Factors Impacting Job Satisfaction of Female Academic Staff in Sri Lankan State Universities

Gishan Edirisinghe[1#], Inura Serasinghe [2], Sasindu Amarasinghe [3], Dithara Galappatti [4], Krishantha Wisenthige[5], Tharuka Jayathilake[6]

[1#]*SLIIT, Sri Lanka, gishanedirisinghe99@gmail.com*
[2]*SLIIT, Sri Lanka, inurakalanaka555@gmail.com*
[3]*SLIIT, Sri Lanka, sasindu0525@gmail.com*
[4]*SLIIT, Sri Lanka, galappattidithara123@gmail.com*
[5]*SLIIT, Sri Lanka, krishantha.w@my.sliit.lk*
[6]*SLIIT, Sri Lanka, tharuka.j@my.sliit.lk*

Abstract - *The purpose of this research is to investigate the critical factors impacting job satisfaction of female academic staff in state universities. With a rising number of women entering academia, it is critical to identify the factors that contribute to their job satisfaction to build an inclusive and supportive work environment. Using a comprehensive literature review, survey questionnaires, this research investigates numerous factors that affect job satisfaction of female academic staff. The study was adopted a quantitative-method approach to gather data from a diverse sample of female academic staff members from various state universities with structured questionnaire is administered to a representative sample of female academic staff to gather quantitative data on their job satisfaction levels and identify key factors influencing their contentment at work. Using 330 sample size for the research according to the morgan table and using smart pls software for the data analysis. Data analysis method is structural equation modelling. According to the study's findings, several major factors have a substantial impact on the job satisfaction of female academic staff members in state universities. When it comes to their overall job satisfaction, work-life balance stands out as a key factor, with many participants citing difficulties juggling their professional and personal obligations. The study also emphasizes the value of inclusive and encouraging work environments and employee dedication. The results of this study have broad repercussions. Institutional leaders and politicians can conduct targeted interventions to improve working conditions and promote a more inclusive and supportive environment by studying the factors impacting job satisfaction among female academic staff at state universities. With a particular focus on the experiences of female academic workers, this study adds to the body of knowledge on job satisfaction in academia.*

***Keywords*:** Female Academic Staff, Job Satisfaction and State Universities.

I. INTRODUCTION

Education is a nation's most important institutional organization, and it plays a crucial part in the growth of any country, as it is the backbone of a country. The importance of education has been recognized even in undeveloped countries throughout the world and as for an example we can consider Sri Lanka. In this competitive period, the government is also willing to invest in the education sector for all levels of educational institutions undergoing structural adjustments (Khalid et al., 2011). Job satisfaction is one of the most important issues for management and organizational researchers. Research studies (Locke, 2000a) on various dimensions of job satisfaction have been conducted because they have been closely linked with organizational phenomena such as leadership, morale, motivation, performance, and so on.

Pay, work-life balance, employee commitment, advancement, supervision, environment, and co-workers were identified as predictors of job satisfaction by the

previous researchers (Locke, 2000b). The academic profession includes potentially difficult obligations as well as a wide range of responsibilities. Individuals in the educational industry face far greater difficulties than those in any other profession in efficiently balancing their professional and personal lives. Academics' jobs cause strain, making it harder for them to manage their social, family, and work duties efficiently. Academics' stress in juggling with family and work responsibilities leads to lower worker productivity, more leaves taken by the staff, and a high job turnover rate. The most significant influence is a rise in academic unhappiness, and they claim that their institutions do not collaborate with them to achieve a reasonable balance between work and life (Febrianto et al., 2022).

In recent years, the representation of female academic staff in state universities has significantly increased, marking a pivotal shift in academia's gender dynamics. As the academic landscape continues to evolve, understanding the factors that influence job satisfaction among female faculty members has become a critical concern for both institutions and policymakers. Job satisfaction is a multidimensional construct that plays a central role in determining individual well-being, professional commitment, and overall productivity (Lacy & Sheehan, 1997).

Accordingly, the main objective of the research is to identify the impact of work-life balance, employee commitment & work-related factors on job satisfaction of female academic staff in state universities.

Sub objectives are as follows:
1. To investigate the impact of work-life balance on job satisfaction of university female academic staff of public universities in Sri Lanka.
2. To investigate the impact of employee commitment on job satisfaction of university female academic staff of public universities in Sri Lanka.
3. To investigate the impact of work-related factors on job satisfaction of university female academic staff of public universities in Sri Lanka.

II. LITERATURE REVIEW
To initiate investigating the above-mentioned objectives, the researchers have conducted an in-depth literature analysis.

A. *Classification of Factors*
Exploration of the important factors that impact job satisfaction among female academic staff in state universities can have several significant benefits, including:

1) Improved Retention and Productivity: Understanding the factors that contribute to job satisfaction can help identify areas of improvement, leading to higher retention rates among female academic staff. Satisfied employees are more likely to be motivated, engaged, and productive in their roles (Yang & Islam, 2021).

2) Gender Equality and Diversity: By focusing on the specific job satisfaction factors affecting female academic staff, institutions can work towards creating a more inclusive and supportive work environment. This can help in breaking down barriers and promoting gender equality within the academic community (Kuuyelleh et al., 2022).

3) Enhanced Recruitment Efforts: Positive word-of-mouth from satisfied female academic staff can attract other talented women to join state universities, helping to build a diverse and well-qualified workforce (Pham, 2021).

4) Work-life Balance: Exploring factors impacting job satisfaction can shed light on work-life balance issues that may affect female faculty members more than their male counterparts. This can lead to the implementation of policies and support systems that promote a healthier balance between work and personal life (Yang & Islam, 2021).

5) Professional Development Opportunities: Identifying the factors that positively impact job satisfaction can guide universities in offering more relevant and effective professional development opportunities. Satisfied employees are more likely to seek continuous improvement and stay updated with the latest trends and advancements in their fields (Pham, 2021).

