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EXPLORING WORK-LIFE BALANCE AMONG WOMEN TEACHERS IN HIGHER SECONDARY SCHOOLS: A CASE STUDY OF SIVAGANGAI DISTRICT

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ABSTRACT: Work-life balance is the maintenance of a balance between responsibilities at work and at home. In recent years, the concept has become increasingly significant, particularly among women teachers in higher secondary schools. This article explores the work-life balance of women teachers in Sivagangai District, where work and family spheres often become antagonistic, each demanding substantial energy and time, leading to work-family conflict (WFC). These conflicts are further intensified by the cultural contradictions of motherhood, where women are encouraged to pursue fulfilling careers while also facing pressures to provide intensive parenting. Employed women often encounter challenges in finding adequate and affordable child and elderly care, contributing to work-life imbalance and role conflict. This study aims to examine the ability of women teachers to manage the multifaceted demands of their professional and personal lives. It recognizes that work-life balance is not merely about equally dividing time between work and non-work roles but involves a more complex interplay of various components. Through a case study approach, this research sheds light on the unique challenges faced by women teachers in Sivagangai District, providing insights into how they navigate and negotiate their work and family responsibilities. The findings of this study contribute to the broader understanding of work-life balance and offer potential strategies for improving the well-being of women teachers in similar contexts.

Keywords: Work-Life Balance, Women Teachers, Higher Secondary Schools, Employee Well-being, Professional and Personal Life Management

INTRODUCTION

The increasing demands and pressures of work-life often lead to conflicts between professional and personal roles, making the concept of work-life balance critical for many individuals. Achieving a proper work-life balance allows individuals to fulfill their needs in family, work, and society. In any workplace, quality and performance metrics are usually tailored to the potential of each individual or team, reflecting their dedication or passion for their work. However, any imbalance between organizational and personal commitments and inefficient management of life priorities can result in serious consequences such as diminished job satisfaction, poor productivity, lower organizational commitment, inferior career ambitions, increased absenteeism, and employee burnout. For both men

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and women, work-life balance has become a significant goal, essential for their health and well-being as well as for the cost-efficiency and stability of their institutions. Research indicates that work-life imbalance can lead to mental health issues such as negative emotions, depression, low energy, pessimism, fatigue, and sleep disorders. Furthermore, job satisfaction is influenced by environmental conditions, departmental climate, and organizational demographics. Individual factors such as personality characteristics play a role in how individuals manage work-life balance. Proactive individuals may take steps to minimize work-family conflict and encourage work-family facilitation, while neuroticism can exacerbate conflicts. Organizational factors, such as flexible work arrangements, have been shown to help employees achieve better work-life balance by reducing absenteeism and turnover. Societal factors, including family support and childcare responsibilities, also significantly impact work-life balance.

In the Indian context, studies have examined the importance of work-life balance policies in various sectors, highlighting the need for effective programs to maintain a symbiotic relationship between employees and employers. Teachers, in particular, face unique challenges in achieving work-life balance due to the demanding nature of their profession and the predominance of females in this field. Research has shown that work-life balance issues among teachers can lead to stress, burnout, and job dissatisfaction, making it essential to explore this topic in greater depth. This article focuses on the work-life balance of women teachers in higher secondary schools in Sivagangai District. It aims to understand the unique challenges they face and how they manage their professional and personal lives. By shedding light on these issues, the study seeks to contribute to the broader understanding of work-life balance and offer potential strategies for improving the well-being of women teachers in similar contexts.

REVIEW OF LITERATURE

In 2010, Balasundaram Nimalathasan identified four factors influencing Quality of Work Life (QWL) practices: job benefits for family, physical safety, payment for work, and opportunities for creativity outside work. The research suggests that universities should provide job security, conducive working environments, research facilities, and career advancement opportunities for academic professionals. Reasonable salaries and benefits were also recommended. Rochita Gangly and Mukherjee examined the perceived QWL and job satisfaction among university employees. Their results indicated that aspects such as autonomy, top management support, and worker control were viewed as uncongenial. There was also uncertainty regarding personal growth opportunities and work complexity, hinting at a potential trend of negative opinions. In 2011, D. Kumar and J.M. Deo studied the impact of stress on the QWL of 100 college teachers in Bihar and Jharkhand. Their findings revealed that junior teachers experienced more stress than senior teachers, and female teachers felt more job-related stress compared to their male counterparts.

