A Study On Factors That Influence Work-Life Balance Among Women Teachers In Both Government And Private Colleges In Dakshina Kannada District

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Abstract

Purpose: In today's era, education level is a crucial aspect of an individual's identity. The educational sector has evolved significantly over time and is now regarded as one of the most rapidly growing fields. Modern teachers adopt a contemporary approach to academics, but the demands of the market and a fast-paced society have intensified pressure on them. Continuous research and development are necessary to maintain quality education. Women teachers, in particular, face substantial challenges in managing this pressure, often requiring them to work long hours, which adversely affects their family life and leads to work-life imbalance. Achieving work-life balance is essential, especially for women working in professional colleges, as it is vital for maintaining physical, mental, social, and personal well-being.

This research study focuses on women teachers employed in selected public and private professional colleges in Dakshina Kannada district and examines the factors influencing work-life balance. It is a comparative study aimed at identifying significant differences in their approaches, opinion and the balance between work and personal life among women teachers in public and private professional colleges within the Dakshina Kannada district.

Design/ Methodology: The study utilizes both primary and secondary data to examine the factors influencing work-life balance. Primary data were collected through structured questionnaires distributed to women teachers across various institutions in the Dakshina Kannada area. In addition, secondary data were gathered from a variety of sources, including websites, journals, newspapers, magazines, publications, and case studies.

Originality/ Value: the study findings provide to a deeper understanding of complex interplay between women teachers in government and private colleges about perception of work life balance and major factors work environment, workload, family responsibilities, and support systems are key factors influencing the

work-life balance of women teachers in both government and private colleges in the Dakshina Kannada District.

Paper type: Empirical research.

Keywords: Women teachers, level of income, financial literacy, spending behaviour, ABCD analysis

Introduction

In recent years, the concept of work-life balance (WLB) has garnered significant attention, particularly in the context of modern work environments where the lines between personal and professional life are often blurred. Maintaining a healthy balance between personal and professional demands can be challenging for women, especially those employed in demanding professions such as teaching. Although teaching has traditionally been viewed as a family-friendly career due to its structured schedule and vacation time, the profession has evolved over time. Today's teachers, especially those in higher education, face numerous professional obligations, including research, administrative duties, student engagement, and curriculum development. These competing demands can make it difficult to maintain a healthy balance between personal and professional life.

In India, women are still expected to prioritize household responsibilities, often influenced by societal expectations around family roles, which tend to be rigid. When these expectations are combined with professional pressures, it can create a situation where women struggle to meet the demands of both work and home, leading to stress, burnout, and dissatisfaction. For women educators, maintaining a balance between their professional and personal lives is becoming increasingly critical. As role models for the next generation, their well-being directly impacts the quality of education and mentorship they provide.

Work-Life Balance for Women Teachers

Women educators, particularly those working in higher education institutions such as professional colleges (in fields like engineering, medicine, law, and management), have additional responsibilities that extend beyond classroom instruction. They are expected to contribute to research activities, student counselling, administrative tasks, and extracurricular activities in both public and private sectors. This workload significantly affects their personal lives, making it challenging to balance family responsibilities, social obligations, and self-care.

In India, professional colleges fall into two primary categories: government-run and privately-run institutions. Government colleges are funded and managed by the state, while private colleges are typically self-financed and tend to have higher performance expectations. These structural differences often lead to variations in workload, job security, workplace policies, and available support networks, all of which affect the work-life balance of female educators. In Dakshina Kannada District, which has a substantial number of both public and private professional colleges, the challenges that women educators face in balancing their professional and personal lives are likely to differ based on the type of institution where they are employed.

Work-Life Balance in the Indian Context

India offers a unique cultural backdrop when it comes to the concept of work-life balance. Although more Indian women are entering the workforce, the primary responsibility for managing the household still largely falls on women, who have traditionally taken on this role. This dual responsibility makes it particularly

challenging for women in professional roles to balance their work and personal lives. In the Dakshina Kannada District, which encompasses both urban and rural areas, female teachers face a variety of expectations from their families, communities, and institutions.