6) Increased Collaboration and Teamwork: A positive work environment that prioritizes job satisfaction fosters collaboration and teamwork among faculty members. This can lead to more innovative research and better educational outcomes (Pham, 2021).

7) Reduced Stress and Burnout: Addressing the factors contributing to job dissatisfaction can help alleviate stress and burnout among female academic staff. This, in turn, can have positive effects on their mental and physical well-being.

8) Higher Student Satisfaction: Satisfied faculty members are more likely to be invested in their student's success, resulting in higher student satisfaction and better overall learning experiences (Onah & Anikwe, 2016).

9) Positive Institutional Reputation: State universities that prioritize the job satisfaction of their academic staff are likely to develop a positive reputation as an employer of choice. This can attract top talent and strengthen the institution's standing within the academic community (Renee et al., 2007; Mwesigwa et al., 2020).

10) Financial Savings: High turnover rates can be costly for universities due to recruitment and training expenses. By improving job satisfaction, universities can reduce turnover and associated costs (Mwesigwa et al., 2020).

Overall, investing in the exploration of factors impacting job satisfaction among female academic staff can create a more supportive, inclusive, and productive work environment, benefiting both the staff and the university.

B. Gender Disparities in Academia

The fact that workplace structures have a cultural impact on how men and women evaluate themselves, which is bound to influence their career choices and frame their agency in academia, is a major factor limiting the agency of women in gendered organizations. However, gender-related power structures and cultural attitudes embedded in the academic workplace that are part of gendered regimes are not the only issues (Gyamfi, 2014). There is also a sophisticated mechanism by which men and women appraise their own skills differently when performing job-related tasks. These disparate

self-evaluations contribute to the establishment of various professional ambitions based on the talents perceived to be required to engage in and succeed in such jobs (Kuuyelleh et al., 2022).

Historically, the academic world has been male-dominated, and gender disparities in various aspects, including job satisfaction, have been observed. While progress has been made over the years, challenges still exist in creating an inclusive and equitable environment for female academic staff. Gender differences in academia have been a continuous issue, notably in terms of female academic staff representation and work satisfaction in state universities (Mukhtar, 2012).

C. *Work-life Balance*

Academic positions often demand long hours, research commitments, and administrative responsibilities, which can make it challenging for female academic staff to balance work and personal life. Achieving a work-life balance is crucial for overall job satisfaction and well-being (Muindi, 2011). Work-life balance refers to how involved and satisfied an individual is with their career and personal roles. Individuals' work-life balance is important because educational institutions provide information for all segments of society. Academics' inability to manage home and work life will hurt all other industries (Mark & Smith, 2012).

According to Kainulainen, Saari, and Veenhoven (2018), effective balance in work and personal life makes a person more content and happier. It has been revealed in various studies that a higher desire to achieve more leads people to make extreme efforts that increase their working timing, and they lose their work-life balance. It ultimately reduces the level of satisfaction among professionals and increases the level of stress experienced by them (Beehr & Newman, 1978) . It is evident that integrating and maintaining work-life balance into our lives is the current need of the hour.

Married women may choose to work for a variety of reasons, including self-actualization or financial security. Women who work become more self-sufficient, capable of enhancing family welfare and creating economic resources. On the other hand, working in the public sector separates some women into two roles: professionals and family caregivers. This divide doubles their workload because they must constantly switch between positions and responsibilities. They must advance in their careers and care for their families and home responsibilities.

According to Heikkinen, Lämsä, and Minna (2014), working women value independence; they generally hold many roles and do not rely primarily on their spouses for financial concerns because they earn their own money. Furthermore, as a sort of self-actualization, they desire to progress in their careers. These two roles are inextricably linked, which inevitably leads to increased duties. They must bear with time allocation, workload, flexibility, family, etc.

Education can also help alleviate this double strain. Women's education levels can have a direct impact on their relationships with their husbands, even though this is not the main factor. For instance, women with lower levels of education feel a greater sense of responsibility toward their spouses and families Lup (2018), are less likely to receive support from their husbands and extended family, and do not have promising and fulfilling career opportunities. Women with greater levels of education are more aware of gender issues and dynamics, allowing them to form a partnership marriage and alleviate this double load. Furthermore, in today's gender-conscious societies, both spouses are

highly educated, and domestic responsibilities rarely grow to the point of causing severe problems within the family structure.

D. Work Environment and Support

The work environment, including the presence of a supportive and inclusive culture, plays a crucial role in determining job satisfaction. Factors such as recognition, mentorship, and support from colleagues and superiors contribute to the overall job satisfaction of female academic staff. And have resources and support. Such as research funding, access to facilities and equipment, administrative support, and professional development opportunities (James & James, 1989).

Creating a work environment that fosters job satisfaction among female academic staff in state universities requires a holistic approach that addresses various aspects of their work experience. Here are some key factors to consider,

1) Equal Opportunities and Inclusivity: Ensure that female academic staff have equal access to opportunities for career advancement, promotions, and leadership roles. Implement policies and practices that promote inclusivity and diversity in all university life (Pham, 2021).

2) Work-life Balance: Support work-life balance by offering flexible work arrangements, such as telecommuting or flexible hours. Encourage the use of parental leave and family-friendly policies to support female staff members who may have caregiving responsibilities (Yang & Islam, 2021).

3) Professional Development: Provide ample opportunities for professional development and training. Female academic staff should have access to workshops, conferences, and mentoring programs that help them enhance their skills and knowledge, thus fostering career growth and job satisfaction (Pham, 2021).

4) Fair Compensation: Ensure that female academic staff receive fair and equal compensation for their work compared to their male counterparts. Regularly review salary structures to address any gender pay gaps that may exist (Onah & Anikwe, 2016).

