



JOB SATISFACTION OF WOMEN FACULTY OF THE TELANGANA SOCIAL WELFARE RESIDENTIAL DEGREE COLLEGES - WORK LIFE BALANCE

**By Pakalapati Arpitha,
Research Scholar
Dept of Commerce, UCC&BM.Osmania University**

ABSTRACT

Work-life balance, a major concern of any faculty, especially among the residential systems and specifically in the government run organisations are a matter of great importance, and have a significant impact on the job satisfaction of the staff. The current study aims at assessing the factors that lead to the job satisfaction and to address this issue, institute's require to offer multiple arrangements, such as support services by co- employees, non-teaching staff, opportunities for self-professional development, and new recruitment of the non-teaching staff along with access to clean and tidy environment for the students and the staff by providing a supportive work environment, etc., institutions can improve the well-being and satisfaction of their women faculty.

Key words: Work-Life Balance (WLB) of Female Faculty, Job Satisfaction, Telangana Social Welfare Residential Degree Colleges (TSWRDCs), Stress at Work-place,

I. INTRODUCTION

All individuals strive to balance their work attending to daily routines of personal lives and professional lives and balancing both can be tiresome in some instances. Balancing work and personal lives is a huge task and is significant, as it helps individuals, prioritize multiple things over others, work-life balance is utmost vital that helps reduce anxiety and stress caused due to either overburdening of work or of mismanagement of lives. It is also significantly essential to allocate personal-time to oneself and their loved ones, and if one is not able to balance between their professional and personal lives, it may lead to several problems that can include from any physical imbalances or ill-health or mental health.

Women in the teaching profession are faced with the challenge of balancing their work responsibilities and personal duties, often with limited pay and limited opportunities for professional growth. They must keep pace

with changes in education and curriculum, all while ensuring their students perform well on exams. This pressure to excel can lead to stress and burnout. Maintaining a healthy work-life balance (WLB) is a constant effort that requires ongoing attention. It is essential to recognize when there is an imbalance and take steps to address it, considering both personal and organizational factors. It's important to note that while the satisfaction of working parents can impact their own lives, it can also affect those around them, such as their children. WLB is an individuals' ability to manage/schedule of personal and professional lives to lead a healthier and serene life.

Women often face challenges, juggling between professional and personal responsibilities as they Indian women contribute majorly in daily chores of work at home and attend to professional activities simultaneously and this require a lot of patience, persistence and capability to bear the pressure and the mental strength, hence, it is crucial to examine the impact of WLB of the feminine fraternity and especially in the education sector as it requires a lot strength and foresightedness to teach the next generation students who occupy the career segment. Work-life imbalances are more among working women, due to their capability of catering to the amount of work, it applies on women's values and their attitudes with respect to their age and relates to arrangements and balancing work and personal lives. Major reasons of work imbalance quoted by women relate to longer-working hours at work, rigidity in the jobs, quantity of work/work-overload, household- responsibilities like child-care, age-old parents and parent-in-laws, gender discrimination/bias on a specific gender at work-place, inadequate financial independence, favourness/harassment on specific individual/individuals at work-place, lack of supervisor support, dominance by managerial role employees, inadequate support of family and co- employees etc., are some of the few reasons. All these issues pertain in almost all the segments/sectors/industries in the contemporary world and the teaching field is no different, in fact the teaching sector needs more women employees for their level of persistence and love towards the children.

The pursuit of work-life balance (WLB) is a subjective and constantly evolving concept, as it can differ from person to person. It is important to recognize that what may work for an individual may not necessarily be the norm for others. Hence, it is crucial to understand the unique needs and circumstances of each person in order to maintain a healthy balance between work and personal life. These differences of requirements lead to imbalance in the WLB of the employees. Moreover, with the vast technological advancements, and the recent epidemic and ever-growing generation gap, leading to rapid change in lifestyles, teaching faculty are stressed with regard to their roles in their respective environments, that became much tougher in the epidemic for all. It is important to consider certain factors while solving WLB issues and time management is one of the key factors. Managing time effectively will have a huge impact on a person's personal and work-life. Prioritizing work, if personal or professional, based on significance and managing time will ease load and stress. Planning is also one such factor that has to be considered when finding the balance between work and life, without planning a person cannot move forward with anything, not in personal or in professional lifestyle. Planning efficiently and strictly following schedules will help remove a load of burden and have a clear vision of set goals and plan to achieve them. One of the most effective strategies to use for reducing stress is to delegate part of the work to another person. Sharing workload when a person has power to ease tasks and to be more mindful of work is more effective and efficient and can fetch better results. Women are much prone to imbalances at work-place.

THEORIES OF WORK-LIFE BALANCE (WLB)

Role Theory: It proposes that people play multiple roles in their lives (working professional, parent, friend, partner), and WLB can be achieved by managing these different roles and setting clear boundaries between them.

Conservation of Resources Theory: It Suggests that people have limited resources (time, energy, attention) that they allocate to different domains of their lives. WLB can be achieved by optimizing allocation of these resources to prevent depletion.

Demands-Resources Model: A variation of the Demands-Resources Model and focuses specifically on the job domain

proposing that job demands (workload and job insecurity) and job resources (job control and social support) can affect WLB and proposes that work demands (workload, time pressure, emotional demands) and work resources (social support, autonomy, feedback) can affect WLB and that balancing the demands and resources are crucial for achieving work-life balance.

ERI Model: It proposes that WLB can be improved by reducing effort-reward imbalance through a variety of strategies, including increasing rewards, reducing effort, and increasing the sense of control over work-related outcomes

Spillover-Crossover Model: It suggests that experiences and emotions from a domain of life (Work) can spill over into other domains (family) and suggests that emotions and experiences can be transferred from one person to the other (from co-worker to partner). It proposes managing spill-over and crossover as vital for achieving work-life balance.

Boundary Theory: It proposes that people use physical, temporal, and psychological boundaries to separate their work and non-work roles and suggests that effective boundary management is key to achieving work-life balance.

