



Work-Life Balance Of Women College Faculties With Special Reference To Palakkad District In Kerala

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ABSTRACT

Teacher's work-life balance is very important since it helps to prevent burnout, improves job satisfaction, and can significantly contribute to good student outcomes. This research examines the work environment, job satisfaction, and work-life balance of teachers in Arts and science colleges in the Palakkad districts of Kerala. Data has been collected by using a structured questionnaire. Convenience sampling has been adopted. The sample size was fixed at 70 and it consists of 25 teachers from Government colleges, 21 teachers from Aided colleges, and 24 teachers from self-financing colleges. Mean, SD, t-test, ANOVA, etc. were used for analysis. The research highlights that the most influencing factors of work-life balance are salary, family responsibilities, and support from colleagues. The research points out that the factors important to maintain the balance between work and personal life include working schedules that are flexible, Work from home, encouragement from family members, Support from superiors or colleagues, time off during emergencies, and Working atmosphere. The research shows the techniques that the faculties used to undertake their responsibilities. The most of the faculty members balance their professional and personal lives by sharing family obligations with their spouses, performing all other college-related tasks on time, and presenting their classes on time and spending more time with family on holidays. There were differences in the work-life balance based on marital status, type of college, and type of family. This research is important because lots of women faculties are struggling to maintain a good work-life balance.

Keywords: Work-life balance, work environment, job satisfaction, women faculties

1 Introduction:

Work-life balance means judicious and reasonable balancing of one's work and personal life which is essential to have a satisfying existence. Work-life balance can be achieved when a person gives appropriate value to his or her personal and professional lives. The Tomazevic group (2014) Work-life balance is defined as striking a healthy balance between one's personal and professional responsibilities. Achieving a work-life balance involves setting realistic priorities for both "life" (well-being, pleasure, entertainment, relatives, and spiritual growth) and "work" (profession and ambitions). The notion of work-life balance is relatively new. It was first popularised in the US in the 1980s and the UK in the 1970s. According to Amstad et al. (2011), a stressful condition might lead to a work-life imbalance. Another cause for an imbalance in work-life is the lack of assistance from superiors. An extended period of working hours is another issue that creates an imbalance between work and life. Allen (2000) Workers who experience work-family conflict have a range of stress-related symptoms, including anxiety, tension, depression, and general emotional pressures. Furthermore, job satisfaction is negatively correlated with work-family conflict. It is quite hard to balance job and personal life in our fast-paced, competitive society. In this rapid world and ever-rising prices, it has become difficult to run family expenditures with one person's income. Consequently, even uneducated women are also forced to work to supplement the family income. However, women who work must assume several roles throughout their lives. The responsibilities of the job and other family duties, such as mother, wife, and daughter, are examples

of these multiple responsibilities. Even while males help out around the house occasionally, their contributions are far smaller compared to those of women. Working women are under tremendous pressure to pursue their careers since, upon marriage, they must assume family duties. As mothers, they must care for their offspring and extended families. These days, working women make a lot of effort to balance their obligations to their families and their jobs. However, in today's environment, worry and stress are becoming unavoidable aspects of working life. Nowadays, the vast majority of individuals on the planet are under a lot of psychological stress in a variety of aspects of their life. It's important for the teaching profession as well. A faculty member's responsibilities do not end with teaching; they also include administering exams, grading papers, conducting meetings with employees, handling other administrative tasks, counselling students on their education, supervising projects, and participating in faculty development programmes.

The working class is increasingly facing a lot of hardships nowadays due to multi-dimensional problems like heavy workload, wage cuts, competition, inflation, etc. Teachers are no exception to this as they also face heavy workloads, extra-curricular activities in colleges, etc. on the one hand, and family responsibilities like household chores, looking after children, etc. on the other hand leading to imbalance in work and life, which is reflected in their performance affecting teaching and learning.

