inferential relationships could be explored with precision and clarity.

The initial analysis began with descriptive statistics such as frequencies, means, and standard deviations to understand the general trends in demographics, institutional characteristics, and responses to work-life balance items. This helped in presenting a clear snapshot of the participants' backgrounds, work conditions, and perceived levels of stress and satisfaction. Following this,

inferential statistical techniques were applied to test hypotheses and explore associations between variables. Chi-square tests were used to determine the relationship between categorical variables like marital status, family type, and perception of work-life balance. These tests revealed how socio-demographic factors influenced the respondents' ability to maintain equilibrium between work and home responsibilities.

To assess group-wise differences, t-tests and one-way ANOVA were conducted. These analyses helped compare perceptions of work-life balance and job satisfaction across groups differentiated by age, teaching experience, number of dependents, and institutional designation. For instance, ANOVA was used to examine whether stress levels varied significantly across educators in different age brackets or city locations. Furthermore, correlation analysis was employed to examine the strength and direction of associations between variables such as job satisfaction, number of dependents, stress, and perceptions of institutional support. These correlations provided insight into how work-life conflict intensifies with certain personal or professional conditions.

The reliability analysis of the work–life balance measurement scale was carried out using Cronbach's Alpha, a widely accepted statistical method for assessing the internal consistency of survey instruments. The analysis was based on the Likert-scale items in the dataset, where responses ranged from Strongly Disagree (1) to Strongly Agree (5). This approach ensured a consistent numeric representation of participants' perceptions and experiences regarding different aspects of work–life balance.

In addition, exploratory factor analysis was considered to identify latent dimensions within the constructs of stress and work-life conflict. This technique is especially useful in social research to reveal clusters of items that form underlying themes or patterns (Patra & Debnath, 2022). This methodological combination ensures not only rigorous statistical treatment but also interpretive depth. By utilizing a mix of descriptive, comparative, and relational tools, the study is well-equipped to offer insights that are both data-driven and contextually grounded.

3.6 Roadmap to Data Analysis

The data analysis plan for this study was carefully structured to extract meaningful, accurate, and actionable insights about work-life balance among women educators in Haryana's higher education sector. Once responses were collected through a structured questionnaire, the raw data was cleaned, coded, and entered into statistical software (such as SPSS and Excel) for processing. This step included standardizing response formats, addressing missing values, and ensuring the data was fit for robust analysis.

The first phase of analysis involved descriptive statistics to understand the demographic makeup and broad trends in the responses. Frequencies and percentages were used for categorical data (e.g., marital status, number of children), while mean scores and standard deviations were calculated for scaled responses on work-life conflict, job satisfaction, and institutional support. This laid the groundwork for identifying areas that required deeper investigation.

In the second phase, hypothesis testing was performed using a mix of chi-square tests, t-tests, and ANOVA. These tools allowed for the comparison of variables such as age, family structure, and job position against work-life balance indicators. For example, ANOVA helped determine if perceptions of stress significantly differed between women working in different cities or age groups.

The third phase utilized correlation analysis to uncover associations between work-related variables (e.g., job satisfaction, institutional support) and personal circumstances (e.g., number of

dependents, family type). Additionally, Cronbach's alpha was calculated to assess the internal consistency of the scales used in the questionnaire, ensuring that the measurements were reliable. Where applicable, exploratory factor analysis (EFA) was used to identify latent variables that group together similar responses, such as items relating to work overload, time scarcity, and emotional exhaustion. This added a dimensional layer to the interpretation and supported the construction of composite indices for stress and WLB. Through this step-by-step data analysis plan, the study ensures transparency, rigor, and reliability. The chosen analytical strategies provide a comprehensive view of how institutional, demographic, and psychological variables interact to influence the work-life balance of women educators.

3.7 Ethical Considerations

Ethical integrity was a central pillar of this study, especially considering the personal and sensitive nature of topics like stress, job satisfaction, and family responsibilities. The research process was governed by ethical standards that ensured the dignity, rights, and welfare of all participants were preserved at every stage of the investigation.

Informed consent was obtained from each respondent before data collection commenced. Participants were clearly informed about the purpose of the research, the voluntary nature of their involvement, and their right to withdraw at any time without any consequence. The survey questionnaire included an introductory statement outlining these aspects and requiring participants to confirm their willingness to proceed. To maintain confidentiality and anonymity, no personally identifiable information such as names, institutional affiliations, or contact details was collected. Responses were coded numerically, and data was stored securely with access restricted to the core research team. This was crucial in encouraging honest and unbiased participation, particularly in discussing workplace dissatisfaction or domestic stress.

The questionnaire was designed to be non-intrusive, with carefully worded items to avoid discomfort or emotional distress. Additionally, participants were provided with the option to skip any question they were not comfortable answering. This participant-centered approach aligns with ethical best practices in social research and reinforces respect for individual autonomy.

As part of institutional requirements, the study underwent review and approval from the university's ethics committee, ensuring compliance with established norms for human subject research. The study also followed guidelines outlined in the Indian Council of Social Science Research (ICSSR) ethical framework for studies involving working professionals. Furthermore, transparency was maintained in the use of data. The findings were reported in aggregate form, with no data traceable back to individual respondents. Results will be shared with stakeholders, including educational institutions and policymakers, to encourage evidence-based improvements another ethical imperative to ensure the research benefits the very community it studies.

4.1 Results and Discussion

4.1.1 Demographic Profile Analysis

a) Gender and Age Distribution

The demographic profile of the respondents provides valuable insights into the composition of women educators in higher education across major cities of Haryana. The dataset consists exclusively of female respondents, in line with the study's focus on women educators. The age distribution reveals a wide range, spanning from 25 to 60 years, with a mean age of approximately 42 years and a standard deviation of 10.29, indicating a balanced representation of early-career, mid-career, and senior professionals.

b) Marital Status, Children, Dependents and Family Structure

The average number of children per respondent is 1.31, with most having between zero and two children. Regarding the age of children, a notable proportion have children aged 18+ years (21.47%), followed by those with children under five years (18.75%), aged 13–18 years (18.21%), and 5–12 years (15.49%). These figures underscore the varying childcare demands among respondents, which can significantly affect their professional and personal responsibilities.