II. REVIEW OF LITERATURE:

1. **Denson N, Szelényi K (2022)**, the authors conducted a study on the perceptions of the work-life balance among the faculty members, considering the role of their marital/relationship and family status. Data was gathered from a multi-institutional survey of faculty from the Collaborative on Academic Careers in Higher Education (COACHE) project at the Harvard University's Graduate School of Education and the results showed that the single faculty members, as opposed to those who were married or in a relationship, perceived a lower level of work-life balance. These findings emphasize the need for colleges and universities to specifically address the work-life challenges faced by single faculty members, whether they have children or not.
2. **C B Gopinath, G Mamatha, M Sridhar (2022)**, the study aimed to examine the work-life balance of female teaching staff in private degree colleges located in northern Bengaluru, Karnataka. The research assessed the level of work-life balance among these female teaching staff members and analyzed the influence of various socio-demographic factors on their balance.
3. **Anitha N (2021)**, the author centered on the examination of the work-life balance of female professionals associated in the Information Technology segment in one of the Metro's of India, the Tamil Nadu State. The author evaluated various aspects like organizational factors, personal factors, family factors and stress-related health issues to determine the impact of these elements on the work-life balance of these women. The IT (Information Technology) industry was found to make a substantial contribution in facilitating the balancing of work and personal life for female IT professionals.
4. **Choudhary Pooja (2021)**, found that satisfaction of WLB comparatively is more in public universities than in private universities, and concluded that 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 satisfied level of WLB practices.
5. **Elsa Diego-Medrano and Elsa Diego-Medrano (2021)**, in their study titled "Examining WLB of Faculty in Higher Education" focused on the challenges of achieving WLB widely documented by previous education studies. Faculty struggling on achieving balance between their professional and personal lives due to demands of higher education may eventually become dissatisfied with their job in academia, assessed perceptions of non-tenured, tenure-track, and tenured faculty members' needs to achieve effective WLB in their careers, based on findings of 213 faculty using Qualtrics and grounded theory, and revealed 8 emergent themes to understand

faculty member' WLB essentials (that include home responsibilities, family support, family life pressures, daycare/childcare, health issues, faculty support, work culture, and personal work challenges). Implications of this study can be administered in higher education on WLB needs of faculty.

6. **Dr. J Jeya Sunitha, Dr. R. Mohanasvi & Dr. P. Prabhakaran (2020)**, developed a grouped variety of family structures stated in workforce, including working couples, single persons, blended families, teachers with senior consideration obligations and growing number of people choosing to live alone, heightened the relevance of adjusting work and life jobs of a substantial segment-employed men and women. Besides, flexible working time is required requiring particular attention and management's focus, incorporation of WLB frameworks into annual organized way in educational institutions' goals can surely have positive impact. These institutions to address WLB related staff matters and problems and acquire an all-comprehensive strategy to design and implement approaches to assist in managing WLB, eventually benefitting on performance. HRM department to help educational Institutions set-up balanced work-culture, by means of top-level assistance, help from directors/managers, raise of women's positions in management, formation of new performance evaluation strategies, consideration of rationality and co-workers, bring all this together just by the initiation of a positive work-family or life culture.

7. **Neeti (2020)**, in her study on WLB parameters discovered key factors and challenges faced by the Indian B-School faculty members by developing strategies for improvement of balancing work life through empirical and theoretical study and contributed new lens for testing WLB, a new model including foregoing and consequences of WLB from work and non-work domain simultaneously by investigating using quantitative study to assist in informing WLB factors and importance of gender on these factors and on quantitative, representing lifestyle as a new and significant contribution to the field, while qualitative aspects support the quantitative study by cases on factors and strategies to overcome challenges, yet strategies were commonly related to self and home domain. Specifically, anticipating data gathered through qualitative, contributed to widespread understanding of work life experiences and findings obtained had theoretical and practical relation of faculty, organization, family and self for maintaining WLB firmly on research objective.

8. **Karpagham C (2019)**, investigated on WLB of Women faculty of private Engineering Colleges of North Tamil Nadu by considering factors like work culture, development, facilities and personal interaction influencing WLB and suggested, significant for family to support personal management to create an environment to have positive and moderate effect on job performance, and found that dependent variables and child care can cause negative and moderate association with job performance of women faculty members, organizational support and financial support had significant correlation with job performance of women faculty members in private engineering colleges.

9. **Reena Partha Nath (2019)**, in her study titled "A Study on WLB in Public and private higher educational institutes with reference to female faculties associated with Savitribai Phule Pune University" focused on entry of women employees in higher educational is not new, since over four or five decades. Women are seen occupying prominent and eminent parts of teaching and non-teaching profession, the teaching field is one of the most disciplined, highly lucrative, safe and systematic, and with implementation of the 6th pay commission, a higher number of women chose to enter teaching profession and more students willing to opt for higher education is creating demand for more educational institutions and faculty members in India.

10. **Philip Preville (2019)**, assessed WLB-A Guide for Professors, and showcased that occupational stress among post-secondary educators became a pressing problem. A 2007 study of the Canadian Association of University Teachers, surveyed 1400 sample faculty members in Canada, and found that on in every 5, one exhibited physical (22.1%) and psychological (23.5%) symptoms of stress and used stress-related medication (21.8%). The American Association of University Professors echoes its Canadian counterpart (AAUP's) website lists work-family balance a key advocacy issue. The Higher Education Research Institute conducted in 2014 reported faculty felt stress resulted from lack of personal time (74%) and teaching load (63%). For professors, challenges include rising enrollments of college-age millennials, combined with decline in public funding for universities, resulting in ever-increasing class sizes. Work-place stress, rule of thumb for teaching is "for every hour in a classroom, it's five hours of work outside the classroom." Faculty are expected to be available not merely during office hours but via telephone, email and social media too, resulting in daily avalanche of requests on time and attention. Professors are expected to take administrative roles, departmental/Committee roles, adding to meetings, workload, time pressures and research. The teaching, committees and kids' activities are on schedules. Technology too contributed to increasing stress levels, as it disrupts administrative habits and routines. Institutions typically justify new technologies improving productivity, accompanied by raised expectations to accomplish more work in less time tend to replace support staff with software, leaving faculty to do input. Travel claims, budgets, electronic grading and other things used to have help are now expected to do and reporting requirements increased as every institution track performance metrics". The present study focuses on the work-life balance of female faculty members in the residential colleges of the state of Telangana. It highlights the challenges faced by these women in balancing their professional duties with their personal life. The working faculty are under pressure to put in extra hours to be successful and productive in their careers, but at the same time, they must also handle the daily demands of life. The study emphasizes the actual situation of how the female faculty in these social welfare residential educational institutions are managing their work-life balance.

