

A STUDY ON WOMEN FACULTY WELFARE MEASURES IN PG COLLEGE IN BALLARI CITY

Divya SM

MBA Student Department of Management Studies, Ballari Institute of Technology and Management, Ballari, Karnataka, India.

Dr. Shaheeda Banu S

Professor, Department of Management Studies, Ballari Institute of Technology and Management, Ballari, Karnataka, India

Abstract - This study examines the welfare measures provided to women faculty members in selected PG colleges in Ballari City and assesses their level of satisfaction. A descriptive research design was adopted, and primary data were collected from 100 women faculty members using a structured questionnaire through convenience sampling. The findings indicate that most respondents are satisfied with welfare measures such as maternity benefits, paid leave, medical facilities, and grievance redressal mechanisms. The study concludes that effective welfare measures improve job satisfaction, employee well-being, and work performance. It recommends strengthening welfare policies to create a more supportive and inclusive workplace for women faculty.

Keywords: Women Faculty, Welfare Measures, Job Satisfaction, Higher Education, PG Colleges, Ballari City.

INTRODUCTION:

Women faculty members play an important role in higher education by contributing to teaching, research, and student development. To perform effectively, they require a safe, supportive, and healthy working environment. Welfare measures such as maternity benefits, medical facilities, paid leave, workplace safety, and grievance redressal systems help improve their well-being and job satisfaction. Providing effective welfare measures benefits both employees and educational institutions by increasing motivation, productivity, and commitment. Although many PG colleges in Ballari City provide welfare facilities, the level of satisfaction among women faculty may differ from one institution to another. This study aims to examine the welfare measures available to women faculty members in selected PG colleges in Ballari City and evaluate their level of satisfaction. The findings will help institutions improve welfare policies and create a better working environment for women faculty.

Literature Review

1.Rao&Kumar(2018)

Rao and Kumar examined the impact of employee welfare measures on women employees in educational institutions. The study found that facilities such as medical benefits, paid leave, and a safe working environment significantly improved job satisfaction and employee performance. The authors concluded

that effective welfare measures increase motivation and organizational commitment.

2.Sharma.(2019)

Sharma studied the welfare policies available to women faculty in higher education. The research revealed that maternity leave, flexible working hours, and health benefits helped women maintain a better work-life balance. The study recommended that institutions strengthen welfare policies to improve employee well-being.

3.Patil&Desai(2020)

Patil and Desai analysed the relationship between welfare measures and employee satisfaction. The findings showed that grievance redressal mechanisms, paid leave, and welfare programmes positively influenced employee morale and productivity. The study highlighted the importance of employee-friendly policies.

4.Reddy.(2020)

Reddy focused on workplace safety and welfare among women faculty members. The study found that a secure and supportive work environment increased confidence, job satisfaction, and teaching effectiveness. It suggested that institutions should prioritise employee safety and equal opportunities.

5.Kaur&Singh(2021)

Kaur and Singh examined the role of professional development in faculty welfare. The study concluded that regular training programmes, workshops, and career development opportunities improved faculty skills, job performance, and overall satisfaction.

6.Gupta&Verma(2021)

Gupta and Verma investigated the effect of welfare facilities on employee retention in educational institutions. The findings indicated that colleges offering better welfare benefits experienced higher employee satisfaction and lower staff turnover. The authors emphasized continuous improvement in welfare practices.

7.Naik(2022)

Naik studied the challenges faced by women faculty in balancing professional and personal responsibilities. The research found that flexible working hours, childcare support, and family-friendly policies helped women manage their work-life balance more effectively and reduced workplace stress.

8.Joshi&Patel(2022)

Joshi and Patel evaluated the importance of health and safety measures in higher education institutions. The study reported that medical facilities, health awareness programmes, and safe working conditions improved the physical and mental well-being of women faculty members.

9.Mehta(2023)

Mehta examined the effectiveness of grievance redressal systems in educational institutions. The study found that transparent complaint-handling procedures increased employee trust, strengthened workplace relationships, and improved job satisfaction among women faculty.

10.SureshRani(2024)

Suresh and Rani studied the overall impact of welfare measures on women faculty members. The research concluded that institutions providing comprehensive welfare facilities, including health benefits, career development opportunities, and workplace safety, achieved higher employee satisfaction, motivation, and organizational commitment.