2 Objectives of the Study

1. To assess the degree of work-life balance among female faculty members employed by different institutions in the Palakkad District.
2. To research the elements affecting women faculty members' work-life balance across various colleges in Palakkad
3. To investigate at the procedures they used to balance their obligations in work and life.

3 Research Methodology

The research design used in this study is descriptive cum analytical in nature. A convenient sampling technique is used to obtain samples from the population. The study looks at the female faculty members in the Palakkad district's various educational institutions. The total sample size for the study is 70. For the purpose of this research, both primary and secondary information were employed. Through a variety of resources like books, journals, internet, etc., secondary data were gathered. Most of the secondary data was collected through the Internet. The primary data were obtained from women faculties of various colleges in Palakkad district. A clear and comprehensive questionnaire was employed as a means of gathering data. To analyze and interpret the collected data, suitable analytical techniques were employed. Tables, percentage analysis, mean, SD, etc. are used for analyzing the collected data. Various tests such as ANOVA and more were also applied. Data were analyzed with the help of SPSS software.

4 Review of literature

Arunkumar and Swami Nathan (2017) studied "work-life balance among teachers at self-financing colleges in Thanjavur District, Tamil Nadu". A few aspects were included in the study, and their consequences for balancing work and life were noted. The study concludes that work-life policies benefit women who are employed. Increased women's balance between work and life results in higher job satisfaction. In her paper "A Study on work-life balance among teaching professionals of Arts and Science Colleges in Tuticorin District," **Muthulakshmi (2018)** attempted to investigate the primary obstacles that educators encounter while attempting to strike an equilibrium between their personal and professional lives. The main focus of this study has been on the variables that influence the respondents' attitudes regarding their work lives and the field of teaching. **Ngozi (2015)** has investigated "work-life balance and employee performance in selected commercial banks in Lagos State". Poor working organizational cultures at commercial banks, which might not support different kinds of work-life balancing practices, are the issue this study uncovered. The study concludes that an organization may gain practically from implementing the work-life balance concept. This is because, for an employee to become an asset to the company rather than merely a worker who carries out the day-to-day tasks assigned to them, their social and psychological well-being must be appropriately managed. **Priya (2017)** "An investigation on balance between professional and personal work of women teachers", examined the work-life balance of female teachers and found that factors such as the number of hours worked per week, occupational stress, age, and caregiving duties were significant drivers of this balance. Life at work conflicts, i.e., how women who work balance between work and life affects their health Compared to their male colleagues, they report higher levels of stress, migraines, tense muscles, weight gain, and sadness. Research on the "work-life balance of teachers in engineering colleges in Kerala" was carried out by **Dhanya & Kinslin (2016)**. According to the study's findings, the greatest work-life balance strategies include flexible scheduling, telecommuting, working five days a week, scheduled vacations, leave policies that include maternity leave, worker welfare programs, and talent growth programs. To lessen the conflict between work and life in this setting, certain creative ideas must change. In their 2019 study, "A study on the work-life balance among the women teaching employees in Arts and Science colleges," **Harichithra & Kavitha** determined that in order

to attain work-life balance, teachers must create goals and excel in both their professional and personal lives. Planning, organizing, and setting boundaries are a few of the techniques and abilities that may be applied at the job and at home to lead a balanced, contented life that balances work and personal obligations.

In the investigation, "Work-life balance of female college teachers in Thrissur District," **Thomas and Paul (2016)** revealed that faculty members experience significant stress while attempting to strike a balance between both their private and professional lives. According to this survey, the majority of faculty members experience stress as a result of the following: defined roles, support from colleagues, family traditions, flexible work schedules, and head assistance. not just from the perspective of stress analysis, but also potentially helpful in developing coping mechanisms and explaining behaviours related to stress for the teaching community as a whole. During his research "WLB of faculty members in Autonomous colleges," **Maharaj (2015)** expressed the opinion that teaching is an extremely difficult occupation with a high degree of accountability. Overwhelming workloads can lead to excessively high levels of tension, which can negatively impact both personal and professional care. A key component of optimizing personal fulfilment involves investing in a lot of effort and succeeding. Overwork, however, is detrimental to both staff and students' health. WLB strikes a balance between the demands of the faculty and those of the college. Teachers frequently put in extra hours or stay late at work to help the college and its students.

