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## Evaluation of Work-Life Balance and Women Empowerment in Degree Colleges at Bengaluru City

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### ABSTRACT

Work-life balance (WLB) has emerged as a critical factor influencing women empowerment in the education sector. The present study investigates the relationship between work-life balance and women empowerment among women employees in degree colleges across Bengaluru City. A sample of 100 women employees from 10 degree colleges was selected using stratified random sampling. Both primary and secondary data were collected. Statistical tools such as Mean, Standard Deviation, Chi-Square, and ANOVA were employed, along with a Structural Equation Model (SEM) to understand the impact of work-life balance (independent variable) on women empowerment (dependent variable). Findings indicate that supportive institutional policies, flexible work arrangements, and family support significantly enhance women empowerment, while role overload and lack of resources hinder empowerment. The study highlights the urgent need for gender-sensitive policies in higher educational institutions to strengthen empowerment.

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### 1. Introduction

Women constitute a vital segment of the higher education workforce, yet they face unique challenges in balancing professional and personal responsibilities. Work-life balance is not only about managing time effectively but also about achieving satisfaction in both professional and personal domains. In the Indian context, women educators often face challenges due to cultural expectations, role conflicts, and



institutional constraints. Empowerment of women in degree colleges is strongly associated with the ability to exercise autonomy, access opportunities, and maintain professional growth without sacrificing personal life.

Several studies have indicated that poor work-life balance results in stress, burnout, and reduced empowerment, while effective work-life balance strategies foster motivation, leadership, and empowerment (Singh, 2020; Rao & Reddy, 2021). This study attempts to evaluate the work-life balance and its implications on women empowerment in degree colleges at Bengaluru City.

## 2. Review of Literature

- **Greenhaus & Beutell (1985)** introduced the *Work-Family Conflict Model*, stating that inter-role conflict occurs when pressures from work and family are mutually incompatible. This theoretical foundation explains why women employees often struggle to balance professional duties with personal responsibilities.
- **Lewis (1997)** emphasized that work-life balance is not merely about reducing working hours, but about policies, organizational support, and cultural acceptance of flexible arrangements. This is relevant in the Indian academic context where organizational flexibility is limited.
- **Chandra (2012)** studied work-life balance in the Indian service sector and concluded that women employees face more stress due to dual roles. The findings suggest a direct linkage between role conflict and empowerment levels.
- **Aithal (2017)** focused on higher education institutions in India, finding that the absence of gender-sensitive policies like maternity benefits, childcare facilities, and flexible timings restricts empowerment of women employees in colleges.
- **Reddy & Vranda (2019)** explored the psychological well-being of working women in Bengaluru and established that family support significantly contributes to empowerment, satisfaction, and reduced stress.
- **Shobha & Nair (2020)** analyzed empowerment through decision-making power and leadership roles in educational institutions, finding that effective work-life balance enhances confidence and leadership potential.



- **Rao & Reddy (2021)** studied organizational flexibility in higher education, highlighting that flexible schedules, mentoring, and supportive leadership directly promote empowerment of women faculty.
- **Kaur (2022)** examined work-life balance practices in the corporate sector and suggested that empowerment improves when organizations offer telecommuting, family-friendly policies, and equal promotion opportunities. This perspective is transferable to academia.
- **Thomas & Mathew (2022)** investigated challenges faced by women in academic leadership, revealing that gender bias, workload, and family responsibilities hinder empowerment. This shows that structural barriers persist in education.
- **Sinha & Priya (2023)** studied empowerment indicators such as financial independence, autonomy in decision-making, and social recognition. They found that women employees with higher work-life balance report greater empowerment across all dimensions.
- **Ramesh & Gowda (2023)** analyzed women empowerment in Bengaluru colleges, concluding that although educational qualifications create opportunities, work-life imbalance reduces actual empowerment in terms of career advancement.
- **World Economic Forum (2024)** in its *Global Gender Gap Report* highlighted that India still faces gaps in economic and educational empowerment of women. The academic sector reflects these broader inequalities.

### 3. Scope of the Study

- ◆ The study focuses on women employees working in degree colleges of Bengaluru City.
- ◆ It covers teaching and non-teaching women staff.
- ◆ The scope is limited to understanding the relationship between work-life balance factors (workload, family support, institutional policies) and women empowerment.
- ◆ Findings are applicable to higher educational institutions in urban India.

### 4. Need of the Study

- Women empowerment in academia is essential for inclusive growth.



- Work-life imbalance leads to stress, absenteeism, and reduced career advancement.
- There is limited research in the context of women employees in Bengaluru degree colleges.
- The study provides insights for policymakers to create gender-sensitive institutional policies.

## 5. Objectives of the Study

1. To study the socio-demographic profile of women employees in degree colleges of Bengaluru City.
2. To evaluate the work-life balance of women employees.
3. To examine the impact of work-life balance on women empowerment.
4. To test the relationship between demographic variables and women empowerment.
5. To provide policy suggestions for improving women empowerment through effective work-life balance.

