



**Original Article**

**ANALYTICAL STUDY ON WORK-LIFE BALANCE AND JOB SATISFACTION  
AMONG FEMALE TEACHERS WORKS ON TEMPORARY BASIS IN SENIOR  
COLLEGES, MAHARASHTRA**

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**Abstract:**

*This study examined work-life balance, job satisfaction, and stress among female faculty at senior colleges linked to Shivaji University and Solapur University. The measured job satisfaction (teaching quality, recognition, work environment, professional growth, salary/benefits), work-life balance (ability to manage work and personal life, family time, institutional support, leave flexibility), and stress from work-life conflict. Descriptive analysis and graphical representation with pie charts were used for evaluation. With the sample included 40 respondents, evenly split by employment type and university (20 CHB and 20 temporary; 10 CHB and 10 temporary from each university). Data was gathered using a 10-item, 5-point Likert scale questionnaire. The findings showed a similar trend at both universities. CHB faculty members generally reported better job satisfaction, mainly due to a supportive environment and opportunities for growth. However, their work-life balance remained poor, resulting in high stress levels. In contrast, temporary faculty members reported lower job satisfaction, citing issues with job security, pay, and recognition, as well as inconsistent work-life balance and heightened stress. Overall, the results suggest that a lack of work-life balance is linked to increased stress and can harm job performance and satisfaction, especially among temporary faculty. This study highlights the need for institutional changes like flexible work arrangements, supportive leave policies, workload management, and better employment conditions to improve the well-being and effectiveness of female faculty in higher education.*

**Keywords:** *Women Leadership, Work–Life Balance, Job Satisfaction, Stress, Female Faculty members, CHB, Temporary Teachers, Senior Colleges, Shivaji University, Solapur University*

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**Introduction:**

Work-life balance (WLB) and job satisfaction have become crucial theoretical issues in higher education institutions, with special focus on female faculty members, as they have to manage

professional responsibilities and domestic roles simultaneously. The increasing overlap between work and personal life in the teaching profession often intensifies role conflict, making it difficult for female faculty members to balance institutional



demands and family responsibilities. Such imbalances lead to increased stress levels, reduced job satisfaction, and a higher likelihood of intentions to leave the job, which can adversely affect the effectiveness of education and institutional stability. CHB and Temporary basis faculty members are playing an important role in implementation of National education policy (NEP) and NEP2.0. But new Recruitment not yet and it creates a major gap of the educational institutions. So to fill this gap institutions hire teachers on Temporary basis. In this hiring they also divide into two parts that is first one is Clock hour's basis (CHB) and second is Temporary basis.

Based on this framework, the present study focuses on women professors working on CHB and temporary contracts in senior colleges affiliated to Shivaji University, Kolhapur and Punyashlok Ahilyadevi Holkar University, Solapur. This study examines the extent of work-life balance, job satisfaction, remuneration adequacy, and organizational support received regarding these

**Samples:**

aspects. The study aims to present evidence that can help improve the support and employment conditions that professors receive in senior colleges.

**Objective of Study:**

- 1 To study the impact of work life balance on job performance and stress.
- 2 To study the relationship between work Life balance and job satisfaction among temporary women teachers in senior collages.

**Research methodology:**

This study included 40 teachers from two higher education institutions selected using a convenient sampling method. One institution is affiliated with Shivaji University, Kolhapur, and the other with Solapur University. Data was collected online from teachers working in higher education institutions with diverse characteristics in terms of age, designation, and experience level. A 5-point Likert scale was used to assess their work-life balance and overall job satisfaction.

Table 1 : Samples					
	Category	Frequency	Percent (%)	Marital Status	
<b>Designation</b>	<b>C.H.B</b>			<b>Married</b>	<b>Unmarried</b>
	SUK AFFI. Clg	10	25%	5	5
	PAHSUS AFFI. Clg	10	25%	5	5
	<b>Total CHB</b>	<b>20</b>	<b>50%</b>	<b>10</b>	<b>10</b>
	<b>Temporary Basis</b>				
	SUK AFFI. CLG	10	25%	5	5
	PAHSUS AFFI.	10	25%	5	5
	<b>Total Temporary</b>	<b>20</b>	<b>50%</b>	<b>10</b>	<b>10</b>
<b>Total Sample</b>		<b>40 (20+20)</b>	<b>100%</b>		

Table 1 presents a total sample of **40 female teachers**, equally distributed by appointment type: **CHB (n=20, 50%)** and **Temporary (n=20, 50%)**.