Statement of the Problem

Women faculty members play a vital role in higher education by contributing to teaching, research, and academic development. Their job satisfaction and performance are influenced by the welfare measures provided by educational institutions. Although many PG colleges offer facilities such as maternity benefits, medical support, paid leave, and grievance redressal mechanisms, the availability and effectiveness of these measures differ across institutions. Limited research has examined the welfare measures provided to women faculty members in PG colleges in Ballari City. Therefore, this study aims to assess the welfare measures available and evaluate the satisfaction level of women faculty members.

Objectives of the Study

- 1.To identify the welfare measures provided to women faculty members in selected PG colleges in Ballari City.
- 2.To assess the level of satisfaction of women faculty members regarding the welfare measures provided by their institutions.

Research Methodology

The study adopted a descriptive research design to examine the welfare measures provided to women faculty members in selected PG colleges in Ballari City.

Research Design: Descriptive Research

Study Area: Selected PG Colleges in Ballari City

Source of Data: Primary and Secondary Data

Primary Data: Collected through a structured questionnaire from women faculty members.

Secondary Data: Collected from books, journals, research articles, websites, and government reports.

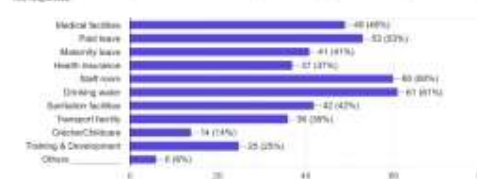
Sampling Technique: Convenience Sampling

Sample Size: 100 women faculty members

Data Analysis Tools: Percentage analysis, tables, and charts were used to analyze and interpret the collected data.

DATA ANALYSIS AND INTERPRETATION

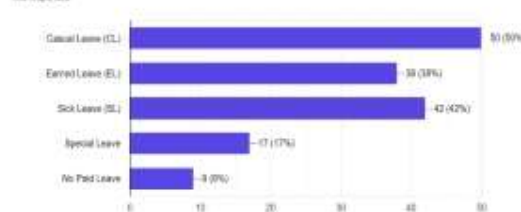
6. Which of the following welfare measures are provided by your institution? (Tick all that apply.)
100 responses



Interpretation

The table shows the welfare measures provided by the institutions to women faculty. Drinking water (61%) and staff rooms (60%) are the most commonly provided facilities, followed by paid leave (53%) and medical facilities (49%). Maternity leave (41%), sanitation facilities (42%), and health insurance (37%) are provided to a moderate number of women faculty. Creche/childcare (14%) is the least provided welfare measure. Overall, the findings indicate that basic welfare facilities are more commonly available,

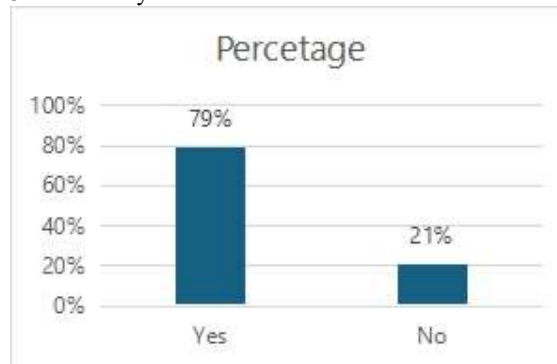
7. What type of paid leave is available?
100 responses



Interpretation

The data indicates that Casual Leave (CL) is the most commonly available type of paid leave, reported by 50% of the respondents. Sick Leave (SL) is available to 42%, while Earned Leave (EL) is available to 38% of the respondents. Special Leave is available to 17%, whereas 9% of the respondents reported that they do not receive any paid leave. Overall, the findings show that casual leave and sick leave are the most commonly available paid leave benefits among the respondents.

3.Is maternity leave Provided ?

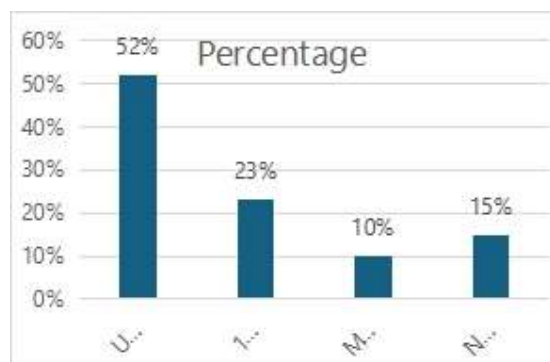


Interpretation

The chart shows that 79% of the respondents answered "Yes," while 21% answered "No." This indicates that the majority of women faculty have access to the welfare measure or facility considered in the question. However, a smaller proportion of respondents do not have access to it, suggesting that further

