

## ANALYZING OVERALL SATISFACTION WITH WORK-LIFE BALANCE PRACTICES AMONG WOMEN TEACHERS IN HIGHER SECONDARY SCHOOLS IN SIVAGANGAI USING THE NEURAL NETWORK METHOD

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**Abstract:** This study aims to analyze the overall satisfaction with work-life balance practices among women teachers in higher secondary schools in Sivagangai using the Neural Network (NN) method. Recognizing the critical role of work-life balance in influencing job satisfaction and overall well-being, this research focuses on identifying key factors that impact the satisfaction levels of women teachers. Data was collected through a structured questionnaire, encompassing various dimensions of work-life balance practices and overall satisfaction. The NN method was employed to develop a predictive model that effectively captures the complex relationships between these variables. The results highlight significant predictors of satisfaction, providing insights into how work-life balance practices can be optimized to enhance the well-being and job satisfaction of women teachers. This study offers valuable recommendations for educational institutions and policymakers to create supportive environments that foster both professional and personal fulfillment for women educators in higher secondary schools.

**Keywords:** Work-life Balance, Women Teachers, Job Satisfaction, Neural Network Method, Teachers Well-being

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## INTRODUCTION

Work-life balance has emerged as a critical factor influencing job satisfaction and overall well-being, particularly among women teachers who often juggle professional responsibilities with personal commitments. In the context of higher secondary schools, where the demands of teaching and administrative duties can be substantial, achieving a harmonious balance between work and personal life is essential for maintaining high levels of satisfaction and productivity. This study focuses on analyzing the overall satisfaction with work-life balance practices among women teachers in higher secondary schools in Sivagangai. The unique challenges faced by these educators necessitate a comprehensive examination of the factors that contribute to their work-life balance and satisfaction. By understanding these factors, educational institutions can implement strategies to support their teachers more effectively, thereby enhancing both job satisfaction and performance.

To achieve this, the Neural Network (NN) method is employed as an analytical tool. Neural networks are particularly suited for this study due to their ability to model complex, non-linear relationships

between variables. This approach enables a nuanced analysis of the various dimensions of work-life balance and their impact on overall satisfaction among women teachers. The use of neural networks in this research provides a sophisticated means of identifying patterns and predicting outcomes based on various input factors related to work-life balance. This method surpasses traditional statistical approaches by capturing intricate dependencies and interactions among variables that influence satisfaction levels. By leveraging this advanced analytical technique, the study aims to offer a deeper understanding of how work-life balance practices affect women teachers' satisfaction in higher secondary schools.

Turkoglu et al. (2017) showed that an optimum level of self-efficacy would result in more considerable work pleasure for educators. In addition, they discovered that a tutor's level of SE was a significant factor in determining the educator's work satisfaction level. According to their findings, self-efficacy is a crucial factor in increasing work satisfaction, which led the researchers to conclude that self-efficacy may be used as a predictor of job satisfaction. On the other hand, Demirdag (2015) found no relationship between SE views and JS and concluded that the two concepts are unrelated. According to the research findings, instructors' opinions about their levels of self-efficacy were somewhat restricted in terms of student assurance, instructional methods, and classroom structure. This demonstrated that self-efficacy cannot be used to predict the level of job satisfaction experienced by workers. On the other hand, Mukururi and Ngari (2014) discovered that a healthy WLB determines whether or not an employee is pleased with their job.

Through this research, we aim to identify key predictors of work-life balance satisfaction and provide actionable insights for policymakers and educational administrators. By fostering an environment that supports work-life balance, schools can improve the well-being and job satisfaction of their teachers, ultimately contributing to a more effective and motivated workforce. This study, therefore, not only highlights the importance of work-life balance but also offers a methodological framework for assessing and enhancing teacher satisfaction in educational settings. Understanding the nuances of work-life balance for women teachers in higher secondary schools is crucial given the significant role these educators play in shaping future generations. Their job satisfaction is intrinsically linked to their ability to manage personal and professional responsibilities effectively. By identifying the specific factors that enhance or hinder work-life balance, this study seeks to contribute to the development of policies and practices that can support women teachers more effectively, ensuring their professional and personal well-being. This research is a step towards creating more supportive and fulfilling work environments for educators, which is essential for the overall quality of education.