5 Results and Discussions:

5.1 Sample Characteristics of the Respondents

| Characteristics | Category | Number | Percentage |
|-----------------------------|----------------------|--------|------------|
| Gender | Male | 33 | 47 |
| | Female | 37 | 52 |
| Age (in years) | Below 30 years | 16 | 22.9 |
| | 30-40 years | 28 | 40.0 |
| | 41-50 years | 22 | 31.4 |
| | Above 50 years | 4 | 5.7 |
| Marital Status | Married | 61 | 87.1 |
| | Unmarried | 9 | 12.9 |
| Type of Institution | Government | 25 | 35.7 |
| | Aided | 21 | 30.0 |
| | Unaided | 24 | 34.3 |
| Teaching Experience | Less than 5 years | 5 | 2.2 |
| | Below 10 years | 43 | 19.2 |
| | 10-15 years | 57 | 25.4 |
| | 16-20 years | 71 | 31.7 |
| | 21-25 years | 37 | 16.5 |
| | More than 25 years | 11 | 4.9 |
| Monthly Salary | Less than Rs. 25000 | 28 | 40.0 |
| | Rs. 25000- Rs.50000 | 7 | 10.0 |
| | Rs. 51000- Rs.75000 | 14 | 20.0 |
| | Rs. 76000- Rs.100000 | 11 | 15.7 |
| | More than Rs.100000 | 10 | 14.3 |
| Educational Qualification | Masters | 47 | 67.1 |
| | M. Phil | 11 | 15.7 |
| | Ph. D | 12 | 17.1 |
| | Post-Doctoral | 0 | 0 |
| Designation | Professor | 4 | 5.7 |
| | Associate Professor | 7 | 10 |
| | Assistant Professor | 59 | 84.3 |
| Discipline | Science | 9 | 12.9 |
| | Commerce | 45 | 64.3 |
| | Arts and Languages | 16 | 22.9 |
| Employment status of spouse | Employed | 51 | 72.9 |
| | Unemployed | 12 | 17.1 |
| | Not Applicable | 7 | 10.0 |
| Mode of transport used | Own Vehicle | 26 | 37.1 |
| | Public Transport | 39 | 55.7 |
| | Other means | 3 | 4.3 |
| | No Vehicles used | 2 | 2.9 |

Table 5.1 is self-explanatory

5.2 Satisfaction towards current job parameters

Descriptive Data

| | N | Mean | Std. Deviation |
|------------------------|----|------|----------------|
| Salary | 70 | 3.90 | 1.038 |
| Location of workspace | 70 | 4.07 | .688 |
| Holidays | 70 | 4.00 | .834 |
| Interest in job | 70 | 4.26 | .774 |
| Career prospects | 70 | 3.90 | .950 |
| Flexible working hours | 70 | 3.77 | 1.079 |
| Job security | 70 | 3.76 | 1.148 |
| Friendly environment | 70 | 3.91 | .897 |
| Training opportunities | 70 | 3.59 | 1.097 |

Table 5.2 reveals the current job satisfaction of women faculties. Most of them were satisfied with their existing work concerning all the parameters since the mean scores were more than 3.50. The highest mean is obtained for the variable interest in the job (4.26) followed by the location of the workplace, average value (of 4.07). Comparatively lowest average score is for the variable 'training opportunities' of 3.59.

5.3 Factors motivating to work

Descriptive Data

| | N | Mean | Std. Deviation |
|------------------------|----|------|----------------|
| Personal satisfaction | 70 | 3.77 | 1.406 |
| Support to family | 70 | 3.64 | 1.308 |
| Financial independence | 70 | 3.86 | 1.277 |
| Passion for teaching | 70 | 4.07 | 1.278 |

Table 5.3 shows the various factors motivating work. From this table, it can be seen that all the factors highly motivate them to work. The highest mean score is obtained for the variable 'passion for teaching' with 4.07. The majority of the women teachers opine that financial independence is the second important factor motivating them to work with a mean score of 3.86.