The teaching profession, once regarded as a favourable career option for women due to its perceived stability and regular hours, has undergone significant changes in response to the growing demands of the modern education system. Increased pressure from management, the need to publish research, the requirement for continuous professional development, and responsibilities related to extracurricular activities have all contributed to a rise in stress levels for teachers. Female educators, who often bear the majority of family responsibilities, are especially vulnerable to conflicts between their professional and personal lives.

Review of Literature

Work life balance as 'satisfaction and good functioning at work and at home with a minimum of role conflict' (Clark, S. C. (2001) [1]). Kirchmeyer has viewed Work-Life Balance as 'achieving satisfying experiences in all life domains, and to do so require personal resources such as energy, time, and commitment to be well distributed across domains' (Kirchmeyer, C. (2000) [2]).

Winslow and Jacobs (Jacobs, J. A., & Winslow, S. E. (2004) [3]) find out relationship between faculty workload and their dissatisfaction. 'Work life balance is the term used to describe the organizational initiatives aimed at enhancing employee experience of work and non-work domains' (Darcy et al., (2012) [4]). On the positive side, private institutions may offer more flexibility in terms of innovative teaching methods and professional development opportunities. This flexibility can contribute to a better work-life balance if managed effectively (Lee & Kim, 2017).

Despite the stability, public sector teachers might still face high workloads due to administrative tasks and limited resources, which can affect their personal time and well-being (Jones, K. (2018) [5]). Pooja Choudhary and Preethi Yadhav (Choudhary, P. V., & Yadav, P. (2019) [6]) conducted a study titled "An Examination to Measure the Work-Life Balance among Female Faculty Working in Private and Public Universities of Delhi/NCR Region." The study aimed to identify differences in work-life balance among female faculty members in private versus public universities in New Delhi. Data was collected through personal face-to-face interactions, with a sample size of 602 female faculty members. The researchers developed a specialized instrument, based on a literature review, to assess work-life balance. The findings revealed that female faculty members in public universities experience better work-life balance than their counterparts in private universities.

A Study of College and University Teachers from Karnataka." This cross-sectional study aimed to investigate gender differences in Work-Life Balance (WLB) among higher education faculty. Approval for the study was obtained from the Institutional Ethics Committee. Data were collected using a WLB questionnaire from 127 male and 136 female faculty members employed on a tenure basis at public universities in Karnataka. The results from multiple regression analysis showed that better WLB was associated with older age, male gender, and faculty in the science discipline (Mayya, S. et. al. (2021) [7]).

In the study "Work-life Balance Amongst Teachers" (M. Ramesh and C. Nagapriya (2023) [8]), Ramesh and Nagapriya highlight the critical need for implementing Work-Life Balance (WLB) policies for educators

across all levels. This research examines multiple aspects of WLB, with a focus on professors in both public and private institutions, and emphasizes the necessity of adopting WLB policies based on empirical findings. Data were gathered from 100 instructors across schools, colleges, universities, and professional courses. The findings indicate that WLB policies and initiatives should be developed to support teachers in managing their work and personal life needs. Additionally, the study explores different personal motivations and their priorities among demographic groups, providing a foundation for designing effective WLB policies tailored to educators.

The literature highlights that work-life balance for women teachers can vary significantly between public and private sector institutions. Factors such as job security, performance pressure, and institutional support systems play a critical role in shaping their experiences. Understanding these differences is essential for developing targeted interventions and support mechanisms to improve work-life balance, especially in culturally specific contexts like India. Further research is needed to explore these dynamics in greater detail and to provide actionable recommendations for policy and practice.

Government Vs Private Institutions

The dynamics of work-life balance differ significantly between government and private institutions. Government colleges are typically associated with:

Job Security: Permanent positions and pensions provide financial security.

Regular Working Hours: Defined schedules and predictable vacation times help teachers manage their personal lives more effectively.