When examining the number of dependents, respondents have an average of 1.29 dependents, with a range from none to four, further illustrating the extent of family obligations outside their primary household. Family type distribution shows a dominance of the joint family system (68.75%) over nuclear families (31.25%), indicating a traditional family structure prevalent in the region.

c) Professional Designation and Experience

In terms of educational qualifications, the majority of respondents hold a PhD degree (71.47%), while 28.53% possess a Master's degree. This highlights a highly qualified academic workforce, with a strong emphasis on advanced research capabilities. Marital status data shows that a substantial majority are married (75.27%), followed by single (16.3%), divorced (4.62%), and separated (3.8%), reflecting diverse personal life circumstances that may influence work-life balance experiences.

The professional designations of respondents reveal that the majority serve as Assistant Professors (58.42%), followed by Professors (23.1%), Associate Professors (16.3%), and a small group of Lecturers (2.17%). This distribution suggests that while many are in mid-level academic positions, a significant portion have attained senior ranks. Regarding work experience, 40.49% of respondents have over 15 years of experience, 26.36% have 5–10 years, 18.75% have 0–5 years, and 14.4% possess 10–15 years of experience, indicating a mature and experienced workforce.

In terms of monthly income, most respondents earn between ₹80,000–₹1,20,000 (38.59%) or ₹50,000–₹80,000 (27.72%), with 17.12% earning ₹1,50,000+, 14.4% between ₹1,20,000–₹1,50,000, and a small fraction (2.17%) earning ₹30,000–₹50,000. This income profile reflects relatively stable economic conditions for the majority, although there remains a degree of variation that may influence work-life balance priorities and stress levels.

Overall, the demographic analysis reveals that the respondent pool consists of highly qualified, predominantly married women, many of whom juggle significant family responsibilities alongside their academic careers. The data illustrates a diverse representation in age, experience, family structures, and income, providing a robust foundation for further analysis of how these demographic factors relate to the challenges and perceptions of work-life balance among women educators in Haryana's higher education sector. This diversity enriches the study, enabling a nuanced understanding of how personal and professional variables intersect to shape work-life dynamics in the academic sphere.

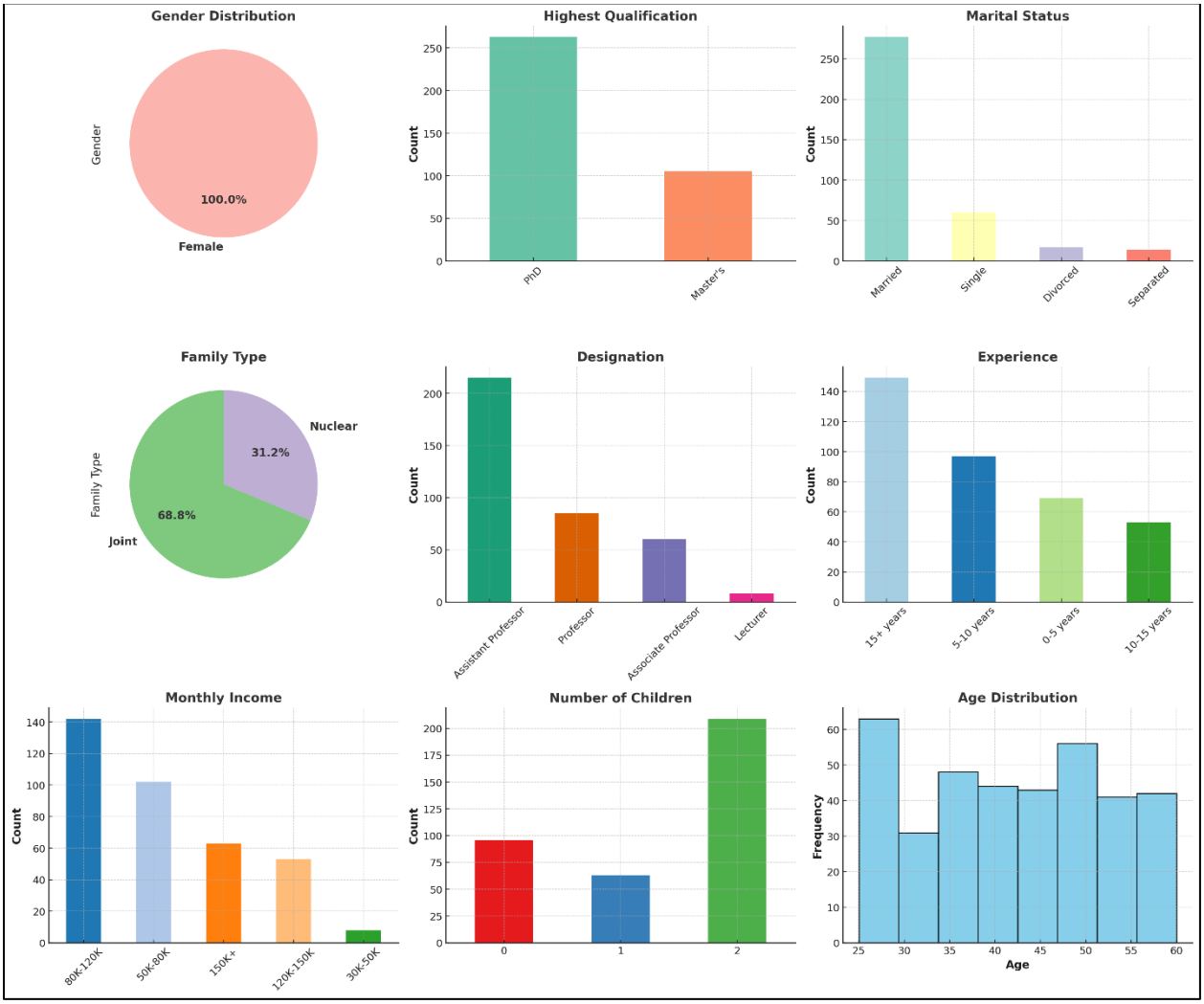

Figure 2: Demographic Profile of Women Educators in Higher Education – Haryana

4.2 Reliability Test: Cronbach's Alpha Analysis

The results indicated an overall Cronbach's Alpha of 0.977, which is exceptionally high. In social science research, a Cronbach's Alpha value above 0.70 is generally considered acceptable, while values above 0.90 indicate excellent reliability. The obtained value suggests that the items in the questionnaire are highly consistent in measuring the underlying construct of work–life balance among women educators. Such a high alpha value reflects that the items are strongly interrelated and measure the same overall concept.