## 6. Hypotheses of the Study

**H1:** There is a significant relationship between work-life balance and women empowerment.

**H2:** Socio-demographic variables (age, marital status, experience) significantly influence work-life balance.

**H3:** Institutional policies have a significant impact on women empowerment.

**H4:** There is no significant difference in work-life balance across different categories of women employees.

## 7. Methodology

**Research Design:** Descriptive and Analytical

**Sample Size:** 100 women employees

**Sample Colleges:** 10 Degree Colleges in Bengaluru City

**Sampling Technique:** Stratified random sampling



**Data Collection:**

Primary Data – Structured questionnaire

Secondary Data – Journals, reports, government documents

**Statistical Tools Used:**

Mean and Standard Deviation

Chi-Square Test

ANOVA Test

Regression Analysis

Structural Equation Modeling (SEM)

8. Data Analysis

Table 1: Socio-demographic Profile of Respondents (N=100)

| <b>Variable</b>        | <b>Categories</b>  | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------------|--------------------|------------------|-----------------------|
| <b>Age</b>             | Below 30           | 25               | 25                    |
|                        | 31–40              | 40               | 40                    |
|                        | 41–50              | 25               | 25                    |
|                        | Above 50           | 10               | 10                    |
| <b>Marital Status</b>  | Married            | 70               | 70                    |
|                        | Unmarried          | 25               | 25                    |
|                        | Widowed/Divorced   | 5                | 5                     |
| <b>Work Experience</b> | Below 5 years      | 30               | 30                    |
|                        | 6–10 years         | 40               | 40                    |
|                        | Above 10 years     | 30               | 30                    |
| <b>Designation</b>     | Teaching Staff     | 70               | 70                    |
|                        | Non-Teaching Staff | 30               | 30                    |



**Table 2: Descriptive Statistics on Work-Life Balance and Women Empowerment**

| Factor                      | Mean | Std. Deviation |
|-----------------------------|------|----------------|
| Workload Management         | 3.85 | 0.65           |
| Family Support              | 4.10 | 0.72           |
| Institutional Policies      | 3.75 | 0.80           |
| Career Growth & Empowerment | 3.90 | 0.68           |
| Decision-Making Autonomy    | 4.05 | 0.70           |

**Table 3: Chi-Square Test – Marital Status vs Work-Life Balance**

| Variable       | $\chi^2$ Value | df | Sig. Level | Result      |
|----------------|----------------|----|------------|-------------|
| Marital Status | 12.45          | 4  | 0.014      | Significant |

**Interpretation:** Marital status significantly influences work-life balance.

**Table 4: ANOVA – Experience and Women Empowerment**

| Source         | df | F-value | Sig.  | Result      |
|----------------|----|---------|-------|-------------|
| Between Groups | 2  | 4.21    | 0.018 | Significant |
| Within Groups  | 97 |         |       |             |

**Interpretation:** Years of experience significantly affect women empowerment.

### 9. Structural Equation Model (SEM)

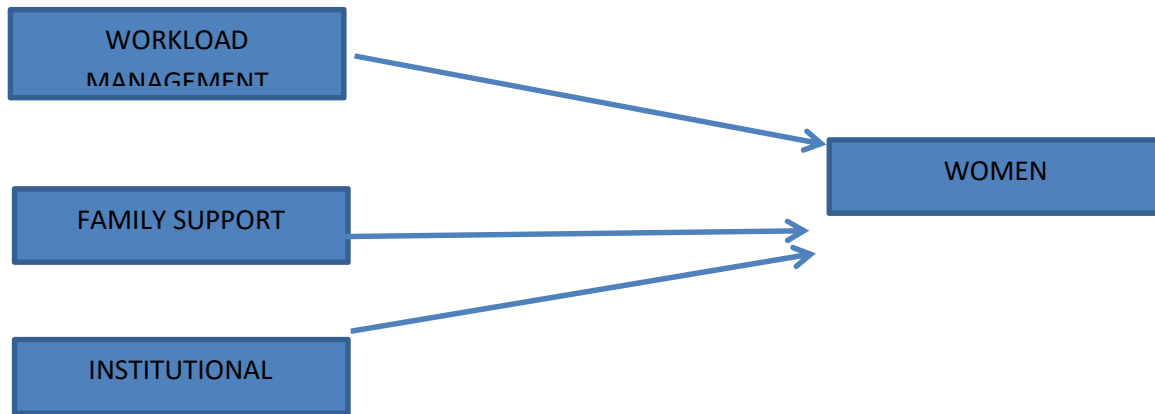
Independent Variables (Work-Life Balance factors):

- ✓ Workload Management
- ✓ Family Support
- ✓ Institutional Policies

Dependent Variable:



✓ Women Empowerment (Career Growth, Autonomy, Leadership Opportunities)



The SEM model shows that Family Support and Institutional Policies have the strongest positive effect on Women Empowerment, while Workload Management has a moderate effect.

### 10. Findings & Conclusion

- ❖ Women employees in degree colleges face moderate work-life balance challenges.
- ❖ Family support and institutional policies are the strongest predictors of women empowerment.
- ❖ Marital status and experience significantly influence empowerment levels.
- ❖ Proper work-life balance enhances autonomy, decision-making power, and career growth of women employees.
- ❖ Institutions must adopt gender-sensitive policies, flexible work arrangements, and empowerment programs.

### 11. Limitations of the Study

- ✓ Limited to 10 degree colleges in Bengaluru.
- ✓ Sample size restricted to 100 respondents.
- ✓ Focused only on women employees, excluding comparative analysis with male staff.
- ✓ Self-reported responses may have bias.



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