CHAPTER VI

SUMMARY OF FINDINGS, SUGGESTIONS & CONCLUSIONS

6.1 SUMMARY OF FINDINGS

The overall finding of the study is organized and presented in two aspects. The first one of findings is observed from the secondary data regarding the profile of higher education, work load of the women college teachers and status of women employment state wise and across the industries. The second one is the findings from the primary data. The analysis of the primary data and the result of the analysis is presented as sub classifications like socio demographic analysis, workplace environment, work life conflict and organizational support for work life balance and strategies for work life balance. The analysis applied for the research is on various dimensions such as Descriptive statistics, Chi-square test, Analysis of Variance (ANOVA), Exploratory factor analysis, Multiple correlation, Multiple regressions, Structural Equation Modeling (SEM) and Path analysis.

6.1.1 Observation from the Secondary Data

As per the FICCI report the enrollment for higher education is 14.6 million students in more than 31,000 institutions. The Gross Enrollment Ratio in India is 13.8% where as in US and Canada it is 60% and in BRIC countries it is 21%. The market size of higher education in India is projected as US$ 115 billion in next 10 years. According to FICCI and EY report 2010 the higher education spending is
going to increase to 155,015 INR crore. According to the XII plan the government of India plan to allocate 30-40% of public fund to the education.

In India as per 2013-14 UGC report the total number of UGC recognized Universities are 659 among in which 312 are state universities, 129 deemed universities, 45 central universities and 173 private universities. In Tamilnadu based on collegiate education report 2012-2013 there are 50 universities in the state among them 2 are central universities, 21 are state universities and 27 are state universities.

According to 2012-2013 Anna University report totally there are 521 engineering colleges in Tamilnadu. Out of it 12 university constituency colleges, 11 Government and Government aided colleges and 492 self financing engineering colleges are controlled by Anna University.

Based on directorate of collegiate education report 2012-2013, there are totally 693 arts and Science Colleges. Out of it 74 Government arts and science colleges, 37 constituent colleges, 139 aided colleges and 443 self financing arts and science colleges are affiliated under various state universities

Directorate of Technical Education report 2012-2013 shows that there are 41 Government polytechnic colleges, 34 Government aided polytechnic colleges, 3 affiliated colleges, 15 hotel management and catering technology colleges, 1 film institute, 1 labour institution and 406 self financing colleges located in Tamilnadu.

As per data presented by Government of India, Ministry of labour & employment, Employment Review 2013 Tamilnadu state holds considerable opportunity of employment for women in all the sectors. Education industry
provides largest employment that is 1520.67 (in Thousands) when compared to other industries.

6.1.2 Finding from the Primary Data

6.1.2.1 Work Place Environment, Work Life Conflict and Organizational Support for Work Life Balance

- Socio economic profile of women teachers of engineering, arts and science and polytechnic colleges

  ➢ **Age Wise Distribution of Women Teachers**- From the total respondents 28%, 23% women teacher are in 31-35, 36-40 years of age group respectively. 9% of the women are 25-30 years and 6% of women teacher are in the age group of 20-35.

  ➢ **Educational Qualification Wise Distribution of Women Teachers** - 49% of women teachers are post graduates, 29% are M.Phil. and followed by 22% are holding Doctor of Philosophy in their discipline.

  ➢ **Marital Status Wise Distribution of Women Teachers** – regarding the marital status 66% of women teachers are married, 26% are unmarried, 5% are divorced and 2% are widow.

  ➢ **Type of Family Wise Distribution of Women Teachers** - 78% of women teachers belong to nuclear family and the rest of 22% of them belong to joint family.
Nature of Employment Wise Distribution of Women Teachers-
Women teachers working as full time is 86% ,10% teachers working as part time and 4% working as visiting faculty.

Work Experience Wise Distribution of Women Teachers-Regarding the work experience 40% of women teachers are having the maximum work experience of 8-10 years and 8% having minimum work experience of 1-3 years.

Annual Income Wise Distribution of Women Teachers – income of the women teachers are 3-4 lakhs is 37% ,2-3 lakhs is 26% only 6% of women teacher earn more than 5 lakhs.

Family Income Wise Distribution of Women Teachers – the family income of women teacher is observed as 40% belong to 4-5 lakhs, 22% belongs to 3-4 lakhs and 6% belongs to more than 6 lakhs respectively.

Number of Children Wise Distribution of Women Teachers – out of the total respondents 58% of women teachers having 2 children and 22% of women teachers having 1 child.

Age of Children Wise Distribution of Women Teachers – dependently of children are 51% of women teachers have 6-10 years old children and 13% of women teachers have more than 15 years old children.
- **Number of Dependents Wise Distribution of Women Teachers** - 55% of women teachers have two dependents at home. Rest of them are 1% and 3% dependents at home respectively.

- **Type of Work Time Wise Distribution of Women Teachers** - 86% of women teachers are working in Day College and the rest of them are working in shift system.