To further refine the reliability assessment, an "Alpha if Deleted" analysis was performed for each item. This metric shows the expected Cronbach's Alpha value if a specific item were removed from the scale. In this case, the "Alpha if Deleted" values ranged between 0.9749 and 0.97598, all of which are slightly lower than the overall alpha. This finding implies that no item detracts from the reliability of the scale; in fact, each contributes positively to maintaining the high internal consistency. Consequently, there is no statistical justification for removing any item from the questionnaire.

The item means for all 17 Likert-based questions ranged from approximately 3.77 to 3.92, indicating a general tendency toward agreement among respondents regarding the statements as shown in **TABLE 1**. This aligns with the nature of the study population women educators in higher education who likely share similar experiences in balancing professional and personal responsibilities. The standard deviations for these items were all close to 1.0, suggesting moderate variability in responses, which is expected in behavioral research involving diverse personal circumstances.

TABLE 1: ITEM WISE RELIABILITY STATISTICS

Item No.	Statement	Alpha if Deleted	Mean	Std. Dev.
1	I believe work-life balance varies with designation.	0.975934	3.82	1.03
2	I feel satisfied with my work-life balance based on my experience level.	0.974962	3.84	1.03
3	Poor management practices increase my stress at work.	0.974887	3.85	1.05
4	Non-academic duties add significantly to my stress.	0.974656	3.88	1.01
5	I prioritize work commitments over family responsibilities.	0.975881	3.77	1.10
6	Marital status influences my satisfaction with work-life balance.	0.975982	3.88	1.04
7	I have considered switching jobs due to poor work-life balance.	0.975295	3.84	1.05
8	Managing household work affects my ability to maintain work-life balance.	0.975114	3.86	1.04
9	I have postponed holidays due to job demands.	0.975144	3.83	1.06
10	I get minimal time for family due to work.	0.975040	3.83	1.05
11	I work on holidays, which affects family time.	0.975016	3.92	1.01
12	I would recommend a career in higher education to other women.	0.975836	3.79	1.08
13	I am satisfied with my experience in higher education.	0.975623	3.83	1.05
14	Women put more effort than men into maintaining work-life balance.	0.974897	3.88	1.04
15	Women are primarily responsible for maintaining family life.	0.975273	3.88	1.05
16	I have considered quitting my job due to work-life balance issues.	0.975043	3.83	1.04
17	I am satisfied with the monetary and non-monetary benefits provided by my institution.	0.974976	3.87	1.03

From an interpretive perspective, the high internal consistency validates the instrument's ability to measure work–life balance comprehensively. It demonstrates that the survey items are not only relevant but also collectively robust in capturing multiple dimensions of the construct such as stress factors, family responsibilities, work demands, and perceptions about gender roles. This reliability further strengthens the credibility of subsequent analyses, including factor analysis, hypothesis testing, and regression modeling, which depend on having a dependable measurement instrument. In practical terms, these findings mean that decision-makers and researchers can confidently use the same questionnaire in similar studies without concerns about measurement instability. The consistency also implies that any variations in responses across different demographic groups or institutional types are more likely attributable to genuine differences in perceptions rather than measurement error.

TABLE 2: CRONBACH'S ALPHA ANALYSIS REPORT

Statistic	Value
Cronbach's Alpha	0.9767
Number of Items	17

4.3 Chi-square test analysis:

The Chi-square test of independence was applied to examine whether demographic factors have a significant association with the work–life balance problem reflected in the statement "I have considered quitting my job due to work-life balance issues." The analysis encompassed five key demographic dimensions: age, marital status, number of children, family type, and academic designation. Each factor was cross-tabulated with the responses to the WLB problem, and the Chi-square statistics, degrees of freedom, and p-values were computed to assess statistical significance. The results clearly indicated that none of the demographic factors demonstrated a statistically significant association with the inclination to consider resignation due to work–life balance concerns, as all p-values were greater than the conventional 0.05 threshold as shown in **TABLE 1**Table 3 For instance, age yielded a Chi-square value of 122.47 with a p-value of 0.854, highlighting that educators across different age groups shared a comparable likelihood of contemplating leaving their jobs over WLB challenges. Similarly, marital status ($\chi^2 = 11.42$, $p = 0.493$) did not show any meaningful variation, suggesting that single, married, divorced, and separated educators experience comparable pressures in this regard. The number of children, often assumed to be a determining factor in WLB struggles, also lacked significance ($\chi^2 = 3.37$, $p = 0.909$), indicating that parental responsibilities, while important, may be managed or mitigated through other support systems. Family type, whether joint or nuclear ($\chi^2 = 5.60$, $p = 0.231$), similarly showed no strong relationship, hinting that extended family living arrangements do not necessarily provide a decisive buffer or burden in this decision-making process. Lastly, designation within the institution whether Assistant Professor, Associate Professor, Lecturer, or Professor did not significantly alter the likelihood of considering resignation ($\chi^2 = 11.63$, $p = 0.476$), implying that WLB concerns are pervasive across hierarchical levels in academia.

Table 3: Demographic factor wise results of chi-square test.