In 2012, Taneja and Kumari aimed to understand bank employees' perceptions and attitudes toward their quality of work life and various demographic variables. They conducted a survey with 250 respondents, using a well-structured, pilot-tested questionnaire. Data were analyzed through factor analysis, descriptive statistics, t-tests, and ANOVA, with the Karl Pearson correlation used to explore the relationship between QWL and job satisfaction. The findings revealed significant gaps in QWL among bank employees based on demographic variables and indicated a positive relationship between QWL and job satisfaction. These results have practical implications for HR managers, particularly in designing retention policies. Stephen and Dhanapal investigated the QWL in small-scale industrial units from both employer and employee perspectives. Their sample included 317 individuals from various small-scale industries in Chennai, Coimbatore, and Madurai, Tamil Nadu, India. They measured QWL

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using 39 variables, including adequacy of information, participation in decision-making, fringe benefits, risk of life hazards, working hours, grievance handling, and promotion opportunities.

In 2013, Seema Arif and Maryam Ilyas conducted a quantitative study focusing on the quality of work life (QWL) among private university teachers in Lahore, Pakistan. They explored various dimensions of QWL that affect the attitudes and lives of teachers, surveying 360 university members to understand their perceptions. Their research indicated that the perceived value of work, work climate, work-life balance, and overall job satisfaction are key factors shaping work attitudes and enhancing employees' quality of work life. The study also examined how QWL influences employee commitment, engagement, job involvement, and the university's reputation.

From 2010 to 2012, Meyer and Parfyonova argued that commitment to worthwhile objectives can evoke moral motives that foster satisfaction, even without economic or relational benefits. Employees may find working in an organization with a strong ideology rewarding, as it aligns with their values. This ideological alignment may lead them to make sacrifices and continue cooperating with the organization because it feels like the "right" thing to do for the cause.

Bauwens, R., Muylaert, J., Clarysse, E., Audenaert, M., & Decramer, A. (2020) expanded our understanding of the relationship between Work-Integrated Learning (WIA) and work-life balance among secondary school teachers, building on previous work (cf. Fenner & Renn, 2010; Schlachter et al., 2018). Integrating the technology acceptance framework with boundary theory, the study investigated how teachers' acceptance of Digital Learning Environments (DLE) influences their work-life balance. They hypothesized that greater acceptance of DLE would increase after-hours use, potentially reducing work-life balance, though this impact might vary based on teachers' integration preferences. The findings underscored the significant role of social influence in exacerbating after-hours DLE use, thereby negatively affecting work-life balance. This research contributes to the scholarship by elucidating the complexities of technology adoption in educational contexts and its implications for teachers' professional and personal lives.

Rawal, D. M. (2023) explored the impact of COVID-19 on work-life disequilibrium among female schoolteachers, emphasizing gender inequality due to increased unpaid work. The study found that the additional burden of constant availability and lack of family support prompted many women to leave the workforce. Despite challenges, respondents agreed that the pandemic necessitated a steep learning curve for using online tools, highlighting the need for redefined gender roles. Collective family life in India, combined with Western influences, created conflicts but also facilitated support from family members, which was crucial in maintaining work-life balance. Women had to meticulously schedule daily activities to meet both work and family responsibilities, with family support being a vital factor during the pandemic.

Dwivedi, P., Shrivastava, U., and Nair, S.J. (2024) conducted a study on the role of training programs in maintaining work-life balance for women teachers in Durg district secondary schools. Using a descriptive research design, data were collected via an online survey from July to December 2023, resulting in 422 responses. The study found that high-quality training programs significantly enhance work-life balance, with emotional intelligence and stress management identified as crucial mediating factors. Supportive work environments also play a key role, fostering a positive work atmosphere and promoting job satisfaction. These findings highlight the need for professional development initiatives focusing on skill-building, emotional intelligence, and stress management, emphasizing the importance of supportive organizational cultures in enhancing work-life balance for women teachers.

