



WORK LIFE BALANCE OF MARRIED AND UNMARRIED UNIVERSITY TEACHERS OF PUNJAB STATE

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ABSTRACT

In today fast growing time of technology we all are passing thorough a common problem – how to maintain a right balance between professional career life and personal family life. This is called work-life balance. The main objective of this research paper is to comprehend the Work-Life Balance (WLB) of the Married and Unmarried University Teachers in Punjab State. This paper is mainly based on primary data and secondary data. Secondary data was collected from various articles, research papers and magazines. Primary data has been discussed that has been collected with the help of questionnaires, personal interview and interactions done with teachers of universities.

Keywords: Family Life, Married Teachers, Unmarried Teachers, Professional Life, Personal Life, Punjab State, Work Life Balance (WLB).

Cite this Article: Hardeep Singh and Dr. Rohan Sharma, Work Life Balance of Married and Unmarried University Teachers of Punjab State, *International Journal of Management*, 11 (6), 2020, pp. 1112-1123.

<http://iaeme.com/Home/issue/IJM?Volume=11&Issue=6>

1. INTRODUCTION

Do we live to work or we work to live? In present days as the nation is developing so fast in technology and other manners, every citizen is busy in expanding the earnings. They continue changing their living habits, life style in their day to day life. In the times bygone life pattern is used to be different. Now the life pattern is changing day by day. But the people have no awareness about balancing the life, maintaining the stress and work style. There are two sides

of an employed person – one is called personal life (connected with family, wife, children and parents) and second one is called professional life (concerned with the job and job responsibilities). The main matter is that an employed should live his life by maintaining a balance between a personal life (by providing proper time to his/her wife, children and parents) and professional life (by giving appropriate sufficient time to his/her job). People having proper balance between family life and work life enjoy better job satisfaction and give good results to their employers. Moreover they are loyal to their job providers as well as families also. The people who invest more time and energy on their work place ignoring their families move towards imbalance between work and family life that leads to family conflicts and breakovers.

2. WHAT IS WORK-LIFE BALANCE (WLB)

Initially this term (Work Life Balance) was sharpened in the year 1986 due to the increasing concerns by individuals and organizations alike that work can impinge upon the quality of family life and vice-versa, thus giving rise to the concepts of — family – work conflict (FWC) and — work-family conflict (WFC).

The **positive effects** of proper Work Life Balance are motivation towards work, positive job satisfaction, improving employee morale and productivity, enough time for personal and family life, improved health condition, etc.

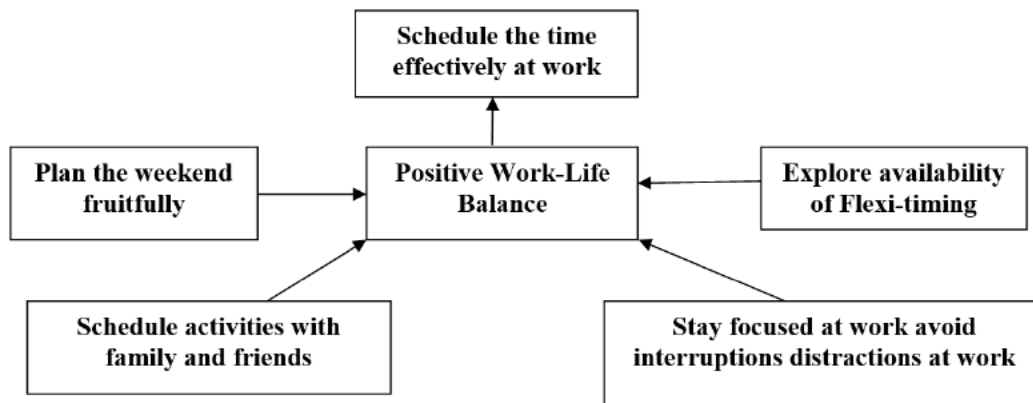


Figure 1 Positive Work-Life Balance

(Source: <http://www.abhinavjournal.com/> EN: 8)