- **Working Hours in Shift System** – In shift system, about 61% of women teachers are working 6-7 hours, 17% are working more than 7 hours and 22% are working in 5-6 hours.

- **Starting Time in Day College** – College starting time is 8.30 am for 43% of women teachers, 9 am for 32% and 8 am for 6% of women teachers.

- **Distance Travelled by the Women Teachers** – 39% of women teachers have to travel for 5-10 km, 26% of women teachers have to travel 11-15 km, 13% of women teachers have to travel 15-20 km and 5% of women teachers have to travel more than 25 km to reach their workplace.

- **Mode of Transit for Women Teachers** – Regarding mode of transit, 43% of women teachers use college transport, 27% use public transport, 9% use their own vehicle and 4% of women teachers are dropped by their husband.

- **Number of Subjects Handled by the Women Teachers** – 39% of women teachers are handling 3 subjects in each semester, 28% of women
teacher handling 2 subjects and 5% of women teacher handling both 1 subject and 5 subjects respectively.

- **Hours per Week for Teaching for the Women Teachers** - On the basis of teaching hour the 45% of women teacher teaches 10-12 hour per week, 27% women teacher teaches 7-9 hours and 6% of women teacher teaches both 4-6 hour and 16-18 hour respectively.

- **Opinion about Work Load by the Women Teachers** - 57% of women teacher that they have over work load, and 8% of women teacher have the opinion of under work load.

- **Opinion about Non Academic Work by the Women Teachers** - General administration work is one of the notable non academic work because 63% of women teachers having the same feel and 7% of women teachers act as NCC/NSS/YRC co-coordinators as additional duty.

- **Frequency of Meetings Conducted by the Management** - about frequency of meeting conducted in the college 46% of women teachers accept that the meeting is conducted semester wise, 23% feel that the meeting is conducted monthly and 3% said that the meeting is conducted fortnightly.

- **Nature of Meetings Conducted by the Management**

43% women teachers agreed that scheduled meeting is conducted in their college, 31% said that unexpected meeting is conducted frequently and
8% of women teachers said that emergency meeting is conducted in their colleges often.

- **Occupational Stress**

  ➢ **Occupational stress for Women employees** – The perception of stress is differing for women teachers. They perceive high stress on faculty attendance timing and late management, pressure on result and admission work. The perception of stress is low in case of colleague’s relationship and non-related works and they perceived moderate stress on subject allotment based on likes and dislikes, salary inequity, promotional policies, management control on student behavior and extend time of work.

  ➢ **Occupational Stress among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The test of ANOVA rejects null hypothesis at 1% level of significance with the F value of 6.593. Hence it is revealed that there is significant difference between occupational stress among the women teachers in engineering, arts and science and polytechnic colleges.

  ➢ **Age of Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Occupational Stress** - The F-value of 6.702 and null hypothesis is rejected. It shows that there is a significant difference between age of women teachers in engineering, arts and science and polytechnic colleges and occupational stress.
Type of Work Time of Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Occupational Stress - The ANOVA table accepts the alternate hypothesis at 1% level of significance and it reveals that there is a significant difference between type of work time of women teachers in engineering, arts and science and polytechnic colleges and occupational stress.

- Work Place Environment

  Work place environment for women employees – Regarding work place environment the women teachers are moderately satisfied with class allotments during the early hours (i.e) 1st hour, colleagues co-operation, recognition of faculty for achievement, but they are not satisfied with documentation work is higher than academic work, student’s result performance pressure on faculty, compensation management, promotion focus, opportunity for career development and individual job autonomy. Besides, they are satisfied with reaching the work place, encouraging for FDP programme and job accountability management.

Work Place Environment among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges - The F-value of 6.710 reveals that there is a significant difference between work place environment among the women teachers in Engineering, Arts and Science and Polytechnic Colleges.
Type of Work Time of Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Work Place Environment - For the relationship between type of work time and work place environment. The alternative hypothesis is accepted that there is a significant difference between type of work time of women teachers in engineering, arts and science and polytechnic colleges and work place environment.

Spending Time Once Reached Home – Women teachers have many commitments once they reached home. 37% take care of their child once they reached home. 26% cook for dinner, 24% care of spouse and relatives finally 6% have religious and social commitments and complete the carried work from college.

Exhibition of Dissatisfaction of Work Place - Women teachers exhibit their work pace dissatisfaction in many ways. 29% of them expressed their anger on their children, 26% expressed their anger on their family members, 16% not showing interest on domestic work and 7% try to apply for leave.

Association between Age of Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Exhibition of Dissatisfaction of Work Place - The Chi-Square value of 43.164 is significant at one per cent level indicating that there is a significant association between age of women teachers in Engineering, Arts and Science and Polytechnic Colleges and exhibition of dissatisfaction of work place by the women teachers.
Forms of Work-Family Conflict - Among three types of conflict 48% of women teachers affected by the strain based conflict 30% affected by time based conflict and 22% of women teachers suffered by behaviour based conflict.

