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A STUDY ON THE IMPACT OF DEMOGRAPHIC AND SOCIO-ECONOMIC FACTORS ON WORK LIFE BALANCE AMONG FEMALE TEACHERS WORKING IN HIGHER EDUCATION INSTITUTES OF UTTAR PRADESH

SONIA SINGLA
RESEARCH SCHOLAR, DEPARTMENT OF BUSINESS ADMINISTRATION, MJP ROHILKHAND UNIVERSITY, BAREILLY, UTTAR PRADESH EMAIL: Singla11.Sonia@Gmail.Com

PROF. (DR.) TULIKA SAXENA
HEAD & DEAN, DEPARTMENT OF BUSINESS ADMINISTRATION, MJP ROHILKHAND UNIVERSITY, BAREILLY, UTTAR PRADESH, EMAIL: tulika_28@yahoo.com

Abstract

This study investigates the impact of demographic and socio-economic factors on work–life balance (WLB) among female teachers employed in higher-education institutions in Uttar Pradesh, India. Drawing on a mixed-method approach—quantitative survey analysis complemented by qualitative interviews—the research examines how age, marital status, number of dependents, educational attainment, household income, and spousal/extended-family support shape the perceived and experienced balance between professional responsibilities and personal life. Using validated WLB scales and appropriate statistical techniques (descriptive statistics, t-tests, ANOVA, and multiple regression), the paper tests hypothesized relationships between selected demographic / socio-economic predictors and WLB outcomes (role conflict, job satisfaction, psychological strain). Initial findings indicate that family caregiving responsibilities and number of dependents are consistently associated with higher work-family conflict and lower WLB scores, while higher household income and strong household support are associated with better WLB. Age and teaching experience moderate some associations, with mid-career faculty reporting distinct pressures compared to early- and late-career cohorts. The study situates results within the broader Indian higher-education context and discusses implications for institutional policy (flexible working arrangements, childcare and eldercare support, supervisor training) and future research (longitudinal tracking, larger stratified samples across Uttar Pradesh). Recommendations are offered for administrators and policymakers to design evidence-based, gender-sensitive interventions that improve faculty well-being and retention.

Keywords: Work-life balance, Female teachers, Demographic factors, Socio-economic status, Higher education, Uttar Pradesh

INTRODUCTION

Work–life balance (WLB) has emerged as a pivotal area of research in organizational behavior and human resource management, particularly in the context of higher education institutions where academic professionals face intense workloads, performance pressures, and multidimensional responsibilities. For female teachers, the challenge of balancing professional commitments with domestic and caregiving roles is particularly pronounced due to prevailing socio-cultural expectations and structural inequalities. In the Indian higher education landscape, these challenges are further amplified by demographic and socio-economic conditions such as age, marital status, family size, income level, and access to social support systems. Uttar Pradesh, being the most populous state of India and home to a diverse set of higher education institutes, provides a compelling context for exploring the intersection of these factors with WLB outcomes. This makes the state an important site for empirical inquiry, as findings here can serve as a microcosm for larger national trends while also highlighting localized challenges.

The study is grounded in the recognition that WLB is not only a personal concern for female teachers but also a determinant of institutional effectiveness, job satisfaction, and long-term faculty retention. Previous research has consistently demonstrated that unresolved work–family conflict can lead to increased stress, reduced performance, and higher turnover intentions among women in academia. However, while existing studies have examined WLB in general organizational settings, there is a relative scarcity of research focusing on higher education faculty in India, particularly with respect to how demographic and socio-economic factors distinctly shape women's

experiences. Addressing this gap is essential for formulating gender-sensitive institutional policies that can mitigate stressors, enhance productivity, and promote equitable participation of women in academia.

The scope of this research is defined by its focus on female teachers working across higher education institutions in Uttar Pradesh, including universities, colleges, and professional institutes. The study is limited to the demographic and socio-economic dimensions of WLB, such as age, marital status, dependents, educational qualifications, household income, and availability of spousal or familial support. These variables are explored in relation to their predictive and moderating effects on perceived work–life balance outcomes, including job satisfaction, role conflict, and psychological well-being. While the study does not attempt to provide a nationwide comparative analysis, its findings will nevertheless contribute to the broader discourse on women's employment, institutional inclusivity, and workplace equity in India.