Leave Policies: Maternity leave, paid sick leave, and other benefits are more formalized and regulated in government institutions.

However, challenges may include bureaucratic hurdles, limited opportunities for professional advancement, and a lack of incentive-based growth, which can contribute to lower job satisfaction over time.

On the other hand, private colleges often offer:

Performance-based Growth: Opportunities for career advancement and higher salaries based on performance.

Dynamic Work Environment: More opportunities for professional development and exposure to cutting-edge educational practices.

Work Pressure: Higher expectations for student results, research, and extracurricular engagement may lead to longer working hours and increased stress.

Despite these opportunities, private college teachers may experience greater stress due to job insecurity, contract-based employment, and less access to formal support systems like childcare or maternity leave.

Importance of the Study

The ability to maintain a healthy balance between professional and personal life has a direct impact on the overall well-being of female educators. Their mental and physical health, job satisfaction, productivity, and the quality of instruction they provide to students are all affected. Research shows that women who successfully manage both personal and professional responsibilities tend to be more satisfied with their jobs

and perform better in their careers. Conversely, an imbalance can lead to stress, health issues, decreased job performance, and dissatisfaction in both personal and professional spheres. These negative outcomes can result from a variety of factors.

Women teachers in government colleges may benefit from greater job security, fixed working hours, and formal policies for leave and family support. However, they may also face bureaucratic constraints that limit their professional growth and flexibility. In contrast, instructors in private colleges may have more opportunities for career advancement and higher salaries, but they often experience heavier workloads, less job security, and fewer institutional support systems, such as maternity leave or childcare facilities.

Despite these differences, there is a lack of research specifically examining the work-life balance of female educators in government and private professional colleges. This study aims to address that gap and provide insights into how institutional factors affect the work-life balance of women educators. The focus will be on the Dakshina Kannada District, an area well-known for its educational institutions.

Objectives

1. To evaluate the current state of work-life balance among women teachers in government and private colleges in Dakshina Kannada District.

2. To identify the key factors that influence work-life balance among women teachers in both government and private colleges.

Hypotheses

H₁: There is a significant difference in the work-life balance level of perception between women teachers in government colleges and those in private colleges in Dakshina Kannada District.

H₂: Work environment, workload, family responsibilities, and support systems are significant predictors of work-life balance among women teachers in both government and private colleges in Dakshina Kannada District.

Research Methodology

Data Type and Source: The analysis utilized primary data to evaluate the current state of work-life balance among women teachers in government and private colleges in Dakshina Kannada District and to identify the key factors that influence work-life balance among women teachers in both government and private colleges. The core data was gathered through the use of standardised questionnaires administered to women teachers working in the Dakshina Kannada district.

Sampling Design: The sample was selected from the population that was the focus of the study by the use of convenient random selection. In the Dakshina Kannada area, there were a total of 1885 women working as teachers. A formula developed by Yamane (Yamane, T. (1967) [9]) was utilised in order to ascertain the sample size proportional to the whole population. The degree of confidence was set at 95%, and there was a threshold of sampling error of 5%.

$n = N/ (1+Ne^2)$

$n = 1885 (1+ 1885 \times 0.05^2)$

$= 1885/ 5.585$

= **330**

Where, N = the size of the population

n = the size of the sample

e = the level of precision

Based on this, the researcher decided to use 330 women teachers as a sample size from the 1885 women teachers. 165 each sample selected from government and private colleges.

Results and Discussions

The study objectives were achieved using various research tools, with this section presenting findings from a field survey on work-life balance among women teachers in government and private institutions. Data was gathered from 330 female teacher respondents, providing primary insights relevant to the study. The demographic profile of respondents offers a detailed analysis of age, gender, and marital status.

