



Factors Contributing To Emotional Imbalance Among Working Women In Government And Private Educational Institutions In Ramanathapuram District: A Comparative Study Using Principal Component Analysis

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ABSTRACT

The emotional well-being of working women in educational institutions is pivotal for organizational success and employee satisfaction. This study delves into the emotional imbalances experienced by women in government and private educational institutions in Ramanathapuram District, focusing on factors such as workload, work-life balance, organizational support, and job insecurity. Through descriptive statistics, principal component analysis (PCA), and component matrices, this research offers insights into the nuanced differences in emotional imbalances between government and private sectors. Findings indicate moderate mean scores across both sectors for workload, work-life balance, and job insecurity, with slightly higher scores observed among government institution employees. While both sectors exhibit moderately high communalities across emotional imbalance factors, suggesting common underlying constructs, subtle variations may exist. The first principal component explains a substantial portion of the total variance in both sectors, indicating a shared underlying construct driving emotional imbalances. However, nuances may arise in the variance explained by subsequent components, implying subtle differences in contributing factors. The component matrix underscores strong associations between emotional imbalance factors and a single underlying dimension in both sectors, though specific factors contributing to imbalances may vary. Overall, while general patterns align, nuanced differences influenced by organizational, cultural, and contextual factors likely exist between government and private institutions. These findings contribute valuable insights for tailored interventions and policies aimed at enhancing the emotional well-being of working women in educational settings.

Keywords: Professional development; Mental health support; Diversity and inclusion; and Career growth

Introduction

Creating a conducive work environment that fosters employee well-being is crucial for organizational success. In today's dynamic workplace scenario, understanding the factors contributing to emotional imbalance among working women is imperative for organizations seeking to enhance employee satisfaction, productivity, and retention. This study explores the emotional imbalance experienced by women working in government and private educational institutions in Ramanathapuram District, shedding light on key factors such as workload, work-life balance, organizational support, and job insecurity. By analyzing descriptive statistics, principal component analysis (PCA) results, and component matrices, this research aims to provide valuable insights and actionable recommendations for organizations to address emotional imbalance effectively.

Review of Literature

Various studies have explored factors influencing emotional imbalance, stress, and work-life balance among educators. Surinder Kaur (2011)¹ compared stress levels among teachers in private and government schools, highlighting the importance of stress management strategies such as healthy lifestyle choices. Suresh Aggarwal and Manoj Kumar Saxena (2012)² examined emotional intelligence among undergraduate students, offering insights into its role in academic and career success. Arvind Hans and Soofi Asra Mubeen (2013)³ focused on emotional intelligence among teachers in private educational institutions in Oman, emphasizing its significance for job performance and organizational climate. Shweta Belwal and Rakesh Belwal (2014)⁴ explored challenges faced by working women in Oman, particularly regarding work-life balance and family-friendly policies in various organizational settings. Padma Bohre and Riya Tiwari et al (2015)⁵ studied emotional intelligence and leadership among student-teachers, highlighting its impact on leadership effectiveness across different college types. Dhanya and Kinslin (2016)⁶ investigated work-life balance among engineering college teachers in Kerala, emphasizing the importance of supportive organizational practices. Sathya Moorthi (2017)⁷ discussed the significance of work-life balance for employees in the service sector, advocating for policies supporting this balance at organizational and governmental levels. Mala and Kannan (2022)⁸ assessed job satisfaction among women teachers in government and private colleges, identifying various factors influencing their satisfaction levels, including institutional support and work-life balance. Sangita S. Mohanty (2014)⁹ conducted a study on "Work-Life Balance Among Women Teachers in Mumbai City," highlighting the stress experienced by tertiary education educators in Mumbai. The study emphasizes the need for a balanced approach between professional and personal life to maintain productivity and prevent conflicts. It advocates for employers to implement flexible working arrangements, considering the unique challenges faced by working women in a city like Mumbai. Dhavala, Kaliyanda Bopanna Kushi, and Divyashree (2019)¹⁰ focused on "Work-Life Balance of Women Teachers in a Mangalore Engineering College," underscoring the importance of supporting women's well-being in educational institutions. The study suggests reassessing flexible work schedules and offering part-time opportunities to enhance women's mental happiness and work performance, recognizing their pivotal role in organizational development and family well-being.