## **REVIEW OF LITERATURE**

Prerna Dwivedi's (2024) study on the role of training programs in maintaining work-life balance for women teachers in Durg district secondary schools provides valuable insights. Utilizing a descriptive research design and a robust sample size of 422 responses collected between July and December 2023, the study highlights that high-quality training programs significantly enhance work-life balance among women teachers. Key factors include skill-building, support mechanisms, and stress management techniques. Emotional intelligence and stress management emerged as crucial mediators, with higher emotional intelligence and effective stress management strategies fostering a healthier work-life equilibrium. Additionally, supportive work environments were found to significantly moderate the relationship between training programs and work-life balance. The study concludes that investments in comprehensive training programs and supportive organizational cultures are essential for promoting both professional growth and personal well-being among women teachers, ultimately leading to higher

job satisfaction and retention rates in educational institutions.

Ajaya Kumar Khadka and Srijana Khadka (2023) emphasize the significant impact of self-efficacy, perceptions of work-life balance, and conflict between work and family on job satisfaction among educators. Their regression analysis underscores these factors as crucial predictors of teachers' job satisfaction levels. The study advocates for establishing conducive work-life balance policies, reducing work-family conflicts, and enhancing teachers' self-efficacy to bolster job satisfaction and retention rates. Educational institutions are urged to implement supportive policies that foster work-life balance, provide opportunities for professional development to enhance self-efficacy, and cultivate positive work environments. These measures are essential for improving overall job satisfaction and increasing staff retention among teachers in educational settings.

Abdulaziz et al. (2022) discovered that WLB and workload affect teachers' job obligations. Job engagement and administrative support were also moderated. Two hundred seventy-eight academics from Qassim, Saudi Arabia, were sampled to test the study model. According to AMOS 26's structural equation modeling data analysis, a healthy work-life balance directly and significantly affects organizational assurance of work, while too much work negatively affects it. This study also found that job satisfaction moderates the connection concerning teachers' organizational commitment and work-life balance. Perceived corporate support did not significantly affect the findings.

Oubibi et al. (2022) established that teachers' career pleasure is positively linked with apparent structural support, job crafting, and work engagement. Bas and Guney (2022) explored whether work-family conflict mediates work overload consciousness and work satisfaction. The research surveyed 250 accounting industry personnel in Erzincan, Turkey. The study employed SPSS and AMOS. Thus, work overload perception adversely affects job satisfaction, positively affects work-family conflict, and negatively correlates with job satisfaction. Work-family struggle somewhat mediates work overload perception and job happiness.

## STATEMENT OF PROBLEM

The study aims to address the complexities surrounding work-life balance satisfaction among women teachers in higher secondary schools in Sivagangai, using the Neural Network method for analysis. It seeks to understand the unique challenges these educators face in managing their professional responsibilities alongside personal commitments within the demanding educational environment. Central to this investigation is the exploration of how factors such as workload, administrative duties, and support mechanisms influence their overall satisfaction. Additionally, the research aims to uncover nuanced relationships between various aspects of work-life balance practices and satisfaction levels among women teachers. This includes examining the role of institutional policies, organizational culture, and individual coping strategies in shaping their experiences. By delving into these factors, the study intends to provide actionable insights for educational institutions to enhance support systems and optimize work-life balance practices tailored to the needs of women teachers. Ultimately, the goal is to contribute meaningful findings that can inform policies and initiatives aimed at improving job satisfaction, retention rates, and overall well-being within the educational sector in Sivagangai.

## **OBJECTIVES OF THE STUDY**

- To analyze the factors influencing work-life balance satisfaction among women teachers in higher secondary schools in Sivagangai.
- To develop a predictive model using the Neural Network method to understand and forecast the impact of work-life balance practices on overall satisfaction among women teachers.

## **RESEARCH METHODOLOGY**

The research methodology for this study involves several key steps to comprehensively analyze the overall satisfaction with work-life balance practices among women teachers in higher secondary schools in Sivagangai using the Neural Network method.

### ***Data Collection***

Structured questionnaires will be administered to gather data from women teachers in various higher secondary schools across Sivagangai. The questionnaire will include items related to demographics, work-life balance practices, job satisfaction, and other relevant factors.

### **Neural Network Model Development**

The collected data will be used to develop a Neural Network model. This model will incorporate variables related to work-life balance practices and other predictors identified in the literature review and preliminary analysis.

### **Variable Selection and Preprocessing**

Variables relevant to work-life balance practices, such as workload, flexibility in scheduling, support mechanisms, and institutional policies, will be selected for inclusion in the model. Data preprocessing techniques, such as normalization and feature scaling, will be applied as necessary.