5.4 Factors Influencing work-life balance

Descriptive Data

| | N | Mean | Std. Deviation |
|------------------------------------|----|------|----------------|
| Salary | 70 | 4.34 | .883 |
| Extended working hours | 70 | 3.49 | 1.139 |
| Overwork and a lack of job-sharing | 70 | 3.23 | 1.182 |
| Family obligations | 70 | 3.86 | .982 |
| Co-support from faculty | 70 | 3.86 | .952 |
| Jobs not related to teaching | 70 | 3.44 | 1.085 |

The above Table 5.4 shows the various factors influencing work-life balance. Salary is the most influencing factor in work-life balance with a mean score of 4.34 followed by co-faculty support (3.86) and family responsibilities (3.86).

5.5 Factors Important to Maintain work-life balance

Descriptive Data

| | N | Mean | Std. Deviation |
|--------------------------------------|----|------|----------------|
| Flexible working hours | 70 | 4.39 | .687 |
| Work from home | 70 | 3.39 | 1.054 |
| Support from family members | 70 | 4.39 | .708 |
| Support from superiors or colleagues | 70 | 4.29 | .783 |
| Time-off during emergencies | 70 | 4.13 | .883 |
| Working atmosphere | 70 | 4.33 | .737 |

Source: Primary Data

Table 5.5 reveals the factors important for maintaining work-life balance. All the above variables are important in maintaining work-life balance with a mean score of more than 3. The highest mean score 4.39 is obtained for the variables Support from family and Flexible working hours. Followed by this 'working atmosphere' has a mean score of 4.33 and support from colleagues has a mean score of 4.29.

5.6 Practices followed by the respondents to manage work-life commitments

| Practices | No. of Respondents | Percentage of Respondents |
|---|--------------------|---------------------------|
| Completing teaching portions on time | 49 | 70 |
| Completing all other work from the college itself | 32 | 45.7 |
| Sharing family responsibilities with a spouse | 29 | 41.4 |
| Spending more time with family on holidays | 29 | 41.4 |
| Others | 2 | 2.85 |

Source: Primary Data

Table 5.6 reveals the practices followed by the women's faculties to manage their work-life commitments. The majority (70%) of the faculty members manage their work-life commitments by completing teaching portions on time. 45.7% manage their work-life commitments by completing all other work from the college itself, while 41.4% manage their work-life commitments by sharing family responsibilities with their spouse and spending more time with family on holidays, and the remaining 2.85% manage their work-life commitments by following other practices such as interacting with close companions and the community and also planning all responsibilities and divide the time based on a predetermined plan.

5.7 Work-Life Balance

Descriptive Data

| | N | Mean | Std. Deviation |
|---|----|------|----------------|
| Prioritize job over personal life | 70 | 3.80 | .910 |
| Prioritize family over work | 70 | 3.10 | .995 |
| Sacrifice rest to spend time with family | 70 | 3.51 | 1.046 |
| Offloading some tasks to colleagues | 70 | 3.06 | 1.048 |
| Job reduces time spent with family | 70 | 3.51 | 1.060 |
| Difficulties at work make me short-tempered at home | 70 | 3.31 | 1.071 |
| The job contains a lot of spells absent from home | 70 | 3.29 | 1.051 |

Source: Primary Data

The above table no.5.7, shows the faculty's level of agreement towards work-life balance. From this, it can be seen that. All the variables have only an average mean score, which means the work-life balance of women teachers is only at a moderate level. The highest mean score 3.80 is obtained for the variable 'prioritize job over personal life'. The other method adopted by faculties to maintain work-life balance is 'sacrifice rest to spend time with family' (3.51) and a job reduces time spent with family. The lowest mean score is obtained for the variable 'offloading some tasks to colleagues'.