Association between Exhibition of Dissatisfaction of Work Place by Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Forms of Work-Family Conflict - The Chi-Square test reveals that there is a significant association between exhibition of dissatisfaction towards work place by the women teachers of Engineering, Arts and Science and Polytechnic Colleges and forms of work family conflict.

Frequency of Work-Family Conflict

44% of women teachers experience the frequency of work life conflict faces weekly, 33% women teachers experience the frequency of work life conflict undergoes monthly and 7% of women teachers experience the frequency of work life conflict only on a yearly sequence.

Association between Spending Time Once Reached Home by Women Teachers of Engineering, Arts and Science and Polytechnic Colleges and Frequency of Work-Family Conflict - The Chi-Square value of 28.340 is significant at one per cent level so null hypothesis is rejected which indicating that there is a significant association between spending time once reached home by women teachers of Engineering, Arts and Science and Polytechnic Colleges and frequency of work-family conflict.
Frequency of Work-Affect Personal Life – Work life affects the personal life, the frequency of affecting work life balance is different from women teachers. 42% of women teachers agreed that their work life affects the personal life weakly, 28% agreed that it affects monthly and 4% said that their work life never affect the personal life.

Factors Affecting Individual and Family Happiness- Exploratory factor analysis conducted in order to identify the factors affecting individual and family happiness. The results of Kaiser-Meyer-Olkin (KMO test) measure of sampling adequacy (KMO=0.614) and Bartlett’s test of sphericity (chi-square value=0.0012; significance=0.000) indicates that the factor analysis method is appropriate.

Factor-I: From the results, it is inferred that out of 21 attributes, five variables have their high, relatively tightly grouped factor loadings on factor-I. This factor consists of All my vital organs are working perfectly all right, I don’t have any mental illness, I feel alright most of the day and sleep well at night, I feel all my emotions, I know my purpose of life and I can feel the universal power within me, Hence, this factor is named as “Health”. Factor-II is formed with I have good relationship with all the family members, I get all the support and love from my family, I am able to support my family and fulfill my duties well, I have savings in the bank for my future, I have a nice relationship with my love partner so these variables are named as “Family Relationship”. Factor-III, includes I feel happy with the work I do, I am not suffering from anybody ailment, I am happy with the salary I get, I am happy with the people I work with, These four variables are named as “Quality of Work”. Factor-IV, This
factor is formed with I have good relationship with my friends, I am a member of a social group, I take active part in social activities, I enjoy my spare time with friends. This factor is named as “Socialization”. Factor-V, This factor includes I am able to pursue activities that help me grow emotionally and spiritually, Education and skills to get the other job I want, I am able to spend time on enhancing my knowledge and skills. These three variables are named as “Personal Management”. The Cronbach’s alpha of the scale was 0.86 indicating that each measure demonstrated acceptable internal consistency. It is inferred that health, family relationship, quality of work, socialization and personal management are the factors affecting individual and family happiness of women teachers.

- **Relationship between Factors Affecting Individual and Family Happiness and Work Life Balance** - The correlation co-efficient between health and work life balance is positively and moderately associated the family relationship and work life balance is positively and moderately correlated. Quality of work and work life balance is positively and moderately associated the socialization and work life balance is positively and moderately correlated personal management and work life balance is positively and moderately associated Hence, the null hypothesis of there is no significant relationship between factors affecting individual and family happiness and work life balance is rejected.

- **Balance of Personal and Work Life of Women Teachers**

  - **Factors Affecting Balance of Personal and Work Life** – Exploratory factor analysis is applied in order to identify the results of Kaiser-Meyer-
Olkin (KMO test) measure of sampling adequacy (KMO=0.538) and Bartlett’s test of Sphericity (chi-square value= 0.0011; significance=0.000) indicates that the factor analysis method is appropriate. Factor-I from the results, it is inferred that out of 17 attributes, six variables have their high, relatively tightly grouped factor loadings on factor-I. consists of: Starting and finishing work on time, taking work to home, Work during holiday, Work more than agreed number of hours, Spending time for own self development, Time to think. Hence, this factor is named as “Work Commitments”. Factor-II is formed with attending home events, attending home crisis, Limited conversation with family members, Overtime work for family. These variables are named as “Family Commitments”. Factor-III includes Time and energy to fulfill the responsibilities outside of work, time and energy to engage in leisure activities, Change or cancel holidays, changing jobs. These four variables are named as “Personal Commitments”. Factor-IV is formed with Fulfilling community role Social arrangements, Lack of interaction. This factor is named as “Social Commitments”. The Cronbach’s alpha of the scale was 0.80 indicating that each measure demonstrated acceptable internal consistency. It is inferred that work commitments, family commitments, personal commitments and social commitments are the factors affecting balance of personal and work life of women teachers.

Marital Status of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Balance of Personal and Work Life-The ANOVA report shows there is a significant difference between
marital status of the women teachers in Engineering, Arts and Science and Polytechnic Colleges and balance of personal and work life.