5) Recognition and Rewards: Implement a system for recognizing and rewarding achievements and contributions. Publicly acknowledge the accomplishments of female staff members and celebrate their successes (Mwesigwa et al., 2020).

6) Supportive Leadership: Encourage supportive and empathetic leadership at all levels. Leaders should be accessible, approachable, and willing to listen to the concerns and feedback of female academic staff (Pham, 2021).

7) Workplace Safety and Respect: Promote a safe and respectful work environment. Address any instances of harassment or discrimination promptly and take appropriate action to create a culture of respect and dignity (Mwesigwa et al., 2020).

E. Employee Commitment

In recent years, there has been a growing recognition of the crucial role that employee commitment plays in determining job satisfaction and overall organizational success. In

the context of state universities, where academic staff members are the backbone of educational excellence and research advancements, understanding the factors influencing their commitment and job satisfaction is of paramount importance. This study focuses specifically on female academic staff members, exploring how their commitment to the institution affects their job satisfaction levels (Aziz et al., 2021).

State universities have made significant strides in promoting gender equality and diversity in their workforce, and today, many women occupy key positions as professors, researchers, and administrators. Despite these advancements, gender-related challenges persist, with some female academic staff experiencing unique work-related hurdles and disparities. Examining the impact of employee commitment on job satisfaction within this group will shed light on the factors that contribute to their career growth, work-life balance, and overall well-being (Bhatti & Qureshi, 2007).

F. Research Gap and Significance of the Study

The elements influencing the employment satisfaction of female academic employees in Sri Lankan state universities are not well understood, despite the increased emphasis on achieving gender equality and diversity in the workplace. Although there have been some researchers done about job satisfaction and work life balance, there was no research done with a holistic approach considering more factors that affect the job satisfaction in Sri Lanka. Also, no research has been done considering all state universities in Sri Lanka. There is little empirical study that examines how female academic staff members deal with these problems in the context of job satisfaction, even though it is known that women face difficulties relating to work-life balance, employee commitment, and work environment. Furthermore, the literature on this subject is scant and falls short of offering a thorough knowledge of how these elements interact and how they affect job satisfaction.

Even with this narrow focus, there is still a dearth of in-depth research on the subtleties and complexities of the factors that influence the job satisfaction of professional female academic staff in state universities. This knowledge gap emphasizes the need for a more thorough and systematic study of the variables impacting job satisfaction among female academic staff in Sri Lankan state universities. Future studies should examine a wider variety of characteristics that may have an impact on job satisfaction and consider how these variables interact. In addition to providing insight into the difficulties faced by female academic staff, knowing the nuances of these factors and how they affect job satisfaction will also provide policymakers and institutional leaders with information about potential interventions to improve the working conditions and general job satisfaction of this crucial workforce segment. To promote an inclusive and encouraging academic environment that will ultimately improve the general wellbeing and productivity of female academic staff in Sri Lanka's state universities, it is crucial to address these research gaps.

III. METHODOLOGY

This study employs an associative research design to investigate the relationship between the independent variables and the dependent variable. A questionnaire is used to collect data, and the respondent is given many lists of questions to answer. The purpose of this study is to investigate the extent to which work-life balance, employee commitment, and work environment influence public universities in Sri Lanka. The study population included 2300 female academic employees from Sri Lankan governmental universities.

The Krejci and Morgan sample selection approach was used to obtain a sample of 330 respondents (Sim et al., 2021).

This survey included all academic employees, from teaching assistants to senior professors. For sample selection, simple random sampling was used. Self-administered questionnaires were used to obtain primary data. For all study variables, all questionnaire items were anchored on a 5-point Likert scale ranging from strongly disagreeing ("1") to strongly agreeing ("5"). All the questionnaire items were tailored to universities. The authors use a structural equation model to examine the impact of work-life balance, employee commitment, and work environment on job satisfaction to prove their theory. Using smart PLS, the acquired data was modified. The findings were presented in the form of the characteristics of respondents, descriptive statistics, correlations, and prediction potential.

A. Conceptual Framework
The study's program enables to govern the path and link the variables (Regoniel, 2015). The study's approach was founded on the conceptual framework given in Figure 1. The purpose of this study is to highlight contemporary job satisfaction that female academic staff must overcome to ensure their profession's viability in the future through identified key factors.

Figure 8. Conceptual framework
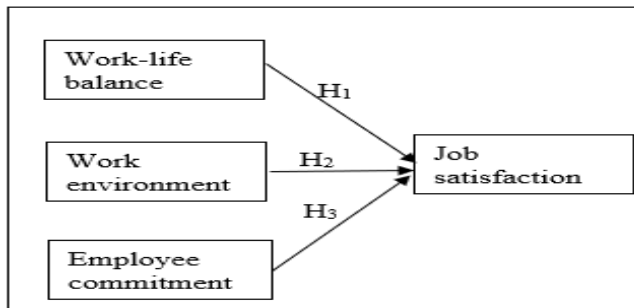
Source: Authors compilation.

B. Hypotheses
The following hypotheses have been formulated:

H_{10}: *Work-life balance has not a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

H_{1A}: *Work-life balance has a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

H_{20}: *Employee commitment has not a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

H_{2A}: *Employee commitment has a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

H_{30}: *Work-related factors have not a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

H_{3A}: *Work-related factors has a significant impact on job satisfaction among female academic staff of state universities in Sri Lanka.*

C. Population

To reach the clearly defined objectives and perceptions of a study, it is necessary to select the most appropriate population (Joe et al., 2011). The data for this study came from female academic staff, and the target group was the state universities. The participants in this study were female academic staff in state universities with more and more years of relevant work experience. The population required for this study was selected by obtaining the e-mail addresses and telephone numbers required by the websites of each university. The information was collected, and a database was created. More than 2300 female academic staff were gathered there.