Table 1: Demographic profile of the respondents

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	20-29	45	13.6%
	30-39	120	36.4%
	40-49	90	27.3%
	50 and above	75	22.7%
Marital Status	Single	80	24.2%
	Married	200	60.6%
	Widowed/Divorced	50	15.2%
Education Level	Bachelor's Degree	110	33.3%
	Master's Degree	180	54.5%
	Doctorate	40	12.1%
Employment Type	Government	165	50%
	Private	165	50%
Teaching Experience	Less than 5 years	60	18.2%
	5-10 years	100	30.3%
	11-15 years	90	27.3%
	More than 15 years	80	24.2%

Source: Primary data

The demographic profile of female teachers participating in the study on work-life balance reveals a diverse composition that provides valuable insights into their experiences. The age distribution indicates that the largest group is teachers aged 30-39 years, comprising 36.4% of respondents, suggesting a significant presence of individuals in their early to mid-career stages. This is followed by the 40-49 age group at 27.3%, highlighting a notable number of more experienced educators. Younger teachers, aged 20-29, account for

13.6%, while those aged 50 and above represent 22.7%, reflecting a range of career stages among the respondents.

In terms of marital status, a majority of the participants (60.6%) are married, indicating that many are balancing both family and professional responsibilities. Single respondents make up 24.2%, suggesting a considerable number navigating work-life balance without additional family obligations, while 15.2% are widowed or divorced, potentially impacting their work-life dynamics differently.

The educational qualifications of the teachers show that 54.5% hold a master's degree, the largest group, indicating a strong emphasis on higher education within the sample. Those with a bachelor's degree represent 33.3%, while only 12.1% have achieved a doctorate, suggesting that while many pursue advanced degrees, fewer reach the highest level of academic achievement.

The data also reveals an equal representation in employment type, with 50% of respondents working in government positions and 50% in private institutions. This parity allows for a comparative analysis of work-life balance experiences between different sectors. Regarding teaching experience, 30.3% of respondents have between 5-10 years of experience, indicating that many are relatively established in their careers. Additionally, 27.3% have 11-15 years of experience, while 24.2% have more than 15 years, showcasing a good mix of novice and veteran educators within the sample. This demographic profile is crucial for understanding how various factors influence the work-life balance experiences of female teachers and for developing targeted policies and initiatives to support them effectively.

Objective 1: To evaluate the current state of work-life balance among women teachers in government and private colleges in Dakshina Kannada District:

Hypothesis 1: There is a significant difference in the work-life balance level of perception between women teachers in government colleges and those in private colleges in Dakshina Kannada District.

This hypothesis proposes that the work-life balance (WLB) levels of women teachers in government and private colleges differ significantly due to the unique characteristics and demands of each type of institution. In the context of Dakshina Kannada District, these differences may be influenced by factors such as workload, job security, institutional policies, flexibility, and support systems.

To test this hypothesis, a comparative study can be conducted with women teachers from both government and private colleges in Dakshina Kannada District. A work-life balance scale can be used to measure the balance levels, and statistical methods such as **t-tests** can be employed to determine whether the difference between the two groups is significant.

Independent Variable: Type of institution (Government or Private College). The independent variable in this hypothesis refers to the type of institution where the women teachers are employed. In this context, it is a categorical variable that can take one of two values:

❖ **Government College:** These are publicly funded and operated institutions where women teachers generally enjoy more job stability, fixed working hours, established support systems (such as paid leave and pensions), and less performance pressure.

❖ **Private College:** These institutions are privately managed, often requiring teachers to meet more stringent performance standards, with a dynamic work environment. Teachers in private institutions may have longer working hours, higher expectations for research output and student success, and less job security compared to government colleges.

This variable directly influences the working conditions, expectations, and resources available to teachers, which in turn affect their work-life balance. The hypothesis assumes that the type of institution has a significant impact on work-life balance levels among women teachers.

Dependent Variable: Work-life balance levels (measured through surveys and scales assessing Workload and Professional Life, Stress and Job Pressure, Flexibility and Institutional Support and Comparison and Perception of Difference).