Work-life balance is defined as “the management of one’s professional responsibilities and family responsibilities towards children, ageing parents, and disabled family member, or a partner/spouse effectively. One can have work-family balance, but may or may not have anything left for oneself, for one’s community, for one’s own personal growth and development, rest and relaxation”. (Buddhapriya, 2009)

3. LITERATURE REVIEW

Dhavala, et. al (2019) in their paper “A Study on Work-Life Balance of Women Teachers in a Mangalore Engineering College” have studied the impact of various factors influencing the work-life balance of women teachers in higher education, to examine the impact of work-life balance on women teachers’ performance and to suggest the management to take necessary actions for the betterment of work life balance. The findings are – (1). Women are the major supporters of family livelihood and also as they live in nuclear families they take a greater accountability of bringing up their children and house hold responsibilities. (2). The level of work-life conflict is very high as women teachers are not able to concentrate in both the places. (3). There is a significant relationship between age and work life balance.

C. Muthulakshmi (2018) in his paper “Study on Work-Life Balance among the Teaching Professionals of Arts and Science Colleges in Tuticorin District” undertook a study among the teaching professionals of arts and science colleges in Tuticorin District. This study is an attempt to explore the tough challenges faced by the respondents in maintaining a balance between their personal and professional life. The study is based on primary data. A sample of 200 respondents was selected by random sampling method. The various factors affecting the work-life balance of respondents have been examined in this study. The present study addresses the objective of understanding the socio-economic profile of respondents, their opinion about their career, work-life balance, factors influencing them towards their work-life balance and the imbalances and outcome of work-life balance and imbalances. The attitude of respondents about the influence of work-life balance on life satisfaction, impact of work-life balance on their personal, social, family, environmental and psychological outlook have been recorded. The study also intends to calibrate the attitude of managing work-life balance by the respondents. In order to address the objectives, the relevant hypotheses have been framed as the focus of relational basis namely testing the existence of significant differences among the working women about their work-life balance issues, impact of work-life balance, outcome and way of managing the work-life balance related aspects through the relevant statistical tools like Chi-Square test, ANOVA, Correlation, Garrett Ranking Technique and factor analysis. The findings include that the growing diversity of family structures represented in the workforce, including dual-earner couples, single parents, blended families, teaching staff members with elder-care responsibilities and the increasing number of people choosing to live alone, has heightened the relevance of balancing work and life roles for a substantial segment of employed men and women. These societal developments have greatly increased the complexities of the interface between work and life roles especially in case of educational institutions. Institutions should consider child supervision to be better regulated than teaching staff members do. At the same time, teaching staff members’ expectations of balance in this area are quite high. It should therefore be pointed out to the managements that more attention should be devoted to this area. Apart from this, flexible working time is also an area which requires particular attention from managements. The incorporation of Work-Life Balance strategies into annual planning of educational institutions can, in fact, have positive impact on employees’ well-being. Therefore, it is equally important for teaching staff members to express their expectations and needs, since otherwise they cannot expect management or the institutions to resolve matters for them on their own initiative.

Dhanya J S and Kinslin D (2016) in their research paper titled “A Study on Work-Life Balance of Teachers in Engineering Colleges in Kerala” have mentioned that work-life balance for teaching engineering students has become one of the greatest challenges in today’s world. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could progress in their career. The increase in work ethics and consumerist culture has grown to such a greater extent that the value of parenting and home making has deteriorated. Work based support to women is positively associated with job satisfaction, organizational commitment and career accomplishment. These reviews highlight that there are work-life balance issues that need to be addressed. It is a pertinent aspect for promoting Gender Equity and Women Empowerment. The authors have studied the current status of the perceived work-life balance among teachers in Kerala particularly with respect to a) work-family spill-over b) work-family conflict and c) Work-family facilitation. Secondly, the work environment with respect to supportive HR policies, supervisor support, organizational and management support, teamwork, trust, openness in communication as exists in engineering institutions, were also studied. And an attempt has also been made to assess the relationship between work environment in the selected engineering colleges and WLB among teachers. The perception of Junior level, Middle level and Senior level faculty are concerned ANOVA revealed that all the