Each category includes **10 respondents (25%)** from **SUK-affiliated** colleges and **10 (25%)** from **PAHSUS-affiliated** colleges. **Marital status** was



kept equal (20 married and 20 unmarried) because it is an important factor that can influence work–life balance and job satisfaction; this balanced selection helps reduce bias and supports meaningful comparison between groups.

(SUK: Shivaji University, Kolhapur, PAHSUS:- Punyashlok Ahilyadevi Holkar Solapur university, solapur)

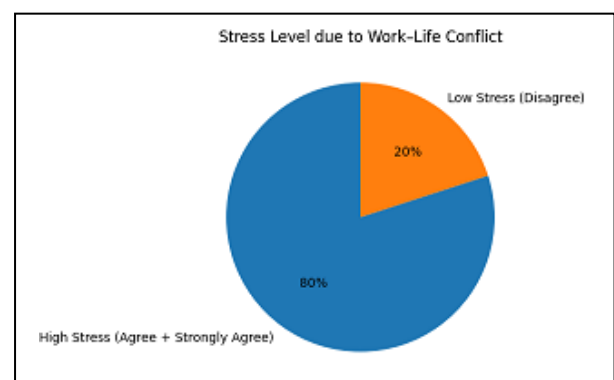
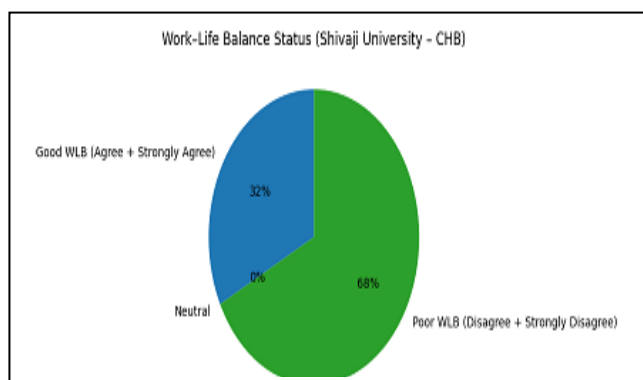
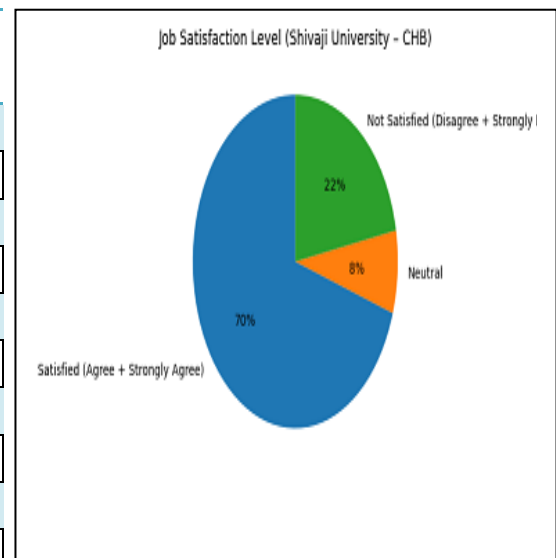
Experience Group	Frequency	Percent (%)	Age Group	Frequency	Percent (%)
0-2	15	37.5%	25-30	25	62.5%
3-5	25	62.5%	31-40	12	30%
<b>Total</b>	<b>40</b>	<b>100%</b>	<b>Total</b>	<b>40</b>	<b>100</b>

This Table shows experience wise sample size and Age group of respondent Frequency which is automaticity comes in the responses who’s fill the online Google responded form.

**Data Analysis:**

This Table Shows Shivaji Universitys affiliated CHB women Professor Respond sheet.

Questions	strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Q.1</b>	2	1	0	6	1
<b>Q.2</b>	5	2	1	1	1
<b>Q.3</b>	5	3	0	2	0
<b>Q.4</b>	7	3	0	0	0
<b>Q.5</b>	5	2	3	0	0
<b>Q.6</b>	2	1	0	4	3
<b>Q.7</b>	2	1	0	4	3
<b>Q.8</b>	1	1	0	5	3
<b>Q.9</b>	7	1	0	2	0
<b>Q.10</b>	1	4	0	3	2



The researcher found that the overall job satisfaction among CHB teachers in colleges

affiliated with Shivaji University appears to be relatively satisfactory, as many respondents