- **Type of Family of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Balance of Personal and Work Life** - The F-value of 3.825 rejects the null hypothesis it reveals that there is a significant difference between type of family of the women teachers in Engineering, Arts and Science and Polytechnic Colleges and balance of personal and work life.

- **Frequency of work-affect personal life the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Balance of Personal and Work Life** - The test of ANOVA accept the alternate hypothesis which indicate that there is a significant difference between frequency of work-affect personal life of the women teachers in Engineering, Arts and Science and Polytechnic Colleges and balance of personal and work life.

- **Influence of Factors Affecting Balance of Personal and Work Life on the Level Work Life Balance** - To study the influence of factors affecting balance of personal and work life on the level work life balance, the multiple linear regression has been applied. The results indicate that the coefficient of multiple determination ($R^2$) is 0.65 and adjusted $R^2$ is 0.63 indicating the regression model is good fit. It is inferred that about 65.00 per cent of the variation in dependent variable (Level of Work Life Balance) is explained by the independent variables (Factors Affecting Balance of Personal and Work Life). The F-value of 7.952 is significant at one per cent level indicating that the
A regression model is a good fit. The results show that work commitments, family commitments, personal commitments, and social commitments are negatively and significantly influencing the level of work life balance at the one percent level. Hence, the null hypothesis of there is no significant influence of factors affecting balance of personal and work life on the level work life balance is rejected.

- **Work Life Conflict** - The work life conflict of the women teachers and difference in work life conflict among the women teachers in Engineering, Arts, and Science and Polytechnic colleges were analyzed and the results are discussed as below.

  - **Work Life Conflict Women Employees** - The women teachers are always experiencing work life conflict when they are emotionally drained at they get home from work, their personal demands interfering with their work and family life interfering with their work. They experience work life conflict when their commitment to their job inhibiting their leisure activities and difficulty in coping with conflicting demands between work life and home life. Frequently they experience the work life conflict when work having a positive impact upon my home life and getting home from work and feeling unable to switch off and relax and. Finally, sometimes they are experiencing the work life conflict that they have enough time for themselves and wishing they had more time to do things with the family.

  - **Work Life Conflict among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - the result of ANOVA
indicates that there is a significant difference between work life conflict among the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Type of Family of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Work Life Conflict** - At 1 % level of significance the F-value of 4.154 denotes that there is a significant difference between marital status of the women teachers in Engineering, Arts and Science and Polytechnic Colleges and work life conflict.

- **Organizational Support for Work Life Balance**

  - **Organizational Support for Work Life Balance** – regarding organizational support for work life balance the women teachers strongly agreed with their management expects far too much from them and their management makes an active effort to help them when there is conflict between work and other commitments. They are disagreed with the encouragement to make their own decisions and they feel guilty when they have taken time off, even if they have been ill. Teachers moderately agreed that they can talk to their colleagues about their personal problems, it really feel that the college respects desire to balance work and non-work demands, their management is very understanding if someone has to leave early or arrive late due to a non-work emergency, their management supports policies that help staff with families and Over all they feel that the balance between work and family are recognized. They agreed that the feel of guilty if they miss an important family event
due to pressure of work and their colleagues are very understanding if someone has to leave early or arrive late due to a non-work emergency.

- **Organizational Support for Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges**
  - The test of ANOVA rejects the null hypothesis at 1% level of significance with the F value of 7.335. Hence it is stated that there is a significant difference between organizational support for work life balance among the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Work Experience of Women Teachers in Engineering, Arts and Science and Polytechnic Colleges and Organizational Support for Work Life Balance**
  - The F-value of 5.956 at 1% level of significant represents that there is a significant difference between work experience of women teachers in Engineering, Arts and Science and Polytechnic Colleges and organizational support for work life balance.

- **Relationship between Balance of Personal and Work Life, Work Life Conflict and Organizational Support for Work Life Balance for Women Teachers in Engineering, Arts and Science and Polytechnic Colleges**
  - The correlation coefficient between balance of personal and work life and work life conflict is negatively and moderately associated. Balance of personal and work life and organizational support for work life is positively and moderately associated. Work life conflict and organizational support for work life is negatively and moderately associated. The null hypothesis is rejected, hence it is observed there is a
significant relationship between balance of personal and work life, work life conflict and organizational support for work life balance for women teachers in Engineering, Arts and Science and Polytechnic Colleges.

6.1.2.2 Strategies for Work Life Balance

- **The Confirmatory Factor Analysis (CFA) was carried out for strategies for work life balance** - The results of CFA for personal development show an excellent fit with chi-square statistic of 4.684. The Goodness of Fit Index (GFI) is 0.99 and Comparative Fit Index (CFI) is 1.00. These GFI and CFI indicate perfect fit. The standardized Root Mean Residual (RMR) is 0.02 and Root Mean Square Error of Approximation (RMSEA) is 0.01 indicating excellent fit. The results of CFA for health show an excellent fit with chi-square value of 4.826 and GFI and CFI are greater than 0.90 and RMR and RMSEA values are less than 0.1 indicate excellent fit. The results of CFA for time management indicate an excellent fit with chi-square value of 5.102 and GFI and CFI are greater than 0.90 and RMR and RMSEA values are less than 0.1 indicate excellent fit. The results for values show chi-square value of 5.218 with other indices (GFI and CFI) indicating excellent fit which is more than 0.90 with RMR and RMSEA less than 0.1.