three aspects were perceived as at their moderate level without much variation. Although at overall moderate level across the three modes of engineering colleges, work family spill over was found higher in self-financing colleges and lowest in Public colleges. At the same time, the study found comparatively lower level of work family conflict in Public colleges and high level of work family facilitation in self financing colleges. The t-test results prove that the same was found at the same level without significant variation between male and female teachers. Correlation analysis proved work family spill over and work family conflict are positively correlated. It was found that organizational climate in the selected colleges about supportive HR policies, supervisor support, teamwork, management support, team work and trust was moderately favorable in Public, aided and private engineering colleges. In this context, no significant variation among the perception of Junior level, Middle level and Senior level faculty as well as between male and female teachers were found. Organizational climate was found to have positive impact on WLB among engineering college teachers. It has been proven that organizations supportive of employees can reduce work-family conflict. The best practices for WLB includes Flexi-time, Work commuting, Five days work per week, Planned vacations, leave facilities including maternity leave, employee welfare schemes and talent development initiatives. Some innovative ideas need to evolve in creating a positive impact of the work-family facilitation or work family enrichment and family friendly practices in engineering colleges. Due to the influence of factors like inadequate transport and less efficient telecommunication facilities in rural areas, the WLB of teachers working in urban and rural areas of Kerala may not be the same as has been perceived at moderate level.

4. RESEARCH METHODOLOGY

The major problem discussed in this research paper is to perform a study on Work Life Balance of Married and Unmarried University Teachers of Punjab State. This study done in this paper is exploratory and descriptive in nature. Exploration has been done to find out the impact of work life balance of university teachers in all the three regions (Majha, Malwa and Doaba) of Punjab. For this both primary and secondary data has been used. To collect the primary data the teachers of universities have been personally interviewed and discussions were made with them. Well structured questionnaire has been used for this purpose. For the collection of primary data with the help of questionnaire the teachers of both public as well as private universities have been considered. Secondary data has been collected from various previous studies including research papers, journals, articles in newspapers and magazines and previous PhD theses and websites.

5. SAMPLING PROCEDURE

In first stage, purposive random sampling method has been adopted to select the universities for studying the impact of work life balance with special reference to marital status of the teachers. A sample of 316 teachers working in Universities of Punjab were selected from all the areas of Punjab state (111 of Majha, 104 of Malwa and 101 of Doaba region). The data has been collected by filling the questionnaires by the married and unmarried teachers working in Universities Punjab state. The questionnaire consists of the information/detail impact of work life balance of Married and Unmarried Teachers of Universities of Punjab, its positive effects and loopholes/challenges etc.

6. STATISTICAL TECHNIQUES USED

Scale on Work-Life Balance developed by Swarnalatha T and Dr. K. Maran (2013) scale on work-life balance consisting of 15 items was used to assimilate the Work-Life Balance of Married and Unmarried Teachers of Universities of Punjab State. Each item was rated on seven point rating scale ranging from very little to very much with a weighted score of 1 to 7.

Cronbach’s Alpha test was used to measure the reliability of the questionnaire. The overall alpha value was 0.86.

7. OBJECTIVE OF STUDY

To comprehend the Work-Life Balance of the Married and Unmarried University Teachers in Punjab State.

8. DATA ANALYSIS & FINDINGS OF THE STUDY

Firstly graphical analysis has been done to study the work life balance of married and unmarried teachers of universities of Punjab state.