Table 2: Descriptive statistical level of perception between women teachers in government colleges and in private colleges

S No.	Statements	Type of Institution	N	Mean	S.D.	t value	P value
**I: Workload and Professional Life**							
1	I am satisfied with the number of teaching hours and administrative tasks assigned to me.	Govt.	165	3.66	0.887	2.092	0.001
		Private	165	2.55	0.982		
2	My workload allows me to manage my time effectively between work and personal life.	Govt.	165	3.77	0.816	6.961	0.000
		Private	165	3.01	1.152		
3	I often feel overburdened with work-related tasks beyond working hours.	Govt.	165	3.01	1.193	3.052	0.002
		Private	165	3.39	1.080		
4	I feel that my institution values my time and does not expect me to work after regular working hours.	Govt.	165	3.95	0.909	3.202	0.001
		Private	165	3.47	0.964		
**II: Stress and Job Pressure**							
5	I frequently experience work-related stress.	Govt.	165	3.64	0.918	0.692	0.489
		Private	165	3.57	0.757		
6	I find it difficult to manage the pressure of	Govt.	165	1.19	0.392	-19.729	0.000
		Private	165	3.18	1.237		

	my job along with my personal responsibilities.						
7	My institution provides adequate resources to manage stress and workload effectively.	Govt.	165	3.79	0.815	3.202	0.001
		Private	165	3.49	0.919		
III: Flexibility and Institutional Support							
8	I have the flexibility to take time off when necessary for personal or family matters.	Govt.	165	3.74	0.999	1.744	0.082
		Private	165	3.55	0.931		
9	My institution provides sufficient maternity leave or parental leave policies.	Govt.	165	3.20	0.970	1.481	0.140
		Private	165	3.04	0.968		
10	I feel supported by my college administration in balancing my personal and professional life.	Govt.	165	3.88	0.651	2.234	0.026
		Private	165	3.66	1.099		
IV: Work-Life Balance							
11	I can maintain a healthy balance between my work responsibilities and personal life.	Govt.	165	3.68	0.924	2.365	0.019
		Private	165	3.43	1.005		
12	My work rarely interferes with my personal life or family time.	Govt.	165	3.73	0.829	6.170	0.000
		Private	165	3.02	1.223		
13	I feel satisfied with the amount of time I can dedicate to personal activities outside of work.	Govt.	165	3.40	0.861	16.055	0.000
		Private	165	2.07	0.634		
V: Comparison and Perception of Difference							
14	The nature of my institution (government/private) impacts my work-life balance.	Govt.	165	3.15	1.097	14.711	0.000
		Private	165	1.72	0.611		
15	I believe that women teachers in government	Govt.	165	4.02	0.698	23.392	0.000
		Private	165	2.45	0.511		

	colleges have better work-life balance than those in private colleges.						
16	I believe that women teachers in private colleges face more work-related stress than those in government colleges.	Govt.	165	3.69	1.004	8.320	0.000
		Private	165	2.68	1.196		

Source: Primary data

The above table provides a descriptive analysis comparing the perceptions of female teachers in government and private colleges across several domains related to workload, stress, flexibility, work-life balance, and institutional support. A total of 165 teachers from each sector (government and private) responded to statements using a Likert scale.

1: Workload and Professional Life

❖ **Satisfaction with Teaching Hours and Tasks**: Government college women teachers report higher satisfaction (Mean = 3.66) regarding teaching hours and administrative tasks than those in private colleges (Mean = 2.55). The difference is statistically significant (p = 0.001), indicating that government women teachers find their workload more manageable.

❖ **Time Management**: Government women teachers also feel they can manage their time between work and personal life more effectively (Mean = 3.77), while private college women teachers report challenges (Mean = 3.01). This difference is highly significant (p < 0.001).

❖ **Feeling Overburdened**: Private college women teachers feel more overburdened with work beyond regular hours (Mean = 3.39) than government teachers (Mean = 3.01), with a significant difference (p = 0.002).

❖ **Institutional Respect for Personal Time**: Women teachers in government colleges perceive that their institutions value their time outside work (Mean = 3.95) compared to private college teachers (Mean = 3.47). The significant difference (p < 0.001) highlights government institutions as more supportive of work-life boundaries.