5.8 Factors causing difficulties in work

| Difficulty Factors | No. of Respondents | Percentage of Respondents |
|-------------------------|--------------------|---------------------------|
| Group Behavior | 21 | 30 |
| Lack of information | 18 | 25.7 |
| Lack of recognition | 22 | 31.4 |
| Organizational politics | 32 | 45.7 |
| Others | 3 | 4.28 |

Source: Primary Data

Table 5.8 reveals the factors causing difficulties in their work. The majority of the faculties opine that organizational politics (45.7%) is the most difficult factor in their work while 31.4% feel lack of recognition as the difficult factor in their work and 30% feel group behavior is a difficult factor in their work, 25.7% faculties choose lack of information as a difficult factor in work and the rest 4.28% feels other factors as difficult in their work such as lack of free time.

5.9 Satisfaction of respondents towards work-related aspects

Descriptive Data

| | N | Mean | Std. Deviation |
|---------------------------------------|----|------|----------------|
| Job scope | 70 | 4.09 | .737 |
| Working hours | 70 | 4.10 | .783 |
| Available free hours | 70 | 4.00 | .978 |
| Holidays | 70 | 3.97 | .884 |
| Salary | 70 | 3.87 | 1.062 |
| Rules and policies of the institution | 70 | 3.81 | .982 |
| Relationship at work | 70 | 3.93 | .906 |
| Relationship with students | 70 | 4.23 | .871 |
| Work environment | 70 | 4.09 | .830 |

Source: Primary Data

It is seen from Table 4.9 that the majority of the respondents were highly satisfied with their relationship with students, job scope, Working hours, available free hours, and work environment with a mean score of more than 4. Most of the faculties are satisfied with holidays, salary, rules and policies of the institution, and relationships at work.

5.1.1. Hypothesis 1

H₀: There is no important variance in work-life balance among women faculties in various colleges in Palakkad District based on the type of the college.

H₁: There is a noteworthy variance in work-life balance among women faculties in various colleges in Palakkad District based on type of the college.

4.12 One-Way ANOVA about the type of College and Work-life balance

| Type of college | N | Mean | SD | F value | DF | P value | Remarks |
|-----------------|----|---------|---------|---------|--------|---------|-----------------------|
| Government | 25 | 22.8000 | 5.62731 | 1.214 | (2,67) | .304 | Accept H ₀ |
| Aided | 21 | 23.2381 | 4.45987 | | | | |
| Unaided | 24 | 24.7083 | 2.74225 | | | | |

Source: Primary data

Here the p-value is greater than 0.05 and hence, the null hypothesis is accepted. Table 4.12 shows that there is no significant difference in work-life balance among women faculties in various colleges in Palakkad District about type of college. Whatever may be the type of college, there is no difference in the level of work-life balance of women's faculties.

4.13 One sample t-test concerning factors important in maintaining work-life balance

| Factors | Mean | SD | t- value | P- value | Remarks |
|--------------------------------------|------|-------|----------|----------|-----------------------------|
| Flexible working hours | 4.39 | .687 | 53.395 | 0.000 | All factors are significant |
| Work from home | 3.39 | 1.054 | 26.887 | 0.000 | |
| Support from family members | 4.39 | .708 | 51.828 | 0.000 | |
| Support from superiors or colleagues | 4.29 | .783 | 45.804 | 0.000 | |
| Time -off during emergencies | 4.13 | .883 | 39.103 | 0.000 | |
| Working atmosphere | 4.33 | .737 | 49.162 | 0.000 | |

Source: Primary data

Since the p-value is less than 0.05, all the factors are significant. Among all the factors, flexible working hours and support from family members are important as it has a mean value of 4.39, but work from home was the least important factor, as it has the least mean value, (Mean 3.39).