III. OBJECTIVES:

1. To understand the factors of the female faculty's attributes that are affecting the work-Life balance of the TSWRDC's Staff,
2. To assess if the women teachers are satisfied with the TSWRDC,
3. To analyse the Job satisfaction attributes of the TSWRDCs,

IV. RESEARCH METHODOLOGY

The research is aimed at analysing the impact of WLB with respect to job satisfaction of women faculty of 30 TSWRDCs. The research study is exploratory in nature and adopted survey and library method for analysing the staff's opinions, through a structured questionnaire distribution to all 1080 lady faculty of the TSWRDCs and got complete responses from 576 respondents, thus the responses were analysed using SPSS, and statistical tools like general averages, percentages, mean, median, minimum, maximum, standard-deviation, checked reliability of data, descriptive statistics, on factors like level of happiness of doing a current job, organisation culture adoptability and satisfaction levels, sense of meaning and accomplishment, and organization offering adequate opportunities for career development.

The Reliability test confirms Cronbach's Alpha test and the observed value is 0.862, well above the accepted levels of 0.7, thus the study intended to assess the satisfaction levels on their effect on Job satisfaction on the TSWRDC institutes work-life balance.

Table 1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.862	5

Source: Primary Data Analysis

V. PERIOD OF THE STUDY

The study considered data from 2016-17 to 2021-2022, to outlay major developments in the newly formed TSWRDCs. The primary data is gathered from the teaching women staff respondents of 30 TSWRDCs in 2021-22 and secondary data analysed since the institute's inception (TSWRDCs) in 2016.

VI. JOB SATISFACTION FACTORS AFFECTING WORK-LIFE BALANCE: The study aimed to gauge satisfaction levels of staff members of 30 TSWRDCs on various aspects of their job, specifically at staff's happiness on current role, organizational culture, perceived worth of their job, satisfaction on career development opportunities, sense of accomplishment as a teacher. The role of teachers is critical in shaping the futures and self-esteem of students through quality education and imparting valuable life lessons. The study sought to understand the job satisfaction of TSWRDC staff, particularly in terms of their happiness with their teaching roles. Having job satisfaction as a teacher has several benefits, both for individuals and students. When a teacher is happy with their job, they are more likely to be motivated and perform better, leading to increased satisfaction and overall well-being, thus having positive impact on students, inspiring to work-hard and achieve goals. Furthermore, job satisfaction can improve mental health by reducing stress and increasing overall well-being.

7.1 IMPACT OF STAFF'S AGE Vs WLB

Age becomes a key criterion for assessing the factor in terms of job satisfaction of job performance of the staff. The below table details the responses of the staff with respect to their age. It is found that a mere 3.5% (20 staff) strongly disagreed as age a factor for cause of WLB with respect to discharge of duties, while 13% (75 faculty) staff disagreed on the same. It is to be noted that about 34% (196 staff) neither agreed nor disagreed that age was a factor for discharge of duties of 576 respondents of 30 TSWRDCs and a majority of 40.3% (232 women teachers) opined that age was a factor for impact on job satisfaction and job performance, while about 9.2% (53 staff) teachers strongly agreed on the same.

Table 2: Staff's Age Vs Work-Life Balance

	Frequency	Percent (%)
Strongly Disagree	20	3.5
Disagree	75	13.0
Neutral	196	34.0
Agree	232	40.3
Strongly Agree	53	9.2
Total	576	100

Source: Primary Data Analysis

7.2 IMPACT OF STAFF'S EXPERIENCE Vs WLB

Experience, a vital component that enables staff in better handling the girl students of the residential colleges in better discharging of duties and have a good job satisfaction. The Table 3 details on the impact of the experience of the staff's responses. It is found that a mere 3.3% (19 staff) opined (strongly disagreed) that their inexperience is impacting their job performance, while about 13.4% (77 faculty) disagreed on the same, while about 26.7% (154 staff) neither agreed nor disagreed having any impact in discharging duties effectively and a majority of 43.9% (253 teachers) felt experience impacted job satisfaction, while about 12.7% (73 faculty) strongly agreed on the same.

Table 3: Staff's Experience Vs Work-Life Balance

	Frequency	Percent (%)
Strongly Disagree	19	3.3
Disagree	77	13.4
Neutral	154	26.7
Agree	253	43.9
Strongly Agree	73	12.7
Total	576	100

Source: Primary Data Analysis

7.3 IMPACT OF STAFF'S PUNCTUALITY TO COLLEGE Vs WLB

Punctuality is a path of self-discipline for teachers and students to follow and abide by rules, as students learn from teachers and adhere to rules by subjective teachers, hence the responses were recorded, and found that 7.8% (45 teachers) strongly disagreed on punctuality to work as a key factor impacting job satisfaction, while about 18.6% (107) staff disagreed any impact on job satisfaction, while 20.7% (119 staff) neither agreed nor disagreed and a majority of 42.5% (245 teachers) opined that punctuality impacted job satisfaction, and about 10.4% (60 faculty) strongly agreed punctuality impacted staff duties.

Table 4: Staff's Punctuality to College

	Frequency	Percent (%)
Strongly Disagree	45	7.8
Disagree	107	18.6
Neutral	119	20.7
Agree	245	42.5
Strongly Agree	60	10.4
Total	576	100

Source: Primary Data Analysis

7.4 IMPACT OF STAFF'S COMMITMENT Vs WLB

An employee's dedication, loyalty, and responsibility on a job and college are referred to as their commitment to work. Productivity rises with happier employees at work, and performance improves. Dedicated workers assume responsibility, display initiative, and work beyond limits and longer tenure, lowering costs associated with employee turnover are few other factors. Companies can encourage commitment by fostering healthy work atmosphere, providing opportunity for career development, fair pay, benefits, wages etc., employers also need to maintain safe and healthy work environment. Encouraging commitment aids to develop a solid committed staff, necessary for organisational success. Commitment to work may affect smooth flow of duties of daily classes, as if the staff is not sufficiently committed to impart quality education, students may not be able

understand and perform in examinations and in turn the whole colleges performance may decline, thus staff were asked for responses if their commitment impacted discharge of duties.