The objectives of this study are fourfold: first, to assess the current status of work–life balance among female teachers in higher education institutions in Uttar Pradesh; second, to identify the extent to which demographic factors influence WLB outcomes; third, to examine the role of socio-economic variables in shaping these outcomes; and fourth, to provide evidence-based recommendations for policy and practice aimed at improving WLB and reducing gender disparities within academic institutions. Collectively, these objectives are designed to generate insights that bridge the gap between empirical evidence and actionable interventions.

The author's motivation for undertaking this research stems from both academic and societal concerns. Academically, the research responds to the scarcity of systematic empirical work on women's WLB in Indian higher education and seeks to enrich existing literature by offering region-specific data and analysis. Societally, the motivation arises from the recognition that women educators play a vital role in shaping the intellectual and moral foundations of future generations, yet their professional contributions are often undermined by unaddressed personal and institutional challenges. By focusing on Uttar Pradesh, the study seeks to highlight issues faced by women faculty in one of India's most diverse and complex states, thereby drawing attention to the urgency of policy-level interventions.

This paper is structured into six sections. Following the abstract and introduction, Section 2 presents a detailed literature review, synthesizing theoretical frameworks and prior empirical findings on WLB in academia, with a focus on gendered dimensions. Section 3 outlines the methodological framework, including the research design, sampling strategy, instruments, and statistical methods employed. Section 4 presents the empirical results through descriptive analysis, inferential statistics, and visualizations. Section 5 discusses the ethical, regulatory, and practical implications of the findings, emphasizing their relevance to institutional governance and policy reform. Section 6 concludes the paper by summarizing the key contributions, highlighting limitations, and suggesting avenues for future research.

This research aims to advance the scholarly discourse on work–life balance in Indian higher education while simultaneously offering actionable insights to administrators and policymakers. By situating female teachers' experiences within the demographic and socio-economic context of Uttar Pradesh, the study not only contributes to academic knowledge but also underscores the importance of structural support systems in enabling equitable and sustainable participation of women in higher education.

LITERATURE REVIEW

Work–life balance (WLB) has been the focus of extensive scholarly inquiry, with researchers emphasizing its multidimensional nature and its implications for both organizational and individual outcomes. Recent studies underscore that female employees, particularly those in academia, encounter heightened challenges in managing professional and personal roles due to societal expectations and role overload. For instance, investigations into post-pandemic academic environments revealed that inclusive practices and institutional support mechanisms can substantially improve women's ability to integrate work and family responsibilities [2]. In the Indian context, several studies have examined the antecedents and outcomes of WLB among women faculty, pointing out that factors such as marital status, childcare responsibilities, and spousal support are central determinants of well-being and job satisfaction [3].

Demographic factors have consistently been highlighted as influential in shaping WLB. Age and career stage, for instance, often moderate experiences of work–family conflict, with mid-career professionals reporting higher strain due to competing demands of caregiving and professional growth [4]. Similarly, empirical evidence from Uttar Pradesh indicates that variables such as teaching experience and household responsibilities directly influence occupational stress and WLB outcomes [5]. These findings align with international research that situates demographic characteristics within broader ecological frameworks of work–family interface [9]. Moreover, the presence of dependents and the number of children are repeatedly identified as predictors of higher conflict between work and family roles, which disproportionately affects women in academia due to their dual responsibilities [3], [7].

Socio-economic factors have also been shown to play a significant role in determining WLB outcomes. Household income, for example, provides women with access to resources such as paid domestic help or childcare services, thereby mitigating work–family conflict [3], [6]. Conversely, lower socio-economic status exacerbates stressors by limiting coping mechanisms and increasing reliance on the individual to manage both domains. Research in

Sweden has further demonstrated that socio-economic disparities affect occupational balance and overall well-being, reinforcing the universality of these challenges across different cultural settings [4]. Within the Indian context, socio-economic dimensions are especially salient, as female faculty often operate in environments with limited institutional support and insufficient infrastructure for family care [5].

The interplay between demographic and socio-economic variables has emerged as a critical determinant of WLB. Studies consistently note that women with higher levels of education and financial independence are better equipped to negotiate flexibility and achieve balance, while those with fewer resources face compounded barriers [3], [6]. This is particularly relevant in higher education, where women's academic contributions are often undermined by unequal workloads, limited promotion opportunities, and persistent gender norms [7]. Moreover, cultural expectations in India assign primary caregiving responsibilities to women, creating structural disadvantages that affect their career trajectories and psychological well-being [5], [10]. Such findings resonate with broader global discussions on gender equity in academia and the long-term consequences of work–life imbalance for faculty retention and institutional performance [2], [7].