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STATEMENT OF PROBLEM

The study also aims to uncover the impact of societal norms and organizational policies on the work-life balance of women teachers. Traditional gender roles often place a disproportionate burden on women in managing household responsibilities alongside their professional duties. This research intends to delve into how these societal expectations influence career choices, job satisfaction, and overall well-being among women educators in Sivagangai district. By understanding these dynamics, the study seeks to offer insights into potential interventions that can alleviate the pressures faced by women teachers, thereby fostering a more equitable and supportive work environment. Furthermore, the research will explore the specific challenges and coping strategies employed by women teachers in balancing their familial and professional roles. Factors such as childcare responsibilities, spousal support, and institutional support systems will be examined to determine their efficacy in facilitating or hindering work-life balance. By identifying these factors, the study aims to propose recommendations for educational institutions to implement policies and practices that better accommodate the needs of women educators, thereby enhancing their job satisfaction and retention rates.

Additionally, the study seeks to contribute to the broader discourse on work-life balance within the educational sector. As turnover rates among faculty continue to be a concern, particularly among women, there is a critical need to address the underlying factors driving attrition. This research aims to provide empirical evidence on the relationship between work-life balance, job satisfaction, and career longevity among women teachers. By highlighting the significance of these issues, the study aims to inform policy-makers, educational administrators, and stakeholders about the importance of creating a conducive environment that supports both professional advancement and personal well-being for women educators in Sivagangai district.
And also this study endeavors to fill gaps in existing literature by offering a nuanced understanding of the work-life balance challenges specific to women teachers in higher secondary schools. By elucidating the factors influencing their career decisions and satisfaction levels, the research aims to advocate for institutional reforms and supportive practices that promote gender equality and enhance overall workplace satisfaction among women educators.

OBJECTIVES OF THE STUDY

1. **To assess the factors influencing work-life balance among women teachers in higher secondary schools in Sivagangai district**
2. **To propose recommendations for enhancing work-life balance and job satisfaction among women teachers.**

RESEARCH METHODOLOGY

Research Design

Qualitative Approach: Utilize qualitative methods such as semi-structured interviews and focus group discussions to gather in-depth insights into the experiences, challenges, and strategies of women teachers in achieving work-life balance. This approach allows for a nuanced understanding of individual perspectives and contextual factors.

Sampling Strategy

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Purposeful Sampling: Select women teachers from different schools in Sivagangai district to ensure diversity in experiences and perspectives. Consider factors like age, marital status, teaching experience, and workload to capture a broad range of insights.

Data Collection Methods

Semi-Structured Interviews: Conduct detailed interviews with selected participants to explore their experiences, challenges, and strategies related to work-life balance. Use open-ended questions to encourage participants to share personal insights and reflections.

Focus Group Discussions: Organize focus groups with women teachers to facilitate discussions on common themes, shared experiences, and collective strategies for managing work and personal life demands.

Data Analysis

Thematic Analysis: Analyze qualitative data from interviews and focus groups using thematic analysis techniques. Identify recurring themes, patterns, and categories related to work-life balance challenges, coping mechanisms, and institutional support.

Ethical Considerations

Obtain informed consent from all participants prior to data collection. Ensure confidentiality and anonymity of participants' responses. Adhere to ethical guidelines regarding the treatment of human subjects throughout the research process.

Research Validity and Reliability

Enhance validity through triangulation of data sources (interviews, focus groups) and member checking (sharing findings with participants to validate interpretations). Maintain reliability through consistent data collection and analysis procedures.

Research Outputs

Produce a comprehensive report detailing findings, conclusions, and recommendations based on the research outcomes. Disseminate results through academic publications, conferences, and presentations to contribute to the scholarly discourse on work-life balance in educational settings.

By employing these qualitative research methods and ethical considerations, the study aims to provide valuable insights into the factors influencing work-life balance among women teachers in higher secondary schools in Sivagangai district, offering practical recommendations for improving their well-being and job satisfaction.

CONCEPTUAL MODEL FIT FOR WOMEN TEACHERS' SATISFACTION TOWARDS THEIR WORK LIFE AND PERSONAL LIFE BALANCE BY USING STRUCTURAL EQUATION MODEL

Structural equation modeling, or SEM, is a very general, chiefly linear, chiefly cross-sectional statistical modeling technique. Factor analysis, path analysis and regression all represent special cases of SEM. SEM is a largely confirmatory, rather than exploratory, technique. That is, a researcher are more likely to use SEM to determine whether a certain model is valid., rather than using SEM to "find" a suitable

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model--although SEM analyses often involve a certain exploratory element. In SEM, interest usually focuses on latent constructs - abstract psychological variables like "intelligence" or "attitude toward the brand"- rather than on the manifest variables used to measure these constructs. Measurement is recognized as difficult and error-prone. By explicitly modeling measurement error, SEM users seek to derive unbiased estimates for the relations between latent constructs. To this end, SEM allows multiple measures to be associated with a single latent construct. A structural equation model implies a structure of the covariance matrix of the measures (hence an alternative name for this field, "analysis of covariance structures"). Once the model's parameters have been estimated, the resulting model-implied covariance matrix can then be compared to an empirical or data-based covariance matrix. If the two matrices are consistent with one another, then the structural equation model can be considered a plausible explanation for relations between the measures.