D. Sampling

Both random sampling and stratified sampling were utilized as sampling methods in accordance with Morgan's theory for this study which 330 were used for analysis. The random sampling technique, according to (Lusinchi, 2022), assures that every member or element of the target group has a chance of being chosen. Using the random sample technique, the researcher can identify the precise preference and flaws in the data that was gathered (Latham, 2007). The participants in this study were female academic staff members working in public institutions who had a progressive accumulation of relevant professional backgrounds. Furthermore, they make the determination as to whether to implement and establish more advanced educational systems.

Basically, the primary data collection method was used to collect data. A questionnaire was developed and distributed among the professionals who are involved in female academic staff at the state university. Hampson and Jowett (2014) mentioned that questionnaires are recommended to study the actual issues in the industries, and the findings can be construed from the actual experience and views.

E. Descriptive Statistics

Descriptive statistics are brief informative coefficients that summarize a specific data collection, which can represent the complete population or a subset of a population. Measurements of central tendency and measurements of variability (spread) are two types of descriptive statistics. The mean, median, and mode are examples of measurements of central tendency, whereas standard deviation, variance, minimum and maximum variables are examples of measures of variability. The study uses them to get the understanding of the key findings.

F. Correlation

The Pearson correlation coefficient test is used in this section of the analysis to identify the relationship between two variables. Therefore, the Pearson correlation coefficient test is utilized to compare the different learning styles. If the co-efficient is at least 0.5 at the significance level, there is a positive and strong correlation between the variables; otherwise, there is no positive association between the variables. Using the technique of regression analysis, the quantitative data was analyzed. Regression analysis is a useful method for analyzing several variables. Independent and dependent factors have been identified by the authors of this study. Using the regression method, the influence of each independent variable on the dependent variable was illustrated.

G. Reliability and Validity of the Questionnaire

The accuracy of the data obtained is impacted if different types of persons are utilized to take the same metrics under different circumstances and different settings. The reliability describes the accuracy and repeated data, as well as the level of repeated data and the range of possible further measurements.

The authors of this study claim that the questionnaire reflects the factors that impact job satisfaction highlighted in the literature. To better understand how people, feel about many contemporary factors, a questionnaire is developed.

Also, the questionnaire has been prepared for the dependent variable, job satisfaction. The difficulties provide the foundation for the questionnaire; therefore, it has some validity and reliability. Furthermore, the data and responses of the respondents should be checked for internal consistency check. The all-objective questionnaire asked respondents to assess contemporary difficulties on a Likert scale from one to five. Based on the independent and dependent variables identified in this study, the questionnaire was developed. Furthermore, while providing some assistance to the respondents in answering the questionnaire, the researcher was moderate to allow the respondents to express their answers freely.

It is necessary to quantify the responses received by obtaining the mean values and computing the correlation between the sets, according to, and as cited in Sokoya (2017). This is the quickest and easiest way to evaluate the questionnaire's underlying consistency. The internal reliability increases as the correlation value increases. In contrast, internal consistency was evaluated using Cronbach's alpha (α) in this investigation. According to the research and assertions of Ibrahim (2014), 0.7 is the bare minimum.

Table 1. Reliability and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
EC	0.652	0.653	0.811	0.589
JS	0.918	0.920	0.934	0.670
WE	0.892	0.897	0.921	0.701
WLB	0.825	0.830	0.895	0.740

Source: Authors' compilation.

Mushimiyimana and Dushimimana (2022), defines the importance of the research components and the validity of the test valves to be measured. According to Mugenda, the degree to which the outcomes of the data analysis accurately reflect the phenomenon under research is the measure of validity. Content validity describes the extent that a measurement tool adequately covers the topic under investigation. The degree to which research instrument results may meaningfully and properly represent the theoretical concept known as construct validity.

The reliability of the variables was tested using Cronbach's alpha and Composite Reliability (CR). Initially, the overall sample was sassed, and items having factor loadings that were smaller than 0.600 were discarded. The results for reliability and validity, along with the factor loadings for the remaining items, are presented in Table 1 for the sample and for each country–specific sample. All the alpha values and CRs were higher than the recommended value of 0. 700. But one has less than 0.700. It is 0.632.

There are two types of validity. One is convergent validity, and one is discriminant validity. To measure convergent validity, use AVE. The Average Variance Extracted (AVE) and CRs were all higher or close to 0.500-0.700, respectively, which corroborates convergent validity. Convergent validity measure to separate AVE value of these items. (WLB2, WLB3, WLB4, EC1, EC2…etc). These items converge to this construct whether these items converge to measure this construct. So, this is one form of validity convergent validity. Discriminant validity is about differentiation in the constructs in this case have three constructs in there. EC, WE, and JS. These are different. But we must make sure that they are statically different as well. Then can evaluate discriminant validity, there are three ways to do it. One is a foreigner and locker criteria, the other is cross-loading and the other is the html which is a recent criterion we use foreigner and locker. Discriminant validity was assessed through cross-loadings.

As given in Table 2, the convergent validity value for JS is 0.920. If you take the square root of 0.920, what you will get is o.936. The similar cross-section of JS is 0.936 and what is this 0.936 this is the square root of AVE. Now at the cross-section of JS can get 0.987 and this is the square root of AVE for WE. The third value of WE are 0.950 this is the correlation between JS and WE. So, this square root of AVE should be higher than the correlations underneath or the correlations of the construct with all the other constructs.

Table 2. Convergent and discriminant validity

|	EC	JS	WE	WLB
EC				
JS	0.936			
WE	0.950	0.987		
WLB	0.951	0.898	0.937	

Source: Authors' compilation.

H. Quantitative Data Analysis

This study has utilized the smart pls through construction structural equation modeling for the study to analyze the quantitative data. The most common computer analysis program used in research to analyze quantitative data is this one. Using the provided raw data as predictors to create a new statistic for a dissertation, smart PLS statistics is a piece of software (Pekin et al., 2011). To prevent the software from performing an inaccurate analysis, I always paid attention to entering the right data into smart PLS.

