



# Factors Influencing Work Life Balance of Women Faculty in Telangana Social Welfare Residential Degree Colleges (TSWRDCs) – A Study

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**Abstract:** The key focus of the study is to identify the Work-Life Balance (WLB) factors of the women faculty of 30 TSWRDCs (Telangana Social Welfare Residential Degree Colleges) across the Telangana State. The study focussed on the responses of work life imbalance (WLI) factors of TSWRDCs faculties on 20 significant factors, namely; time, working hours, commuting distance, health issues, transfers, non-academic and extra duties, leaves, house/loco parenting, basic amenities and lounge facilities for night staff, personal commitments, spouse support, children and elderly dependencies, working on holidays, marital status, age, family interference on work and vice versa. The study used statistical tools like t-Test and ANOVA to check for statistical significance, followed by KMO and Bartlett's test, total variances, and reliability of select attributes.

**Key Words:** Work life Balance, work-place imbalances, dependents pressure on staff, Factors effecting personal and professional lives, working women

## INTRODUCTION

The Genesis research on Work-Life Balance (WLB) can be detected back to studies of women with several roles simultaneously. Barnett and Baruch (1985) connected psychological distress to balance rewards and concerns. WLB, initiated in early 1930s by W K Kellogg (company) that implemented four shifts of 6-hour to take over the traditional 3-hour shifts that brought transformation, to increase employee morale and effectiveness. WLB, first coined in 1970s to state balance between personal and professional lives of working individuals, later in 1980s several companies initiated policies providing special programs like child-care and employee assistance programs (EAP). Thus, the study adopts studying factors leading to Work-life

imbalances of TSWRDCs (Telangana Social Welfare Residential Degree Colleges) employees of assessing 20 attributes and their causes through primary analysis, after assessing the 6 theories, namely; Role, Conservation of Resources, Demand-Resource, ERI, Spill-Over-Cross-Over and Boundary Theories.

The current paper elaborates responses of women faculties of 30 TSWRDCs, their work- life imbalance factors based on vitality in assessing the actual causes of imbalances and WLB issues like time, working hours, commuting distance and time, health issues, transfers, non-academic, extra duties, leaves, house parenting, basic amenities and lounge maintenance, personal commitments, spouse support, children and elderly dependencies, work on holidays, marital status, age, family interference on work and vice versa.

Women, in the contemporary world employed in multiple facets: Education, an eye-catching and prominent sector for them. Since Independence, women striving to prove themselves, at par with their male counterparts in every sectors. With growing complexities and changes in socio-economic patterns, the need for women to work arises, resulting in women strengthening their financial independence and endeavour their passions. Being a woman, it is important to manage both work and personal life, and hence, there is a need to study on work life effect on their personal life and its impact on the quality of work and to ascertain the factors related to the WLB of the faculty in TSWRDCs. The faculty as part of their job, have to be available to the students during the study hours and night times. They are also expected to take care of the personal needs of the girl-students at the residential degree colleges. Therefore, this study fulfils the above identified gap.

#### **REVIEW OF LITERATURE:**

1. **Choudhary Pooja (2021)<sup>1</sup>**, in her study, found that WLB satisfaction is comparatively more among public universities than in the private universities, and that a higher level of satisfaction is achieved among female employees wherein there exists balance in work life and personal life. Furthermore, the work, organizational and demographic profile of female faculty members was found to have a huge impact on their work life balance. This study suggested that the private universities need to make necessary changes required to create a balanced environment for the female faculty members for them to have a satisfied level of work life balance practices.

**Dr. Shazi Manzoor and Shamikhah Hamid (2021)<sup>2</sup>**, conducted study on WLB during Covid-19 lockdown by discussing on women academicians experiences' in Kashmir and discovered that lockdown and the outcome of work from home policy impacted them in several different ways and created complications in their work and personal lives, and they compromised on their personal and family life than on work.