Statement of the Problem

The revealed literature underscores significant challenges regarding work-life balance and emotional well-being faced by women educators in educational settings. These challenges encompass the burden of stress and workload inherent in their profession, encompassing tasks such as lesson planning and student assessment. This imbalance between professional duties and personal life often results in diminished job performance and strains within familial relationships, impacting both work and personal spheres negatively. Particularly in regions characterized by fast-paced lifestyles and nuclear family structures, like Mumbai and Mangalore, achieving work-life balance proves arduous for women teachers. There is a critical need for employer support to address these challenges, with the education sector requiring sensitivity towards implementing supportive policies and flexible work arrangements. Recognizing that the emotional health of women educators significantly influences organizational dynamics and family well-being, the present paper endeavors to tackle these issues. Through a comparative study utilizing Principal Component Analysis, it aims to identify key factors contributing to emotional imbalance among women teachers in government and private educational institutions in Ramanathapuram District. The ultimate goal is to propose strategies that enhance work-life balance and emotional well-being, fostering a more supportive and sustainable environment for women educators in the region.

Objectives

1. To analyze the contributing factors of the emotional imbalance of working women in select government and private educational institutions in Ramanathapuram district.

Principal Component Analysis (PCA)

Principal Component Analysis (PCA) is a potent statistical technique extensively utilized in research to analyze and detect patterns in multidimensional datasets. In the examination of emotional imbalances among women in government and private educational institutions in Ramanathapuram District, PCA provides a structured methodology to comprehend the underlying factors contributing to these imbalances. Emotional imbalance, encompassing stress, workload, job insecurity, and work-life balance, profoundly impacts individuals' well-being and performance, especially within demanding professional environments like educational institutions. PCA operates by transforming correlated variables into a smaller set of uncorrelated variables, termed principal components, while retaining the original information. These principal components represent the dataset's underlying structure, enabling researchers to discern the pivotal factors driving emotional imbalances among working women. By uncovering these components, PCA facilitates the exploration of intricate relationships and patterns within the data, revealing insights not readily apparent from individual variables alone. Specifically in this study, PCA can unveil the primary factors influencing emotional imbalances among women in government and private educational institutions by scrutinizing

variables such as workload, work-life balance, organizational culture, and job insecurity. Additionally, by comparing results between government and private sectors, PCA permits the identification of potential disparities in the factors driving emotional imbalances, thereby offering valuable insights for intervention and policy formulation. Overall, PCA emerges as a crucial analytical tool for dissecting the intricate web of factors contributing to emotional imbalances among working women in educational settings, empowering interventions tailored to promote the mental health and well-being of women educators in Ramanathapuram District.

Table No. 1 Descriptive statistics for the Factors Contributing to Emotional Imbalance Among Working Women in Government Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Mean	Std. Deviation	Analysis N	Initial	Extraction
Workload and Job Demands	2.9818	1.13317	110	1.000	.874
Work-Life Balance	3.0909	1.04526	110	1.000	.823
Organizational Culture and Support	2.6636	1.22869	110	1.000	.859
Gender Discrimination and Bias	2.9727	1.03569	110	1.000	.877
Job Insecurity	3.0636	1.11106	110	1.000	.903
Student Behavior and Classroom Management	2.8273	1.14025	110	1.000	.828
Professional Development and Career Growth Opportunities	2.8000	1.24001	110	1.000	.900
Health and Well-being Support	2.8364	1.20798	110	1.000	.872

a. Only cases for which Institution Type = Government is used in the analysis phase.

Source: Computed from Primary Data

In analyzing emotional imbalance among women in government institutions, several key findings emerge. Women employees perceive a moderate workload, indicating that common factors explain a significant portion of variance. There's a relatively higher perceived balance between work and personal life, suggesting that common factors explain much of its variance. While women perceive moderate support within the organizational culture, high communalities indicate that common factors explain a substantial portion of variance. Moderate levels of perceived gender discrimination or bias exist, with common factors explaining much variance. Additionally, there's a moderate perception of job insecurity among women employees, with common factors explaining much of its variance. Women perceive moderate challenges in managing student behavior, with high communalities suggesting common factors explain much variance. Perceived opportunities for professional growth and career advancement are moderate, with common factors explaining much variance. Lastly, there's a moderate perception of support for health and well-being within the workplace, with high communalities indicating common factors explain much variance.

Based on the mean and standard deviation provided, "Organizational Culture and Support" appears to be the factor with the lowest mean score (2.6636) and the highest standard deviation (1.22869). This indicates that perceptions of organizational culture and support vary widely among women in government institutions, suggesting potential inconsistency or ambiguity in the level of support provided within these organizations.