6 Findings:

The majority of the women faculties are not pursuing any courses or training for career growth. The majority of the respondents' spouses are employed. Most of the faculty's workplace is distant from their place of residence. Most of the women faculties are satisfied with their present job concerning the current job parameters. Most of the faculties normally work 5-6 hours in a day. It is clear from the study that all the said

factors are highly motivating them to work, such as personal satisfaction, support to family, passion for teaching, etc. Most of the faculties opine salaries, long working hours, and work other than teaching are the variables impacting their work-life balance. Most of them are highly satisfied with their relationship with students, while they are satisfied with other work-related aspects. Most of them strongly agreed that all the factors are important such as support from family members, flexible working hours, working atmosphere, etc for maintaining balance in their work and life. Completing teaching portions on time is the main practice followed by them to manage their work-life commitments. Most of the faculties often get support from superiors or colleagues, they sometimes do work on weekends and they often do extra work. Even when they are not in the workplace, faculty members occasionally consider or worry about their jobs. It is clear that the majority of the faculties sometimes miss out or postpone personal activities due to work. The majority of the respondents give priority to their job over their personal life, they sacrifice rest to spend time with family, their employment decreases the time spent with family, and problems at work make them irritable at home. Organizational politics is the most difficult factor affecting work life. The majority of the faculties get quality time to spend with their family. It has been demonstrated that most faculty members have no complaints about their jobs and lives. Very few people are unhappy with their jobs and lives. The degree of balancing work and life for college students is the same regardless of the nature of their profession. The most crucial elements in creating a work-life balance are family support and flexible work schedules.

7 Suggestions

Work overload is the main problem impacting the balance between the professional and personal lives of faculties, as they have to perform multiple tasks. There is not sufficient time to complete the semester portions as the syllabus is wide and exams are conducted without giving sufficient time. Hence, the workload may be reduced by curtailing the syllabus. Conduct faculty refreshment schemes within the colleges. Faculties are given non-academic work, which makes it difficult to complete their academic duties. Hence, these additional duties may be taken away from the faculties to enable them to feel free to complete their own assignments. Teaching must take precedence above all other tasks. To complete portions, faculties conduct classes regularly on holidays. This may be avoided as the holidays can be spent with their family members. Completing teaching portions on time will help to avoid stress and thereby maintain a work-life balance. Teaching time should not be taken away for additional assignments, as it will impact the learning status of the students.

Assign non-teaching employees to do other tasks inside departments. To do well, college administration support is necessary. Provide better training facilities to identify the problems and their solutions. Cooperation from colleagues and HOD, a friendly environment and a flexible work schedule are very important factors required to maintain work-life balance. Family Get-togethers of Faculties must be arranged periodically so that they will feel more relaxed, which will help them to perform better and concentrate on their work. Continuous teaching classes must be avoided, as the same will be stressful and tiresome for the teachers. There may be free time after two classes or so. Give some flexibility in targets. A conducive atmosphere is essential to have a work-life balance and all colleagues and HOD must be cooperative in creating a stress-free atmosphere.

8 Conclusion

The goal of the current study was to acquire knowledge about the work-life balance of women faculties working in various colleges. Achieving work-life balance is a very difficult task, especially for women faculty members as they are required to do a lot of hard work not only in teaching but also in the extracurricular activities of students. Their problem is aggravated by household responsibilities like household work, looking after children and dependents, etc., which make them stressed and weak. This results in poor performance and adverse criticism from others resulting in an imbalance in work life. Finding a healthy balance between obligations at work and with family is a top priority for workers across all industries. The role of teachers is so difficult that they have to satisfy the students, political leaders, other teachers, HOD, principals, and management to survive, besides keeping the family members happy by doing the household chores. Inadequate maintenance of these two will result in anxiety, an unbalanced work-life schedule, and job discontent. Consequently, it will badly affect the careers of many students. However, besides creating a friendly atmosphere in the college, family members can also help by sharing household responsibilities, which will make the faculty members feel comfortable and lead a contented work and life.

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