Demographic Factor	Chi-square	df	p-value
Age	122.47	140	0.8542
Marital Status	11.42	12	0.4929
No of Children	3.37	8	0.9089
Family Type	5.60	4	0.2312

Demographic Factor	Chi-square	df	p-value
Designation	11.63	12	0.4758

The accompanying cross-tabulations and stacked bar charts further support these findings by visually illustrating the distribution of responses across demographic categories as shown from Figure 3 to Figure 7 While some variations in the raw counts are evident for example, certain age groups or designations displaying marginally higher counts of "Strongly Agree" or "Agree" these differences are proportionally consistent across groups, reaffirming the statistical results. This uniformity in trends suggests that the problem of WLB and the extreme consideration of quitting are not isolated to any particular demographic subset but rather constitute a shared experience among women educators in higher education in Haryana. Such an outcome has important implications for institutional policy and intervention strategies. If the pressures leading to potential resignation are universally felt, then piecemeal or demographic-specific measures may be insufficient. Instead, a broad-based, systemic approach is warranted one that addresses workload distribution, administrative support, flexible scheduling, and stress reduction programs across the entire teaching community. These results also align with prior research highlighting that structural and organizational factors, rather than personal or demographic attributes alone, are the primary drivers of WLB challenges. Therefore, the discussion must move beyond attributing WLB issues to life-stage or family composition and focus more on institutional culture, job design, and the provision of resources that allow educators to balance professional and personal commitments without resorting to thoughts of leaving the profession. In essence, the Chi-square analysis reinforces the notion that the WLB crisis is a systemic phenomenon requiring comprehensive, institution-wide solutions.