It's important to understand two things here. The first thing is that a structural equation model is divided into two different models. One is the measurements model and structural model. A measurement model (Figure 2 – yellow color) helps to assess the reliability and validity of the construct. The structural model helps to assess the relationship between variables (Figure 2 – blue color).

Figure 2. Measurement model & structural model
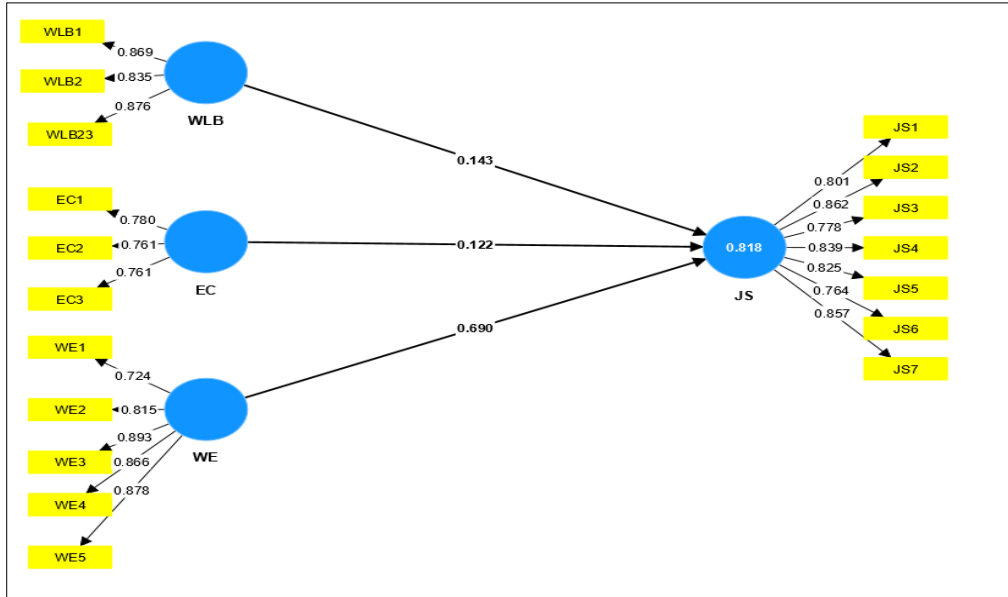
Source: Authors' compilation.

IV. RESEARCH FINDINGS

The collected data was analyzed through the structural model with the support of Microsoft Excel and smart PLS computer software. Yudiawan et al. (2017) states that the above methods are prominent for quantitative analysis. This help to check or evaluate how the variable is related to each other. Now, to do this, there is a procedure called bootstrapping. This is what we run in smart PLS. what bootstrapping does is it amplifies existing data to several samples, so to do this, calculating bootstrapping and what we see here can generate 330 samples. Through random sampling of existing data and generating 330 bootstrap samples.

Everything remains the same, but now we are focused on understanding the impact of one variable on another variable. Our interest is on assessing whether that path is significant or not. It means whether this path from WLB to JS is significant, whether this path from EC to JS is significant, and whether this path from WE to JS is significant. If this path is significant, it means that JS has got a significant impact on WLB, EC, and WE.

Table 3. Path coefficient

	Path coefficients
EC → JS	0.122
WE → JS	0.690
WLB → JS	0.143

Source: Authors' compilation.

These are the path coefficients for the original sample of 330 records. Through sample, mean provide bootstrapping results. The path coefficient is 0.05, which is very close to 0.05. So, the path coefficients greater than 0.05 would mean that the relationship between those two variables is significant. But this is very close to 0.05 but not greater than 0.05

it is not significantly or very significantly higher than 0.05. So, we can say that there is a partial impact of job satisfaction on work-life balance, employee commitment, and work environment. because can say partially significant. So, path coefficients are good if $1<$ or >-1. The path coefficient test is used in this section of the analysis to identify the impact between two variables. If the coefficient is at least $1 <$ or >-1 at the significance level, there is a positive and strong impact between the variables; otherwise, there is no positive association between the variables. Based on the analyzed data, all the significance values obtained for independent variables were recorded as $1 <$or> -1, which portrayed that all the independent variables have an impact on the dependent variables. Therefore, all the independent variables have a strong and positive impact on the dependent variable of job satisfaction. This signifies that all the alternative hypotheses that were developed for the study were satisfied.

V. DISCUSSION

Research and development study is one of the emerging applications for day-to-day life. This research tried to identify factors that affect female academic staff's job satisfaction in the state university.

A. *Demographic variables*

Designation of the responders were 20.5% by the assistant lectures, 20% of lectures, 15.3% senior lecture grade II, 12.6% professor, 12.3% probationary lectures, 11.5% senior lecture grade I and 7.9% senior professors. According to the results of distance travelled by the lectures to the universities, 24.1% daily travelled by 5-10km, 21.9% less than 5km, 20% of lectures travelled by 10-15km, 18.6% were travelled by 15-20km and only 15.3% were travelled by above 20km. Results of the age that lectures were joined to the current university, 42.5% were joined at 25-30 range, 21.9% at 30-35 range, 17% at belove 25 range, 9.6% at 41 and above rand and only 9.3% included at the 35-40 range. Time duration of the lectures was working at the current universities, 38.9% were belove 05 years, 25.4% were 11-15 years, 14.2% were 16-20 years, 12.3% were 21-25 years and 9.3% were 26 and more years. The results of the marital status, 55.3% were married lectures, 40.5% were unmarried lectures and only 4.2% were widowed. According to the marital status 45.2% lectures did not have any children, 23% have one child, 22.4% have two children and only 9.3% have more than two children.