The Table 5 details staff responses commitment to work and 6.3% strongly disagreed having impact, while 18.1% disagreed on the same, about 20% (115 staff) neither agreed nor disagreed, a majority of 41.7% (240 teachers) opined staff's commitment impacted job satisfaction, while about 14.1% (81 faculty) staff strongly agreed commitment impacted staff's performance and satisfaction.

Table 5: Staff's Commitment towards Work

	Frequency	Percent (%)
Strongly Disagree	36	6.3
Disagree	104	18.1
Neutral	115	20.0
Agree	240	41.7
Strongly Agree	81	14.1
Total	576	100

Source: Primary Data Analysis

7.5 IMPACT OF STRESS Vs WLB

Staff are expected to work with the best of their abilities, thus, it is necessary to know if staff are working without any stress as they involve themselves in multiple activities apart from teaching, and the responses recorded, the staff can work better and discharge duties effectively without any stress and free from internal and external pressure on them.

It is observed that 6.8% (39 staff) strongly disagreed on daily duties being impacted, 15.6% (90 faculty) teachers disagreed on the same, while 23.3% faculty neither agreed nor disagreed being prone to impacted by stress, a majority of 39.4% (227 teachers) opined that staff discharged duties without any stress and had no impact on job satisfaction, while about 14.9% (86 faculty) staff strongly agreed that they are able to work without any stress.

Table 6: Working without Stress

	Frequency	Percent (%)
Strongly Disagree	39	6.8
Disagree	90	15.6
Neutral	134	23.3
Agree	227	39.4
Strongly Agree	86	14.9
Total	576	100

Source: Primary Data Analysis

7.6 IMPACT OF DEADLINES Vs WLB

Stress, caused mainly because of strict deadlines as staff are expected to complete syllabus on a definite time-scale, as colleges implement the internal and external examinations keeping in view the planned schedule in the academic year. Stress and deadlines overwhelm teachers and may result in impact on effective staff's performance in taking up extra duties, thus staff were asked to respond on works with deadlines impacting job satisfaction

A mere 6.4% (37 teachers) staff strongly disagreed having any impact, while 16.3% disagreed on the same, about 24% (138 teachers) neither agreed nor disagreed that deadlines had any impact in daily discharge of duties

and 37.8% (218 staff) faculty agreed that working on deadlines impacted their duties and had effected on their performance and jobsatisfaction , while about 15.5% (89 faculty) teachers strongly agreed on the same.

Table 7: Working with Deadlines

	Frequency	Percent (%)
Strongly Disagree	37	6.4
Disagree	94	16.3
Neutral	138	24.0
Agree	218	37.8
Strongly Agree	89	15.5
Total	576	100

Source: Primary Data Analysis

7.8 IMPACT OF EXTRA DUTIES Vs WLB

Extra duties during the new academic year beginnings are always tough for all the teaching and non-teaching staff as there are multiple work to be completed like coordinating with the students and their parents in getting them compliance in line with the process of DOST guidelines, getting the enrolled students to come and report to the respective colleges, help the students with other personal and professional guidance etc.

Table 8: Extra Duties Performed

	Frequency	Percent (%)
Strongly Disagree	43	7.5
Disagree	73	12.7
Neutral	136	23.6
Agree	246	42.7
Strongly Agree	78	13.5
Total	576	100

Source: Primary Data Analysis

It is found that about 7.5% (43 staff) faculty strongly disagreed that extra duties impacted their daily duties, 12.7% disagreed on the same, while about 23.6% (136 staff) faculty neither agreed nor disagreed having any impact on job satisfaction and a majority 42.7% staff agreed that extra duties impacted daily discharge of duties and 13.5% (78 teachers) strongly agreed extra duties caused inconvenience and impacted job satisfaction.

7.9 BENEFIT OF FLEXIBLE WORKING HOURS Vs WLB

The staff were enquired on responses pertaining to the flexible working hours impact on the staff and are as denoted in the below table 5.9. Flexible working hours make the staff feel comfortable and allow them to better discharge their duties effectively. It's a known fact that flexibility always help in delivering quality results majorly

Table 9: Flexible Working Hours

	Frequency	Percent (%)
Strongly Disagree	27	4.7
Disagree	94	16.3
Neutral	128	22.2
Agree	234	40.6
Strongly Agree	93	16.1
Total	576	100

Source: Primary Data Analysis

From the Table 9, it is evident that 4.7% (27 staff) faculty strongly disagreed flexible hours of working impacted performance and job satisfaction, 16.3% (94 staff) faculty disagreed on the same, while about 22.2% (128 teachers) neither agreed nor disagreed and 40.6% (234 staff) agreed and 16.1% (93 faculty) staff strongly agreed that non-existence of flexible working hours impacted the performance and job satisfaction of the staff.

7.10 IMPACT OF COLLEAGUE'S SUPPORT AT WORKPLACE Vs WLB

The female faculty respondents were asked if colleagues support at workplace impacted staff duties as teaching staff need good work environment in efficiently discharging their duties. Staff need to cooperate among themselves and without mutual understanding and better coordination, it is not possible for a fair workplace. Teachers need better coordination as if a staff is on unplanned leave or not well then the available staff need to preoccupy the students of the residential colleges in some way or the other like teaching other subjects or involving the students in other allied assignments.

Table 10: Staff on Colleagues Support

	Frequency	Percent (%)
Strongly Disagree	25	4.3
Disagree	117	20.3
Neutral	124	21.5
Agree	247	42.9
Strongly Agree	63	10.9
Total	576	100

Source: Primary Data Analysis

From the Table 5.10, it is found that 4.3% (25 staff) faculty strongly disagreed receiving ample support from colleagues, 20.3% (117 faculty) staff disagreed on the same, while about 21.5% (124 teachers) neither agreed nor disagreed, a majority of 42.9% staff agreed receiving expected support from fellow colleagues and about 10.9% (63 staff) faculty strongly agreed receiving such support at workplace and opined not having any impact.

7.11 IMPACT OF WORKPLACE WORKING CONDITIONS Vs WLB

Working conditions enable the staff in effective teaching the respective subjects by the faculty, thus the staff were questioned on the working conditions like, if they were happy and comfortable with conditions provided like seats/chairs/tables, surrounding hygienic conditions, and a healthy environment in the vicinity, as all these add up to have a pleasant environment for the teachers and students to concentrate well on their studies.