The variables used in the structural equation model are

Observed, endogenous variables

1. Age
2. Marital status
3. Number of Children
4. Educational qualification
5. Monthly income
6. Location of your residence
7. Type of family status
8. Total number of the family members
9. Specialization
10. Designation
11. Total number of teaching experience
12. Age of the institution
13. Distance between the residence and the institution
14. Students strength of the college
15. Number of the subjects handled per semester
16. Approximate number of students in each class
17. Attitudes towards work life
18. Factors affects in balancing work life and personal life
19. Work – life balance practices of the teachers
20. Overall satisfaction

Unobserved, exogenous variables

1. Error 1
2. Error 2
3. Error 3
4. Error 4
5. Error 5
6. Error 6
7. Error 7
8. Error 8
9. Error 9
10. Error 10

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11. Error 11
12. Error 12
13. Error 13
14. Error 14
15. Error 15
16. Error 16
17. Error 17
18. Error 18
19. Error 19
20. Error 20

Table – 1

Summary of the variables used for the analysis

Number of variables in your model	40
Number of observed variables	20
Number of unobserved variables	20
Number of exogenous variables	20
Number of endogenous variables	20

Source: Output generated from Amos 20.

Table – 2

Regression weights for Structural Equation Model

Variables	Estimates	Standard Error	Critical Ratio	P -Value
Attitudes towards work life <--- Age	-.508	.389	-1.306	.192
Attitudes towards work life <--- Marital status	.233	.463	.504	.614
Attitudes towards work life <--- Number of Children	-.406	.376	-1.081	.280
Attitudes towards work life <--- Educational qualification	.193	.399	.484	.629
Attitudes towards work life <--- Monthly income	-.091	.228	-.400	.689
Attitudes towards work life <--- Location of your residence	-1.394	.550	-2.533	.011
Attitudes towards work life <--- Type of family status	-.680	.712	-.955	.340
Attitudes towards work life <--- Total number of the family members	.331	.443	.747	.455
Attitudes towards work life <--- Specialization	1.301	.608	2.138	.033
Attitudes towards work life <--- Designation	.913	.355	2.570	.010
Attitudes towards work life <--- Total number of teaching experience	4.882	.456	10.715	<0.001
Attitudes towards work life <--- Age of the institution	.674	.436	1.545	.122
Attitudes towards work life <--- Distance between the residence and the institution	3.099	.470	6.599	<0.001
Attitudes towards work life <--- Students strength of the college	3.852	.497	7.749	<0.001
Attitudes towards work life <--- Number of the subjects handled per semester	1.340	.487	2.750	.006
Attitudes towards work life <--- Approximate number of students in each class	-.078	.373	-.209	.835