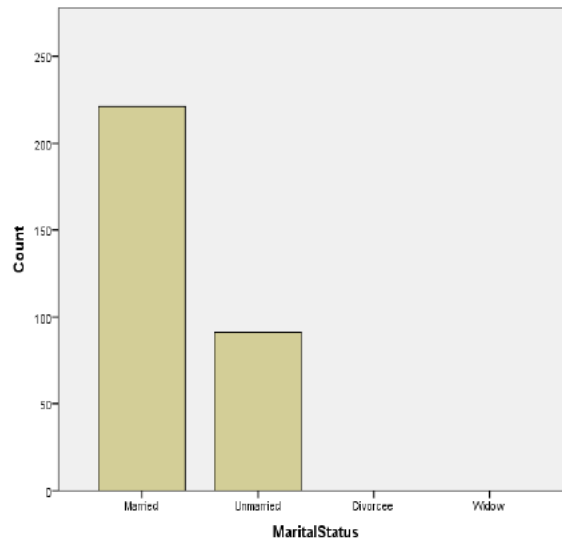


Figure 2 Marital Status

Table 2.1 Data Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	221	69.9	70.8	70.8
	Unmarried	91	28.8	29.2	100.0
	Total	312	98.7	100.0	
Missing	System	4	1.3		
	Total	316	100.0		

Table 2.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Marital Status	312	1	2	1.29	.455
Valid N (listwise)	312				

In Indian society, marriage is supposed to be a religious obligation. In the social context, it is the prelude (happening before marriage) to the family formation, expansion or ever bifurcation. After marriage, there is a transition in the status of men and women with abundant rights and obligations. Several factors relating to marital status of women affect the work-life balance such as lack of family support, marital conflicts and frequent changes in the sleeping

patterns lead to stress, burnout, ill health and poor performance. Therefore, marital status of teachers is an important factor in measuring the work life balance. Table 2.1 depicts that 70.8% of the university teachers are married and 29.2 % are unmarried.

Table 3 Work-Life Balance of Married and Unmarried Teachers of Universities of Punjab State

S. No	STATEMENTS	Number	Mean	Standard Deviation
1	How much does your spouse help with the housework?	233	4.34	0.815
2	How much emotional help does your spouse give you in regard to your work?	226	4.35	0.758
3	If you have children, how much does your spouse help with their care?	220	4.23	0.867

Above table (Table 3) indicates that mean score for ‘How much does your spouse help with the housework’ is 4.34, ‘How much emotional help does your spouse give you in regard to your work’ is 4.35, and for ‘If you have children, how much does your spouse help with their care’ is 4.23 and standard deviation for ‘How much does your spouse help with the housework’ is 0.815, ‘How much emotional help does your spouse give you in regard to your work’ is 0.758, and for ‘If you have children, how much does your spouse help with their care’ is 0.867. All 233 respondents for ‘How much does your spouse help with the housework’, 226 for ‘How much emotional help does your spouse give you in regard to your work’ and 220 for ‘If you have children, how much does your spouse help with their care’ are classified into 7 groups according to the level of responsibility for spouse for household work at home.

Table 4 At home who is responsible for Household Work?

S. No	STATEMENTS	Number	Mean	Standard Deviation
1	Cooking	231	2.29	1.606
2	Shopping	228	4.17	0.967
3	Cleaning	231	2.62	1.365
4	Washing/Ironing	230	2.55	1.343
5	Looking after small children/sick relative	222	3.82	1.065
6	Small household repairs	228	3.48	1.155

Above table (Table 4) indicates that mean score for ‘cooking’ is 2.29, ‘shopping’ is 4.17, ‘cleaning’ is 2.62, ‘washing/ironing’ is 2.55, ‘looking after small children/sick relative’ is 3.82 and for ‘small household repairs’ is 3.48 and standard deviation for ‘cooking’ is 1.606, ‘shopping’ is 0.967, ‘cleaning’ is 1.365, ‘washing/ironing’ is 1.343, ‘looking after small children/sick relative’ is 1.065 and for ‘small household repairs’ is 1.155. All 231 respondents for ‘cooking’, 228 for ‘shopping’, 231 for ‘cleaning’, 230 for ‘washing/ironing’, 222 for ‘looking after small children/sick relative’ and 228 for ‘small household repairs’ are classified into 5 groups according to the level of responsibility for household work at home.

Table 5 At home who is responsible for the following child related work?