Table No. 2 Total Variance Explained for the Factors Contributing to Emotional Imbalance Among Working Women in Government Educational Institutions in Ramanathapuram District

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.936	86.700	86.700	6.936	86.700	86.700
2	.312	3.894	90.594			
3	.191	2.383	92.977			
4	.154	1.926	94.904			
5	.139	1.738	96.641			
6	.096	1.200	97.841			
7	.092	1.151	98.992			
8	.081	1.008	100.000			

Extraction Method: Principal Component Analysis.

a. Only cases for which Institution Type = Government is used in the analysis phase.

Source: Computed from Primary Data

The total variance explained table for emotional imbalance among working women in government educational institutions in Ramanathapuram District reveals crucial insights. The first principal component explains a substantial portion, 86.700%, of the total variance, suggesting a dominant underlying dimension influencing emotional imbalance. This underscores primary factors contributing to their emotional well-being or distress. Additionally, the cumulative variance progressively increases across subsequent components, reaching 100% with the eighth component. While each additional component contributes less, they provide valuable insights into the underlying structure of emotional imbalance factors, enriching our

comprehension of emotional well-being complexities. These findings underscore the significance of the first principal component in capturing the majority of the variability in emotional imbalance, illuminating primary drivers of emotional well-being or distress among women in government educational institutions.

Table No. 3 Component Matrix for the Factors Contributing to Emotional Imbalance Among Working Women in Government Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Component 1
Workload and Job Demands	.935
Work-Life Balance	.907
Organizational Culture and Support	.927
Gender Discrimination and Bias	.936
Job Insecurity	.950
Student Behavior and Classroom Management	.910
Professional Development and Career Growth Opportunities	.949
Health and Well-being Support	.934
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	
b. Only cases for which Institution Type = Government is used in the analysis phase.	

Source: Computed from Primary Data

The component matrix for factors contributing to emotional imbalance among working women in government educational institutions in Ramanathapuram District reveals critical and imperative findings. Firstly, all factors, including workload and job demands, work-life balance, organizational culture and support, gender discrimination and bias, job insecurity, student behavior and classroom management, professional development and career growth opportunities, and health and well-being support, exhibit remarkably high factor loadings on the first principal component. These high loadings indicate strong associations between these factors and the underlying dimension of emotional imbalance, suggesting that they are key contributors to emotional well-being or distress among women in government educational institutions. Secondly, the consistency in factor loadings across all variables suggests a coherent underlying structure of emotional imbalance factors, indicating that these factors are closely related and likely contribute collectively to the overall emotional imbalance experienced by women in this context. Lastly, the high factor loadings emphasize that workload and job demands, work-life balance, organizational culture and support, gender discrimination and bias, job insecurity, student behavior and classroom management, professional development and career growth opportunities, and health and well-being support are primary drivers of emotional imbalance among working women in government educational institutions, highlighting the importance of addressing these factors to improve the emotional well-being of women in this professional setting.

Table No. 4 Descriptive statistics for the Factors Contributing to Emotional Imbalance Among Working Women in Private Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Mean	Std. Deviation	Analysis N	Initial	Extraction
Workload and Job Demands	2.9870	1.00963	462	1.000	.759
Work-Life Balance	3.0455	.94081	462	1.000	.750
Organizational Culture and Support	2.7576	1.11861	462	1.000	.769
Gender Discrimination and Bias	2.9935	.94419	462	1.000	.765
Job Insecurity	3.1190	.86690	462	1.000	.746
Student Behavior and Classroom Management	2.8766	.92209	462	1.000	.685
Professional Development and Career Growth Opportunities	2.9134	.94368	462	1.000	.687
Health and Well-being Support	2.9870	.99883	462	1.000	.638
a. Only cases for which Institution Type = Private are used in the analysis phase.					

Source: Computed from Primary Data

The table presents descriptive statistics for factors contributing to emotional imbalance among working women in private educational institutions in Ramanathapuram District. Key observations include the mean scores and standard deviations for each factor, providing insights into the average levels and variability of responses among participants. Notably, factors such as workload and job demand, work-life balance, and job insecurity exhibit moderate mean scores, suggesting a significant presence of these issues among respondents. Conversely, factors like organizational culture and support show slightly lower mean scores, indicating relatively lesser concern in this area. Additionally, the communalities for each variable are provided, indicating the proportion of variance in each variable explained by common factors extracted through PCA. High communalities suggest that common factors adequately explain the variance in the original variables. These findings offer valuable insights into the perceived emotional imbalances among

women in private educational institutions, which can inform targeted interventions and policies aimed at addressing these concerns and promoting emotional well-being in this professional context.