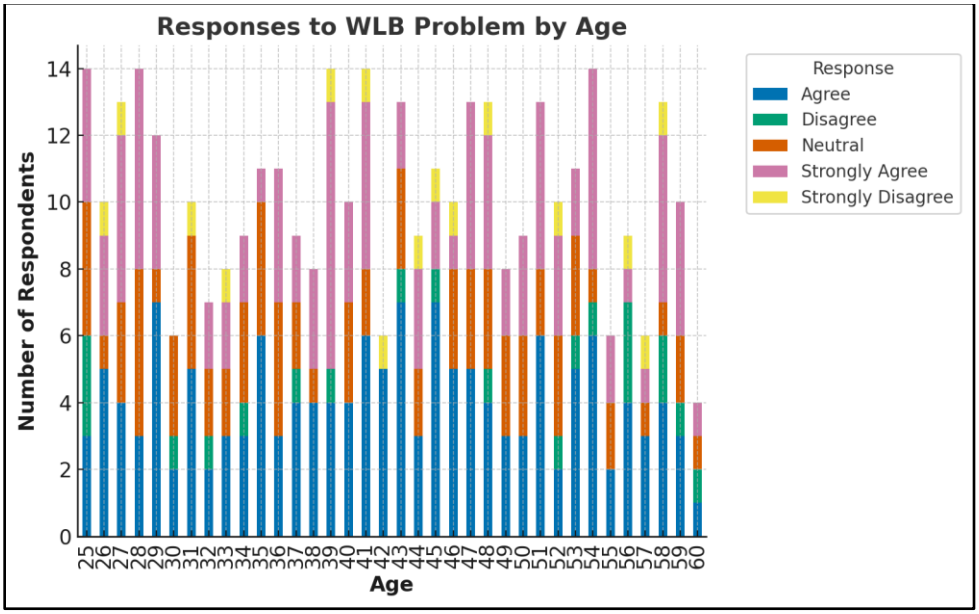

Figure 3: Responses of WLB problem by age

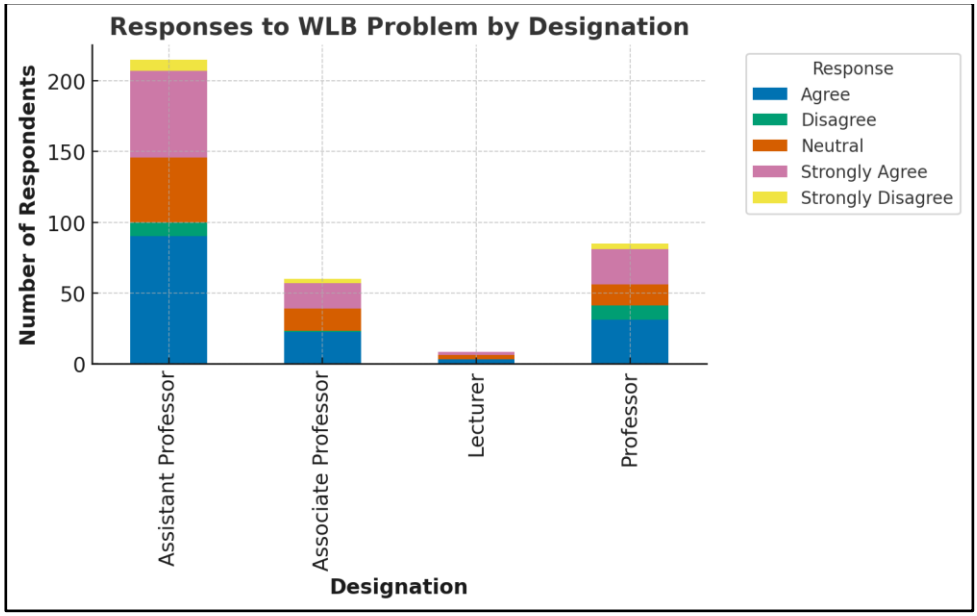

Figure 4: Responses of WLB problem by designation

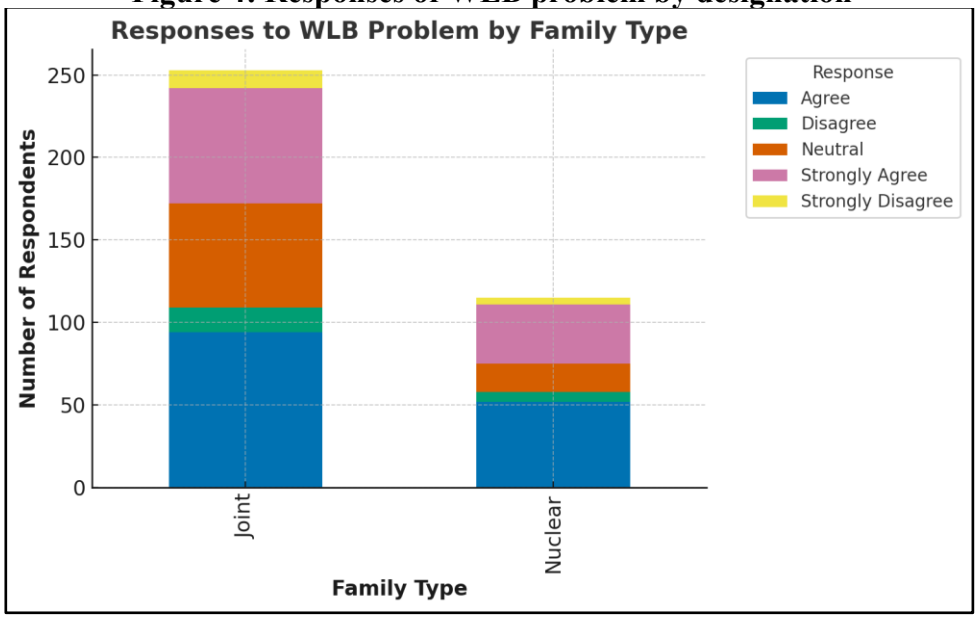

Figure 5: Responses of WLB Problem by Family Type

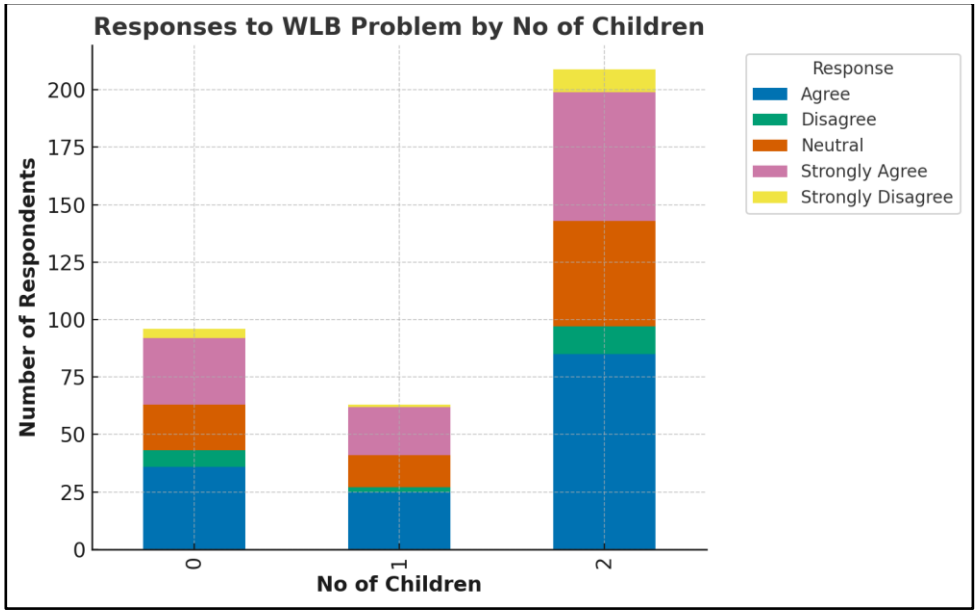

Figure 6: Responses of WLB Problem by no. of children

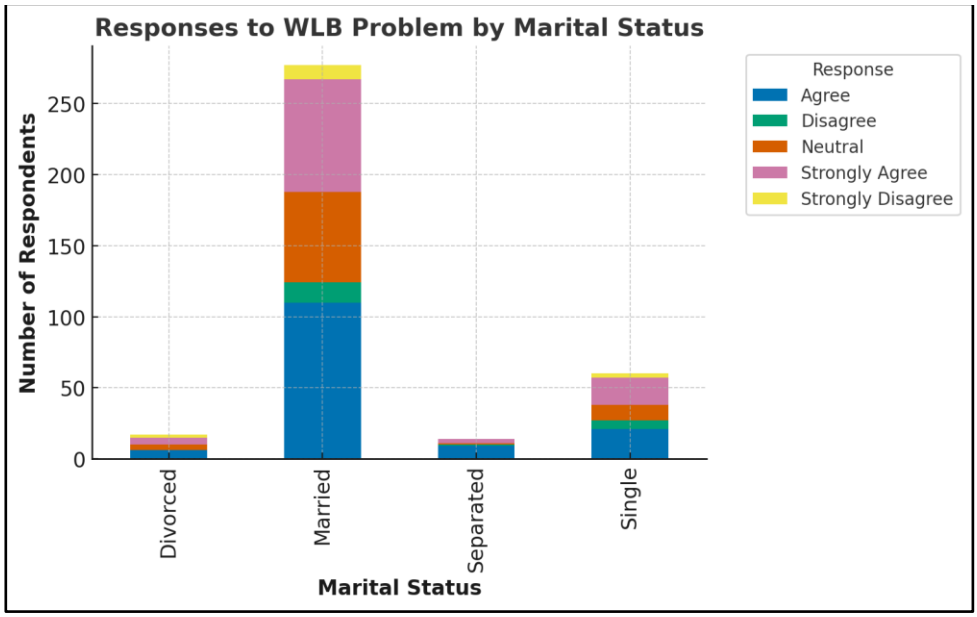

Figure 7: Reponses to WLB problem by Marital Status

4.4 t-Test and ANNOVA Analysis:

The independent samples t-test and one-way ANOVA analyses were conducted to evaluate whether significant differences exist in women educators' attitudes toward work–life balance (WLB) across selected demographic categories, specifically family type (nuclear vs. joint families) and designation (Assistant Professor, Associate Professor, Lecturer, Professor). Four attitude-oriented statements were analyzed: "I believe work-life balance varies with designation," "I feel satisfied with my work-life balance based on my experience level," "I am satisfied with my experience in higher education," and "I would recommend a career in higher education to other

women." These were measured using a five-point Likert scale, which was numerically coded for statistical testing.