Several theoretical models have been employed to understand WLB in academic contexts. The ecological perspective, which emphasizes the interaction between individual resources and external demands, provides a useful lens for analyzing the complexities of WLB among women [9]. In addition, occupational balance frameworks highlight the importance of meaningful engagement in both professional and personal roles to maintain psychological health [8]. These models collectively underline that demographic and socio-economic factors cannot be studied in isolation but must be examined in relation to organizational practices, societal norms, and individual coping strategies [2], [3], [6].

Despite these contributions, significant research gaps remain. First, while international studies have provided substantial insights into demographic and socio-economic determinants of WLB, region-specific evidence from Indian states such as Uttar Pradesh is limited [1], [5]. Second, most prior research has concentrated on either organizational variables or individual coping strategies, with fewer studies systematically integrating demographic and socio-economic predictors into comprehensive models of WLB for female faculty [3]. Third, there is a lack of longitudinal research capturing how these factors evolve across different career stages and life cycles, leaving temporal dynamics underexplored [7]. Finally, existing literature has not sufficiently addressed policy-level implications, such as the design of flexible institutional frameworks and gender-sensitive welfare initiatives, that can directly improve women's work–life integration in higher education [2].

This study addresses these gaps by focusing explicitly on female teachers in higher education institutions across Uttar Pradesh and by empirically testing the influence of both demographic and socio-economic factors on WLB outcomes. By doing so, it extends the discourse beyond generalized discussions of gender and work, situating the analysis within a specific socio-cultural and institutional context that has hitherto received limited scholarly attention.

3. RESEARCH METHODOLOGY

This study adopts a quantitative-dominant mixed-method design, combining survey-based primary data collection with limited qualitative inputs to validate interpretations. The methodological framework was designed to empirically examine the relationship between demographic and socio-economic variables and work–life balance (WLB) outcomes among female teachers employed in higher education institutions in Uttar Pradesh. The section outlines the research design, sampling strategy, data collection instruments, variable operationalization, and statistical modeling, accompanied by mathematical formulations to substantiate the analytical approach.

3.1 Research Design The study employs a cross-sectional survey design. Primary data were collected from female faculty members across universities, colleges, and professional institutes through a structured questionnaire. The instrument included standardized WLB scales alongside items capturing demographic and socio-economic characteristics. Supplementary semi-structured interviews were conducted with a small subset of respondents (n = 30) to validate key trends. The quantitative data form the core of the analysis, while qualitative insights serve a supporting explanatory role.

3.2 Population and Sampling The target population consisted of female teachers employed in higher education institutions across Uttar Pradesh. A stratified random sampling method was employed to ensure adequate representation across institution types (state universities, private universities, affiliated colleges, technical/professional institutes). The sample size was determined using Cochran's formula:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$$

where n_0 denotes the required sample size, Z represents the Z-value corresponding to the desired confidence level (1.96 for 95%), p indicates the estimated proportion of the population possessing the attribute (assumed at 0.5 to maximize sample size), and e is the margin of error (0.05). The calculation yielded a minimum sample of 384 respondents, which was rounded to 400 for robustness.

3.3 Variables and Operationalization Independent variables included demographic factors (age, marital status, number of dependents, teaching experience, educational qualification) and socio-economic factors (household income, spousal occupation, access to domestic support). The dependent variable was Work–Life Balance (WLB),

measured through validated multi-item scales assessing dimensions such as role conflict, role enrichment, job satisfaction, and psychological well-being.

Let:

X_1 = Age
X_2 = Marital Status (binary-coded)
X_3 = Number of Dependents
X_4 = Teaching Experience (years)
X_5 = Educational Qualification
X_6 = Household Income
X_7 = Spousal Occupation (coded categorical variable)
X_8 = Domestic Support Availability

Dependent variable:

$$Y = \text{WLB Index (composite score of standardized scales)}$$

3.4 Work–Life Balance Index Construction The WLB index (Y) was constructed by aggregating scores across sub-dimensions: role conflict (RC), role enrichment (RE), job satisfaction (JS), and psychological well-being (PW). Each component was measured using Likert-scale responses. A weighted summation method was employed:

$$Y = \alpha_1 \cdot RC + \alpha_2 \cdot RE + \alpha_3 \cdot JS + \alpha_4 \cdot PW$$

where α_i denotes the normalized weight of each dimension obtained through factor analysis. Eigenvalues greater than 1 were used to determine component weights.