<sup>1</sup> Anitha N (2021), Work Life Balance of Women Faculty in Higher Education

<sup>2</sup> Dr.Shazi Manzoor and Shamikhah Hamid(2021), Digital commerce @ University of Nebraska-Lincoln

2. **Cliffin Maria, Divya Nair, K G Rajani (2020)<sup>3</sup>**, authors investigated on female school teachers WLB of Ernakulum by assessing their conditions and issues, and found that they experienced work-life imbalances, while trying to manage dual roles in families and at workplaces. Thus, it becomes extremely important to formulate guidelines, so, as to manage the WLB and it is only with their productive performance that an organization can also reciprocally benefit by means of improved and increased productivity
3. **Dhanya J S (2019)<sup>4</sup>**, analysed issues and difficulties of women professional teachers WLB in Kerala, due to overburdening of daily work, being stressed, undergoing difficulties in discharging their full potential at workplace, especially of those hailing from small nuclear families, wherein both spouses work. Majority women preferred teaching. It became a great challenge to find well-balance between work and personal life, and dual roles effected on performance, too. Apart from being self-motivated and keenly interested, they aren't free from stress and burdens, due to dual role conflicts, gender inequality and discrimination at workplace. Coping strategies related to dual roles and study aimed for beneficial to management, authorities and decision makers in bringing down stress levels of female staff ensuring safe workplace environment.
4. **Resam Lal Poudel (2019)<sup>5</sup>**, in study titled "Work life and personal life are almost inseparable", on 220 sample using multi-stage sampling and descriptive research, containing 174 questionnaires, Reliability result (0.71), against 23 items in the survey questionnaire (English and Nepali script), assessed mean, standard deviation, using chi-square, ANOVA and identified perceptual differences basis individual demographic profile at work and within family do not influence, but other factors affected WLB. Perceptual difference on factors gender, faculty involvement, designation, age and mode of residence were noted on WLB. The study recommended to develop HRM Cell for WLB. Future research to focus on various colleges using factor analysis and SEM too.

#### **RESEARCH GAP:**

It becomes immense to understand the TSWRDCs faculties perception's and measure WLB, as government residential system dynamics vary from other residential institutes, and from that of the private residential institutions. Moreover, as the newly formed State having its own uniqueness like better upskilling, incubators and fast paced development in all fields. It becomes necessary to evaluate the WLI, and other factors that affect the faculties job performance and job satisfaction, on factors/attributes that lead to their impact on work-life balance of the female faculty of the TSWRDCs.

<sup>3</sup> Cliffin Maria, Divya Nair, K.G. Rajani (2020): A Journal of Composition Theory. ISSN:0731-6755 Vol 13 (6),

<sup>4</sup> Work Life Balance of Women Teachers of Professional Colleges in Kerala. Dhanya J.S (2019)

## RESEARCH OBJECTIVES

1. To identify the influence of demographic factors on WLB of women faculty in TSWRDCs
2. To identify factors influencing the WLB of women faculty in the TSWRDCs

## RESEARCH METHODOLOGY:

Research is aimed at analysing the factor responses that impact the WLB of the women faculty associated with the TSWRDCs, collected in 2021-22 through a survey method, adopting structured questionnaire on Likert scale (5-point) of 576 faculty members out of the total 1080 staff of 30 TSWRDCs for ascertaining factors influencing the WLB. The primary data, is analysed through SPSS software using tools like Cronbach's Alpha, t-Test, ANOVA and factor analysis. ANOVA and t-Test are used to identify the influence of demographic factors to identify the principal components in influencing the WLB.

**RELIABILITY STATISTICS:** Reliability test findings of 20 factors divided into three groups and as all results are over 0.7, that is well above the normally accepted range, and is a good fit for the tests and are reliable.