Table 11: Working Conditions

	Frequency	Percent (%)
Strongly Disagree	25	4.3
Disagree	108	18.8
Neutral	127	22.0
Agree	240	41.7
Strongly Agree	76	13.2
Total	576	100

Source: Primary Data Analysis

Table 5.11 depicts responses of female staff's impact on job satisfaction and working conditions (availability of seats/chairs/tables, surrounding hygienic conditions, healthy environment) and a mere 4.3% strongly disagreed, 18.8% disagreed on the same, while 22% (127 faculty) neither agreed nor disagreed and 41.7% (240 staff) faculty agreed having good working conditions and 13.2% (76 staff) strongly agreed on the same.

7.12 IMPACT OF WORKLOAD Vs WLB

Table 2: Staff on Work-Load

	Frequency	Percent (%)
Strongly Disagree	32	5.6
Disagree	105	18.2
Neutral	109	18.9
Agree	257	44.6
Strongly Agree	73	12.7
Total	576	100

Source: Primary Data Analysis

The Table 12 depicts responses of the 30 TSWRDC female staff's responses on the impact of work-load's impact on job satisfaction levels at the work place.

It is found that 5.6% (32 staff) faculty strongly disagreed having any impact on workload at workplace and 18.2% (105 faculty) staff disagreed on the same, while 18.9% (257 teachers) faculty neither agreed nor disagreed and 44.6 (257 faculty) staff agreed workload impacted professional and personal impact, while 12.7% (73 teachers) faculty strongly agreed workload impacted on job performance and job satisfaction staff institutes offered free and quality education to the girl students along with residential facility.

7.13 IMPACT OF NON-TEACHING STAFF'S SUPPORT Vs WLB

The teaching staff often requires daily support to maintain clean classrooms and hostel rooms, tidy kitchen and bathrooms, hygienic surroundings and good and clean water facility for the students and teachers, all these are maintained by the non-teaching staff and the teaching staff are depended on them on these factors. The below table 5.13 illustrates the responses of the teaching faculty's impact on the depended non-teaching staff in discharging their duties.

Table 13: Non-Teaching staff Support at work place

	Frequency	Percent (%)
Strongly Disagree	23	4.0
Disagree	112	19.4
Neutral	128	22.2
Agree	227	39.4
Strongly Agree	86	14.9
Total	576	100

Source: Primary Data Analysis

A mere 4% (23 faculty) staff strongly disagreed having any impact on the Non-teaching staff's support on performance and job satisfaction of teaching staff, 19.4% disagreed on the same, while about 22.2% (128 staff) faculty neither agreed nor disagreed having any impact of non-teaching staff's support at work place and majority 39.4% (227 staff) faculty agreed that non-teaching staff's support impacted performance and job satisfaction, while about 14.9% (86 female faculty) of the staff strongly agreed on the same.

7.14 IMPACT OF REMUNERATION Vs WLB

It is vital to also understand responses of female staff of 30 TSWRDCs on Remuneration as each individual works in some or the other means to earn a decent and fair income, thus staff were enquired on the impact of salaries and the responses were as denoted below. Salaries are aimed at savings, future investments, for the staff's children education and higher studies, as each staff has some form or the other reason for being employed.

Table 14: Staff on Remuneration

	Frequency	Percent (%)
Strongly Disagree	47	8.2
Disagree	96	16.7
Neutral	116	20.1
Agree	257	44.6
Strongly Agree	60	10.4
Total	576	100

Source: Primary Data Analysis

The Table 14 details on responses of the teaching women staff's impact on remuneration, and a mere 8.2% (47 staff) faculty strongly disagreed that the remuneration had any impact on their performance and job satisfaction, and 16.7% (96 teachers) staff disagreed having any impact on performance and job satisfaction, while about 20.1% (116 faculty) neither agreed nor disagreed on the same, as for most, associated with a government job acts as a security and a majority 44.6% (257 faculty) staff agreed and 10.4% (60 faculty) strongly agreed that the remuneration paid to them impacted their performance and job satisfaction as with the same efforts they may get a higher remuneration if they ought to get themselves associated in any of the few other available educational institutes and given the fact that the private institutes are more organised and pay more than the government organisations.

7.15 IMPACT OF REWARD AND RECOGNITION SYSTEM Vs WLB

The teaching faculty were enquired on the reward mechanisms followed by the TSWRDCs had any impact on their performance and job satisfaction, and the responses of the lady staff are as denoted in the below table 5.16. Rewards and recognition helps the staff to better contribute and acts as a healthy competition among the teachers, thus it is vital the factor rewards to the performing teachers are due recognised and rewarded accordingly, to boost the morale of the staff.

Table 15: Reward system to motivate good performers

	Frequency	Percent (%)
Strongly Disagree	46	8.0
Disagree	91	15.8
Neutral	147	25.5
Agree	231	40.1
Strongly Agree	61	10.6
Total	576	100

Source: Primary Data Analysis

It is noted that a meagre 8% (46 staff) strongly disagreed that reward system implemented by the TSWRDCs

had any impact on the job satisfaction, 15.8% (91 teachers) staff disagreed any impact on job satisfaction, while, 25.5% (147 staff) faculty neither agreed nor disagreed and 40.1% (231 teachers) staff responded that reward system to performers impacted the performance and job satisfaction of the faculty of the TSWRDCs, and about 10.6% (61 staff) teachers strongly agreed on the same, implying that a total of 50.7% agreeing having impact on their performance and job satisfaction.

7.16 IMPACT OF JOB SECURITY Vs WLB

The teaching faculty were queried on the staff's job security of TSWRDCs for impact on performance and job satisfaction, and responses recorded in Table 5.16. Job security, a key parameter, as it helps staff to be confident and depend on the earnings, it gives a definite income every month and enable in better contribution of services, i.e., vital as it enables financial independence and is a fruit of their hard toiled effort to be employed.

Table 16: Job Security

	Frequency	Percent (%)
Strongly Disagree	43	7.5
Disagree	91	15.8
Neutral	148	25.7
Agree	235	40.8
Strongly Agree	59	10.2
Total	576	100

Source: Primary Data Analysis

7.5% (43 staff) strongly disagreed that job security impacted the performance/job satisfaction, implying that staff may be a guest/contract, such employees were liable to be removed when a permanent staff is attached to the post, without any notice and 15.8% (91 teachers) staff disagreed on the same, while, 25.7% (148 teachers) staff neither agreed nor disagreed having any impact and 40.8% (235 teachers) staff responded job security impacted their performance and satisfaction, and 10.2% (59 staff) strongly agreed, implying that a total of 51% agreed having impact on their performance and job satisfaction.