2: Stress and Job Pressure

❖ **Work-Related Stress**: Both groups report moderate levels of work-related stress, with similar means (Government = 3.64; Private = 3.57). This lack of significant difference (p = 0.489) suggests that stress is a common experience for both.

❖ **Balancing Job and Personal Responsibilities**: Private women teachers experience significantly more difficulty (Mean = 3.18) in balancing job and personal responsibilities than government teachers (Mean = 1.19), with a highly significant result (p < 0.001).

❖ **Institutional Resources for Stress Management**: Government women teachers perceive more support in managing stress through institutional resources (Mean = 3.79) compared to private teachers (Mean = 3.49), with a significant difference (p = 0.001).

3: Flexibility and Institutional Support

❖ **Flexibility for Personal Matters**: Both groups feel they have moderate flexibility to take time off for personal or family matters, with government women teachers rating slightly higher (Mean = 3.74) than private women teachers (Mean = 3.55). However, the difference is not statistically significant (p = 0.082).

❖ **Maternity and Parental Leave**: Perceptions of maternity or parental leave policies are moderately positive in both sectors, with government women teachers rating slightly higher (Mean = 3.20) than private women teachers (Mean = 3.04), though the difference is not statistically significant (p = 0.140).

❖ **Support in Balancing Personal and Professional Life**: Government women teachers feel more supported by their administration in achieving work-life balance (Mean = 3.88) compared to private college women teachers (Mean = 3.66), with a significant difference (p = 0.026).

4: Work-Life Balance

• **Overall Work-Life Balance**: Government women teachers report a healthier work-life balance (Mean = 3.68) compared to private teachers (Mean = 3.43), with a significant difference (p = 0.019).

• **Interference with Personal Life**: Government college women teachers report less interference of work with personal life (Mean = 3.73) than private teachers (Mean = 3.02), and this difference is highly significant (p < 0.001).

• **Satisfaction with Personal Time**: Government women teachers express greater satisfaction with the amount of personal time they have outside of work (Mean = 3.40) than private teachers (Mean = 2.07). This stark difference is highly significant (p < 0.001).

5: Comparison and Perception of Institutional Differences

❖ **Impact of Institutional Type on Work-Life Balance**: Government women teachers perceive that the nature of their institution positively impacts their work-life balance (Mean = 3.15), whereas private teachers disagree (Mean = 1.72), with a highly significant difference (p < 0.001).

❖ **Perceptions of Work-Life Balance and Stress in Private Colleges**: Government teachers believe women in government colleges have a better work-life balance (Mean = 4.02) and face less stress than those in private colleges (Mean = 2.45), with both differences being statistically significant (p < 0.001). Similarly, government teachers perceive that private college teachers face higher stress (Mean = 3.69) compared to private teachers' self-perception (Mean = 2.68), a highly significant difference (p < 0.001).

The data suggests that women teachers in government colleges experience a more supportive work environment, with better work-life balance, more manageable workloads, and stronger institutional support compared to their counterparts in private colleges. These findings highlight the distinct experiences and challenges that women teachers face depending on their institutional setting, with private college teachers

generally reporting higher levels of stress, workload pressures, and difficulty in balancing professional and personal responsibilities. After observing the results of association between factors influencing work life balance among government and private college women teachers, it is concluded that there is significant difference in the work-life balance level of perception between women teachers in government colleges and those in private colleges in Dakshina Kannada District. Hence, Null hypothesis rejected.

Objective 2: To identify the key factors that influence work-life balance among women teachers in both government and private colleges

Hypothesis 2: Work environment, workload, family responsibilities, and support systems are significant predictors of work-life balance among women teachers in both government and private colleges in Dakshina Kannada District.

To assess the impact of multiple predictor variables (work environment, workload, family responsibilities, and support systems) on the dependent variable (work-life balance). Multiple Regression Analysis test helps identify which factors significantly predict work-life balance.