### **Model Training and Testing**

The Neural Network model will be trained using the collected data. This involves feeding the model with inputs (predictor variables) and corresponding outputs (satisfaction levels or related metrics) to optimize its performance in predicting satisfaction based on work-life balance practices.

### **Evaluation and Interpretation**

The trained Neural Network model will be evaluated using appropriate metrics to assess its accuracy and reliability in predicting satisfaction levels among women teachers. Results will be interpreted to understand the relative importance of different work-life balance factors.

### **Statistical Analysis**

Statistical techniques, including correlation analysis and regression, may be employed to supplement the Neural Network analysis. These analyses will help validate the findings and provide additional insights into the relationships between variables.

### **Ethical Considerations**

Ethical guidelines will be strictly adhered to throughout the research process, ensuring confidentiality,

voluntary participation, and informed consent from all participants.

### Limitations and Delimitations

Potential limitations, such as sample size constraints or data collection challenges, will be acknowledged. Delimitations, such as focusing exclusively on women teachers in Sivagangai, will also be clearly defined to contextualize the scope of the study.

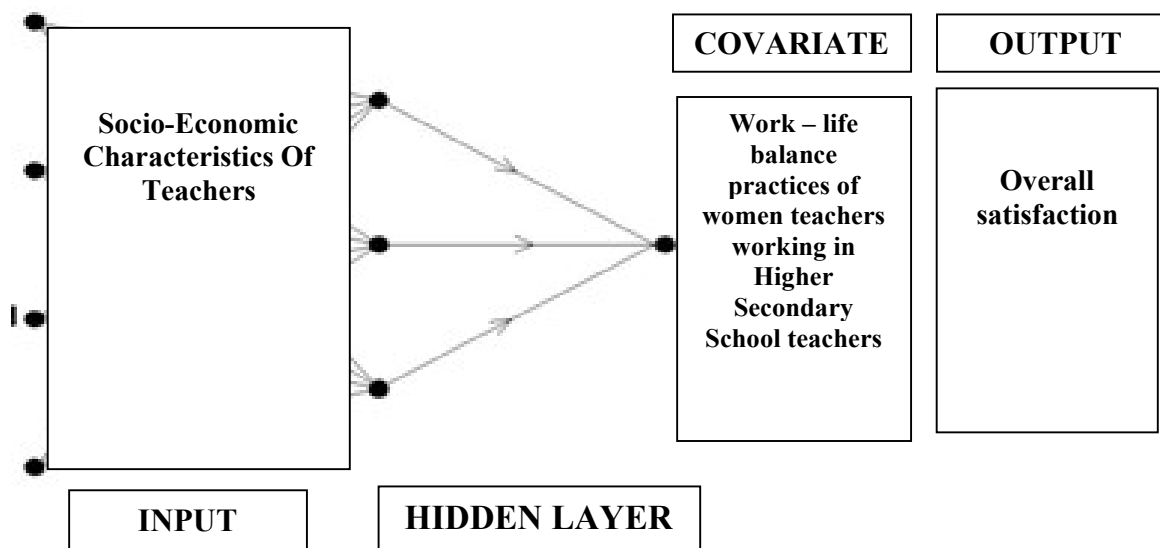
By employing this comprehensive research methodology, the study aims to provide valuable insights into enhancing work-life balance practices and ultimately improving job satisfaction among women teachers in higher secondary schools in Sivagangai.

## ANALYSIS OF OVERALL SATISFACTION ON WORK – LIFE BALANCE PRACTICES OF WOMEN TEACHERS WORKING IN HIGHER SECONDARY SCHOOLS IN SIVAGANGAI DISTRICT BY USING THE NEURAL NETWORK (NN) METHOD

Analyzing the overall satisfaction with work-life balance practices among women teachers in higher secondary schools in Sivagangai District is crucial for understanding the challenges and opportunities they face in balancing professional responsibilities with personal life. This study employs the Neural Network (NN) method, chosen for its capability to model complex relationships and predict outcomes based on a dataset comprising various covariate variables and satisfaction metrics. The architecture selected for this study involves eight input layers to accommodate the twenty-nine covariate variables, followed by one hidden layer and one output layer, as illustrated in Figure 1. This configuration is designed to effectively capture the multifaceted aspects of work-life balance that influence women teachers' satisfaction. By leveraging this neural network architecture, the research aims to uncover intricate patterns and dependencies among variables such as workload distribution, flexibility in scheduling, support mechanisms, and institutional policies.