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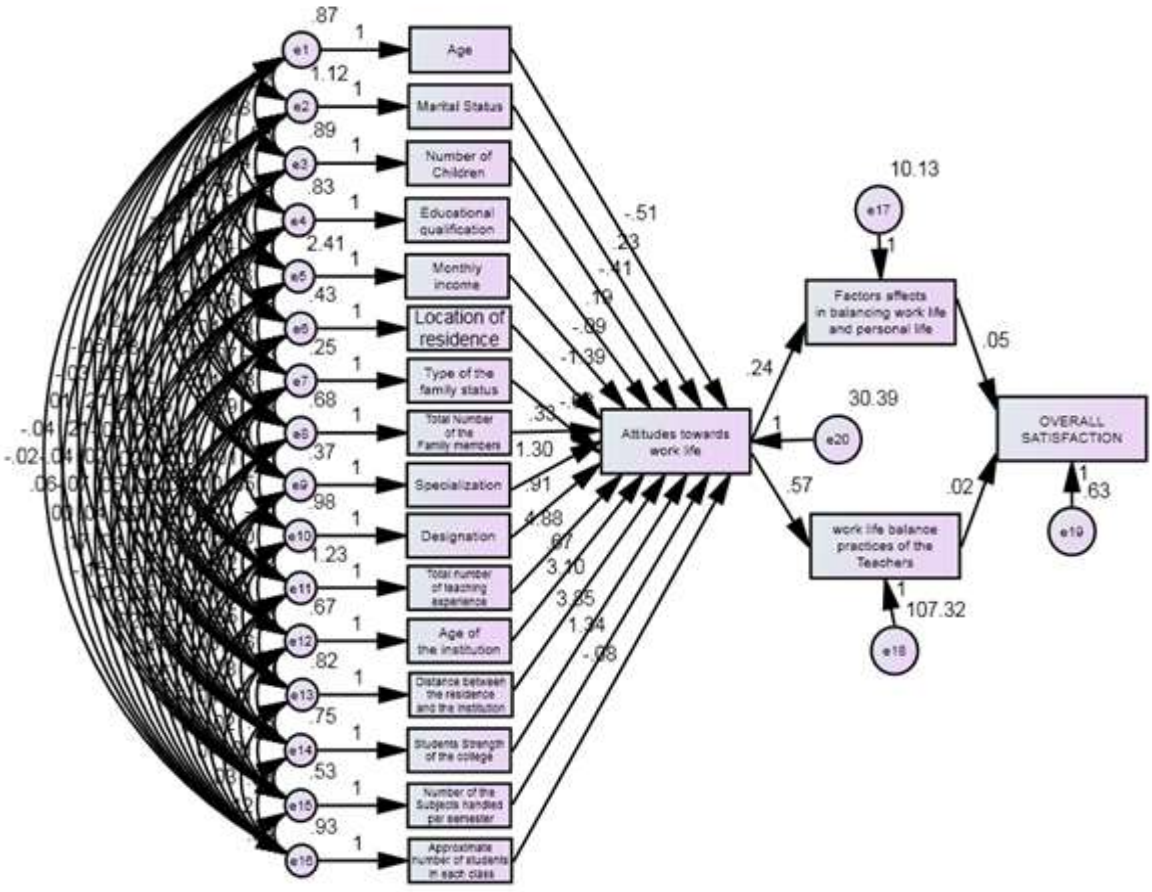
Variables	Estimates	Standard Error	Critical Ratio	P -Value
Factors affects the balancing work life and personal life <--- Attitudes towards work life	.245	.019	13.135	<0.001
Work life balancing practices of the Teachers <--- Attitudes towards work life	.573	.061	9.446	<0.001
Overall satisfaction <--- Factors affects the balancing work life and personal life	.050	.013	3.901	<0.001
Overall satisfaction <--- Work life balancing practices of the Teachers	.016	.004	3.635	<0.001

Source: Output generated from Amos 20.

Figure – 1

Structural Equation Model for women teachers' satisfaction towards their work life and personal life balance



When age of the women teachers goes up by 1 unit, attitudes of the women teachers goes down by 0.508. The probability of getting a critical ratio as large as 1.306 in absolute value is .192. In other words, the regression weight for age of the women teachers in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.508, has a standard error of about .389. Here the coefficient of age of the respondents is -

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0.508 represents the partial effect of age of the respondents on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 0.508 for every unit increase in age of the respondents and this coefficient value is significant at 5% level.

When marital status of the respondents goes up by 1, attitudes of the women teachers goes up by 0.233. The probability of getting a critical ratio as large as 1.306 in absolute value is .192. In other words, the regression weight for marital status of the respondents in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, .233, has a standard error of about .463. Here the coefficient of marital status of the respondents is 0.233 represents the partial effect of marital status of the respondents on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 0.233 for every unit increase in marital status of the respondents and this coefficient value is significant at 5% level.

When Number of children goes up by 1, attitudes of the women teachers goes down by 0.406. The probability of getting a critical ratio as large as 1.081 in absolute value is .280. In other words, the regression weight for number of children in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.406, has a standard error of about .376. Here the coefficient of number of children of the respondents is -0.4.8 represents the partial effect of number of the children of the respondents on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 0.406 for every unit increase in number of children of the respondents and this coefficient value is significant at 5% level.