VII. JOB SATISFACTION LEVELS AT TSWRDCs:

The study intends to understand responses of the 30 TSWRDC institutions staff on job satisfaction attributes like level of happiness with respect to their current roles, organisation culture (work environment), current job's worth i.e. meaningful work, options offered for career development, and sense of accomplishment as a teacher.

Table 17: Job Satisfaction-Happy with Current Job

	Frequency	Percent (%)
Strongly Disagree	39	6.8
Disagree	90	15.6
Neutral	180	31.3
Agree	234	40.6
Strongly Agree	33	5.7
Total	576	100

Source: Primary Data Analysis

The Table, specifies responses on happiness/satisfaction levels of current role as a teacher and 6.8% (39 staff) and 15.6% (90 staff) were found to be not at all satisfied not satisfied respectively, while about 31.3% (180 faculty) neither agreed nor disagreed being happy in their current roles and about 40.6% (234 staff) and 5.7% (33 teachers) agreed and strongly agreed respectively being happy on current roles, on the current role as teacher.

Enjoying an organization's culture can be a vital factor in job satisfaction, it refers to the shared values, beliefs, and behaviours' shaping the way people work together, by a feel of being connected to fellow colleagues and motivated to contribute to the team's success. The aspect includes enjoying the organisational culture include strong and supportive leadership fostering a positive work culture, values, supports employees finding a healthy WLB, contribute to job satisfaction, opportunities for growth for professional development are more fulfilling to work for aligned Values-being part of a team can be more fulfilling when organizational values align with individual values.

Table 18: Job Satisfaction- Enjoy our organizations culture

	Frequency	Percent (%)
Strongly Disagree	36	6.3
Disagree	76	13.2
Neutral	163	28.3
Agree	230	39.9
Strongly Agree	71	12.3
Total	576	100

Source: Primary Data Analysis

The Table, features responses on satisfaction levels of faculty enjoying the organisation culture and 6.3% (36 staff) and 13.2% (76 staff) strongly dissatisfied and dissatisfied respectively, about 28.3% (163 faculty) neither agreed nor disagreed enjoying organisational work culture, while about 39.9% (230 staff) agreed on the same, and about 12.3% (71 staff) faculty strongly agreed enjoying organisational culture of the TSWRDCs.

Being a government teacher can be a meaningful and rewarding, as one has an opportunity to make a positive impact on the students lives by helping them acquire skills and knowledge required to succeed and also play a key role in shaping the future of the economically background communities by educating the next generation of citizens., One can have opportunity to contribute to the development of college curricula and educational practices, supportive and collective environment and thus fulfilling a way to enrich the student's education and have a positive impact on students and the community.

Table19: Job Satisfaction- Find Work Meaningful

	Frequency	Percent (%)
Strongly Disagree	39	6.8
Disagree	70	12.2
Neutral	123	21.4
Agree	259	45.0
Strongly Agree	85	14.8
Total	576	100

Source: Primary Data Analysis

The Table, details satisfaction levels on work done and the same being meaningful and 6.8% (39 faculty) and 12.2% (70 teachers) observed to be strongly dissatisfied and dissatisfied respectively, while 21.4% (123 faculty) staff neither agreed nor disagreed and about 45% (259 teachers) and 14.8% (85 faculty) agreed and strongly agreed respectively, feeling being delivering a meaningful duty towards the society and enjoyed being associated with the TSWRDC.

Government educational institutes in general offer a wide range of career development opportunities for teachers that may include professional development opportunities like workshops, conferences, online courses helping teachers stay up to date with the latest teaching methods and technology. They can also offer opportunities for advancement in promotion to management positions or higher salary scales, additionally, several universities partnered with colleges and other institutions offering teachers opportunity to earn advanced degrees and certifications that help advance their careers.



Table 20: Job Satisfaction-TSWRDC offer Ample opportunities for career Growth

	Frequency	Percent (%)
Strongly Disagree	24	4.2
Disagree	78	13.5
Neutral	147	25.5
Agree	228	39.6
Strongly Agree	99	17.2
Total	576	100

Source: Primary Data Analysis

The Table, facets 576 responses of lady faculties of 30 TSWRDCs on satisfaction levels of organization offered opportunities for career development and a mere 4.2% (24 staff) and 13.5% (78 teachers) observed to be strongly dissatisfied and dissatisfied respectively, while 25.5% (147 staff) neither agreed nor disagreed TSWRDCs offered opportunities for career development and 39.6% (228 staff) and 17.2% (99 faculty) agreed and strongly agreed respectively that TSWRDCs offered ample opportunities for career growth.

Working as a teacher can fulfil as most rewarding aspect, as it is an opportune to make a positive impact on students' lives, helping them learn, grow and see progress over time and can be a satisfying experience, gaining tangible results of hard-work and dedication, and gives a sense of accomplishment in professional development, as with experience and skills one may be able to take on additional responsibilities/advance to management positions, provides a sense of accomplishment and personal growth.

Table 21: Job Satisfaction-Have a Sense of Accomplishment in Doing the Job

	Frequency	Percent (%)
Strongly Disagree	28	4.9
Disagree	51	8.9
Neutral	154	26.7
Agree	281	48.8
Strongly Agree	62	10.8
Total	576	100

Source: Primary Data Analysis

The Table 21, specifies responses on satisfaction levels of having sense of accomplishment in pursuing duties and being satisfied, and a mere 4.9% (28 faculty) and 8.9% (51 staff) observed to be strongly dissatisfied and dissatisfied respectively, while about 26.7% (154 teachers) neither agreed nor disagreed experiencing sense of accomplishment and 48.8% (281 teachers) and 10.8% (62 staff) agreed and strongly agreed respectively having experienced sense of accomplishment with the TSWRDCs.

All 576 responses are valid, with a Minimum of 1 and Maximum of 5 based on their responses on factors like being happy with the current job at the TSWRDCs, enjoyed organization culture, work, organization offering all adequate opportunities for career development, sense of belonging and accomplishment.