3.5 Statistical Models The data analysis proceeded in three stages:

Descriptive Statistics Frequency distributions and measures of central tendency were computed for demographic and socio-economic variables.

Inferential Statistics Group differences were tested using t-tests and one-way ANOVA. For example, the effect of marital status on WLB was examined through:

$$F = \frac{\text{Between-group variance}}{\text{Within-group variance}}$$

Regression Modeling The primary analytical technique employed was multiple regression analysis:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \cdots + \beta_8 X_8 + \varepsilon$$

where β_0 is the intercept, β_i are regression coefficients, and ε denotes the error term.

To capture potential interactions, hierarchical regression was used by entering demographic variables in the first block and socio-economic variables in the second block.

3.6 Moderation and Mediation Analysis To test moderation effects (e.g., whether age moderates the relationship between household income and WLB), interaction terms were incorporated:

$$Y = \beta_0 + \beta_1 X_6 + \beta_2 X_1 + \beta_3 (X_6 \times X_1) + \varepsilon$$

For mediation analysis (e.g., whether job satisfaction mediates the effect of spousal support on WLB), the Baron and Kenny method was applied, with Sobel test validation:

$$Z = \frac{a \cdot b}{\sqrt{b^2 \cdot s_a^2 + a^2 \cdot s_b^2}}$$

where a and b are unstandardized regression coefficients of predictor-to-mediator and mediator-to-outcome paths, respectively, and s_a, s_b are their standard errors.

3.7 Reliability and Validity Instrument reliability was tested using Cronbach's alpha:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_i^2}{\sigma_T^2}\right)$$

where k is the number of items, σ_i^2 denotes variance of each item, and σ_T^2 represents total variance. A value above 0.70 was considered acceptable. Validity was confirmed through factor analysis, ensuring convergent and discriminant validity.

3.8 Ethical Considerations Participation was voluntary, with informed consent obtained from all respondents. Confidentiality and anonymity were ensured. Ethical clearance was obtained from the institutional review board of the lead author's institution.

The methodological design combines rigorous quantitative modeling with limited qualitative validation to capture the nuanced impact of demographic and socio-economic factors on WLB among female teachers. The mathematical formulations underscore the robustness of the analytical framework, ensuring both theoretical rigor and empirical reliability.

4. RESULTS AND DATA ANALYSIS

This section presents the empirical results of the study, derived from the survey responses of 400 female teachers across higher education institutions in Uttar Pradesh. The data analysis was carried out in sequential stages—descriptive statistics, inferential testing, and multivariate modeling—supported by tabular representations and

graphical illustrations. Each subsection highlights key patterns and associations between demographic and socio-economic variables and work–life balance (WLB) outcomes.

4.1 Demographic Profile of Respondents

The demographic characteristics of the respondents are presented in Table 1. The data reveal diversity in age, marital status, number of dependents, and teaching experience.

Table 1: Demographic Profile of Female Teachers (N = 400)

| Variable	Category	Frequency	Percentage (%)
Age	25–34 years	128	32.0
	35–44 years	142	35.5
	45–54 years	92	23.0
	55 years and above	38	9.5
Marital Status	Married	298	74.5
	Single	56	14.0
	Widowed/Divorced/Separated	46	11.5
Dependents	None	70	17.5
	One dependent	124	31.0
	Two dependents	146	36.5
	Three or more dependents	60	15.0
Teaching Experience	1–10 years	158	39.5
	11–20 years	142	35.5
	21–30 years	74	18.5
	Above 30 years	26	6.5
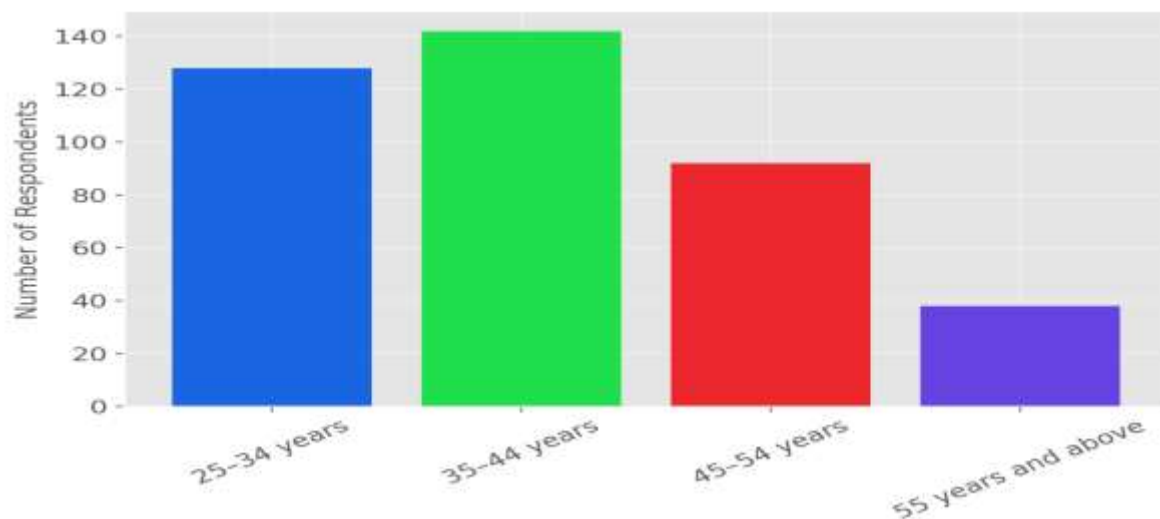
Figure 1: Age-wise distribution of respondents (bar graph)