Table No. 5 Total Variance Explained for the Factors Contributing to Emotional Imbalance Among Working Women in Private Educational Institutions in Ramanathapuram District

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.799	72.490	72.490	5.799	72.490	72.490
2	.688	8.604	81.093			
3	.340	4.249	85.342			
4	.285	3.568	88.910			
5	.261	3.264	92.175			
6	.234	2.930	95.105			
7	.210	2.631	97.736			
8	.181	2.264	100.000			
Extraction Method: Principal Component Analysis.						
a. Only cases for which Institution Type = Private are used in the analysis phase.						

Source: Computed from Primary Data

Table No. 5 unveils the total variance explained for factors contributing to emotional imbalance among working women in private educational institutions in Ramanathapuram District. Key insights include the dominance of the first principal component, which elucidates 72.490% of the variance, signifying its pivotal role in influencing emotional imbalance among these women. Moreover, as subsequent components unfold, the cumulative variance gradually rises to 100% by the eighth component, offering nuanced insights into the multidimensional nature of emotional well-being. This underscores the significance of comprehensively considering various dimensions when addressing emotional imbalance among women in private educational settings, ultimately enhancing our understanding of the underlying factors shaping their emotional experiences.

Table No. 6 Component Matrix for the Factors Contributing to Emotional Imbalance Among Working Women in Private Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Component
	1
Workload and Job Demands	.871
Work-Life Balance	.866
Organizational Culture and Support	.877
Gender Discrimination and Bias	.875
Job Insecurity	.864
Student Behavior and Classroom Management	.828
Professional Development and Career Growth Opportunities	.829
Health and Well-being Support	.799
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	
b. Only cases for which Institution Type = Private are used in the analysis phase.	

Source: Computed from Primary Data

Table No. 6 provides the component matrix for the factors contributing to emotional imbalance among working women in private educational institutions in Ramanathapuram District. A critical interpretation of the table reveals significant insights: there are strong associations between emotional imbalance factors and the principal component, with variables like workload and job demands, work-life balance, organizational culture and support, gender discrimination and bias, and job insecurity exhibiting high loadings, ranging from .799 to .877, indicating their robust representation by the first principal component extracted through PCA. Moreover, while all factors contribute significantly to the underlying dimension of emotional imbalance, slight variations in loadings suggest nuanced differences in their impact, with workload and job demands, work-life balance, and organizational culture and support demonstrating relatively higher loadings, indicating a more substantial influence on emotional imbalance among women in private educational institutions. Understanding these associations can inform targeted interventions to address emotional distress among working women by prioritizing factors with the highest loadings, such as workload management and organizational support, thereby fostering a healthier and more supportive work environment.

Table No. 7 Descriptive statistics for the Factors Contributing to Emotional Imbalance Among Working Women in Government and Private Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Mean	Std. Deviation	Analysis N	Initial	Extraction
Workload and Job Demands	2.9860	1.03349	572	1.000	.784
Work-Life Balance	3.0542	.96099	572	1.000	.763
Organizational Culture and Support	2.7395	1.14009	572	1.000	.788
Gender Discrimination and Bias	2.9895	.96155	572	1.000	.789
Job Insecurity	3.1084	.91808	572	1.000	.789
Student Behavior and Classroom Management	2.8671	.96697	572	1.000	.723
Professional Development and Career Growth Opportunities	2.8916	1.00722	572	1.000	.745
Health and Well-being Support	2.9580	1.04286	572	1.000	.697

Source: Computed from Primary Data

Table No. 7 outlines descriptive statistics for factors contributing to emotional imbalance among working women in government and private educational institutions in Ramanathapuram District. Notable findings include moderate mean scores across both sectors for factors like workload, work-life balance, and job insecurity, indicating their significant presence among respondents. Slight differences in mean scores between government and private sectors are observed, with government employees reporting marginally higher scores for workload and job demands. Additionally, while both sectors exhibit moderately high communalities for all variables, private institutions show slightly lower communalities for factors such as organizational culture and support, suggesting a relatively lesser concern in this area among private educational institutions' women employees. These insights into nuanced differences can inform tailored interventions and policies to enhance the overall work environment and well-being of women employees in Ramanathapuram District.