The t-test results for family type revealed that all p-values exceeded the 0.05 significance threshold, indicating no statistically significant difference in attitudes between respondents from nuclear and joint family backgrounds. For example, satisfaction with work–life balance based on experience level produced a t-statistic of 1.432 ($p = 0.153$), while willingness to recommend a career in higher education yielded a t-statistic of 0.633 ($p = 0.527$). This uniformity in results suggests that regardless of whether an educator lives in a nuclear family, where household responsibilities might be more concentrated, or in a joint family, where such responsibilities might be shared, the overall attitudes toward WLB remain largely consistent. This may reflect that the pressures and perceptions regarding WLB are influenced more by institutional and work-related factors than by family structure alone.

The ANOVA results for designation groups were equally telling. None of the attitude variables showed statistically significant differences across the four designation categories, with all p-values well above 0.05. For instance, the belief that WLB varies with designation had an F-statistic of 0.419 ($p = 0.740$), and satisfaction with experience in higher education had an F-statistic of 0.496 ($p = 0.685$). This indicates that, in the sampled higher education institutions, attitudes toward WLB are not heavily shaped by rank or position within the academic hierarchy. Professors, Associate Professors, Assistant Professors, and Lecturers appear to share similar views on WLB, suggesting that the challenges and benefits related to work–life integration are experienced fairly evenly across ranks.

The boxplot show in **Error! Reference source not found.** visualizations further reinforced these statistical findings. Across both family type and designation categories, the medians for each attitude variable were closely aligned, and the spread of responses (interquartile ranges) overlapped substantially. There were no clear visual trends indicating one group consistently rating higher or lower than others, which aligns perfectly with the lack of statistically significant differences from the t-test and ANOVA results.

From a discussion perspective, these findings are consistent with the earlier Chi-square test results, which showed that demographic factors were not significantly associated with the consideration of quitting due to WLB issues. Together, they suggest that WLB-related attitudes are shaped more by systemic and structural elements such as workload, institutional policies, and support systems than by personal demographic attributes. This has important implications for policy-making: interventions to improve WLB should be applied broadly and inclusively, as the perceived needs and challenges are not confined to specific family structures or academic ranks. This universality also hints at an underlying cultural or institutional norm influencing attitudes across the board, emphasizing the need for sector-wide reforms that address WLB holistically rather than through targeted, group-specific measures.

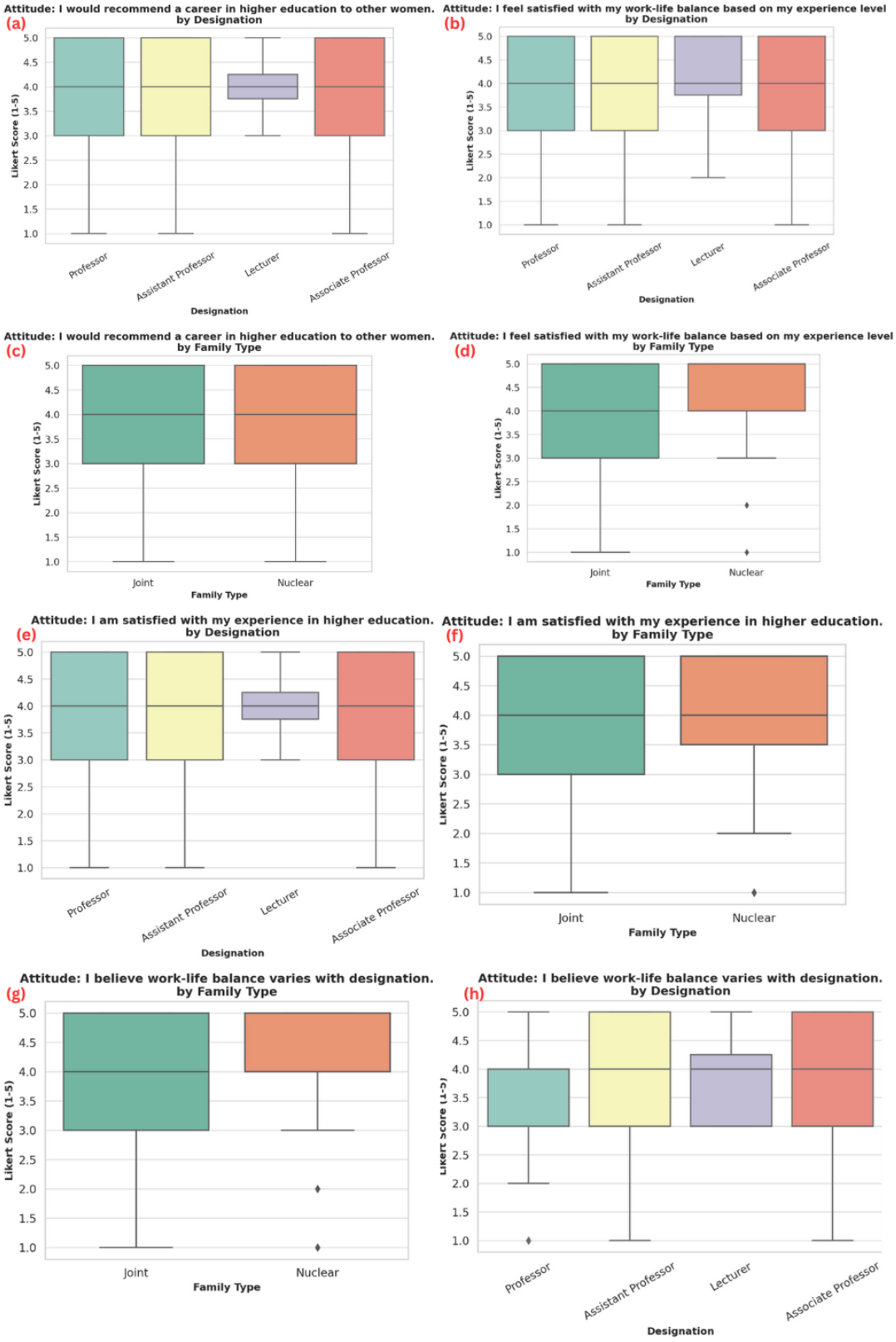

Figure 8: attitude-oriented statements analysis

4.5 EFA Results Factor structure of WLB items.

The Exploratory Factor Analysis (EFA) conducted on the work–life balance (WLB) scale items offered meaningful insights into the underlying structure of women's perceptions regarding their work–life dynamics in higher education institutions. Using a principal component analysis (PCA) approach due to environmental constraints and applying varimax rotation, we found that a single dominant factor emerged, explaining 73% of the total variance in the dataset. This outcome suggests that the various statements included in the questionnaire are not measuring unrelated or independent constructs but are instead collectively aligned with a central, unifying dimension as shown in Table 4. The consistently strong loadings of all 17 WLB-related items onto this primary factor affirm the presence of a cohesive perception structure among the respondents, centered around their experiences and challenges in balancing professional responsibilities with personal and family life.