<b>Table 1: Reliability Statistics (Factors and Observations)</b>	N of Items	Cronbach's Alpha
Reporting time, Working hours, Distance, Non-academic & Extra Duties, Leaves, House parenting & Marital status	8	0.91
Household/personal commitments, Partner/spouse support, Childcare responsibilities, and Elder dependency at home	4	0.84
Marital status, Age, Family interference with work, Work interference with family	4	0.87

Source: Primary Data Analysis

**DISCUSSION:** The responses on 20 key factors of WLI of female faculty of 30 TSWRDCs findings are detailed as in the table 2:

- Reporting Time (9AM-5PM): Timely reporting a must norm to all, 15 minutes or over delay is considered as half-day leave, and consecutive 3 such delays as a day leave, 74.5% were convenient with this rule, while 13% were against it.
- Extra Work, Extra Duties and Work on Holidays: About 70% and 74% felt extra working hours and extra duties impacted their WLB due to night/holiday, and extra duties, and 72% opined work on holidays too effected WLB,
- Travel to Work-Place: Travel time consumes a lot of daily commutation, unless staff resides near to college, about 65% opined commute caused WLI and impacted duty
- Health Issues: Personal health issues (chronic/heredity/seasonal and or stress related) may owe to work-life imbalances and 66% responded being effected due health issues,
- Transfer Policy: Staff witnessing transfers, (promotional or seasonal) impact and effect personal lives, staff who reside in a particular area building, developing social relations or



properties, over half (54%) opined transfers impacted their WLB,

**Table 2: WLB and Factors (Likert Scale Responses)**

Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Reporting time-college	265 (46%)	163 (28.3%)	74 (12.8%)	50 (8.7%)	24 (4.2%)
Extra work Hours	270 (46.9%)	136 (23.6%)	72 (12.5%)	72 (12.5%)	26 (4.5%)
Journey to work-place	185 (32.1%)	190 (33%)	129 (22.4)	56 (9.7%)	16 (2.8%)
Health Issues	195 (33.9%)	185 (32%.1)	127 (22%)	55 (9.5)%	14 (2.4%)
Transfer Policy	140 (24.3%)	170 (29.5%)	190 (33%)	56 (9.7%)	20 (3.5%)
Non-Academic Work	312 (54.2%)	119 (20.7%)	60 (10.4%)	53 (9.2%)	32 (5.6%)
Extra Duties	325 (56.4%)	100 (17.4%)	54 (9.4%)	59 (10.2%)	38 (6.6%)
Leaves	186 (32.3%)	187 (32.5%)	127 (22%)	57 (9.9%)	19 (3.3%)
House Parenting	261 (45.3%)	160 (27.8%)	82 (14.2%)	51 (8.9%)	22 (3.8%)
Work-Place Amenities	226 (39.2%)	185 (32.1%)	84 (14.6%)	54 (9.4%)	27 (4.7%)
Night stay Lounges	228 (39.6%)	170 (29.5%)	101 (17.5%)	45 (7.8%)	32 (5.6%)
Personal Commitment	214 (37.2%)	176 (30.6%)	106 (18.4%)	53 (9.2%)	27 (4.7%)
Spouse Support	165 (28.6%)	175 (30.4%)	146 (25.3%)	61 (10.6%)	29 (5%)
Childcare Responsibilities	206 (35.8%)	173 (30)%	115 (20%)	51 (8.9%)	31 (5.4%)
Work During Holidays	301 (52.3%)	111 (19.3%)	57 (9.9)%	55 (9.5%)	52 (9%)
Marital Status	192 (33.3%)	186 (32.3%)	120 (20.8%)	57 (9.9%)	21 (3.6%)
Age	160 (27.8%)	188 (32.6%)	150 (26%)	48 (8.3%)	30 (5.2%)
Family Interference	142 (24.7%)	163 (28.3%)	151 (26.2%)	75 (13%)	45 (7.8%)
Work interference	191 (33.2%)	152 (26.4%)	123 (21.4%)	63 (10.9%)	47 (8.2%)