- **Convergent and Discriminant Validity for Strategies for Work Life Balance** - Adequacy of the measurement model for strategies for work life balance is also evaluated based on the criteria of Composite Reliability (CR), Average Variance Extracted (AVE) and Discriminant Validity(DV) of the constructs is conducted. The results show that
composite reliability for strategies for work life balance is above the cut off value of 0.70, average variance extracted is greater than the minimum value of 0.50 and discriminant validity is above 0.60 indicating that convergent validity is confirmed for strategies for work life balance.

- **Personal Development for Work Life Balance** - In relation to personal development for work life balance the women teachers are strongly agreed with they are aware of their strengths and which areas need strengthening and they are willing to ask for help if they need it and they are agreed with they have a rewarding life outside work and they are willing to accept feedback about my performance. Besides, they are moderately agreed with their personal life does not interfere with their work, they work with solutions not problems. They are not afraid to ask for help and they are able to say "no" to other.

- **Personal Development for Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 5.947 at 1% level of significance implies that there is a significant difference between personal development for work life balance among the women teachers in engineering, arts and science and polytechnic colleges.

- **Nature of Employment and Personal Development for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The ANOVA result shows that there is a significant difference between nature of employment and personal
development for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

➢ **Work Experience and Personal Development for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 6.144 indicates that there is a significant difference between work experience and personal development for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

➢ **Type of Work Time and Personal Development for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - the test of ANOVA accepts the alternate hypothesis at 1% level of significance with the F-value of 4.653 indicates that there is a significant difference between type of work time and personal development for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

➢ **Health for Work Life Balance** – In relation to health women teachers are strongly agreed that they take good care of themselves, moderately agreed that they do at least one thing each day that they really enjoy and agreed that they are not exhausted when they leave work and they take regular breaks each day.

➢ **Health for Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 5.162 of ANOVA test rejects the null hypothesis at 1% level of
significance. Therefore it is agreed that significant difference between health for work life balance among the women teachers in engineering, arts and science and polytechnic colleges.

- **Nature of Employment and Health for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - ANOVA signifies that there is a significant difference between nature of employment and health for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Work Experience and Health for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - ANOVA table depicts with the F-value of 5.184 at 1% level of significance indicates that there is a significant difference between work experience and health for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Type of Work Time and Health for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The test of ANOVA accepts the alternate hypothesis with 1% level of significance. As a result there is a significant difference between type of work time and health for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Time Management for Work Life Balance** – With reference to time management the women teachers are strongly agreed with the prioritize and honest about their workload, They agreed with their ability to find
information quickly and they are moderately agreed that they are rarely have to re-do work.

- **Time Management for Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 5.316 proves that there is a significant difference between time management for work life balance among the women teachers in engineering, arts and science and polytechnic colleges.

- **Nature of Employment and Time Management for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 5.298 point out that there is a significant difference between nature of employment and time management for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges at 1% level of significant.

- **Work Experience and Time Management for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The test of ANOVA reveal that the F-value of 4.782 at 1% level of significance accepts the alternate hypothesis. So there is a significant difference between work experience and time management for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Type of Work Time and Time Management for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - ANOVA - The F-value of 3.992 rejects null
hypothesis at 1% level of significance reveals that there is a significant difference between type of work time and time management for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Values for Work Life Balance** – Women teachers are strongly agreed that they know what makes them happy or fills them with joy, they are agreed with they have a clear idea of what is important to them and they are moderately agreed that they have a clear view of what they want from their life.

- **Values for Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 5.307 points out that there is a significant difference between values for work life balance among the women teachers in engineering, arts and science and polytechnic colleges at 1% level of significance.

- **Nature of Employment and Values for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - ANOVA test significances with the F-value of 5.406 that there is a significant difference between nature of employment and values for work life balance of the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

- **Work Experience and Values for Work Life Balance of the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The F-value of 4.703 rejects null hypothesis therefore it is accepted
that significant difference between work experience and values for work
life balance of the women teachers in Engineering, Arts and Science and
Polytechnic Colleges.

➢ **Type of Work Time and Values for Work Life Balance of the
Women Teachers in Engineering, Arts and Science and Polytechnic
Colleges** - F- value of 4.073 rejects null hypothesis hence it is indicating
that there is significant difference between type of work time and values
for work life balance of the women teachers in Engineering, Arts and
Science and Polytechnic Colleges.

- **Relationship Between Organizational Support And Strategies For
Work Life Balance For Women Teachers In Engineering, Arts And
Science And Polytechnic Colleges** - The correlation coefficient between
organizational support and personal development is positively and
moderately associated. The organizational support and health is also
positively and moderately correlated. The correlation coefficient between
organizational support and time management is positively and poorly
associated. The organizational support and values is also positively and
poorly.