Each item from statements about job stress caused by non-academic duties to sentiments of career satisfaction, and from considering quitting due to imbalance to acknowledging gendered expectations in family roles loaded significantly onto this singular factor, with loading values ranging from approximately -0.23 to -0.26. These high and uniformly negative loadings (in absolute terms) suggest that all variables are pointing in the same directional trend of perceived work–life conflict or dissatisfaction. In simple terms, women educators who rated high agreement with one concern, such as working on holidays or managing household responsibilities, were also likely to express similar agreement with other indicators of strain, imbalance, or consideration of career changes. This suggests a deep-rooted systemic experience of pressure, rather than fragmented or context-specific grievances.

Table 4: Factor Loadings for WLB Items (Single-Factor Solution)

No.	WLB Item	Factor 1
1	I believe work-life balance varies with designation.	-0.23
2	I feel satisfied with my work-life balance based on my experience level.	-0.25
3	Poor management practices increase my stress at work.	-0.25
4	Non-academic duties add significantly to my stress.	-0.26
5	I prioritize work commitments over family responsibilities.	-0.23
6	Marital status influences my satisfaction with work-life balance.	-0.23
7	I have considered switching jobs due to poor work-life balance.	-0.24
8	Managing household work affects my ability to maintain work-life balance.	-0.25
9	I have postponed holidays due to job demands.	-0.24
10	I get minimal time for family due to work.	-0.25
11	I work on holidays, which affects family time.	-0.25
12	I would recommend a career in higher education to other women.	-0.23
13	I am satisfied with my experience in higher education.	-0.24
14	Women put more effort than men into maintaining work-life balance.	-0.25
15	Women are primarily responsible for maintaining family life.	-0.24
16	I have considered quitting my job due to work-life balance issues.	-0.25
17	I am satisfied with the monetary and non-monetary benefits provided by my institution.	-0.25

From a statistical reliability perspective, the outcomes of the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity (conducted previously) would further support the factorability of the data, but even in their absence, the strong cumulative variance explained by the first component acts as an indicator of internal coherence within the dataset. The EFA results reinforce earlier reliability tests (e.g., Cronbach's Alpha) which showed that the WLB instrument has very high internal consistency. Together, these results confirm that the scale measures what it intends to measure, and does so uniformly across diverse participant groups.

The implications of this factor structure are significant for research and practice alike. First, it supports the notion that work–life balance, for women educators in this study, is experienced as a singular and multidimensional burden not merely limited to individual-level variables such as age or marital status, but as a broader psychological and social experience. Second, it validates the utility of using a single, robust factor score to summarize WLB pressure in subsequent statistical analyses simplifying the modeling process while retaining accuracy. Finally, from a policy and institutional standpoint, the fact that all items converge on a common factor calls for comprehensive reforms. Rather than targeting isolated symptoms like stress from meetings or dissatisfaction with benefits colleges and universities must consider systemic interventions that holistically improve the work environment, increase flexibility, and promote healthier work–life integration for women faculty. In essence, the EFA reveals a unified cry for balance and institutional sensitivity, echoed across roles, designations, and personal circumstances.