S. No	STATEMENTS	Number	Mean	Standard Deviation
1	To take care of child during sickness	215	3.90	1.004
2	To attend parent teacher meeting at school	220	3.75	1.117
3	To drop and pick the child from school	215	3.67	1.175

S. No	STATEMENTS	Number	Mean	Standard Deviation
4	To assist child with his homework	215	3.02	1.448
5	To take child for outings	218	4.21	.964
6	To drop and pick the child from tuitions or extracurricular activities	220	3.75	1.136

Above table (Table 5) indicates that mean score for 'to take care of child during sickness' is 3.90, 'to attend parent teacher meeting at school' is 3.75, 'to drop and pick the child from school' is 3.67, 'to assist child with his homework' is 3.02, 'to take child for outings' is 4.21 and for 'to drop and pick the child from tuitions or extracurricular activities' is 3.75 and standard deviation for 'to take care of child during sickness' is 1.004, 'to attend parent teacher meeting at school' is 1.117, 'to drop and pick the child from school' is 1.175, to assist child with his homework' is 1.448, 'to take child for outings' is 0.964 and for 'to drop and pick the child from tuitions or extracurricular activities' is 1.136. All 215 respondents for 'to take care of child during sickness', 220 for 'to attend parent teacher meeting at school', 215 for 'to drop and pick the child from school', 215 for 'to assist child with his homework', 218 for 'to take child for outings' and 220 for 'to drop and pick the child from tuitions or extracurricular activities' are classified into 5 groups according to the level of responsibility for child related work at home.

Work-life balance of the married and unmarried teachers of universities of Punjab state was done using t-test analysis.

Table 6 Comparative Study of Married and Unmarried Teachers of Universities of Punjab State

Group Statistics						
	Marital status	N	Mean	Std. Deviation	Std. Error Mean	t value
Comfortable	Married	218	4.14	1.242	.084	.000
	Unmarried	90	2.89	1.426	.150	.000
Adjustments	Married	218	3.07	1.515	.102	.000
	Unmarried	90	3.69	1.474	.156	.000
Reliable	Married	218	4.09	1.205	.082	.000
	Unmarried	90	2.85	1.411	.150	.000
Need Satisfaction	Married	218	3.98	1.353	.093	.000
	Unmarried	90	2.79	1.442	.153	.000
Learning Attitude	Married	218	4.46	.791	.053	.000
	Unmarried	90	3.83	1.094	.115	.000
Planning	Married	218	4.43	.815	.055	.000
	Unmarried	90	3.86	.978	.103	.000
Overtime	Married	220	4.34	.945	.064	.000
	Unmarried	88	3.65	1.083	.115	.000
Satisfaction Growth	Married	213	4.03	1.317	.090	.000
	Unmarried	88	2.73	1.396	.149	.000

Significant value .05

- t-test analysis was conducted for the significant difference between the scores on the dimensions of **comfortability** among married and unmarried teachers of university of Punjab, and found that married university teachers are more comfortable with mean value (4.14) greater the unmarried university teachers. The significance value for