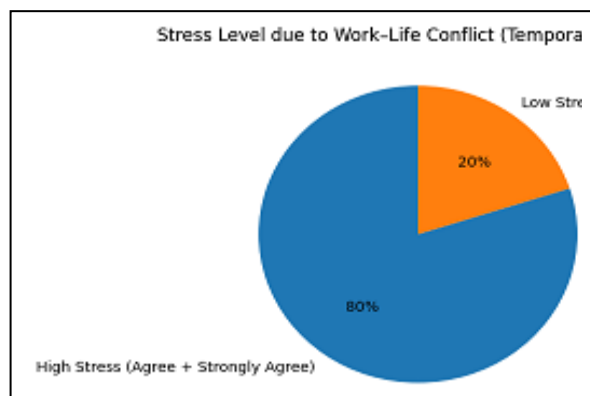
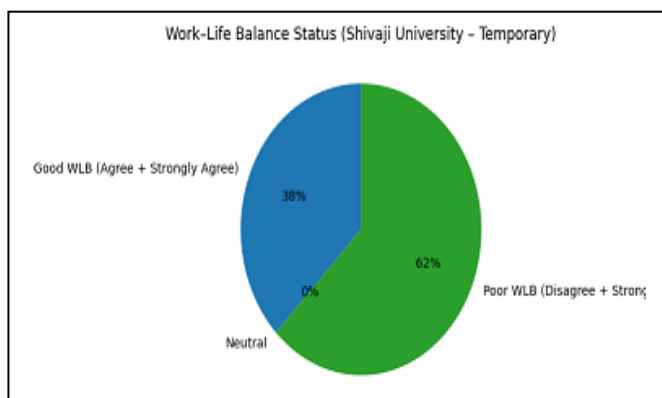
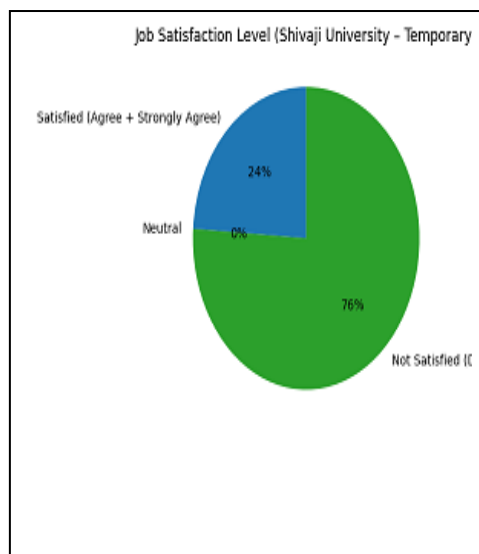


expressed positive opinions about the favorable work environment and opportunities for professional growth. However, the work-life balance is poor, as many respondents reported that the increasing workload and additional responsibilities under NEP 2.0 are taking a toll. As a result of the poor work-life balance, stress charts among most respondents show

high stress levels. Overall, this group reflects a situation where there is job satisfaction, but the imbalance between work and personal life is creating stress.

This Table Shows Shivaji University's affiliated Temporary women Professor Respond sheet

Questions	strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	0	0	0	8	2
Q.2	3	1	0	4	2
Q.3	2	1	0	5	2
Q.4	1	2	0	6	1
Q.5	0	0	0	8	2
Q.6	0	3	0	4	3
Q.7	3	2	0	5	0
Q.8	3	2	0	5	0
Q.9	7	1	0	2	0
Q.10	2	2	0	5	1



In the case of ad-hoc teachers affiliated with Shivaji University, a combined analysis of the three pie charts reveals a more critical situation. The job satisfaction chart shows that most teachers are dissatisfied, reflecting concerns such as job insecurity, low pay, limited benefits, and limited opportunities for advancement. Additionally, the work-life balance chart underscores that many respondents struggle to balance professional