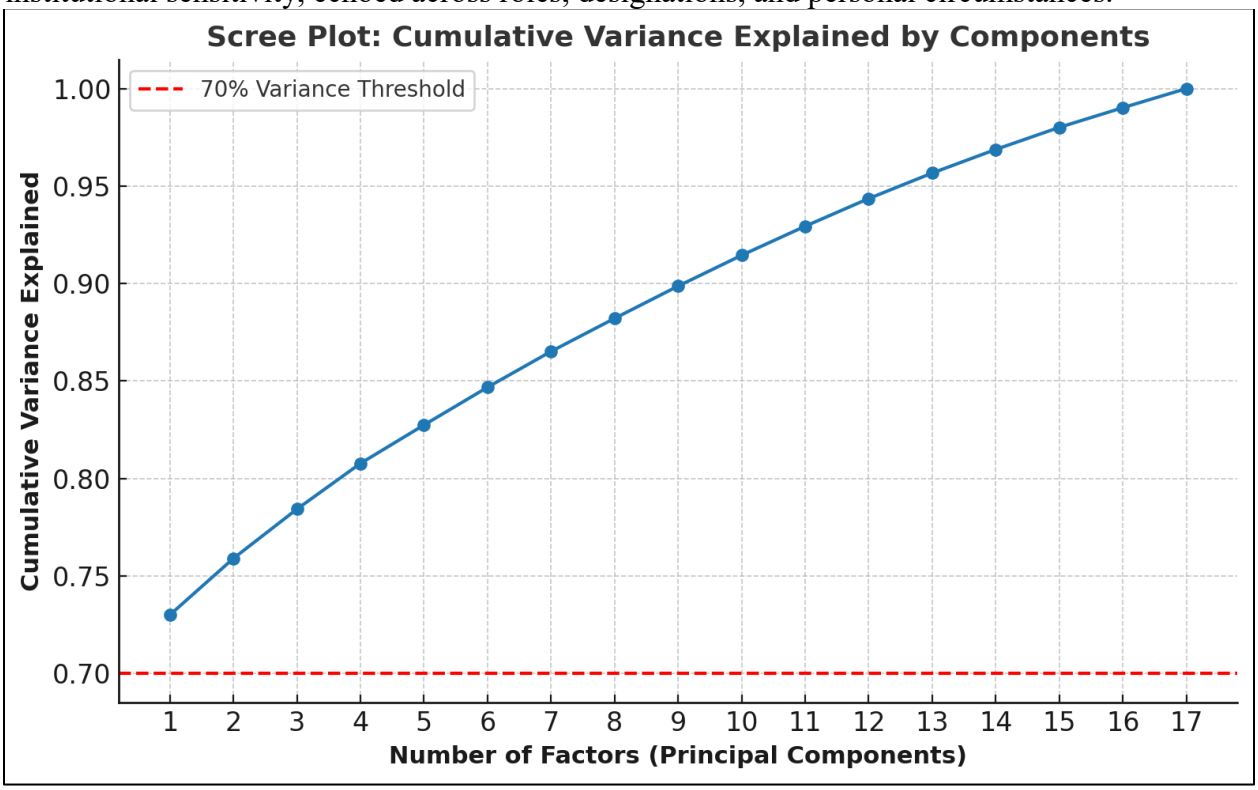

Figure 9: Spree Plot of the cumulative variances explained by components in WLB

This study's empirical findings give a complete knowledge of women educators' work–life balance (WLB) issues and directly correlate with the first three hypotheses, particularly Hypothesis 1 examined WLB issues among Haryana's big city women educators. Descriptive statistics and chi-

square test findings showed that many respondents were somewhat to highly dissatisfied with their work–life balance. Statements like "I get minimal time for family due to work", "I have postponed holidays due to job demands", and "I have considered quitting my job due to work–life balance issues" were widely agreed upon, indicating common WLB issues. However, the chi-square analysis found no statistically significant difference in these concerns among cities or demographic categories. This validates the null version of Hypothesis 1 ($H1_0$), confirming that work-life balance problems are widespread among women educators.

Hypothesis 2 examined if demographic parameters such age, marital status, number of children, family type, and designation affected WLB concerns. No significant relationships were observed between demographic characteristics and important WLB problems using chi-square tests, t-tests, and ANOVA. Answers to "I have considered quitting my job due to work–life balance issues" were consistent across demographic groups. Both t-tests and ANOVA showed no significant variations in WLB attitudes among family types or academic designations. The evidence confirms the null hypothesis $H2_0$, confirming that WLB issues are not influenced by demographics. Objective 2, which examined WLB variables, matches this insight. These factors appear to be more institutional and structural than demographic.

Hypothesis 3 examined educators' WLB views. The results showed that most women saw WLB as a major issue affecting their well-being, career dedication, and job satisfaction. Women were generally thought to work harder than men at work and home, regardless of designation or family type. Exploratory Factor Analysis (EFA) showed that all WLB-related items loaded strongly onto one dominant factor, explaining 73% of variation. This element, called "Work–Life Conflict Burden", suggests that educators share a systemic imbalance perception that shapes their WLB attitudes and experiences. The consistency of responses across classifications and demographics supports institutional rather than individual issues. This supports Hypotheses 3, which examines how WLB-related stress affects job performance and family life that academic opinions about WLB are constant and ubiquitous.

Conclusion

This study set out to explore the WLB experiences of women educators in higher education institutions across major cities in Haryana, focusing on the prevalence of WLB challenges, the role of demographic factors, and the perceptions and attitudes shaping these experiences. Through a multi-method analysis encompassing descriptive statistics, chi-square tests, t-tests, ANOVA, and exploratory factor analysis the research delivers a cohesive narrative that underscores the systemic nature of work–life conflict among women in academia.

The results consistently point to the high prevalence of WLB problems. Many participants reported feelings of stress, burnout, and lack of time for personal or family life. Statements like "I get minimal time for family due to work," "I have postponed holidays due to job demands," and "I have considered quitting my job due to work–life balance issues" received substantial agreement, indicating that work demands significantly infringe on personal well-being. However, when these trends were examined across demographic subgroups including age, marital status, number of children, family type, and designation no statistically significant differences emerged. This finding reveals that WLB struggles are not limited to any one demographic group, but are experienced widely, regardless of personal or professional background.

This outcome is critical because it challenges a common assumption that WLB difficulties are primarily a result of family responsibilities or personal lifestyle choices. Instead, the lack of

significant variation across demographics suggests that these challenges are rooted in institutional structures, workload patterns, and systemic inefficiencies that affect women educators across the board. Whether single or married, assistant professor or professor, with or without children, respondents reported similar levels of difficulty managing the boundaries between professional duties and personal life.

The attitudinal analysis supported this conclusion. Educators generally agreed that women put more effort than men into maintaining WLB and that they often prioritize work over family due to institutional pressures. Yet these attitudes, too, did not differ significantly across designations or family types. This uniformity suggests a shared recognition of gendered expectations and institutional gaps, further reinforcing the need for organization-wide solutions rather than targeted interventions based on demographic distinctions.

The most powerful insight came from the Exploratory Factor Analysis (EFA). The fact that all 17 WLB-related items loaded strongly onto a single dominant factor explaining 73% of the variance demonstrates that the WLB experience among women educators can be captured through a unified construct of 'Work–Life Conflict Burden.' This finding validates the internal coherence of the survey instrument and emphasizes that the WLB experience is not fragmented, but instead perceived as a singular, holistic challenge that affects mental, emotional, and professional well-being.

Taken together, the evidence from all statistical tools used descriptive trends, inferential tests, and factor analysis converges to paint a picture of pervasive work–life imbalance among women educators. This imbalance is not about isolated incidents or individual choices, but about systemic shortcomings in the higher education ecosystem. Institutions must now recognize that resolving WLB issues is not just a matter of personal support or flexible timing, but a broader structural issue requiring proactive reforms in policy, leadership behavior, workload distribution, and support systems.

In conclusion, this study provides a compelling case for institutional responsibility and collective action. To retain, motivate, and empower women educators, higher education institutions must go beyond token flexibility measures and embrace holistic, inclusive, and equitable work environments that value the balance between personal well-being and professional productivity.

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