The personal development and health is positively and moderately
correlated. The personal development and time management is also
positively and moderately correlated. Besides, the personal development
and values is also positively and moderately correlated. The correlation
coefficient between health and time management is positively and
moderately associated. The health and values is also positively and
moderately correlated. Meanwhile, the time management is positively and poorly correlated. Hence, the null hypothesis of there is no significant relationship between organizational support and strategies for work life balance for women teachers in Engineering, Arts and Science and Polytechnic Colleges is rejected.

- **Individual Benefits Due To Enhanced Work Life Balance**

  - **Individual Benefits due to Enhanced Work Life Balance** – 36% per cent of women teachers perception is enhanced work life balance improve the better relationship both on and off the job, 21% viewed that it increases productivity 14% agreed that it reduces stress and 9% said that it provides more value and balance in life.

  - **Association between Individual Benefits due to Enhanced Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The Chi-Square value signifies and rejects null hypothesis representing there is a significant association between individual benefits due to enhanced work life balance among the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

  - **Association between educational qualification and individual benefits due to enhanced work life balance for the women teachers in engineering, arts and science and polytechnic colleges** - Chi-Square value accepts alternate hypothesis which denotes that there is a significant association between educational qualification and individual
benefits due to enhanced work life balance for the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

Influence Of Strategies For Work Life Balance On Individual Benefit Due To Enhanced Work Life Balance For The Women Teachers In Engineering, Arts And Science And Polytechnic Colleges - Multiple linear regression applied for the test of strategies for work life balance and the individual benefit due to enhanced work life balance. The results indicate that the coefficient of multiple determination (R²) is 0.67 and adjusted R² is 0.65 indicating the regression model is good fit. It is inferred that about 65.00 per cent of the variation in dependent variable (Individual Benefit due to Enhanced Work Life Balance) is explained by the independent variables (Strategies for Work Life Balance). The F-value of 8.317 is significant at one per cent level indicating that the regression model is good fit.

Influence of Strategies for Work Life Balance on Individual Benefit due to Enhanced Work Life Balance for the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges - Multiple Regression results show that personal development, health, time management and values are positively and significantly influencing the individual benefit due to enhanced work life balance for the women teachers in Engineering, Arts and Science and Polytechnic Colleges at one per cent level. Hence, the null hypothesis is rejected, so it is clear that there is a significant influence of strategies for work life balance on
individual benefit due to enhanced work life balance for the women teachers in Engineering, Arts and Science and Polytechnic Colleges is.

- **Organization’s Benefits Due To Enhanced Work Life Balance**
  
  - **Organization’s Benefits due to Enhanced Work Life Balance**- with reference to organizational benefits the perception of women teacher is considered. 47% per cent of women teachers opinion is, enhanced work life balance increases productivity, accountability and commitment 25% accepted that better team work and communication is one of the organization’s benefits due to enhanced work life balance, 15% perceived less negative organizational stress and 13% feels that the morale of women teacher is improved due to enhanced work life balance.

  - **Association between Organization’s Benefits due to Enhanced Work Life Balance among the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - Chi-Square value of 19.348 signifies that there is a significant association between organization’s benefits due to enhanced work life balance among the women teachers in Engineering, Arts and Science and Polytechnic Colleges.

  - **Association between Educational Qualification and Organization’s Benefits due to Enhanced Work Life Balance for the Women Teachers in Engineering, Arts and Science and Polytechnic Colleges** - The Chi-Square test accepts the alternate hypothesis therefore, there is a significant association between educational qualification and organization’s benefits due to enhanced work life balance for the women
teachers in Engineering, Arts and Science and Polytechnic Colleges at 1% level of significance.

- **Benefits of Work Life Balance - Commitments Related Work** – regarding with commitment related to work, 34% of women teachers identified that a good quality of life is the major benefit of work life balance 24% feels that enjoyable work life and career progression 17% perceives good health 5% said that it is useful for further education and 2% feels time to travel is one of the benefit of work life balance for work related commitments.

- **Benefits of work life balance - commitments outside work** – connecting with commitments outside the work 31% of women teachers feel that children at school is an important benefit of work life balance, 28% feels elderly relatives, 8% feels to do the activities relating to faith or religion and about 3% feels to do sports and exercises and voluntary work

- **Structural Relationship Between Work Life Balance Strategies, Personal And Work Life Balance And Individual Benefits Due To Enhanced Work Life Balance** - Structural Equation Model (SEM) examine the structural relationship between work life balance strategies, personal and work life balance and individual benefits due to enhanced work life balance for women teachers in Engineering, Arts and Science and Polytechnic Colleges. The results shows that the standardized coefficient for PAWLB (Personal And Work Life Balance) of women teachers against OS (Organizational Support) is 0.420 and the standardized coefficient for PAWLB (Personal And Work Life
Balance) of women teachers against PD (Personal Development) is 0.343 and the standardized coefficient for PAWLB (Personal And Work Life Balance) of women teachers against H (Health) is 0.378 indicates that these values are significant at one per cent level. Therefore it is inferred that OS (Organizational Support), PD (Personal Development) and H (Health) are directly and positively influencing PAWLB (Personal And Work Life Balance) of women teachers. Meanwhile, the standardized coefficient for PAWLB (Personal And Work Life Balance) of women teachers against TM (Time Management) is 0.302 and the standardized coefficient for PAWLB (Personal And Work Life Balance) of women teachers against V (Values) is 0.319 insists that these values are significant at one per cent level. Therefore, it is revealed that TM (Time Management) and V (Values) are directly and positively influencing PAWLB (Personal And Work Life Balance) of women teachers.