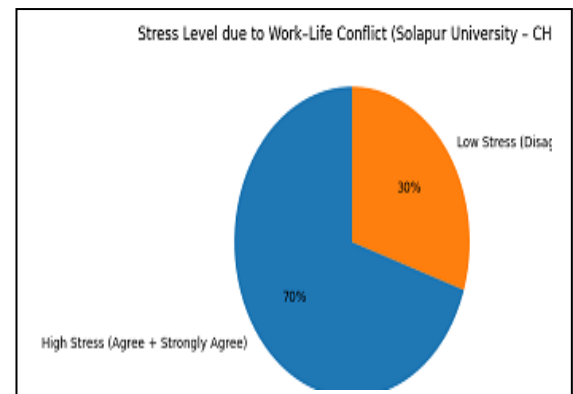
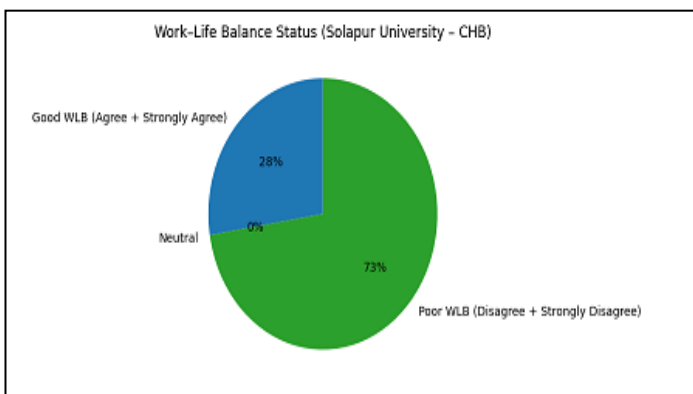
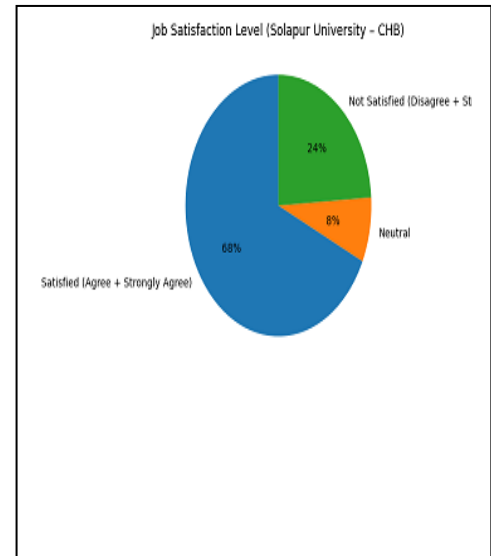
responsibilities and personal life, indicating work-related stress and a lack of consistent institutional support. The stress chart further corroborates this finding by showing very high stress levels among most respondents, implying that work-related conflicts are significantly impacting their mental health and potentially their performance. Overall, this group exhibits low job satisfaction, poor work-



life balance, and high stress levels, making them the most vulnerable group among those studied.

This Table Shows Solapur Universitys affiliated CHB women Professor Respond sheet

Questions	strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	2	2	0	5	1
Q.2	5	3	0	1	1
Q.3	4	4	0	2	0
Q.4	5	4	1	0	0
Q.5	4	3	3	0	0
Q.6	1	2	0	5	2
Q.7	1	1	0	6	2
Q.8	0	2	0	4	4
Q.9	5	2	0	3	0
Q.10	2	3	0	2	3



The combined results from CHB teachers affiliated with Solapur University indicate that job satisfaction is moderate to high, with respondents largely expressing positive opinions about their work environment and professional development opportunities. At the same time, the work-life balance chart shows that a significant number of respondents experience poor balance, suggesting that work stress and professional duties may

interfere with family life and personal interests. The stress chart supports this pattern, showing that most respondents experience high stress due to work-life conflict, although some respondents reported comparatively lower stress than other groups. Overall, the Solapur CHB group reflects a pattern where job satisfaction exists, but significant stress arises from a weak work-life balance, highlighting the need for supportive institutional policies.

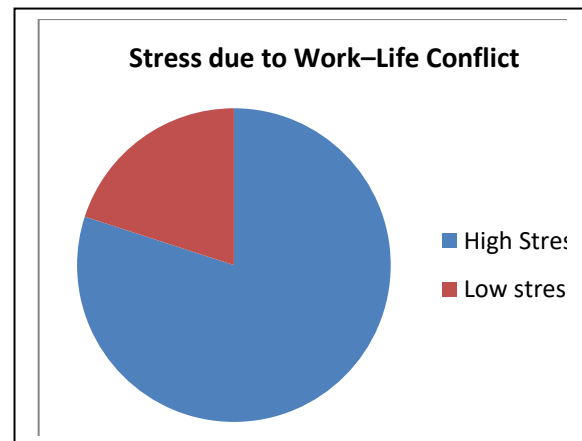
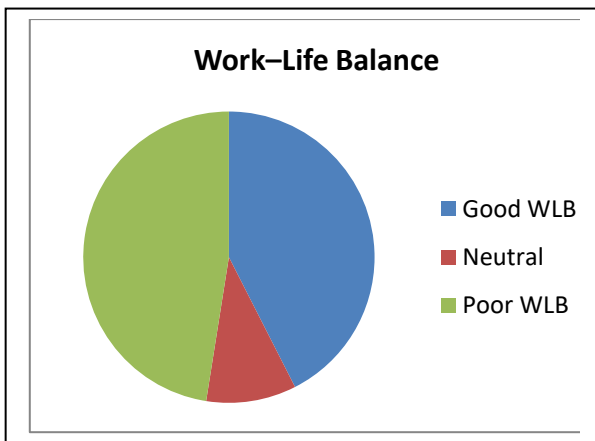