Table 22: Job Satisfaction- Descriptive Statistics of Overall Factors

Descriptive Statistics					
Question Description	N	Minimum	Maximum	Mean	Std. Deviation
Happy with Current Job	576	1	5	3.23	1.006
Enjoy organizations culture	576	1	5	3.39	1.061
Find my work meaningful	576	1	5	3.49	1.094
Organization offer adequate opportunities for career development	576	1	5	3.52	1.056
Have a sense of accomplishment in doing current job.	576	1	5	3.52	.967
Valid N (No. of Respondents)	576				

Source: Primary Data Analysis

It is apparent from the above table on the descriptive analysis of overall factors on job satisfaction factors of the staff and the analysis confirmed that all the data collected responses were all valid, the Mean ranged between 3.23 to 3.52 as the mean implies the centre of any dataset, a typical value of responses, and average value of any dataset. Standard Deviation helps the researcher understand the dispersion of the dataset measuring the absolute distribution variability of that dispersion, and its deviation from the Mean as it denotes the central tendency of the dataset, thus the standard deviation of the factors with respect to the grievances of the female staff associated with the 30 TSWRDC institutions in the Telangana state is found to be between 0.96 to 1.09. The highest standard deviation is observed for the factor of the faculty finding their work meaningful, and the lowest on the factor that faculty was happy with the work they do.

FINDINGS:

Factors Impacting Work-Life Balance in Priority (Highest to Least Factor)

The order of impacting factors on WLB of the women staff associated with the 30 TSWRDCs are as detailed below in chronological order of opinions of the sample 576 respondents.

- 1.Age
- 2.Experience
- 3.Time Spent with Family
- 4.Colleagues support at work
- 5.Working Conditions at workplace
- 6.Non-Teaching staff's Support
- 7.Flexible Working hours
- 8.Job Security
- 9.Work-Load
10. Reward and Recognition system for performers
11. Extra duties
12. Medical facilities at the TSWRDC
13. Salary Levels (in case of Guest/Contract Faculties)
14. Being Punctual to College
15. Commitment on Work
16. Working with Stress

17. Working on Deadlines

Age and Staff's experience topped the factor that led to the highest priority affecting the work-life balance of the staff associated with the 30 TSWRDCs, followed by the 3rd priority being time spent with family, the 4th priority affecting the WLB was seen as colleague's support at work, 5th is working conditions at the TSWRDC, 6th non-teaching staff's support at the college, 7th factor being flexible working hours, 8th factor Job security, 9th being Work-load, 10th reward and recognition to the performing staff, 11th being extra duties assignments, 12th factor is seen as medical facilities to the staff at the college, 13th remuneration part (salaries), followed by 14th being punctual to college, 15th work commitment, 16th being working with stress and 17th Working on deadlines.

Table 23: Standardized Regression Weights: (Group No. 1-Default model)

			Estimate
Happy with Current Job	<---	JS (Job Satisfaction)	0.750
Enjoy organizations culture	<---	JS (Job Satisfaction)	0.716
Find my work meaningful	<---	JS (Job Satisfaction)	0.785
Organization offer adequate opportunities for careerdevelopment	<---	JS (Job Satisfaction)	0.735
Have a sense of accomplishmentin doing current job.	<---	JS (Job Satisfaction)	0.743

Source: Primary Data Analysis

A positive standardized regression weight indicates that the observed variable is positively related to the variables/factors, while a negative standardized regression weight indicates that the observed variable is negatively related to the variable/factors. The Table 23, determines that the highest estimate value is related to the attribute of finding the work to be meaningful at workplace followed by Happy with pursuing current job, Having a sense of accomplishment, organisation offering ample opportunities for career enhancements, and lastly on the factor enjoying the organisation culture of the work-place.

The covariance matrix is also used to evaluate the goodness of fit of the CFA model. A good fit of the model implies that the covariances estimated from the data are similar to the covariances specified in the model. This can be checked by comparing the observed covariance matrix and the estimated covariance matrix. A difference between these two matrixes will lead to a poor fit of the model.

Table 24: Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
JS (Job Satisfaction)	<-->	Attitude towards Work	0.127	0.033	3.871	0.00
JS (Job Satisfaction)	<-->	Job Performance	0.326	0.035	9.415	0.00
JS (Job Satisfaction)	<-->	Monetary Benefits	0.134	0.033	4.082	0.00
JS (Job Satisfaction)	<-->	Personal Factor	0.16	0.029	5.498	0.00

Source: Primary Data Analysis

The Table 24, determines and details the covariance between the component Job Satisfaction and other variables, and observed that the highest estimates are for the components Job Performance (JP), followed by

(MB) Monetary Benefits, (PF) Personal factors and lastly on (AW) Attitude towards work. The highest standard error (0.38) was observed between the components Job satisfaction and Job Performance and the least on (PF) Personal Factor, it is also seen that the highest C.R value (9.415) observed between the components JP (Job Performance) and the (JS) Job Satisfaction, while the lowest C.R value (3.871) observed on AW (Attitude towards Work).

From the Table 25, it is observed that the highest observed value are on the components with Job Performance (JP) and Job Satisfaction (JS) at 0.633 value.

Table 25: Correlations: (Group number 1 - Default model)

			Estimate
WC (Working Conditions)	<-->	JS (Job Satisfaction)	0.324
JS (Job Satisfaction)	<-->	AW (Attitude towards Work)	0.194
JS (Job Satisfaction)	<-->	JP (Job Performance)	0.633
JS (Job Satisfaction)	<-->	MB (Monetary Benefits)	0.206
JS (Job Satisfaction)	<-->	PF (Personal Factor)	0.302

Source: Primary Data Analysis

From the Table, Job Satisfaction vs the Job Performance, as the estimate value is well above all other factors at 0.633, while all other values are around the average estimate 0.3 and lesser, it is evident that Job satisfaction and Job performance are interlinked and are directly proportional i.e., better an employee is satisfied in job, better will be performance.

In Confirmatory Factor Analysis (CFA), correlation refers to statistical relationship between two or more variables, measured as a value between -1 and 1. The correlation between two variables can be positive, indicating that the variables tend to increase or decrease together, or negative, indicating that the variables tend to move in opposite directions. In a CFA model, the correlation between the observed variables (e.g. items on a questionnaire) and the latent variables (e.g. factors or dimensions) is represented by the correlation matrix. This matrix contains the correlations between all pairs of observed variables, as well as the correlations between the observed variables and the latent variables. The correlation matrix is used to estimate the parameters factor loadings and the factor variances. The correlation matrix can also be used to evaluate the goodness of fit of the CFA model by comparing the observed correlation matrix and the estimated correlation matrix. A difference between these two matrixes will lead to a poor fit of the model.