When educational qualification of the respondents goes up by 1, attitudes of the women teachers goes up by 0.193. The probability of getting a critical ratio as large as 0.484 in absolute value is .629. In other words, the regression weight for educational qualification of the respondents in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.091, has a standard error of about .228. Here the coefficient of educational qualification of the respondents is 0.193 represents the partial effect of educational qualification of the respondents on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 0.193 for every unit increase in educational qualification of the respondents and this coefficient value is significant at 5% level.

When Monthly income of the respondents goes up by 1, attitudes of the women teachers goes down by 0.091. The probability of getting a critical ratio as large as 0.4 in absolute value is .689. In other words, the regression weight for Monthly income of the respondents in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.091, has a standard error of about .228. Here the coefficient of Monthly income of the respondents is -0.091 represents the partial effect of Monthly income of the respondents on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 0.091 for every unit increase in Monthly income of the respondents of the respondents and this coefficient value is significant at 5% level.

When location of the residence of the women teachers goes up by 1, attitudes of the women teachers goes down by 1.394. The probability of getting a critical ratio as large as 2.533 in absolute value is .011. In other words, the regression weight for location of the residence of the women teachers in the prediction of attitudes of the women teachers is significantly different from zero at the 0.05 level (two-

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tailed). The regression weight estimate, -1.394, has a standard error of about .550. Here the coefficient of location of the residence of the women teachers is -1.394 represents the partial effect of location of the residence of the women teachers on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 1.394 for every unit increase in location of the residence of the women teachers and this coefficient value is significant at 5% level.

When Type of family status goes up by 1, attitudes of the women teachers goes down by 0.68. The probability of getting a critical ratio as large as 0.955 in absolute value is .340. In other words, the regression weight for type of family status in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.680, has a standard error of about .712. Here the coefficient of type of family status of the women teachers is -0.68 represents the partial effect of type of family status of the women teachers on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 0.68 for every unit increase in type of family status of the women teachers and this coefficient value is significant at 5% level.

When Total Number of the Family members goes up by 1, attitudes of the women teachers goes up by 0.331. The probability of getting a critical ratio as large as 0.747 in absolute value is .455. In other words, the regression weight for Total Number of the Family members in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, .331, has a standard error of about .443. Here the coefficient of Total Number of the Family members of the respondents is 0.331 represents the partial effect of Total Number of the Family members of the respondents on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 0.331 for every unit increase in Total Number of the Family members of the respondents and this coefficient value is significant at 5% level.

When specialization of the women teachers goes up by 1, attitudes of the women teachers goes up by 1.301. The probability of getting a critical ratio as large as 2.138 in absolute value is .033. In other words, the regression weight for specialization of the women teachers in the prediction of attitudes of the women teachers is significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, 1.301, has a standard error of about .608. Here the coefficient of specialization of the women teachers is 1.301 represents the partial effect of specialization of the women teachers on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 1.301 for every unit increase in specialization of the women teachers and this coefficient value is significant at 5% level.

When designation of the women teachers goes up by 1, attitudes of the women teachers goes up by 0.913. The probability of getting a critical ratio as large as 2.57 in absolute value is .010. In other words, the regression weight for designation of the women teachers in the prediction of attitudes of the women teachers is significantly different from zero at the 0.01 level (two-tailed). The regression weight estimate, .913, has a standard error of about .355. Here the coefficient of designation of the women teachers is 0.913 represents the partial effect of designation of the women teachers on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 0.913 for every unit increase in designation of the women teachers and this coefficient value is significant at 5% level.

When teaching experience of women teachers goes up by 1, attitudes of the women teachers goes up by 4.882. The probability of getting a critical ratio as large as 10.715 in absolute value is less than 0.001.

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In other words, the regression weight for teaching experience of the women teachers in the prediction of attitudes of the women teachers is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, 4.882, has a standard error of about .456. Here the coefficient of teaching experience of the women teachers is 4.882 represents the partial effect of teaching experience of the women teachers on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 4.882 for every unit increase teaching experience of the women teachers and this coefficient value is significant at 1% level.

When **age of institution** goes up by 1, **attitudes of the women teachers** goes up by 0.674. The probability of getting a critical ratio as large as 1.545 in absolute value is .122. In other words, the regression weight for **age of institution** in the prediction of **attitudes of the women teachers** is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, .674, has a standard error of about .436. Here the coefficient of age of the institution is 0.674 represents the partial effect of age of the institution on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 0.674 for every unit increase age of the institution and this coefficient value is significant at 5% level.