This Table Shows Solapur University's affiliated CHB women Professor Response Sheet

Questions	strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	0	3	0	5	2
Q.2	1	3	0	3	2
Q.3	2	1	2	4	1
Q.4	1	2	2	4	1
Q.5	0	1	2	5	2
Q.6	0	3	2	2	3
Q.7	2	3	0	4	1
Q.8	3	2	2	3	0
Q.9	6	2	0	1	1
Q.10	1	3	0	4	2

**Job Satisfaction Solapur uni. Temporary**

■	Satisfied
■	Neutral
■	Dissatisfied



A combined analysis of the responses from temporary teachers at Solapur University reveals a mixed, yet concerning picture. The job satisfaction chart shows more dissatisfaction than satisfaction, suggesting that factors such as salary, benefits, job security, and recognition may not be strong for these temporary faculty members. The work-life balance chart shows a nearly balanced response, with many teachers reporting poor balance and a significant number reporting a manageable balance, indicating variability depending on individual workload and institutional circumstances. However, the stress chart shows high stress levels among the majority, suggesting that even if some respondents manage work-life balance, stress remains high due to job

pressures and work-life conflict. Overall, this group exhibits moderate to low job satisfaction, uneven work-life balance, and high stress, indicating the need for improved support systems and stable working conditions.

**Key Findings:**

1. This study reveals that maintaining a work-life balance is a major challenge for female professors working in senior colleges affiliated with Shivaji University and Solapur University, and this is reflected in the high levels of work-related stress.
2. The results show that CHB (Contractual) professors have higher job satisfaction



compared to temporary professors, particularly in terms of work environment and opportunities for professional growth; however, work-life balance remains largely unsatisfactory even within the CHB group.

3. Temporary teachers exhibit lower job satisfaction, and this dissatisfaction is primarily related to job insecurity, salary/benefits, and limited institutional recognition, leading to lower motivation levels.
4. The analysis across both universities indicates that an unsatisfactory work-life balance is associated with increased stress, suggesting that work pressure and limited personal time contribute to psychological strain among the respondents.
5. The findings also suggest that stress remains consistently high regardless of university affiliation, indicating that the nature of employment (CHB/temporary) and institutional support for work-life balance play a more significant role than location alone.
6. Overall, this study confirms its objectives by demonstrating that work-life balance impacts stress levels and is related to job satisfaction, particularly among temporary female teachers.

#### **Final Conclusion and suggestion:**

The present study concludes that work-life balance is a decisive factor influencing job satisfaction and stress among female professors in senior colleges affiliated with Shivaji University and Solapur University. While CHB teachers exhibit relatively better satisfaction with certain job-related dimensions, both CHB and temporary teachers experience notable difficulty in maintaining balance between professional responsibilities and personal life, resulting in elevated stress levels. Temporary teachers, in particular, show comparatively lower job satisfaction, largely due to employment

insecurity and inadequate financial and institutional support. The overall evidence highlights the urgent need for institutional measures such as workload rationalization, flexible work arrangements, supportive leave policies, and improved service conditions, especially for temporary faculty, to enhance well-being and effectiveness of female teachers in higher education.

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**Questionnaire (5 lecart scale)**

1. I am satisfied with my current teaching position.
2. I feel valued and recognized for my work in the college.
3. The working environment at my college is supportive and motivating.
4. I am satisfied with the opportunities for professional growth and development.
5. I am satisfied with my salary and benefits.
6. I am able to manage my professional responsibilities without affecting my personal life.
7. I feel that my workload allows me enough time for my family and personal interests.
8. My college provides support (flexible hours, leave policies) to help maintain work-life balance.
9. I often feel stressed due to the conflict between work and personal life.
10. I can take time off work when personal or family needs arise.