Figure – 1

### Basic Neuron Model for overall satisfaction on work – life balance practices of women teachers working in Higher Secondary School Women Teachers in Sivagangai district



The study's focus on higher secondary schools in Sivagangai District is significant due to the specific dynamics and challenges within this educational context. Women teachers in these settings often

navigate demanding workloads, administrative responsibilities, and personal commitments, making it essential to explore how these factors collectively impact their overall job satisfaction. By using advanced computational techniques like the NN method, the research seeks to provide nuanced insights into which aspects of work-life balance practices are most influential and how they can be optimized to enhance satisfaction and well-being.

Furthermore, this research contributes to the broader discourse on educational policy and practice by offering empirical evidence on effective strategies for supporting women teachers. By understanding and addressing the factors that contribute to work-life balance satisfaction, educational institutions can foster environments that promote not only professional growth but also personal fulfillment among their teaching staff. Ultimately, the findings from this study are expected to inform targeted interventions and policies aimed at improving job satisfaction and retention rates among women teachers in higher secondary schools in Sivagangai District.

The model utilized in this study is a Feed Forward Multilayer Perceptron (MLP) employing the Back Propagation Algorithm, structured as (4-3-1). This notation signifies the configuration of the neural network:

**8 Input Layers:** These layers accommodate the inputs fed into the neural network, representing various factors or variables influencing the outcome being studied.

**29 Covariate Layers:** These layers incorporate the covariates or features derived from the input data, which serve as the intermediary between input and hidden layers.

**1 Hidden Layer:** This layer contains nodes (neurons) that process the information from the input layers through weighted connections and apply activation functions to generate outputs for the subsequent layer.

**1 Output Layer:** The final layer of the neural network produces the output based on the computations performed in the hidden layer. In this context, it likely represents the predicted outcomes related to the study's focus, such as satisfaction with work-life balance practices among women teachers.

The Back Propagation Algorithm is employed to train the MLP by adjusting the weights of connections iteratively based on the difference between predicted and actual outputs, thereby minimizing the error. This process ensures that the neural network learns from the data and improves its predictive accuracy over time. In the experimental validation phase, all inputs are systematically analyzed, and the neural network's predictions are compared with actual experimental values. This validation is crucial for assessing the model's performance and its ability to accurately predict outcomes based on the input variables. The results of this comparison are typically illustrated using graphs or charts, demonstrating how well the neural network estimates align with real-world observations.

Figure 1 in the study showcases the validation process, presenting comparisons between the estimated values from the neural network and the actual experimental results. These visual representations provide insights into the effectiveness of the model in capturing the influences of different parameters related to work-life balance satisfaction among women teachers in higher secondary schools.

**Table – 2**  
**Model Summary for work – life balance practices of women teachers working in Higher Secondary School women Teachers’ Neural Network Model**

Training	Sum of Squares Error	41.873
	Relative Error	.493
	Stopping Rule Used	1 consecutive step(s) with no decrease in error <sup>a</sup>
	Training Time	0:00:00.083
Testing	Sum of Squares Error	30.916
	Relative Error	.868
Dependent Variable: OVERALL SATISFACTION		
a. Error computations are based on the testing sample.		

*Source: Output generated from SPSS 20*

**Table – 3**  
**Neural Network Model for overall satisfaction on work – life balance practices of women teachers working in Higher Secondary School**

Input Layer	Factors	1	Age
		2	Marital Status
		3	Number of Children
		4	Educational qualification
		5	Monthly income
		6	Location of your residence
		7	Type of the family status
		8	Total Number of the Family members
	Covariates	1	Considering work and personal life as separate tasks
		2	Plan my work
		3	Set specific and clearly defined goals.
		4	“no” to others when don't have a short of time.
		5	Don't postpone of making decisions
		6	Participate in parenting enhancement program
		7	Manage time effectively
		8	Exercise / do yoga regularly to keep fit.
		9	Meditate every day to overcome stress