The standardized coefficient for IB (Individual Benefits) against PAWLB (Personal And Work Life Balance) of women teachers is 0.523 and it is significant at one per cent level. Therefore, it shows that PAWLB (Personal And Work Life Balance) of women teachers is directly and positively influencing IB (Individual Benefits) due to enhanced work life balance for women teachers in Engineering, Arts and Science and Polytechnic Colleges. Hence, the null hypothesis is rejected hence, there is no significant structural relationship between work life balance strategies, personal and work life balance and individual benefits due to enhanced work life balance for women teachers in Engineering, Arts and Science and Polytechnic Colleges.
Model Fit Parameters - For goodness of fit indicates an excellent fit with chi-square statistic of 1.37. The Goodness of Fit Index (GFI) is 1.00 and Comparative Fit Index (CFI) is 0.99. These GFI and CFI indicate perfect fit. The standardized Root Mean Residual (RMR) is 0.01 and Root Mean Square Error of Approximation (RMSEA) is 0.03 indicating excellent fit.

6.2 SUGGESTIONS

The study on work life balance of women teachers working in Engineering, arts and Science and polytechnic colleges have delivered many factors on both the side that is individual and organisational factors which is responsible for the work life balance is well identified. These study is analysed by using descriptive tools, Chi-Square, ANOVA, Multiple regression, Multiple correlation and factor analysis. Based on the findings the suggestions are derived with respect to all the perspectives.

- The women teachers are mostly on age group of 31 to 40 so they have more responsibility on work and family. The institutions and family can support them for efficient delivery of work and family responsibilities.

- The educational qualification of women teachers are in Post Graduate category and very less has completed Ph.D. Hence the institution can help by the way of granting annualized personal leave study leave and sabbatical leave. The family members can extend their support for their career development.
The women teachers mostly got married and continuing their profession and also they belong to the nuclear family, due to this they will be in need of support from their husband. The parent family members and in-laws house supports are very much needed to women teachers for the encouraging maintaining their family and their children.

Most of the women teachers are working on the basis of full time and they have 8 to 10 years of experience because of having work experience naturally they have an additional responsibility other than the academic work. Along with the increase of the salary they are holding the additional responsibility like NCC, NSS coordinators representative for university works. The management can extend their support of modern management technique like flextime, term time working, and compensational holidays. The family also extends their co-operation for financial benefits.

The annual and family income of the women teacher is 3 lakhs to 5 lakhs. Based on salary the commitment is increased and the family member especially spouse has to support the women teachers. As stated by Sheryl Sandberg, COO of Facebook. “There’s work, and there’s life, and there’s no balance – If you marry a man, marry the right one”.

Most of the women teachers having 1 or 2 children at home. They are at the age of 5-15 and going to school. The institution can adopt flexible holidays and flexi timing, and the study suggest that women teacher can stick on to joined family so the parents and in-laws will take care of their children which will create an ability to overcome from the problem.
Most of the women teachers are having dependents to be taken care by them. Institution and family should share their work low and family responsibility.

Day college is common for these three districts and the work time starts between 8.30-9.30 am, the women teacher has to plan their work based on priorities after timing and priorities.

To reach the work place the majority women teacher have to travel average 5-20 kilometers through college and public transport. To create job satisfaction the colleges can provide more number of routes for operation of buses.

The management conducts frequent meetings which is sometimes reliable to the work nature, but most of the times it interrupts with the work because of this there are possibility for reduction of efficiency. Regarding this management can minimize the unnecessary meetings.

From the women teachers view the high stress creating factors are attendance timing, result pressure, target based admission work. Moderate stress factors are subject allotments against likes, inequity salary, policies on promotion, extended time work, management indirect student relationship. For all this stress factors management should have faculty choice subject allocation, result based performance measurement shall not be with the time based work.
The women teachers are differed among themselves toward their perception on type of work time basis on their age wise classification. By the way of experience they manage their work life to maintain good health.

Related to the work place environment factors women teachers are satisfied towards work place reach, motivation on FDP programme and job accountability management. Teachers are moderately satisfied on colleagues. The dominant factors of dissatisfaction are documentation, compensation, job autonomy, emotion. The management should handle these factors very critically for the better performance of women teachers.