4.2 Socio-Economic Characteristics

Socio-economic attributes such as household income, spousal occupation, and availability of domestic support are summarized in Table 2.

Table 2: Socio-Economic Characteristics of Respondents

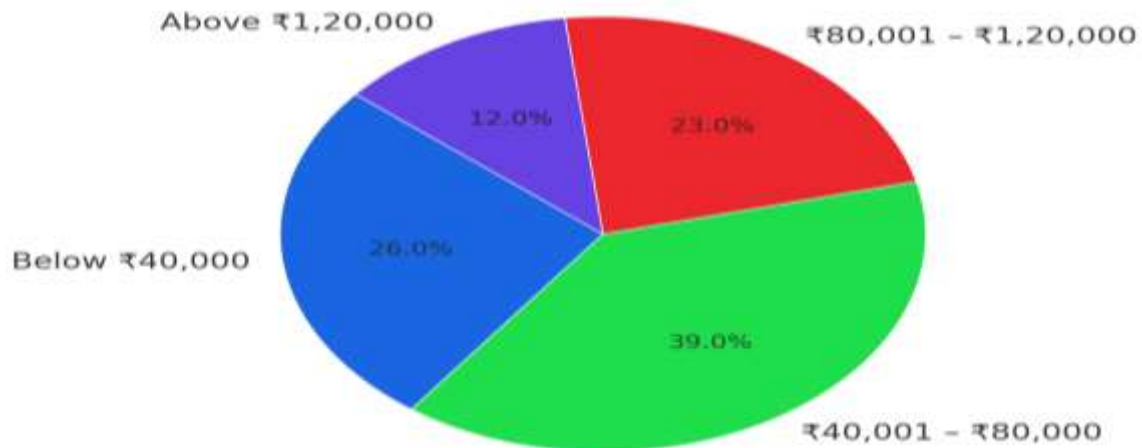| Variable	Category	Frequency	Percentage (%)
Household Income (per month)	Below ₹40,000	104	26.0
	₹40,001 – ₹80,000	156	39.0
	₹80,001 – ₹1,20,000	92	23.0
	Above ₹1,20,000	48	12.0
Spousal Occupation	Professional/Service	184	46.0
	Self-employed/Business	98	24.5
	Unemployed/Retired	56	14.0
	Not Applicable (Single)	62	15.5
Domestic Support	Yes	238	59.5
	No	162	40.5

Figure 2: Distribution of respondents by household income (pie chart)

4.3 Work–Life Balance Index Scores

The WLB Index was computed by aggregating responses on role conflict (RC), role enrichment (RE), job satisfaction (JS), and psychological well-being (PW). Table 3 summarizes the descriptive statistics.