Source: Primary Data Analysis

- **Non-Academic Work:** Additional work involves time to be invested and mental and physical energy, thus about 75% opined non-academic works impacted their WLB,
- **Leaves:** Regular faculty got 32 leaves, while guest 12 annually, and are at risk of uncertain circumstances, 65% felt existing leaves not adequate and effected on WLI.
- **House Parenting:** House parents (second parenting), attending to student issues, affects faculty's WLB of TSWRDC staff as house parenting is a complex job to take care and effect the WLB, about 73% effected due to WLI on the same,
- **Work-place amenities:** Well maintained, hygienic, clean and tidy place, are needed for women to stay/work and to curb contagious, external air-borne diseases that may result in uneasiness and not belonging. Ensure clean washrooms citing huge usage in residential colleges, and about 71% opined unclean ambience impacted on WLB,
- **Night-stay lounge:** Faculty mandated 4 days a month stay in college, responsible for study hours and taking care of students during night times, for designated female staff working in hostel rooms/dormitories of all-girl TSWRDCs with adequate facilities like tidy lounge facilities for accommodation and take rest at night times, and about 70% opined unfit lounges for staying back at nights impacted WLB,
- **Personal Commitments:** Personal commitments involve attending to children or sick dependants at home, or significant events/functions and personal health issues, being a women need to attend and take care of all things as each and every responsibility is vital in its own way and 67.8% staff felt personal commitments impacted WLI,

- Spouse support: Without strong support from family/husband, it is merely possible for a woman to work efficiently and with best abilities. Staff needs to be healthy, to commute, teach and mentally strong to memorise and impart knowledge to students. About 60% staff felt that inadequate support from their spouse's caused WLI,
- Childcare Responsibilities: Women, responsible to take care of children, and if teaching staff have children, mothers tend to ideally keep worrying about infants/kids, until they can take care of themselves, it is difficult for mothers to manage and impart expected teaching standards and nearly 66% opined being effected on WLB,
- Marital Status: Single staff can take decisions themselves, being not highly depended on most work at home, and 65.6% felt WLB being effected due to their marital status,
- Faculty's Age: About 60% opined being effected on their WLB due to their Age,
- Family Interference on Work & Vice Versa: About 53% and 60% opined family interference on work and work interference on family effected WLB.

## STATISTICAL TESTS

**WLB – EFFECT OF DEMOGRAHIC FACTORS:** An attempt is made to bring out the effect of the demographic factors on WLB in the women faculty. Marital status, nature of employment and type of family of the staff, age, monthly income of the staff, dependents ageat home, are considered as factors influencing the WLB.

### 1. WLB and MARITAL STATUS

In general, a married individual is settled, often depended, reliable and is personally responsible for his/her family, thus it becomes inevitable to understand the impact of WLB on the marital status of an individual. To assess the impact of factors influencing the WLB of women faculty of 30 TSWRDCs, a t-Test is conducted to compare means of two samples (Married women faculty members and Single/Widowed female faculty members).

$H_{01}$ : Marital status of the faculty does not affect the WLB of the TSWRDCs female staff

$H_{a1}$ : Marital status of the faculty affects the WLB of the TSWRDCs female staff.

		Work Life Balance		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	5.136		
	Sig.	0.024		
t-test for Equality of Means	T	-3.249	-3.512	
	Df	574	158.92	
	Sig. (2-tailed)	0.001	0.001	
	Mean Difference	-0.18077	-0.18077	
	Std. Error Difference	0.05563	0.05147	
	95% confidence Interval-Difference	Lower	-0.29004	-0.28242
		Upper	-0.0715	-0.07912

Source: Primary Data Analysis

Null hypothesis is rejected and alternative hypothesis is accepted. A significant difference exists between various types of marital status (Married and Single) in maintaining WLB, as single staff do not have major obligations at home and can shell out more time and energy at college and being new, aspires to get better results testing their abilities.

**2. WLB and NATURE OF APPOINTMENT (Regular and Guest/Contract Faculty):** Non-regular staff includes guest/contract faculty, paid on hourly basis (guest) and are purely temporary, can be terminated any time, or renewed post the panel's interview the next year. Contract faculty were remunerated on a monthly fixed basis salary for a period of 3-5 years, with an option of renewal, and can be terminated basis recommendations of the higher education management group at Commissionerate level.