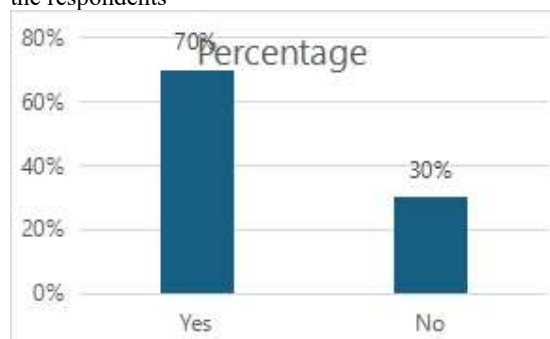
efforts may be needed to ensure that the welfare measure is available to all women faculty.

4.If yes, what is the duration of maternity leave ?



Interpretation

The findings shows that 52% of the respondents reported receiving maternity leave up to 1212 weeks. A further 23% indicate that their maternity leaves range from 13 to 26 weeks, while 10% reported receiving more than 26 weeks of leave. The remaining 15% selected "not applicable" Oral, maternity leave of up to 12 weeks is the most commonly reported option among the respondents

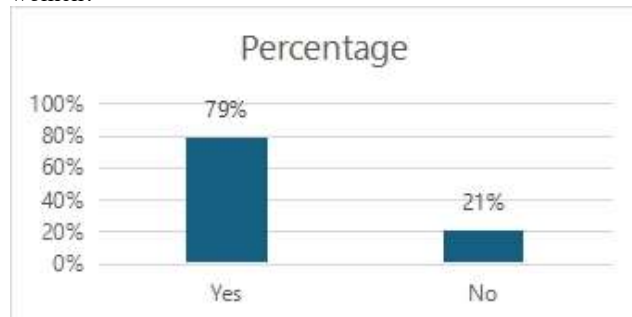


5.Does your institution provided medical reimbursement / health insurance?

Interpretation

The chart indicates that 70% of the respondents answered "Yes," while 30% answered "No." This shows that the majority of women faculty have access to the welfare facility

6.Are separate sanitation and restrooms facilities available for women?



Interpretation

The chart shows that 79% of the respondents answered "Yes," whereas 21% answered "No." A considerable proportion of women faculty members have access to the welfare facilities and benefits examined in the study. However, the 21% who responded negatively suggest that the facility is not uniformly available to all respondents, highlighting the need for further improvement and wider implementation.

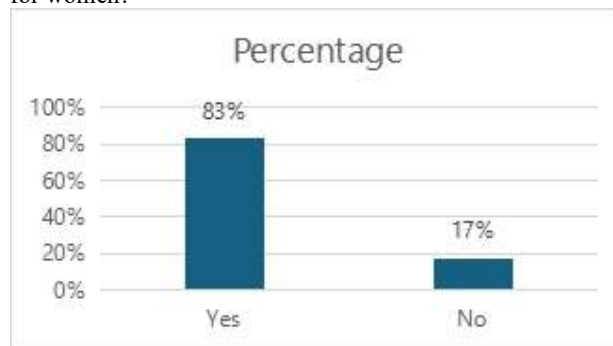
7. Is a safe and secure working environment provided



Interpretation

The chart indicates that 61% of the respondents rated the welfare measures as "Good," making it the most common response. 20% rated them as "Excellent," while 15% considered them "Average." Only 4% of the respondents rated the welfare measures as "Poor." Overall, the findings suggest that the majority of women faculty have a positive perception of the welfare measures offered by their institutions.

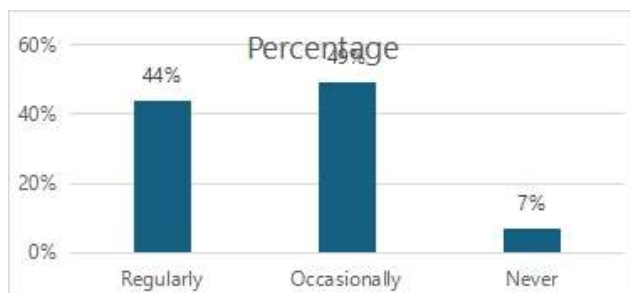
8.Does your institution have an internal complaints committee for women?