The teachers after they reach their home they fully occupied with the family commitments. Family members can help in cooking and take care of child. The superior support is necessary to leave from the work place.

The exhibits of dissatisfaction are very closely damages the children and family members. This can be handled by the individual by the innovative way of avoiding impulsive response, mind diversion with hobbies and sharing to evolve pragmatic counseling method.

The outcome possibilities of work family conflict occur due to strain and time based. The avoidance of this conflict shall by effective and efficient scheduling of activities.
The frequency of conflict happens on week because of the weekend family work pressures on family work and monthly happens on economic cycle. Having the lifestyle within the available resources are the solution to the problem. Like Ellen Kullman, CEO of Dupont statement “It’s not about having a set time” both personal and professional lives are 24/7. It’s more about making the right allocation to each one and recognizing it’s going to be different every day. But you don’t do these jobs unless you really love what you do.

Majority of the women teacher opinion is the occurrence of work life conflict and work life affects the personal life daily and monthly basis. As it is associated with spending time once the women teacher reached home both organizational and family support is necessary to manage the work life balance scheduling the activities based on the priority is the suggestion to overcome from this problem.

The factors responsible for individual and family happiness are health, family relationship, quality of work life, socialization and personal management. All these factors are highly important, oneself should appropriate all these factors for the happiness and wellbeing.

The balancing perspective of personal life and work life is highly depend on the commitments related to work, family, personal and social being. The women teacher holding responsibility may vary according to this commitments. All the commitments are equally important for the women teacher by the way of self learning, maintaining harmony in relationship.
with family members and colleagues they can successfully achieve the work life balance.

- With the aspect of work life conflict women teacher strongly believe that the work and family should treated as separate. But sometimes because of over commitment an emotional interference they encountering outcome of intertwining of personal life and work life.

- Organizational supporting factor are very essential in work life balance. Women teacher responded that management many a time imposes by undue and inappropriate burden of workload. This is supported by the statistical analysis which age has no significant impact. It is suggested that the existing policy and norms related to work load of teachers need to be adopted by management without any compromise.

- The best work life balance can be attained through skilled blending of the four critical factors. Personal development, health, time management and value are of immense importance. It is suggested that there should be a culture of work life balance plan should be come in practice.

- The above four factors are independent variable and they have interdependent variability within the factors. These four factors are found to be influential to women teachers to women teachers of engineering, arts and science and polytechnic colleges further it is inferred and evident from the study and the analysis of above said factors are affecting all the age group considered for the study. Thereby it is suggested to have
appropriate and adequate manpower in all ranks and files of teaching institution

- It is found that irrespective of status of education the following factor has a remarkable positive impact for individual in attaining work life balance. Personal development, health, time management and value similarly the above mentioned four factors have found to have a considerable positive impact to the organization. A continuous and constant improvement and realignment of time and resource management will result to attain delegate and critical balance of work life. Such time and resource management should have the above stated factors as major consideration.

- It is inferred that those who have quality of work life tend to have enjoyable work life and career progress that brings desired positive and constructive one for work life with the delegate balance. Hence the approach towards work life to be positive and pragmatic by statement of Denise Morrison, CEO of Campbell Soup Company “Don’t just let your career happen to you. You need to be strategic about how you define your leadership journey and where that takes you”.

- It is more appropriate to mention that children at school, time allotted for socialization and having old people with one’s family members engaged in family life have deep routed and time tested good impact for family life that has impact over work life and its balance.
6.3 CONCLUSION

Education is one of the most effective intervention for including our social and economic feature for individuals, family, groups, state and the country as a whole. Addressing differences in equalities in higher education opportunity will require persistent and meaningful effort by the institutions. Higher education is the basis for the knowledge economy. The role of the institution, governing body, state and teachers are inevitable in the development of higher education. The central and state government budgeting their allocation for the development of higher education across the country is happening. The major stakeholders in the concurrent expansion of higher education with respective to changing scenario are the teachers. Among teachers the women teachers constitutes 35% to 40% of population growing significantly which should be 50% to the total population of teachers ideally. A study suggests that improvement in human capital management especially need to sensitised towards work allocation, work time, flexibility conducive work environment will contribute to increased work life balance. Work life balances recognize the teacher welfare. Personal management need to address the behavior of oneself demanding work life balance. The work life policies and supportiveness to the work life culture kindles the level of commitment in all aspects. Even though there cannot be fixed numerical ratio for work life balance, the correct blend of work and life shall be arrived at only by constant and continuous effort in managing such balance by innovative approaches and working practices.

6.4 SCOPE FOR FUTURE RESEARCH

It is a critical work and family research to totally understand the condition under which the women teachers work life balance experiences. There is growing
need to consider the level of job satisfaction, the extend of family and management support which can be the scope for future research. Future study should also continue to refine the methodology used in this research such as other districts of the state, other profession and another gender. In addition it is necessary to explore multiple waves of data collections over a different period of observations over a different period of observation to precise understanding of work family dynamics. The future research can also be focused on psychological and interpersonal aspects.