Above results of the demographics variable can get the idea about what kind of rang were the female academic staff in the universities. The requirement and the limitation for the application of research have been achieved through a questionnaire survey. The research questionnaire was prepared based on three independent variables. Each variable addresses some factors which are affecting the application. The findings reveal the idea of the professionals on the impact of factors on the job satisfaction of female staff in the state university. The responses show that most of the people believe that the factors will impact the uplift job satisfaction of female staff desired future job market of the state university. The results are summaried according to objectives as follows.

Objective 1 - To investigate the impact of work-life balance on the job satisfaction of university female academic staff of public universities in Sri Lanka. Then, through questionnaire surveying, the factors that impact female academic staff in the state university have been identified. The sample was 330 experts in the state university. Then those data were analysed in the structural model by using smart PLS (Popoola & Fagbola,

2023). Results have been obtained for the most significant factor in state universities (Abebe & Assemie, 2023; Rathnayake et al., 2022). Its value is 0.143. The results were demonstrated through graphs, figures, and tables.

Objective 2 - To investigate the impact of employee commitment on job satisfaction of university female academic staff of public universities in Sri Lanka. The relationship was investigated by a comprehensive questionnaire study. To determine the correlation between dependent and independent variables, an analysis was conducted by the Weligamage and Siengthai (2003). To determine whether there is a relationship between the independent variables and the dependent variable, the hypothesis was developed (Folk, 2023; Igbinoba et al., 2023). Its significant value is 0.122. it is the lowest impact for dependent variables than other independent variables.

Objective 3- To investigate the impact of work environment on job satisfaction of university female academic staff of public universities in Sri Lanka. The impact was determined by a comprehensive questionnaire survey. To determine the relationship between dependent and independent variables, an analysis was conducted (Savolainen, 2023). If the variance has a positive value, it indicates that as the independent variable increased, the dependent variable increased in proportion to the variance value (Hanaysha et al., 2023). A negative value also indicates the opposite effect, which increases the respective independent variable and decreases the dependent variable according to the variance value percentage. It is the most impact variable on the dependent variable.

VI. CONTRIBUTION

This study examines several variables to assess their impact on job satisfaction. Previous research predominantly focused on a single university and assessed job satisfaction using broad measures. This study aimed to investigate the influence of job satisfaction on work-life balance, workplace atmosphere, and employee commitment. Previous studies conducted in organizational settings have utilized descriptive metrics such as university size and scope, centralization, formalization, complexity of the management structure, human resource quality, and the number of underutilized internal resources. This study examined the influence of employee dedication, work-life balance, and the work environment on job satisfaction instead of relying on descriptive measures. The framework has undergone enhancements to optimize its applicability in forthcoming research characterized by extensive collaboration and interactivity. This has been achieved by incorporating an intermediary function for the work environment in addition to the customary components.

VII. RESEARCH LIMITATIONS AND FUTURE RESEARCH

This study is subject to specific limitations. Considering temporal limitations, we employed a random sampling methodology. To enhance the generalizability of the findings, it is recommended that future research adopt a cross-cultural perspective to investigate the effects of work-life balance, work environment, and employee commitment on job satisfaction. This is particularly important as the current study exclusively focused on Sri Lanka, thereby limiting the applicability of the results. The efficacy of the proposed framework for this study was assessed by an online survey, specifically targeting academic people within a particular nation. The survey comprised female academic staff members who were affiliated with public universities. Sharing the questionnaire with them was a challenge. The email addresses of specific teachers were excluded from the official websites of the universities. Consequently, the sample size was

relatively small. Due to the intellectual nature of the participants, it was deemed inappropriate to distribute the questionnaire on social media or to the public. Due to the absence of some lecturers who were on study leaves, transitioning to other non-state colleges, or retiring, the researcher encountered difficulties in establishing communication with them. The exclusion of work satisfaction as a determining factor in this study can be attributed to the focus on female academic staff at public universities. Future research should thus investigate the utilization of a mixed-method approach, which integrates methodologies for gathering both qualitative and quantitative data. Subsequent investigations may undertake a comparative analysis of the job satisfaction levels among academic personnel employed at public and private institutions of higher education. In addition, a potential avenue of investigation could involve the comparative analysis of male and female students enrolled in either public or private colleges. The verification of our findings and exploration of the proposed paradigm could be facilitated through the implementation of comparative research at both state and non-state universities. To determine if there are any discrepancies in outcomes over different historical periods, it may be beneficial to investigate the correlation between employees in academic and non-academic roles. Potential future researchers could perhaps uncover that public colleges exhibit higher levels of salary and greater job satisfaction through the implementation of a comprehensive survey encompassing both public and private educational institutions. In Asian countries, the remuneration of professors is considerably lower in comparison to their colleagues in the United States and Europe. The matter is a recurring occurrence inside higher education institutions in Sri Lanka. Several intriguing concepts were presented, which proposed further exploration that is relevant to our research. Ultimately, irrespective of the organizational framework, it is imperative to persist in the examination of the intermediary influence of job satisfaction and the moderating function of gender comparison. The identification of future research directions can contribute to the advancement of knowledge regarding the factors influencing job satisfaction among female academic staff members in state universities in Sri Lanka. This enhanced understanding can yield valuable insights that inform the development of effective practices and policies, thereby promoting the creation of inclusive and supportive work environments.

VIII. CONCLUSION

The literature research indicated that a considerable proportion of female academic staff at public universities experience job satisfaction. The female academic staff engaged in the state university must possess the requisite skills and competencies to effectively navigate the ever-changing nature of the working environment. When considering the work environment, we found that it has a strong impact on the job satisfaction of female academic staff because state universities provide better resources for the academic staff. The objective of this study was to examine the diverse elements that influence job satisfaction among female academic personnel at public universities. It is possible to gain a thorough understanding of the various challenges and opportunities that female faculty members face in their academic endeavors by identifying and analyzing these elements. This investigation will establish a scholarly basis for cultivating a work atmosphere that is both supportive and inclusive, with a focus on promoting gender equality and augmenting overall academic excellence. The study employs a range of methodologies to address the research problem. The primary results of this study indicate Cronbach's alpha values of 0.652, 0.892, and 0.825 for the constructs of EC, WE, and WLB, respectively.