Interpretation

The chart shows that 83% of the respondents answered "Yes," while 17% answered "No." This indicates that a large majority of women faculty have access to the welfare facility or benefit considered in the study. However, the 17% negative response suggests that the facility is not available to all respondents, indicating a need for further improvement and wider coverage

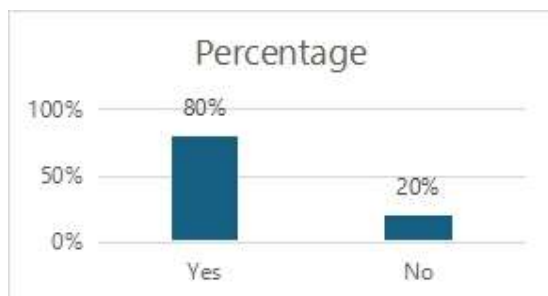
9.Are training and professional development programmes conducted



Interpretation

The chart shows that 49% of the respondents occasionally receive or use the welfare facility, while 44% have availability of it regularly. Only 7% of the respondents indicate they did not have access to or make use of these facilities. Overall, the findings indicate that the welfare facility is available to most women faculty, although regular access could be improved.

10. Does the institution support work- life balance through flexible policies



Interpretation

The chart indicates that 80% of facilities or benefits, while 20% reported that they did not. This suggests that the majority of women faculty members are able to access or benefit from the welfare provisions examined in the study. However, the 20% negative response indicates that the measure is not available to all respondents and requires further improvement for wider coverage.

Findings of the Study

Most women faculty members were satisfied with the welfare measures provided by their institutions.

Basic facilities such as maternity benefits, paid leave, medical facilities, and grievance redressal mechanisms were available in most colleges.

Welfare measures positively influenced job satisfaction, motivation, and work performance.

Workplace safety and institutional support contributed to a better working environment.

Childcare facilities and health programmes need further improvement in some institutions.

Suggestions:

Provide creche and childcare facilities for women faculty.

Ensure paid leave and maternity leave are provided as per rules.

Improve medical facilities, health insurance, and reimbursement.

Maintain a safe, supportive, and comfortable work environment.

Strengthen the Women's Grievance Redressal Cell and conduct regular training programmes.

Conclusion

The study found that women faculty in PG colleges in Ballari City receive various welfare measures, including basic facilities, leave benefits, medical support, and professional development opportunities. Most respondents were satisfied with the welfare measures provided by their institutions. However, improvements are needed in areas such as childcare facilities, medical support, and workplace safety. Therefore, institutions should strengthen these welfare measures to create a safe, supportive, and comfortable working environment for women faculty.

REFERENCE

- Liu, D., Bjaalid, G., Menichelli, E., & Sun, X. (2024). Empowering women in academia: Navigating institutional dynamics, gender roles, and personal pursuits among female researchers in Norwegian higher education. *Journal of Asian Public Policy*, 19(2), 361–377. <https://doi.org/10.1080/17516234.2024.2386721>.
- Liu, D., Bjaalid, G., Menichelli, E., & Sun, X. (2024). Empowering women in academia: Navigating institutional dynamics, gender roles, and personal pursuits among female researchers in Norwegian higher education. *Journal of Asian Public Policy*, 19(2), 361–377. <https://doi.org/10.1080/17516234.2024.2386721>.
- Wanjala, B., Ngala, F., & Kiplagat, H. K. (2025). Balancing workload and well-being: The influence of teacher utilization practices on teacher welfare in Nakuru East Sub-County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(4), 40–54. <https://doi.org/10.59765/hpf39>.
- Lukkien, T., Chauhan, T., & Otaeye-Ebiede, L. (2025). Addressing the diversity principle–practice gap in Western higher education institutions: A systematic review on intersectionality. *British Educational Research Journal*, 51, 705–736. <https://doi.org/10.1002/berj.4096>.
- Culver, K. C., Kezar, A., & Koren, E. R. (2026). Faculty, Academic Careers, and Environments (FACE) Framework: A Guide to Faculty Work for Research, Practice, and Policy. *The Journal of Higher Education*, 97(2), 398–430. <https://doi.org/10.1080/00221546.2025.2466421>.
- Sharma, N. (2025). Impact of work–life balance on job satisfaction among college faculty in Punjab: A secondary data analysis. *International Journal of Multidisciplinary Research and Technology*, 6(9). <https://doi.org/10.5281/zenodo.18739364>.
- Shaffer, K., Lamb, S. M., & Chow, C. J. (2025). Inside out: The influence of identity, context and time on faculty motivation and engagement. *The Clinical Teacher*, 23, e70280. <https://doi.org/10.1111/tct.70280>.