When Distance between the residence and the institution goes up by 1, **attitudes of the women teachers** goes up by 3.099. The probability of getting a critical ratio as large as 6.599 in absolute value is less than 0.001. In other words, the regression weight for Distance between the residence and the institution in the prediction of **attitudes of the women teachers** is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, 3.099, has a standard error of about .470. Here the coefficient of Distance between the residence and the institution is 3.099 represents the partial effect of Distance between the residence and the institution on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 3.099 for every unit increase Distance between the residence and the institution and this coefficient value is significant at 1% level.

When Students Strength of the college goes up by 1, attitudes of the college goes up by 3.852. The probability of getting a critical ratio as large as 7.749 in absolute value is less than 0.001. In other words, the regression weight for Students Strength of the college in the prediction of attitudes of the college is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, 3.852, has a standard error of about .497. Here the coefficient of Students Strength of the college is 3.852 represents the partial effect of Students Strength of the college on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 3.852 for every unit increase Students Strength of the college and this coefficient value is significant at 1% level.

When Number of the Subjects handled per semester goes up by 1, attitudes of the women teachers goes up by 1.34. The probability of getting a critical ratio as large as 2.75 in absolute value is .006. In other words, the regression weight for Number of the Subjects handled per semester in the prediction of attitudes of the women teachers is significantly different from zero at the 0.01 level (two-tailed). The regression weight estimate, 1.340, has a standard error of about .487. Here the coefficient of Number of the Subjects handled per semester is 1.34 represents the partial effect of Number of the Subjects handled per semester on attitudes of work life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that attitudes of the work life would increase by 1.34 for every unit increase Number of the Subjects handled per semester and this coefficient value is significant at 1% level.

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When number of students in each class goes up by 1, attitudes of the women teachers goes down by 0.078. The probability of getting a critical ratio as large as 0.209 in absolute value is .835. In other words, the regression weight for number of students in each class in the prediction of attitudes of the women teachers is not significantly different from zero at the 0.05 level (two-tailed). The regression weight estimate, -.078, has a standard error of about .373. Here the coefficient of number of students in each class is -0.078 represents the partial effect of number of students in each class on attitudes of work life, holding the other variables as constant. The estimated negative sign implies that such effect is negative that attitudes of the work life would decrease by 0.078 for every unit increase in number of students in each class and this coefficient value is significant at 5% level.

When an attitude of the women teachers goes up by 1, balancing of work life and personal life goes up by 0.245. The probability of getting a critical ratio as large as 13.135 in absolute value is less than 0.001. In other words, the regression weight for attitudes of the women teachers in the prediction of balancing of work life and personal life is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, .245, has a standard error of about .019. Here the coefficient of attitudes of the women teachers is 0.245 represents the partial effect of attitudes of the women teachers on balancing of work life and personal life, holding the other variables as constant. The estimated positive sign implies that such effect is positive that balancing of work life and personal life would increase by 0.245for every unit increase in attitudes of the women teachers and this coefficient value is significant at 1% level.

When attitudes of the women teachers goes up by 1, work life balancing practices of the teachers goes up by 0.573. The probability of getting a critical ratio as large as 9.446 in absolute value is less than 0.001. In other words, the regression weight for attitudes of the women teachers in the prediction of work life balancing practices of the teachers is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, .573, has a standard error of about .061. Here the coefficient of attitudes of the women teachers is 0.573 represents the partial effect of attitudes of the women teachers on work life balancing practices of the teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that work life balancing practices of the teachers would increase by 0.573 for every unit increase in attitudes of the women teachers and this coefficient value is significant at 1% level.

When balancing work life and personal life goes up by 1, overall satisfaction of the women teachers goes up by 0.05. The probability of getting a critical ratio as large as 3.901 in absolute value is less than 0.001. In other words, the regression weight for balancing work life and personal life in the prediction of overall satisfaction of the women teachers is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, .050, has a standard error of about .013. Here the coefficient of balancing work life and personal life is 0.05 represents the partial effect of balancing work life and personal life on overall satisfaction of the women teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that overall satisfaction of the women teachers would increase by 0.05 for every unit increase in balancing work life and personal life and this coefficient value is significant at 1% level.