Table 3: Descriptive statistics of perception about work environment, workload, family responsibilities, and support systems among Government college women teachers

S No.	Statements	Mean	S.D.	Variance
	I: Work Environment			
1	I feel valued and respected by my institution	3.660	0.886	0.786
2	My work environment is supportive and inclusive.	3.769	0.816	0.666
3	My institution promotes a healthy work-life balance.	3.387	1.079	1.165
4	There are opportunities for career growth and professional development.	3.951	0.909	0.826
5	I feel safe and comfortable in my work environment	3.636	0.917	0.842
	II: Workload			
6	I am satisfied with the number of teaching hours assigned to me.	1.187	0.391	0.153
7	Administrative responsibilities do not interfere with my personal time.	3.793	0.815	0.664
8	I am often expected to work beyond regular working hours.	3.739	0.999	0.998
9	The workload is manageable within the scheduled hours.	3.200	0.970	0.941
10	I am able to complete my tasks without needing to take work home.	3.878	0.651	0.424

	III: Family Responsibilities			
11	I have family responsibilities that require my attention outside of work hours.	3.678	0.923	0.853
12	I feel that my family responsibilities affect my ability to focus at work.	3.727	0.829	0.687
13	Balancing family and work responsibilities is manageable.	3.400	0.861	0.741
14	I feel supported by my family in fulfilling my work commitments.	3.151	1.096	1.202
15	My family obligations impact my availability for work-related events after hours.	4.024	0.698	0.487
	IV: Support Systems			
16	My institution provides adequate support for managing stress.	3.690	1.003	1.007
17	My institution has resources to help employees maintain work-life balance.	3.551	0.984	0.968
18	I have the flexibility to take leave when required for personal matters.	3.181	1.240	1.539
19	There are sufficient policies for maternity/parental leave and childcare support.	3.557	0.932	0.870
20	I feel supported by my supervisor in balancing work and personal life.	3.562	0.538	0.762

Source: Primary data

Table 4: Descriptive statistics of perception about work environment, workload, family responsibilities, and support systems among Private college women teachers

S No.	Statements	Mean	S.D.	Variance
	I: Work Environment			
1	I feel valued and respected by my institution	3.551	0.984	0.968
2	My work environment is supportive and inclusive.	3.006	1.155	1.335
3	My institution promotes a healthy work-life balance.	3.036	1.197	1.432
4	There are opportunities for career growth and professional development.	3.472	0.966	0.933
5	I feel safe and comfortable in my work environment	3.575	0.758	0.575
	II: Workload			

6	I am satisfied with the number of teaching hours assigned to me.	3.181	1.240	1.539
7	Administrative responsibilities do not interfere with my personal time.	3.490	0.921	0.849
8	I am often expected to work beyond regular working hours.	3.557	0.932	0.870
9	The workload is manageable within the scheduled hours.	3.042	0.971	0.943
10	I am able to complete my tasks without needing to take work home.	3.660	1.101	1.213
III: Family Responsibilities				
11	I have family responsibilities that require my attention outside of work hours.	3.430	1.007	1.014
12	I feel that my family responsibilities affect my ability to focus at work.	3.018	1.227	1.505
13	Balancing family and work responsibilities is manageable.	2.066	0.635	0.404
14	I feel supported by my family in fulfilling my work commitments.	1.715	0.612	0.375
15	My family obligations impact my availability for work-related events after hours.	2.448	1.003	1.007
IV: Support Systems				
16	My institution provides adequate support for managing stress.	3.678	0.923	0.853
17	My institution has resources to help employees maintain work-life balance.	3.727	0.829	0.687
18	I have the flexibility to take leave when required for personal matters.	4.024	0.698	0.487
19	There are sufficient policies for maternity/parental leave and childcare support.	3.151	1.096	1.202
20	I feel supported by my supervisor in balancing work and personal life.	3.400	0.861	0.741

Source: Primary data

Multiple Regression Analysis

The R value of 0.875 indicates a strong positive correlation between the predictors (work environment, workload, family responsibilities, and support systems) and the dependent variable (work-life balance). This suggests that as the predictors improve, so does work-life balance. The R Square value of 0.781 means that

approximately 78.1% of the variance in work-life balance can be explained by the predictors in the model. This is a substantial proportion, indicating that the model captures a significant amount of the variability in work-life balance.