**H<sub>02</sub>:** Nature of appointment of TSWRDC Women faculty does not affect WLB

**H<sub>a2</sub>:** Nature of appointment of TSWRDC Women faculty affects the WLB

		Work Life Balance		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	1.170		
	Sig.	.280		
t-test for Equality of Means	T	3.867	3.806	
	Df	574	382.595	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	.17162	.17162	
	Std. Error Difference	.04438	.04509	
	95% Confidence Interval of Difference	Lower	.08446	.08296
		Upper	.25878	.26028

Source: Primary Data Analysis

There exists a significant difference between different employment types (Regular and Guest/Contract staff) with respect to their Work-Life Balance, as guest/contract staff do not earn salary and respect at par with regular faculty and have a sense of insecurity in performing their jobs, due to the lack of benefits received from the government alike the PF (Provident Fund), health benefits, job security, promotion and other emoluments at par with regular staff etc. Adding to this, there is always undue pressure on the staff for extra hours on the temporary staff rather than on the permanent staff, owing to the fact that due consideration will be taken by the management on the staff who put in extra hours of work and work beyond their normal timings, which in many instances is not true and the temporary staff are used or exploited, citing this.

**3. WLB and NATURE OF STAFF'S FAMILY TYPE (Nuclear OR Joint Family)** Staff from nuclear and joint families need a lot of things to be taken care, like attending to daily household chores, cooking, kitchen clean-ups, kids homework, lunch/snack pack-ups for self/spouse or children, laundries, groceries, etc. and often feel overwhelmed. Staff of joint

families may also have to attend to multiple things like catering to age-old parents/in-laws etc. and convincing them for work itself is a bigger task for them apart from catering to household chores.

**H<sub>03</sub>:** There is no significant difference among different family type (nuclear or joint) affecting the WLB of the women faculty working in TSWRDCs

**H<sub>a3</sub>:** There is significant difference among different family type (nuclear or joint) affecting the WLB of the women faculty working in TSWRDCs.

		Work Life Balance		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	7.278		
	Sig.	.007		
t-test for Equality of Means	T	6.356	6.056	
	Df	574	323.209	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	.28051	.28051	
	Std. Error Difference	.04413	.04632	
	95% Confidence Interval of Difference	Lower	.19383	.18938
		Upper	.36719	.37164

Source: Primary Data Analysis

A significant difference is observed between various (nuclear or joint) family types of the staff working in the TSWRDCs affecting their Work-Life Balance, as family type determines the level of dependence of the staff at home. It becomes tough for the women staff to maintain a balanced equilibrium in professional work and family work lives. Factors like time management, work-pressure, affect the WLB of the working women staff in the 30 TSWRDCs.

**ANOVA:** ANOVA is a statistical tool used by statisticians to check for association. It is a technique used to witness the significant relationship or association between the independent variable and the dependent variable,

#### 4. ANOVA: WORK LIFE IMBALANCE and STAFF'S AGE

Age can be a major attribute determining the WLB's effect as with age going up, the activities of individuals become slow owing to personal (health) issues and or aging issues or age-related chronic and non-chronic sickness.

The study assesses the significant relationship between work-life balance (WLB) and the staff's age, working in the 30 TSWRDCs in the Telangana State.

**H<sub>04</sub>:** There is no significant difference among different age groups in maintaining WLB

**H<sub>a4</sub>:** There is a significant difference among different age groups in maintaining WLB



**Table 6: ANOVA Test of WLB Vs Age**

	Sum of Squares	DF (Degree of Freedom)	Mean Square	F	Sig.
Between Groups	11.316	2	5.658	23.259	.000
Within Groups	139.382	573	0.243		
Total	150.697	575			

Source: Primary Data Analysis

From Table 6, it is evident that since the  $p < 0.05$ , null hypotheses is rejected at 5% level of significance. Thus, employee's perception of work-life balance and life varies with respect to their age. Implying a significant difference observed among different age groups (25-35 age-group, 35-45 age-group, and 45-55 age-group years) effecting the Work-Life Balance of the female staff associated with the 30 TSWRDCs. The results indicated, a significant difference statistically i.e., older staff opine WLB as a factor, and do not agree that all staff have equal opportunities beneficial for them like, flexible timings that can ensure better WLB.