		10	Take food in time
		11	Take care of myself
		12	Share my job at home as well as work place
		13	Good network of friends and relatives
		14	Organization follows proper work schedule
		15	Institution provides child care assistance.
		16	Flexible start time and end time are possible according to the work schedule.
		17	Work place seminars on quality of work life, career growth, health, etc. are conducted.
		18	Higher education assistance is offered by the institution.
		19	Holiday homes or LTA is provided for leisure.
		20	Job sharing is possible.
		21	Job enrichment / redesign is done every year.
		22	House counselors are available.
		23	Institution has a house canteen facility
		24	Transport facilities are offered
		25	Public holidays are always declared as holidays
		26	Staff room is provided separately for males and females.
		27	Infrastructure facilities are good
		28	The school environment is always clean and pollution free
		29	Marriage and maternity leaves are offered
		Number of Units <sup>a</sup>	59
		Rescaling Method for Covariates	Standardized
Hidden Layer(s)		Number of Hidden Layers	1
		Number of Units in Hidden Layer 1 <sup>a</sup>	4



		Activation Function	Hyperbolic tangent
Output Layer	Dependent Variables	1	OVERALL SATISFACTION
	Number of Units		1
	Rescaling Method for Scale Dependents		Standardized
	Activation Function		Identity
	Error Function		Sum of Squares
a. Excluding the bias unit			

*Source: Output generated from SPSS 20.*

The factors of work – life balance practices of women teachers working in Higher Secondary School's model parameters are modeled by using the Neural Network Method. The parameters are optimized so as to determine the set of parameters, which will influence the increase in the overall satisfaction of the women teachers working in Higher Secondary School's Neural Networks Architecture and network information.

**Table – 4**

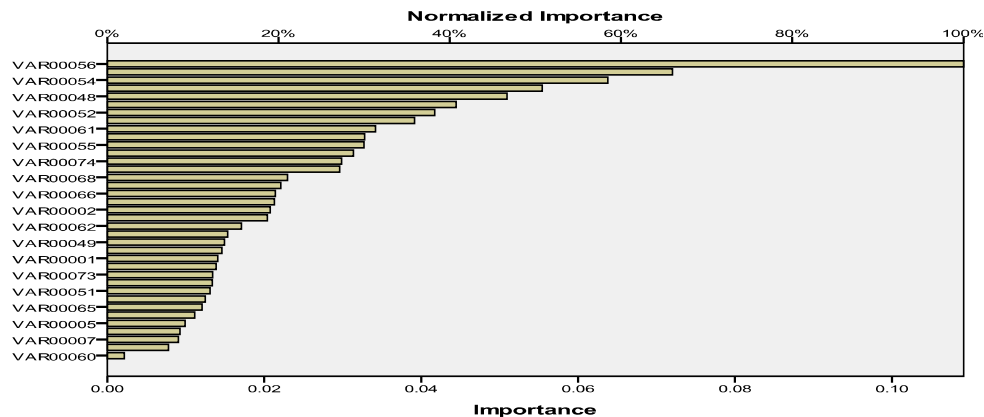
Independent Variable Importance	Importance	Normalized Importance
Age	.014	12.9%
Marital Status	.021	19.0%
Number of Children	.015	14.0%
Educational qualification	.020	18.7%
Monthly income	.010	9.1%
Location of your residence	.013	12.3%
Type of the family status	.009	8.3%
Total Number of the Family members	.008	7.1%
Considering work and personal life as separate tasks and don't mess each other	.021	19.5%
Plan my work	.030	27.1%
Set myself specific and clearly defined goals.	.051	46.7%
"no" to others when don't have a short of time.	.015	13.7%
Don't postpone of making decisions	.072	66.0%
Participate in parenting enhancement program	.013	12.0%
Manage time effectively	.042	38.2%
Exercise / do yoga regularly to keep fit.	.031	28.7%
Meditate every day to overcome stress	.064	58.5%
Take food in time	.033	30.0%
Take care of myself	.109	100.0%
Share my job at home as well as work place	.014	12.7%
Good network of friends and relatives	.022	20.3%
Organization follows proper work schedule	.011	10.2%
Institution provides child care assistance.	.002	2.0%
Flexible start time and end time are possible according to the work schedule.	.034	31.3%
Work place seminars on quality of work life, career growth, health, etc. are conducted.	.017	15.7%
Higher education assistance is offered by the institution.	.039	35.9%
Holiday homes or LTA is provided for leisure.	.044	40.8%
Job sharing is possible.	.012	11.1%
Job enrichment / redesign is done every year.	.021	19.6%
House counselors are available.	.015	13.4%
Institution has a house canteen facility	.023	21.0%
Transport facilities are offered	.033	30.1%
Public holidays are always declared as holidays	.012	11.4%