The Adjusted R Square of 0.683 indicates that after adjusting for the number of predictors and the sample size, approximately 68.3% of the variance in work-life balance can still be explained by the model. This value suggests a strong model fit while considering the complexity of the model, meaning that the predictors are indeed relevant. The Standard Error of 4.20848 represents the average distance between the observed values and the values predicted by the model. The adequacy of this standard error depends on the scale of the dependent variable. If work-life balance is measured on a scale where this standard error is small relative to the total range, it would suggest good predictive accuracy.

Table 5: Regression Model Summary of Government college women teachers

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the estimate**
1	0.875[a]	0.781	0.683	4.20848
a: Predictors: (Constant): Work environment, workload, family responsibilities, and support systems				

Source: Primary data

The model demonstrates a strong fit, with R Square indicating that the majority of variance in work-life balance is explained by the predictors. The predictors work environment, workload, family responsibilities, and support systems play a significant role in predicting work-life balance among government college women teachers in this study.

Table 6: Regression Model Summary of Government college women teachers

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the estimate**
1	0.902[a]	0.813	0.783	0.14014
a: Predictors: (Constant): Work environment, workload, family responsibilities, and support systems				

Source: Primary data

The model summary indicates a strong relationship between the predictors and the outcome variable, with the predictors accounting for a substantial amount of the variance. This suggests that addressing work environment, workload, family responsibilities, and support systems could significantly enhance work-life balance.

ANOVA Test

The data indicate an F value of 10.793 for the test. This F value has a p-value of.000, which is smaller than the threshold of statistical significance set by the alpha-level assumption of 0.05 (Table 7). Additionally, this indicates that the model used to predict the dependent variable is highly accurate.

Table 7: ANOVA test result for Government women teachers

ANOVA[a]						
	Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	132.980	16	8.311	10.793	0.000[b]
	Residual	113.965	148	0.770		
	Total	246.945	164			
a. Dependent Variable: Work Life Balance						
b. Predictors: (Constant): Work environment, workload, family responsibilities, and support systems						

Source: Primary data

In the table 8 ANOVA results indicate that the regression model is statistically significant, with the predictors collectively accounting for a significant portion of the variance in work-life balance. The low p-value suggests that the model is a good fit and that the factors considered in the analysis are important for understanding work-life balance among the respondents.

Table 8: ANOVA test result for Private women teachers

ANOVA[a]						
	Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	82.792	16	5.519	10.818	0.000[b]
	Residual	76.020	149	0.510		
	Total	158.812	165			
a. Dependent Variable: Work Life Balance						
b. Predictors: (Constant): Work environment, workload, family responsibilities, and support systems						

Source: Primary data

After observing the results, it is concluded that Work environment, workload, family responsibilities, and support systems are significant predictors of work-life balance among women teachers in both government and private colleges in Dakshina Kannada District. Hence, Null hypothesis rejected.

Conclusion

A key finding highlighted in this study is that women teachers in both the public and private sectors experience significant stress and struggle to maintain a healthy work-life balance. The research aims to shed light on the challenges faced by these educators and how these challenges impact their overall quality of life in relation to their work. Work environment, workload, family responsibilities, and support systems are key factors influencing the work-life balance of women teachers in both government and private colleges in the Dakshina Kannada District.

The data indicates that women teachers in government colleges enjoy a more supportive work environment, which contributes to a better work-life balance, more manageable workloads, and stronger institutional

support compared to their peers in private colleges. These findings underscore the different experiences and challenges faced by women educators depending on their institutional context, with those in private colleges generally reporting higher levels of stress, increased workload pressures, and greater difficulties in balancing their professional and personal responsibilities.

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