Table No. 8 Total Variance Explained for the Factors Contributing to Emotional Imbalance Among Working Women in Government and Private Educational Institutions in Ramanathapuram District

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.076	75.955	75.955	6.076	75.955	75.955
2	.572	7.150	83.105			
3	.276	3.454	86.559			
4	.251	3.137	89.696			
5	.247	3.081	92.777			
6	.217	2.717	95.494			
7	.196	2.452	97.946			
8	.164	2.054	100.000			

Extraction Method: Principal Component Analysis.

Source: Computed from Primary Data

Table No. 8 showcases the total variance explained for factors contributing to emotional imbalance among working women in both government and private educational institutions in Ramanathapuram District. The researcher reveals significant findings: the first principal component explains a substantial portion of the total variance, with an initial eigenvalue of 6.076, representing 75.955% of the variance. This suggests a dominant underlying dimension influencing emotional imbalance across both sectors. Subsequent components contribute incrementally less to the overall variance explained, with the cumulative variance reaching 100% by the eighth component. These findings underscore the importance of considering multiple dimensions when addressing emotional imbalance among working women in both government and private educational institutions, as each component captures valuable information about the underlying structure of emotional imbalance factors.

Table No. 9 Component Matrix for the Factors Contributing to Emotional Imbalance Among Working Women in Government and Private Educational Institutions in Ramanathapuram District

Emotional Imbalance Among Working Women	Component 1
Workload and Job Demands	.886
Work-Life Balance	.874
Organizational Culture and Support	.888
Gender Discrimination and Bias	.888
Job Insecurity	.888

Student Behavior and Classroom Management	.850
Professional Development and Career Growth Opportunities	.863
Health and Well-being Support	.835
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Source: Computed from Primary Data

Table No. 9 displays the component matrix for factors contributing to emotional imbalance among working women in both government and private educational institutions in Ramanathapuram District. The researcher reveals crucial findings that the component loadings indicate strong associations between emotional imbalance factors and the underlying principal component. Variables such as workload and job demand, work-life balance, organizational culture and support, gender discrimination and bias, and job insecurity exhibit high loadings, ranging from .835 to .888, suggesting they are well-represented by the first principal component extracted through PCA. This indicates a robust underlying dimension influencing emotional imbalance across both government and private sectors, providing valuable insights into the primary factors driving emotional imbalance among working women in educational institutions in Ramanathapuram District.

Recommendations

To foster a supportive work environment and enhance organizational success, organizations should prioritize the following actions:

- 1. Manage Workload Effectively:** Implement strategies for workload distribution, time management training, and efficient workflow systems to alleviate stress and prevent burnout among employees.
- 2. Promote Work-Life Balance:** Encourage flexible work arrangements, offer support for childcare or eldercare, and promote initiatives that foster employee well-being outside of work hours.
- 3. Enhance Organizational Support:** Foster a supportive work culture, provide resources for employee assistance programs, and encourage open communication channels to address concerns effectively.
- 4. Address Gender Discrimination and Bias:** Implement diversity and inclusion training programs, establish clear policies against discrimination, and foster a culture of respect and equality among employees.
- 5. Mitigate Job Insecurity:** Provide transparent communication about job stability, offer opportunities for skill development and career advancement, and implement measures to enhance employee job satisfaction and loyalty.
- 6. Improve Student Behavior Management:** Invest in training programs for effective classroom management techniques, establish clear disciplinary policies, and provide ongoing support for teachers to manage challenging behaviors effectively.
- 7. Facilitate Professional Development:** Offer training programs, mentorship opportunities, and career development pathways to empower employees and enhance their skills and competencies.
- 8. Enhance Health and Well-being Support:** Provide access to resources such as counseling services, wellness programs, and health insurance benefits to support employees' physical and mental well-being.

Conclusion

From the above discussions the authors can distinguish some differences in the emotional imbalances experienced by working women in government and private institutions. Mean scores for factors such as workload, job demands, work-life balance, and job insecurity appear slightly higher among women in government institutions compared to those in private ones, hinting at potentially heightened stress levels in the former. While both sectors exhibit moderately high communalities across emotional imbalance factors, indicating common underlying constructs, subtle variations may exist in how these factors manifest and are perceived. Despite this, the first principal component explains a substantial proportion of the total variance in both sectors, suggesting a shared underlying construct driving emotional imbalances. However, nuances may arise in the variance explained by subsequent components, implying subtle differences in contributing factors. The component matrix highlights strong associations of emotional imbalance factors with a single underlying dimension in both sectors, though specific factors contributing to imbalances may vary. Overall, while the general patterns of emotional imbalances may align, nuanced differences influenced by organizational, cultural, and contextual factors likely exist between government and private institutions.

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