### 5. ANOVA: WORK LIFE IMBALANCE and MONTHLY INCOME

Earnings or salary earned based by individuals are basis the qualification, the experience and the performance in the examinations conducted during the recruitment and one strives for better pay to take care of themselves and their dependents and offspring's education, health and future purposes apart from savings for buying a property or investments. Also, it's a general tendency, with increase in dependents, the need for more money arises, as need for catering of independents arises for basic and occasional needs. In the contemporary world, the need for both the spouse's work is necessary for adequate earnings in a family by both the couple, Additionally, non-regular staff do not earn equivalent to that of their regular employees, thus the need for statistical test on monthly earnings of female faculty arises.

**H<sub>05</sub>:** There is no significant difference among different monthly income earning groups in maintaining the WLB

**H<sub>a5</sub>:** There is a significant difference among different monthly income earning groups in maintaining the WLB

**Table 7: ANOVA Test Results - WLB Vs Staff's Monthly Income**

	Sum of Squares	DF (Degree of Freedom)	Mean Square	F	Sig.
Between Groups	5.70	2	2.853	11.27	.000
Within Groups	144.99	573	.253		
Total	150.69	575			

Source: Primary Data Analysis

A significant difference is observed between various monthly income groups (below Rs. 45,000/-, Rs. 45,000/- to Rs. 75,000/-, over Rs. 75,000/-) effecting the WLB of TSWRDCs lady staff, as non-regular employees do not earn at par with their regular counterparts. Though the younger staff get a lesser pay as compared to the experienced, the expenditure are also in tune with the earnings, the concern is on the guest faculty, who get lesser than the regular ones. Also,

the lower income group has to adjust and sacrifice on many things due to lack of adequate earnings.

#### 6. ANOVA: WORK LIFE IMBALANCE and AGE OF CHILDREN AT HOME

Dependents age (children), always impacted the parental employment, as children need adequate time for being fed, nurtured, taught difference between good and bad, getting primary education and having nutritious food in their childhood and until they attain the age of majors and beyond, to be taken care. The need of the parents differ with the age group of the children the staff may have apart from emotional attachment of a parent on the child and the parent's love and affection on the child. Infants on the other hand, need much of their time with the mothers as mothers breast feed them and cater to multiple other day to day requirements of the kids. Thus the needs of a child right from their birth till they attain the age to take care of themselves arises

**H<sub>06</sub>:** There is no significant difference among different dependent age-groups (staff's children) in maintaining their WLB

**H<sub>a6</sub>:** There is a significant difference among dependents dependent age-groups (staff's children) in maintaining their WLB

**Table 8: ANOVA Test Results – WLB Vs Dependent Children's Age**

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	33.788	4	8.447	41.256	0.000
Within Groups	116.909	571	.205		
Total	150.697	575			

Source: Primary Data Analysis

DF-degree of freedom

A significant difference is observed between different age-groups of staff's children (No Children, infants between 0-1 Years, children between 1-10 Years, teenagers between 10-15 Years, and children over 15 Years) towards the WLB of the faculty of the 30 TSWRDCs, as different age-group of children's require different needs and requirements of each age-group different and the parents need to take care of their requirements.

#### Summary of Hypotheses

**Table 9: Summary of Hypothetical tests**

Work Life Balance Vs Parameter	Test	P-value	Result
Marital Status	t-test	0.001	Null Hypothesis Rejected
Type of Employment (Regular and Guest/Contract Faculty)	t-test	0.000	Null Hypothesis Rejected
Type of Family (Nuclear/Joint)	t-Test	0.000	Null Hypothesis Rejected
Age of the Staff	ANOVA	0.000	Null Hypothesis Rejected
Monthly Income	ANOVA	0.000	Null Hypothesis Rejected
Age of Dependent children at Home	ANOVA	0.000	Null Hypothesis Rejected

Source: Primary Data Analysis

The Table 9, illustrates the results of the summary of the hypothesis tests conducted between the

work life balance and the independent variables (i.e. marital status, type of employment, type of family, age of the staff, monthly income, age of dependent children in home) and all tests are rejected, resulting in significant difference observed between the dependent and the independent variables, thus the factor analysis is recommended to understand the significant components causing work life imbalances to the women staff of the 30 TSWRDCs. Thus factor analysis is adapted.