8. Wang, T. (2026). Demystifying underrepresentation of women leaders in higher education: Comparative perspectives on gender-based leadership barriers and gender equality. *Compare: A Journal of Comparative and International Education*, 56(2), 274–293. <https://doi.org/10.1080/03057925.2025.2500300>
9. Culver, K. C., Kezar, A., & Koren, E. R. (2026). Faculty, Academic Careers, and Environments (FACE) Framework: A Guide to Faculty Work for Research, Practice, and Policy. *The Journal of Higher Education*, 97(2), 398–430. <https://doi.org/10.1080/00221546.2025.2466421>
10. Shaffer, K., Lamb, S. M., & Chow, C. J. (2025). Inside out: The influence of identity, context and time on faculty motivation and engagement. *The Clinical Teacher*, 23, e70280. <https://doi.org/10.1111/tct.70280>
11. Ray, K., Benson, J. D., Winkle-Wagner, R., & Goosby, B. J. (2026). “I’m not afforded the opportunity to just say no”: Exploring superwoman schema among Black women tenure-track faculty. *The Review of Higher Education*, 49(4), 499–530. <https://doi.org/10.1353/rhe.2026.a992278>
12. Nilsen, K. H., Lauritzen, C., Vis, S. A., & Iversen, A. (2026). How ‘the system’ affects job satisfaction and intention to stay or leave—A qualitative study among child welfare and protection workers in Norway. *Child & Family Social Work*, 31, 83–95.
13. Shaffer, K., Lamb, S. M., & Chow, C. J. (2025). Inside out: The influence of identity, context and time on faculty motivation and engagement. *The Clinical Teacher*, 23, e70280. <https://doi.org/10.1111/tct.70280>
14. Lukkien, T., Chauhan, T., & Otaye-Ebede, L. (2025). Addressing the diversity principle–practice gap in Western higher education institutions: A systematic review on intersectionality. *British Educational Research Journal*, 51, 705–736. <https://doi.org/10.1002/berj.4096>
15. Joy Angell B. Remojo and Reynald M. Cacho (2026). Balancing Acts: Navigating School, Work, and Life among Female Pre-Service Teachers in the Philippines. *Journal of Interdisciplinary Studies in Education*, Vol. 15, Issue 1, 2026, pp. 73–94. ISSN: 2166-2681 (Print), 2690-0408 : <https://ojed.org/jise>.
16. Paula Borgeaud Garciandía, Dayma Echevarría León, Julieta Longo and Wanda Cabella (2026). Between Work and Care: A Comparative Study of the Trajectories of Women from Different Social Classes in Cuba and Argentina. *Frontiers in Sociology*, Vol. 11, 2026, Article 1756504. <https://www.frontiersin.org/journals/sociology/articles/10.3389/fsoc.2026.1756504/full>.
17. Dian Liu, Gunhild Bjaalid, Elena Menichelli and Sun Xia (2025). Empowering Women in Academia: Navigating Institutional Dynamics, Gender Roles, and Personal Pursuits Among Female Researchers in Norwegian Higher Education. *Journal of Asian Public Policy*, Vol. 18, No. 3, 2025, pp. 364–377. <https://www.tandfonline.com/doi/full/10.1080/17516234.2024.2416373>.
18. Akemi Iwasaki, Naoko Kato, Yuka Morita, Hiromi Onouchi, Mariko Itakura, Keiko Kunimi and Yoichi Manabe (2026). Gender Differences Among Ophthalmology Faculty Members in Japanese Medical Schools: An Institution-Based Cross-Sectional Study. *Medicine*, Vol. 105, Issue 4, 2026, Article e47327. https://journals.lww.com/md-journal/fulltext/2026/01230/gender_differences_among_ophthalmology_faculty.118.aspx.
19. Shalini Das and Dr. Shubha Chandra (2026). Self-Management and Development: Perceived Stress Management with Cost-Effective Self-Care Strategies for Well-Being among Women Educators. *Minnesota Journal of Business Law and Entrepreneurship*, Vol. 2026, No. 1, 2026, pp. 53–62. ISSN: 1540-3270. <https://kommerstad.org>
20. Kay Fuller, Judith Baxter and Sarah C. White (2026). Women's Time-Thirsty Work and Time Generosity in Knowledge Production. *Gender, Work & Organization*, Vol. 33, No. 1, 2026, pp. 121–131. <https://onlinelibrary.wiley.com/doi/10.1111/gwao.70036>.