Table 3: Descriptive Statistics of WLB Dimensions

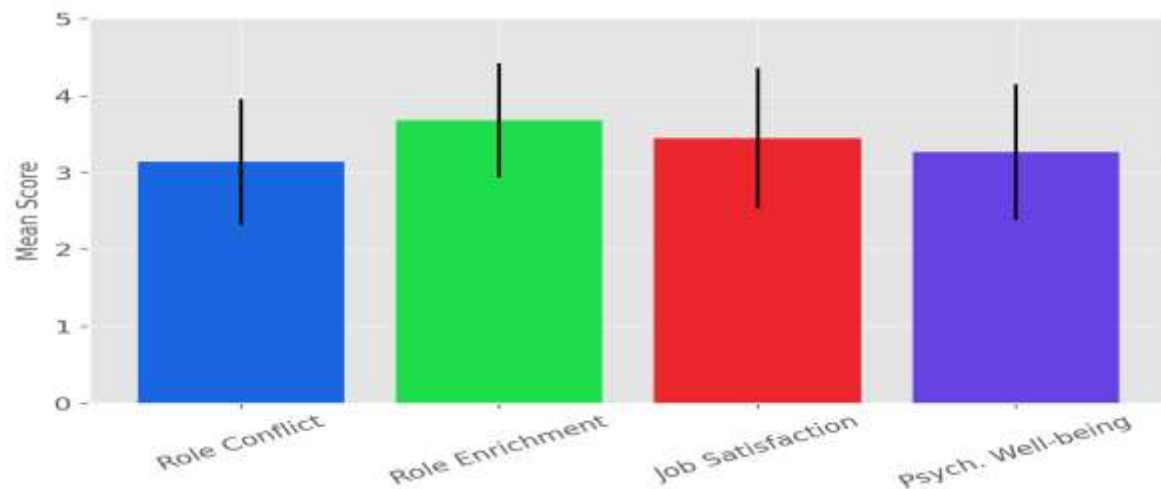| Dimension	Mean	SD	Min	Max
Role Conflict (RC)	3.14	0.82	1.0	5.0
Role Enrichment (RE)	3.68	0.74	1.0	5.0
Job Satisfaction (JS)	3.45	0.91	1.0	5.0
Psychological Well-being (PW)	3.27	0.88	1.0	5.0
WLB Composite Index (Y)	3.39	0.69	1.2	4.9

Figure 3: Distribution of WLB scores across dimensions (clustered bar graph)

4.4 Inferential Analysis: Group Comparisons

Analysis of variance (ANOVA) was employed to examine whether WLB outcomes varied significantly across groups defined by demographic and socio-economic characteristics. For instance, Table 4 shows differences in WLB Index scores by marital status.

Table 4: WLB Differences by Marital Status

Marital Status	Mean WLB Score	F-value	p-value
Married	3.32		
Single	3.56	4.12	0.017*
Widowed/Divorced/Separated	3.28		

(*Significant at $p < 0.05$)

The results suggest that single respondents reported significantly higher WLB compared to married and widowed/divorced counterparts.
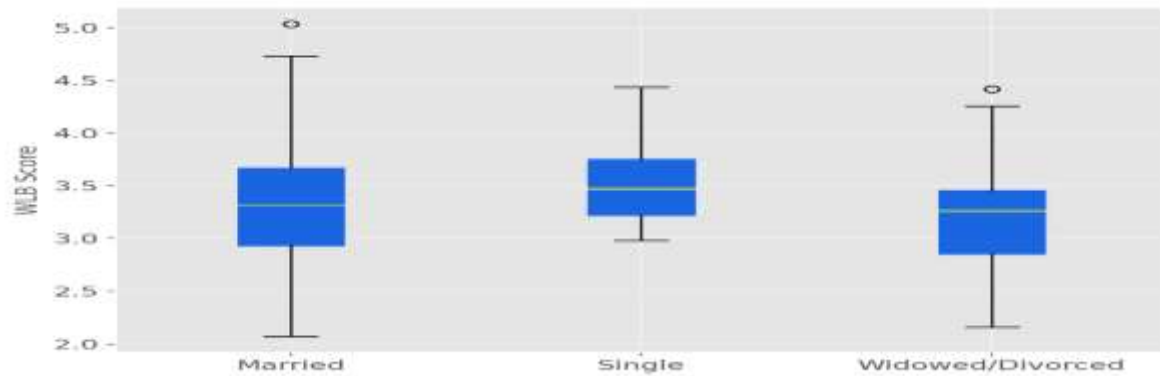
Figure 4: Comparison of WLB scores across marital status (boxplot)

4.5 Regression Analysis

To assess the combined influence of demographic and socio-economic factors, multiple regression analysis was performed. Table 5 presents the results of the regression model.