Table 26: Variances: (Group No. 1-Default model)

	Estimate	S.E.	C.R.	P
WC (Working Conditions)	0.641	0.066	9.762	0.000
JS (Job Satisfaction)	0.568	0.057	10.017	0.000

Source: Primary Data Analysis

In CFA, variances refer to the amount of variability or spread of scores within a variable, the variances of the observed variables (items on a questionnaire) and the latent variables (factors or dimensions) are represented by the variance-covariance matrix. The variances of observed variables are assumed to be fixed and known, while variances of the latent variables are estimated from the data, these variances represent the degree to which scores on each variable deviate from its mean. A high variance indicates that scores on variable are spread out and a low variance indicates, scores on variable are clustered around mean.

CONCLUSION:

Job Satisfaction factors like spending quality time with the staff's families, staff's age, their experience, punctuality timelines in reaching college, commitment to work, working at work-place without any stress, scheduled tight deadlines, external duties apart from teaching, flexible working hours, colleagues and Non-teaching staff's support at work-place, working environment, work-load on staff, remuneration/salary of regular and non-regular staff, medical facilities availability to students and faculty, rewards, recognition and motivation to performing teachers, and Job security (especially to the Non-regular employees), etc. become key aspects for the staff for better job satisfaction and also help them in maintaining a better personal and professional life and maintaining better work-life balance.

WLB is a critical factor in job satisfaction as women often struggle to balance their work and personal responsibilities, often leading to high levels of stress and burnout. Lack of flexible work schedules, long working hours, and support at workplace can lead to dissatisfaction in their jobs. The workload of women faculty is often higher than their male counterparts, due to the expectations of performing both teaching and domestic responsibilities, leaving them with less time for personal pursuits and a sense of being overwhelmed and stressed.

To improve job satisfaction for women faculty, it is important for institutions to provide flexible working arrangements, such as telecommuting or part-time work options, and support services such as on-site day-care, providing opportunities for professional development and advancement too can increase job satisfaction by helping women faculty feel valued and appreciated. Additionally, providing support systems such as mentorship programs and peer networks can help women faculty balance their work and personal lives, and feel a sense of community and support within their workplace.

In conclusion, work-life balance is a crucial factor in job satisfaction for women faculty in residential degree colleges. By addressing this issue, institutions can improve the overall satisfaction and well-being of their women faculty and create a more inclusive and supportive work environment.

REFERENCES:

- 1) Stephen R marks and Shelley N MacDermid (1996), Multiple Roles and the Self-A Theory of Role balance, Journal of Marriage and family, Vol. 58 (2), pp: 417- 432 National Council on family relations.
- 2) Dudek B, Koniarek J, Szymczak W. Stres związany z pracą a teoria zachowania zasobów Stevana Hobfolla [Work-related stress and the Conservation of Resources Theory by Stevan Hobfoll]. Med Pr. 2007;58(4):317-25. Polish. PMID: 18041201.
- 3) Arnold Bakker and Evangelia Demerouti (2006), JD-R Model
- 4) C, Li X, Yao X, Pi Z, Qi S. Psychometric Properties of the Effort-Reward Imbalance Questionnaire for Teachers (Teacher ERIQ). Front Psychol. 2019 Sep 12;10:2047. doi: 10.3389/fpsyg.2019.02047. PMID: 31572259; PMCID: PMC6751258.

- 5) Bakker, A. B., Demerouti, E. & Dollard, M. F. (2008). How job demands affect partners' experience of exhaustion: Integrating work-family conflict and crossovertheory. *Journal of Applied Psychology*, 93, 901-911.
- 6) Biddle, Bruce J. 1979. *Role Theory: Expectations, Identities, and Behaviors*. New York: Academic Press
- 7) Denson N, Szelényi K (2022), Faculty perceptions of work-life balance: the role of marital/relationship and family status. *High Educ* 83, pp. 261–278 (2022)
- 8) C B Gopinath, G Mamatha, M Sridhar (2022), An Empirical study on WLB among Women teaching Staff in Private Colleges, Bengaluru
- 9) Anitha N (2021), A study on Work Life Balance among Women information technology professionals with Special reference to TN
- 10) Choudhary Pooja (2021), Work Life Balance of Women Faculty in Higher Education. Choudhary Pooja, (2021)
- 11) Elsa Diego-Medrano and Elsa Diego-Medrano (2021), "Examining Work-Life Balance of Faculty in Higher Education" *International Journal of Social Policy and Education Vol. 3 (3); Mar'2021. pp 27-36 ISSN 2689-4998 (print), 2689-5013 (online)*
- 12) Dr. J. Jeya Sunitha, Dr. R. Mohanselv & Dr. P. Prabhakaran (2020), A Study on Work-Life Balance of College Faculties in Dindigul District With Special Reference To Management Studies Staff
- 13) Neeti (2020), Work-Life Balance of Faculty in AICTE approved B-Schools in National Capital Region, India.
- 14) Kaepagham (2019), A Study on the Work Life Balance of Women Faculty Members Working in Private Engineering Colleges of north Tamil Nadu
- 15) Nath, Partha Reena (2019), A Study on Work Life Balance in Public and Private Higher Educational Institutions with reference to Female Faculties associated with Savitribai Phule Pune University
- 16) Philip Preville (2019), *Work-Life Balance: A Guide for Professors*
- 17) Fisher, K., and M. Layte (2003). Measuring work-life balance and degrees of sociability: A focus on the value of time use data in the assessment of quality of life. Working Paper of the European Panel Analysis Group pp: 32.
- 18) Burke, 2019. Organizational values, job experiences and satisfaction among managerial and professional women and men: Advantage men.
- 19) Guest, David (2002). *Perspectives on the study of work-life balance*, Social Science Information Sur Les Sciences Sociales, Sage publications.
- 20) Kofodimos, JR (1993). *Balancing act: How managers can integrate successful careers and fulfilling personal lives*. CA, San Francisco.