**FACTOR ANALYSIS:** Multiple factors cause work-life imbalances as seen in case of the demographic factors. Factor analysis is applied to find out significant components causing Work-Life Imbalance on the women faculty associated with the 30 TSWRDCs..

**KMO and Bartlett's:** KMO and Bartlett's, used to test data suitability, 0.937 KMO value of over 0.70 exceeds acceptable range, while Bartlett's Test of sphericity reached statistical significance (Sig .000) signifying valid data for factor analysis.

Table 10: KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.937
Bartlett's Test of Sphericity	Approx. Chi-Square	7878.632
	df	190
	Sig.	0

Source: Primary Data Analysis

**TOTAL VARIANCE:** It is extracted using the PCA. PCA explains the sampling adequacy and dataset existence of three (3) principal components, explaining about **64.086** of total variance cumulatively limited to only first 3 components from the table. Variances of all factors or components using total variance values of 20 factors, initial Eigen values (total, % of variances), Extraction sums of Squared loadings (total, % of variance and cumulative %), Rotation Sums of Squared Loadings (Total, % of variance, cumulative %) are detailed in Table 11.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.89	49.451	49.451	9.89	49.451	49.451	5.71	28.564	28.564
2	1.88	9.401	58.852	1.88	9.401	58.852	3.61	18.051	46.615
3	1.05	5.234	<b>64.086</b>	1.05	5.234	64.086	3.49	17.471	<b>64.086</b>
4	<b>0.92</b>	4.58	68.666						
5	0.71	3.525	72.191						
6	0.63	3.169	75.36						
7	0.56	2.798	78.158						
8	0.54	2.712	80.87						
9	0.52	2.611	83.481						
10	0.49	2.428	85.909						
11	0.44	2.175	88.084						
12	0.4	2.018	90.101						
13	0.38	1.907	92.008						

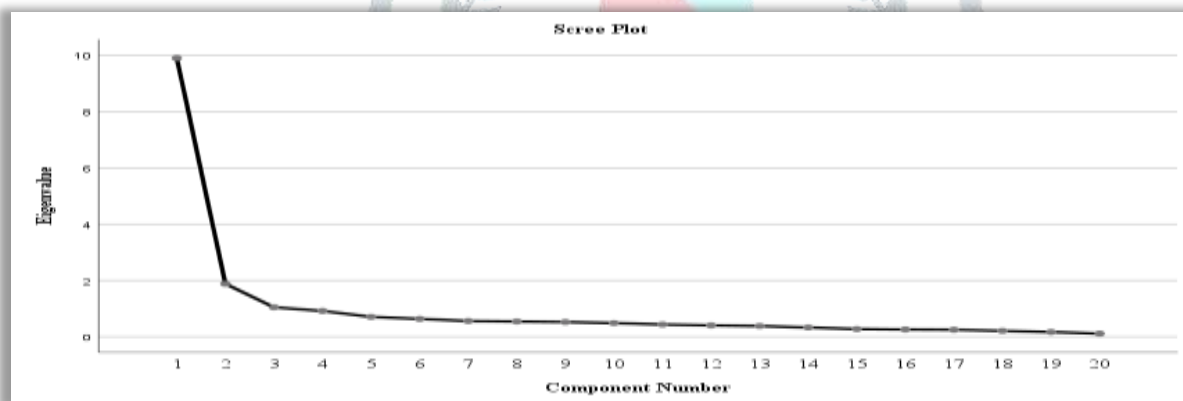
14	0.33	1.646	93.654						
15	0.27	1.371	95.025						
16	0.26	1.286	96.311						
17	0.25	1.235	97.546						
18	0.21	1.046	98.592						
19	0.17	0.848	99.441						
20	0.11	0.559	100						
Extraction Method: Principal Component Analysis (PCA)									

Source: Primary Data Analysis

From Table 11, it's apparent, that the Eigen values with components and factors, and these values in first 3 columns of table, witnessed that there is a decrease in trend from the 3<sup>rd</sup> component/factor (0.92) till the 20<sup>th</sup> component at 0.11, and the trend is almost flat, implying each successive factor accounts for minute amounts of total variance.