When work life balancing practices of the teachers goes up by 1, overall satisfaction of the women teachers goes up by 0.016. The probability of getting a critical ratio as large as 3.635 in absolute value is less than 0.001. In other words, the regression weight for work life balancing practices of the teachers in the prediction of overall satisfaction of the women teachers is significantly different from zero at the 0.001 level (two-tailed). The regression weight estimate, .016, has a standard error of about .004. Here the coefficient of work life balancing practices of the teachers is 0.05 represents the partial effect of work life balancing practices of the teachers on overall satisfaction of the women teachers, holding the

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other variables as constant. The estimated positive sign implies that such effect is positive that overall satisfaction of the women teachers would increase by 0.05 for every unit increase in work life balancing practices of the teachers and this coefficient value is significant at 1% level.

Table – 3
Model fit summary for work life balance among women teachers

Indices	Value	Suggested Value
Chi-square value	130.6	
P value	<0.001	>0.05 (Hair et al., 1998)
CMIN	3.639	< 5 (Marsh&Hocevar,1985)
GFI	0.955	>0.90 (Hu and Bentler, 1999)
AGFI	0.935	>0.90 (Hair et al. 2006)
CFI	0.924	>0.90 (Daire et al., 2008
RMR	0.241	<0.08 (Hair et al. 2006)
RMSEA	0.071	<0.08 (Hair et al. 2006)

Source: Output generated from Amos 20.

From the above table it is found that the calculated P value is less than 0.001 which is less than 0.05 which indicates the model is not fit. But in the case of failure in P-Value, CMIN value is 3.639 which is less than 5 which indicates the model is fit. Here GFI (Goodness of Fit Index) value and AGFI **(**Adjusted Goodness of Fit Index) value is greater than 0.9 which represent it is a good fit. The calculated CFI **(**Comparative Fit Index) value is 0.924 which means that it is a perfectly fit and also it is found that RMR (Root Mean Square Residuals) and RMSEA **(**Root Mean Square Error of Approximation) value is 0.071 which is less than 0.10 which indicated it is perfectly fit.

RESULTS AND DISCUSSION

These findings highlight the complexity of factors influencing attitudes towards work life among the study participants. While age, marital status, number of children, educational qualification, and income all showed certain trends in relation to work-life attitudes, none of these variables individually emerged as statistically significant predictors in this study. This suggests that other factors not captured in the current analysis, such as job role, organizational culture, and personal values, may play more substantial roles in shaping attitudes towards work life. Moreover, the non-significant results underscore the nuanced nature of work-life balance perceptions, which are likely influenced by a combination of personal, familial, and organizational factors. Future research could benefit from exploring these factors in greater detail, considering interactions and moderating effects that may amplify or diminish the impact of demographic variables on attitudes towards work life. In practical terms, these findings suggest that interventions aimed at improving work-life balance perceptions among employees should adopt a holistic approach that considers multiple dimensions of individual and organizational contexts. By understanding the diverse influences on attitudes towards work life, organizations can tailor policies and programs more effectively to support employees in achieving a healthier work-life balance, ultimately enhancing job satisfaction and overall well-being.

CONCLUSION

The SEM analysis conducted in this study provides valuable insights into the factors influencing attitudes towards work life among the participants. While several demographic variables such as age, marital status, number of children, educational qualification, and income showed trends in relation to work-life attitudes, none emerged as statistically significant predictors individually. This suggests that the perception of work-life balance is influenced by a complex interplay of factors beyond demographic

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characteristics alone. The findings highlight the need for a nuanced approach to understanding and improving work-life balance in organizational settings. Factors such as job roles, organizational culture, and personal values likely play crucial roles in shaping individuals' attitudes towards work life. Future research could explore these factors in greater depth to uncover their specific impacts and interactions. From a practical standpoint, these results underscore the importance of holistic interventions aimed at promoting work-life balance. Organizations should consider implementing policies and practices that not only address demographic diversity but also foster supportive work environments, provide resources for stress management, and promote flexible work arrangements. By doing so, employers can enhance job satisfaction, employee well-being, and organizational performance. Overall, this study contributes to the growing body of knowledge on work-life balance by highlighting the multifaceted nature of attitudes towards work life. It calls for continued research and proactive measures in organizations to better support employees in achieving a harmonious balance between their professional responsibilities and personal lives.

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