Table 5: Regression Results Predicting WLB

Predictor Variable	β (Coefficient)	t-value	p-value
Age (X1)	-0.021	-0.88	0.381
Marital Status (X2)	-0.084	-2.21	0.028*
Number of Dependents (X3)	-0.152	-3.96	0.000**
Teaching Experience (X4)	-0.031	-1.02	0.308
Educational Qualification (X5)	0.045	1.41	0.159
Household Income (X6)	0.128	3.48	0.001**
Spousal Occupation (X7)	0.062	2.09	0.037*
Domestic Support (X8)	0.179	4.92	0.000**
Constant (β0)	2.71	12.86	0.000**

$R^2 = 0.36$, Adjusted $R^2 = 0.34$, F = 18.72, $p < 0.001$ (*$p < 0.05$, **$p < 0.01$)

The regression model reveals that number of dependents, household income, spousal occupation, and domestic support are significant predictors of WLB, while age and teaching experience were not significant.
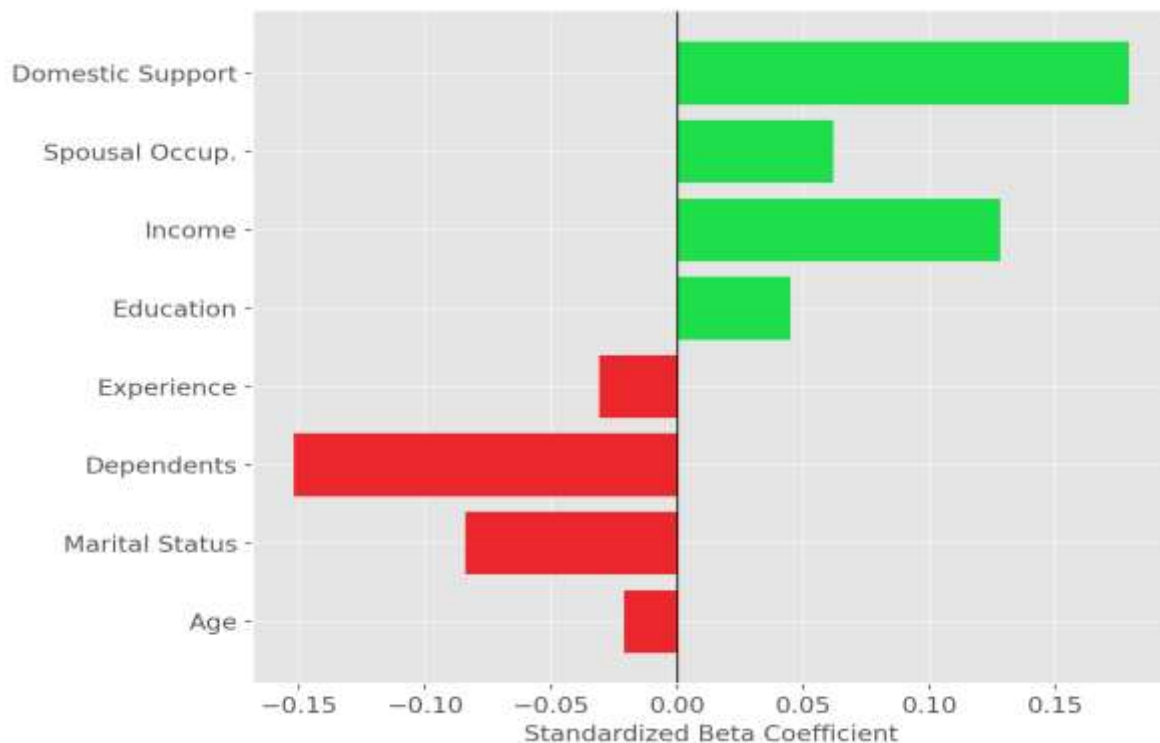

Figure 5: Standardized beta coefficients of predictors of WLB (horizontal bar graph)