The methodologies employed for data collection encompassed comprehensive questionnaire surveys and extensive literature research. A comprehensive review of existing literature was undertaken to identify the theoretical framework pertaining to the elements influencing job satisfaction among female staff members in public universities in Sri Lanka. Furthermore, a comprehensive questionnaire was employed to validate the influence of several elements such as work-life balance, employee commitment, work environment, and job satisfaction. So as for the future research options we can use mixed method approach with both state and non-state universities in Sri Lanka and could consider about the comparison between the state and non-state universities.

REFERENCES

Abebe, A. & Assemie, A. (2023). Quality of work life and organizational commitment of the academic staff in Ethiopian universities. *Heliyon* 9 (4)**,** pp**.** e15139.Available: https://doi.org/10.1016/j.heliyon.2023.e15139 Accessed: [2023/04/05]

Aziz, H., Othman, B., Gardi, B., Ahmed, S., Sabir, B., Burhan Ismael, N., A.Hamza, P., Sorguli, S., Ali, B. & Anwar, K. (2021). Employee commitment: The relationship between employee commitment and job satisfaction. *Journal of Humanities and Education Development* 3. Available: 10.22161/jhed.3.3.6 Accessed: [2023/04/04]

Beehr, T. A. & Newman, J. E. (1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model, and literature review1. *Journal of Economics* 31 (4)**,** 665–699.Available: https://doi.org/10.1111/j.1744-6570.1978.tb02118.x Accessed: [2023/04/02]

Bhatti, K. K. & Qureshi, T. M. Impact of employee participation on job satisfaction, employee commitment, and employee productivity. 2007.

Febrianto, P. T., Mas'udah, S. & Megasari, L. a. J. S., Problemas E Praticas (2022). Female teachers' double burden during the pandemic: Overcoming challenges and dilemma between career and family. *Journal of Sociology* (100)**,** pp**.** 87-105.Available: https://doi.org/10.7458/SPP202210025246 Accessed: [2023/04/04]

Folk, A. L. (2023) Exploring the experiences of academic library employees with long covid in the United States and Canada. *The Journal of Academic Librarianship* 49 (6)**,** pp**.** 102790.Available: https://doi.org/10.1016/j.acalib.2023.102790 Accessed: [2023/05/06]

Gyamfi, G. D. J. I. B. R. (2014). Influence of job stress on job satisfaction: Empirical evidence from ghana police service. *Journal of International Business Research* 7 (9)**,** pp**.** 108.Available: 10.5539/ibr.v7n9p108 Accessed: [2023/04/05]

Hampson, R. & Jowett, S. (2014). Effects of coach leadership and coach–athlete relationship on collective efficacy. *Journal of Medicine & Science in Sports* 24 (2)**,** pp**.** 454–460.Available: https://doi.org/10.1111/j.1600-0838.2012.01527.x Accessed: [2023/04/04]

Hanaysha, J. R., Shriedeh, F. B. & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights* 3 (2)**,** 100188.Available: https://doi.org/10.1016/j.jjimei.2023.100188 Accessed: [2023/06/06]

Heikkinen, S., Lämsä, A.-M. & Minna, H. (2014). Narratives by women managers about spousal support for their careers. *Scandinavian Journal of Management* 30**,** pp**.** 27–39.Available: 10.1016/j.scaman.2013.04.004 Accessed: [2023/04/04]

Igbinoba, E., Salau, O., Atolagbe, T. & Joel, O. (2023). Bolstering conflict management strategies and sustainable commitment of academic staff in selected public universities. *Heliyon* 9 (2)**,** pp**.** e12597.Available: https://doi.org/10.1016/j.heliyon.2022.e12597 Accessed: [2023/06/05]

James, L. & James, L. R. J. J. O. &. P. (1989). Integrating work environment perceptions: Explorations into the measurement of meaning. 74**,** pp**.** 739–751.Available, Accessed: [2023/04/03]

Joe W. Kotrlik, J. C. a. a. P. (2011). Reporting and interpreting effect size in quantitative agricultural education research. *Journal of Agricultural Education* 53**,** pp**.** 132–142 Available: 10.5032/jae.2011.01132 Accessed: [2023/04/05]

Kainulainen, S., Saari, J. & Veenhoven, R. (2018). Life-satisfaction is more a matter of feeling well than having what you want. Tests of Veenhoven's theory. *International Journal of Happiness and Development* 4**,** pp**.** 209.Available: 10.1504/IJHD.2018.10014874 Accessed: [2023/04/04]

Khalid, S., Irshad, M. & Mahmood, B. (2011). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management* 7.Available: 10.5539/ijbm.v7n1p126 Accessed: [2023/04/06]

Kuuyelleh, E., Alqahtani, M. & Akanpaadgi, E. (2022). Exploring academic staff retention strategies: The case of Ghanaian technical universities. *SA Journal of Human Resource Management* 20.Available: 10.4102/sajhrm.v20i0.1975 Accessed: [2023/04/04]

Lacy, F. J. & Sheehan, B. A. (1997). Job satisfaction among academic staff: An international perspective. *Higher Education* 34 (3)**,** 305–322.Available: 10.1023/A:1003019822147 Accessed: [2023/04/02]

Latham, G. (2007). A speculative perspective on the transfer of behavioral science findings to the workplace: "The times they are a-changin'.*"Academy of Management Journal* 50**,** pp**.** 1027–1032.Available: 10.5465/AMJ.2007.27153899 Accessed: [2023/04/05]