Staff room is provided separately for males and females.	.055	50.8%
Infrastructure facilities are good	.009	8.5%
The school environment is always clean and pollution free	.013	12.3%
Marriage and maternity leaves are offered	.030	27.4%

### Independent Variable importance for Neural Network Model for the overall satisfaction on work – life balance practices of women teachers working in Higher Secondary Schools

Source: Output generated from SPSS 20

**Figure – 2**  
**Normalized importance for overall satisfaction on work – life balance practices of women teachers working in Higher Secondary School**



The importance and normalized importance of independent variables in the Neural Network model for analyzing overall satisfaction with work-life balance among women teachers in Higher Secondary School highlight several critical factors. Variables such as marital status, educational qualification, and personal well-being practices like regular exercise and meditation emerge as significant contributors to satisfaction levels. Additionally, workplace-related factors such as flexible scheduling options, job enrichment opportunities, and institutional support for higher education and family leave play pivotal roles in shaping satisfaction outcomes. These findings underscore the complex interplay between personal circumstances, professional environment, and institutional policies in determining how effectively women teachers manage their work-life balance and experience job satisfaction. By identifying these influential variables, the study provides valuable insights for enhancing support systems and policies that can positively impact the well-being and retention of women educators in educational settings.

## RESULTS AND DISCUSSION

The Neural Network model's assessment of independent variables reveals nuanced insights into the factors influencing work-life balance satisfaction among women teachers in Higher Secondary Schools. Variables like age and marital status, despite their seemingly lower importance in the model, suggest that personal circumstances and life stages significantly influence satisfaction levels. For instance, younger teachers may prioritize career growth and flexibility, whereas older teachers might value

stability and institutional support.

Educational qualification emerges as a substantial factor, indicating that higher qualifications potentially correlate with greater job satisfaction, possibly due to career advancement opportunities or intrinsic fulfillment from professional development. Monthly income, though less influential, still underscores financial stability's role in overall well-being and satisfaction. The prominence of personal well-being practices, such as exercise, meditation, and self-care, highlights their critical impact on how teachers manage stress and maintain balance. These practices not only contribute directly to physical and mental health but also enhance resilience and job satisfaction by mitigating the negative effects of work-related stress.

Workplace-related variables, including flexible work arrangements, job enrichment initiatives, and institutional support for family-related needs, are pivotal. They indicate that supportive policies and a conducive work environment significantly enhance satisfaction by accommodating personal and professional needs effectively. Moreover, the study's focus on institutional support, such as higher education assistance and maternity leave provisions, underscores the importance of organizational policies in fostering a supportive and inclusive workplace culture. These policies not only attract but also retain talented educators by demonstrating a commitment to their holistic well-being. Overall, the comprehensive analysis provided by the Neural Network model offers actionable insights for educational institutions to tailor strategies that promote work-life balance and enhance job satisfaction among women teachers. By addressing these influential factors, institutions can cultivate environments where educators thrive professionally and personally, ultimately benefiting both the individuals and the educational community at large.

## **CONCLUSION**

this study has delved into the intricate dynamics of work-life balance satisfaction among women teachers in Higher Secondary Schools, employing a robust Neural Network model. The findings underscore the multifaceted nature of factors influencing job satisfaction, ranging from personal well-being practices and demographic variables to institutional policies and workplace amenities. Key insights reveal that personal practices such as regular exercise and meditation play a crucial role in mitigating stress and enhancing overall satisfaction. Similarly, factors like educational qualifications and marital status highlight varying needs across different demographic groups, emphasizing the importance of tailored support strategies. Workplace-related variables, including flexible scheduling options, job enrichment opportunities, and supportive institutional policies, emerge as significant contributors to satisfaction. These findings highlight the pivotal role of organizational culture in fostering a positive work environment conducive to both professional growth and personal well-being. The study's emphasis on institutional support mechanisms, such as higher education assistance and family leave provisions, underscores their critical impact on retention and morale among women educators. By implementing and enhancing these supportive measures, educational institutions can not only attract but also retain talented teachers, thereby promoting a sustainable and fulfilling career path.

Ultimately, the insights gleaned from this research advocate for comprehensive strategies that integrate personal well-being initiatives with supportive workplace policies. Such holistic approaches are essential for cultivating environments where women teachers can thrive professionally and achieve a harmonious work-life balance. By prioritizing these factors, educational stakeholders can contribute to the overall well-being and effectiveness of the teaching workforce, ultimately benefiting educational

outcomes and student success.

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