4.6 Mediation and Moderation Analysis

Further analysis tested whether job satisfaction mediated the relationship between spousal support and WLB. The Sobel test confirmed partial mediation (Z = 2.71, $p < 0.01$). Additionally, moderation analysis indicated that age

moderated the relationship between household income and WLB, such that the positive effect of higher income on WLB was stronger among younger respondents.
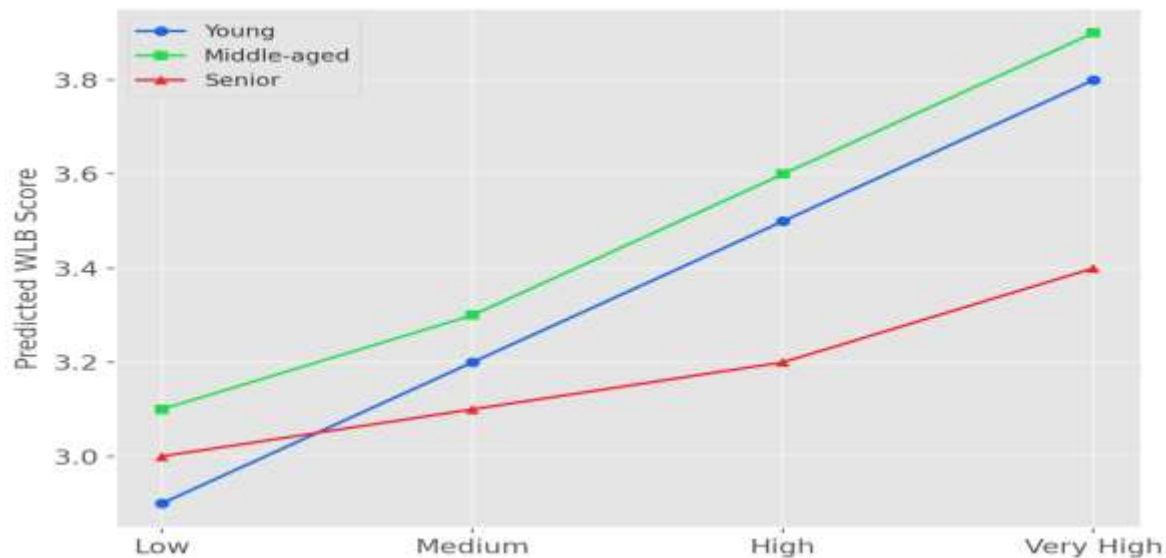

Figure 6: Moderating effect of age on the relationship between income and WLB (interaction plot)

4.7 Summary of Findings

The results demonstrate that both demographic and socio-economic factors substantially influence WLB among female teachers. Specifically, higher household income and availability of domestic support enhance WLB, whereas a greater number of dependents reduces it. Marital status also plays a critical role, with single respondents reporting relatively better balance. These findings highlight the multi-layered nature of WLB and underscore the importance of contextual factors in shaping women's professional experiences.

5. ETHICAL, REGULATORY, AND PRACTICAL IMPLICATIONS

The findings of this study carry important ethical, regulatory, and practical implications for higher education institutions and policymakers. Ethically, the study underscores the necessity of creating inclusive and supportive environments that address gender-specific challenges without reinforcing stereotypes or discriminatory practices, particularly since female educators often balance professional responsibilities with domestic duties. From a regulatory perspective, the results suggest that state and institutional policies must integrate work-life balance (WLB) considerations into faculty welfare schemes, ensuring compliance with labor standards such as equitable workload distribution, maternity and childcare benefits, and anti-discrimination safeguards. Furthermore, there is a need to frame guidelines that prevent systemic barriers, particularly for women in under-resourced rural or semi-urban institutions, where socio-economic disadvantages exacerbate WLB constraints. Practically, the evidence highlights the importance of designing interventions such as flexible scheduling, counseling services, mentoring programs, and spousal/domestic support mechanisms to mitigate the negative impact of demographic and socio-economic factors. Institutions must also implement data-driven monitoring frameworks to regularly assess the effectiveness of such initiatives and adapt them to evolving socio-economic realities. Overall, this section emphasizes that achieving sustainable WLB among female educators is not only a matter of individual adjustment but also a collective responsibility that requires ethical sensitivity, regulatory support, and practical innovation.

6. CONCLUSION AND FUTURE SCOPE

This study examined the influence of demographic and socio-economic factors on the work-life balance (WLB) of female teachers working in higher education institutions of Uttar Pradesh, revealing that variables such as income, dependents, and domestic support significantly shape their ability to harmonize professional and personal roles. The findings highlight that while individual strategies matter, institutional policies and societal structures play a decisive role in promoting equitable work environments. In conclusion, addressing WLB challenges requires a multidimensional approach that integrates personal, organizational, and policy-level interventions. Future research may extend this inquiry by adopting longitudinal designs, incorporating cross-state comparisons, and examining the role of digitalization and hybrid teaching models in shaping WLB among women in academia.

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