**GRAPHICAL REPRESENTATION:** In the above representation, x-axis represent Eigen Values and Y-axis represent Components or factor. From the above, it's apparent that screen-plot graphs Eigen values with components and factors, and these values in first 3 columns of table. It is witnessed that there is a decrease in trend from the 3<sup>rd</sup> component/factor (0.92) till the 20<sup>th</sup> component at 0.11, and the trend is almost flat, implying each successive factor accounts for minute amounts of total variance.

Figure 1



Source: Primary Data Analysis

## COMPONENT MATRIX

Analysis of 20 variables mentioned in Table 5 i.e. reporting time to college, working hours, distance travelling to college, health issues, transfers, non-academic work, extra duties, leaves, house parenting, maintenance of basic amenities provided, lounge facility during night duty, house hold or personal commitments, partner/spouse support, child care responsibilities, elder dependency at home, work during holidays, marital status, age, family interference with work and work interference with family are segmented into 3 components, containing the component loadings that are correlations between the variables (factors) and components, as these values are correlations, the values range between -1 to +1. Variables 4 (Health issues) and 5 (Transfers) could not be loaded in SPSS software and variables 10 (Maintenance of basic amenities) and 11 (lounge facilities to staff) could not be loaded and thus are excluded. It used PCA and extracted components as detailed, 3 components are



1. Component 1 includes college timings, Core and non-core jobs (variables 1-Reporting time, 2-Working hours, 3-Distance travelling (Journey), 6-Non-academic work, 7- Extra duties, 8-Leaves, 9-House parenting, 16-Work allotments on holidays)
2. Component 2 includes personal/work space overlap (17-Marital status, 19-Family interference on work, and 20-Work interference on family).
3. Component 3 includes Personal and Family commitments (12-Household/personal commitments, 13-Partner/spouse support, and 15-Elder dependency at home)

## CONCLUSION OF THE STUDY

The paper reveals that the working women staff in the 30 TSWRDCs experience work- place pressure. There exists a bigger challenge for the staff in balancing their work-life balance as the working staff face numerous issues both at the work-place and at their dwelling places, still they manage, their family lives. In spite of these challenges, women play key role managing dual roles and responsibilities. The working women staff need to carefully handle multiple spheres of personal and professional lives and strive to have a better a work-life balance by tactfully tracing out path in order to get mutual benefit in all phases of life. With the demand for the women employees getting high and as they are known for their persistence and patience in the educational sector, they contribute a lot to the female residential educational sector especially the TSWRDCs, thus contributing to the society and the nation's growth and pivotal in the progress of the economically backward girl students of the Telangana State. Thus, it becomes necessary for both the women teachers and the management to pave path for the well-being of teachers and achieve better results and healthy environment at the work-place. The present study reveals that there exists a significant difference between work life balance and other independent variables (i.e. marital status, type of employment, type of family, age of the staff, monthly income, age of dependent children at home) and various factors which causing imbalances of having poor work life balance. It provides insights on various suggestions provided to management and working women to maintain healthy work life balance.

## SUGGESTIONS OF THE STUDY

1. Proper Working environment with basic amenities (clean and tidy surroundings) like facility for clean drinking water, sanitation and tidy lounge facilities to be provided
2. Management to provide the teaching faculty with teaching and evaluating activities only and not allot work on holidays/festivals and weekends
3. Staff family members to extend support to the women teaching staff and understand their workplace pressure and help them balance personal and professional lives,
4. Working women teaching staff of the 30 TSWRDCs to devote at least half an hour of their daily time practicing yoga, exercise or involve themselves in their favourite hobby to stay healthy and stress-free.

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