Locke, E. (2000a). Motivation, cognition, and action: An analysis of studies of task goals and knowledge. *Applied Psychology* 49 (3)**,** 408–429.Available: https://doi.org/10.1111/1464-0597.00023 Accessed: [2023/04/01]

Locke, E. (2000b). Motivation, cognition, and action: An analysis of studies of task goals and knowledge. 49 (3)**,** 408–429.Available: https://doi.org/10.1111/1464-0597.00023 Accessed: [2023/04/01]

Lup, D. (2018). Something to celebrate (or not): The differing impact of promotion to manager on the job satisfaction of women and men. *Work, Employment and Society* 32 (2)**,** 407–425. Available: 10.1177/0950017017713932 Accessed: [2023/04/04]

Lusinchi, D. (2022). Kiær and the rebirth of the representative method: A case study in controversy management at the International Statistical Institute (1895–1903). 58 (2)**,** pp**.** 163–182.Available: https://doi.org/10.1002/jhbs.22145 Accessed: [2023/04/06]

Mark, G. & Smith, A. P. (2012). Effects of occupational stress, job characteristics, coping, and attributional style on the mental health and job satisfaction of university

employees. *Anxiety Stress Coping* 25 (1)**,** 63–78.Available: 10.1080/10615806.2010.548088 Accessed: [2023/04/04]

Muindi, F. (2011). The relationship between participation in decision making and job satisfaction among academic staff in the school of business, university of Nairobi. *Journal of Human Resources Management Research*. Available: 10.5171/2011.246460 Accessed: [2023/04/04]

Mukhtar, F. H. Work-life balance and job satisfaction among faculty at Iowa State University. 2012.

Mushimiyimana1, D., E. K. & Dushimimana, A. E. (2022). Impacts of improvised instructional materials on grade nine learners' performance in Chemistry *African Journal of Educational Studies in Mathematics and Sciences* 18**,** pp**.** 1.Available: https://dx.doi.org/10.4314/ajesms.v18i1.10 Accessed: [2023/04/05]

Mwesigwa, R., Tusiime, I. & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction and organizational commitment among academic staff in public universities. *Journal of Management Development* 39 (2)**,** pp**.** 253–268.Available: 10.1108/JMD-02-2018-0055 Accessed: [2023/05/31]

Onah, F. & Anikwe, S. (2016). The task of attraction and retention of academic staff in Nigerian universities. *Journal of Management and Strategy* 7.Available: 10.5430/jms.v7n2p9 Accessed: [2023/04/05]

Pekin, D., Skhiri, Y., Baret, J.-C., Lecorre, D., Mazutis, L., Salem, C., Millot, F., El Harrak, A., Hutchison, J., Larson, J., Link, D., Laurent-Puig, P., Griffiths, A. & Valerie, T. A. (2011). Quantitative and sensitive detection of rare mutations using droplet-based microfluidics. *Lab on a chip* 11**,** pp**.** 2156–2166.Available: 10.1039/c1lc20128j Accessed: [2023/04/04]

Pham, D. (2021). The professional development of academic staff in higher education institutions. *Journal of Teacher Education for Sustainability* 23**,** pp**.** 115–131.Available: 10.2478/jets-2021-0009 Accessed: [2023/05/04]

Popoola, S. O. & Fagbola, O. O. (2023). Work motivation, job satisfaction, work-family balance, and job commitment of library personnel in universities in north-central Nigeria. *The Journal of Academic Librarianship* 49 (4)**,** pp**.** 102741.Available: https://doi.org/10.1016/j.acalib.2023.102741 Accessed: [2023/06/06]

Rathnayake, S., Gray, D., Reid, J. & Ramilan, T. (2022). The impacts of the COVID-19 shock on sustainability and farmer livelihoods in Sri Lanka. *Current Research in Environmental Sustainability* 4**,** pp**.** 100131.Available: 10.1016/j.crsust.2022.100131 Accessed: [2023/04/05]

Regoniel, P. (2015). Conceptual framework: A step-by-step guide on how to make one.Available, Accessed: [2023/05/05]

Renee Barnett, B. & Bradley, L. (2007). The impact of organizational support for career development on career satisfaction. *Career Development International* 12 (7)**,** 617–636. Available: 10.1108/13620430710834396 Accessed: [2023/05/03]

Savolainen, T. (2023). A safe learning environment from the perspective of Laurea University of Applied Sciences safety, security, and risk management students and staff. *Heliyon* 9 (3)**,** pp**.** e12836.Available: https://doi.org/10.1016/j.heliyon.2023.e12836 Accessed: [2023/06/06]

Sim, M., Kim, S.-Y. & Suh, Y. (2021) Sample size requirements for simple and complex mediation models. *Educational and Psychological Measurement* 82 (1)**,** pp**.** 76–106. Available: 10.1177/00131644211003261 Accessed: [2023/05/03]

Sokoya, S. K. Personal predictors of job satisfaction for the public sector manager: Implications for management practice and development in a developing economy. 2017.

Weligamage, S. & Siengthai, S. (2003). *Employer needs and graduate skills: The gap between employer expectations and job expectations of Sri Lankan University graduates,* Matara.

Yang, Y. & Islam, D. M. T. (2021). Work-life balance and organizational commitment: A study of field level administration in Bangladesh. *International Journal of Public Administration* 44 (14)**,** pp**.** 1286–1296.Available: 10.1080/01900692.2020.1755684 Accessed: [2023/04/05]

Yudiawan, M., Setiawan, M., Irawanto, D. W. & Rofiq, A. (2017). The influences of leadership styles, organizational communication, and job satisfaction toward employees' job performance in doing construction jobs: A study on three construction companies in Jakarta. *Russian Journal of Agricultural and Socio-Economic Sciences* 65**,** pp**.** 168–180.Available: 10.18551/rjoas.2017-05.23 Accessed: [2023/04/05]