- independent sample t test is .000 which clearly highlights that there is a significant difference in comfort level of married and unmarried university teachers.
2. t-test analysis was conducted for the significant difference between the scores on the dimensions of **adjustments**, and found that unmarried university teachers are more comfortable with mean value (3.69) greater the married university teachers. The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in comfort level of married and unmarried university teachers.
 3. t-test analysis was conducted for the significant difference between the scores on the dimensions of **reliability** among married and unmarried teachers of university of Punjab, and found that married university teachers are more reliable with mean value (4.09) greater the unmarried university teachers. The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in reliability of married and unmarried university teachers.
 4. t-test analysis was conducted for the significant difference between the scores on the dimensions of **need satisfaction** and found that that married university teachers are more satisfied with mean value (3.98) greater the unmarried university teachers. The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in need satisfaction level of married and unmarried university teachers.
 5. t-test analysis was conducted for the significant difference between the scores on the dimensions of **learning attitude** and found that married university teachers have more learning attitude with mean value (4.46) greater the unmarried university teachers. The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in learning attitude level of married and unmarried university teachers.
 6. t-test analysis was conducted for the significant difference between the scores on the dimensions of **planning** and found that married university teachers are more planned with mean value (4.46) greater the unmarried university teachers. The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in terms of planning of married and unmarried university teachers.
 7. t-test analysis was conducted for the significant difference between the scores on the dimensions of **planning** and found that unmarried university teachers can do **more overtime** as compared to married university teachers with mean value (4.34). The significance value for independent sample t test is .000 which clearly highlights that there is a significant difference in rate of overtime of married and unmarried university teachers.
 8. t-test analysis was conducted for the significant difference between the scores on the dimensions of **satisfaction growth** and found that married university teachers have more satisfaction level with mean value (4.03) greater the unmarried university teachers. The significance value for satisfaction growth is .000 which clearly highlights that there is a significant difference of satisfaction growth of married and unmarried university teachers.
 9. Secondly, it has been observed that 70.8 percent of the university teachers are married and 29.2 percent are unmarried. In Indian society, marriage is supposed to be a religious obligation. In the social context, it is the prelude (happening before marriage) to the family formation, expansion or ever bifurcation. After marriage, there is a transition in the status of men and women with abundant rights and obligations. Several factors

relating to marital status of women affect the work-life balance such as lack of family support, marital conflicts and frequent changes in the sleeping patterns lead to stress, burnout, ill health and poor performance. Therefore, marital status of teachers is an important factor in measuring the work life balance. Further the unmarried teachers can maintain more work-life balance than married teachers. Moreover married women have to face more hindrances in maintain healthy work-life balance.

10. Furthermore maintaining children is the foremost important responsibility and difficult task of working others. Child bearing, protecting and nurturing have become the ultimate responsibility of working mothers. The thought of attending to newborn baby, toddlers and children returning from school and returning from crèche may deviate the attention of women employees in their work place, Carole. C. Peters (2004). Therefore, it will affect the work life balance and their job performance of women employees. The study shows that 37.8 percent of the selected university teachers are having one child only, whereas 39.1 percent of the university teachers are having 2 children, 3.0 percent of the selected university teachers are having more than 2 children and 19.2 percent of the selected university teachers are having no child. Further this study reveals that 12.3 percent of the selected university teachers are having children between the age group of 0 to 3 years, whereas 12.3 percent of the university teachers are having children between the age group of 3 to 5 years, 28.9 percent of the selected university teachers are having children between the age group of 5 to 10 years and 46.5 percent of the selected university teachers are having children of the age of 10 years. As the age of the children increases the responsibilities increase like responsibility of schooling, more care towards girl child, look after the study of the children etc. So the more the age the more you have to devote time to the children and it decrease the time of other family members and other responsibilities.
11. Responsibilities also change like when one is unmarried, after marriage, after childbirth, when a new career begins and this keeps on changing till one's retirement. In case of married teachers it has become a necessity that both husband and wife need to work to have a normal life. Any employee who has a positive WLB, only he/she can be productive and give good results to the organization. The study has also found that several factors relating marital status of teachers would also affect the work-life balance such as lack of family support, marital conflicts and frequent changes in the sleeping patterns lead to stress, childcare, additional responsibility and poor performance. 70.8 percent of the university teachers are married, which is an obvious factor that determines most of their living style and other economic matters. In addition, the guilt of not being able to spend time with family and anxiety about poor performance will lead to disappointment of negative emotions on family members and colleagues.
12. This study states that married and unmarried teachers differ significantly on their work-life balance, which is in support of findings of Dr. Sangeeta Malik (2015). This is because women more likely to make such sacrifices, societal expectations and feelings of responsibility tend to play into those decisions; Women are more likely to feel the pressure to make sacrifices and are more often expected to do so. The numbers of career sacrifices women are asked to make for the sake of balance.
13. This study interprets that married males and females significantly differ from unmarried males and females. Gender Differences in the Perception of Work-Life Balance terns of household responsibilities (Singh 2004). Women continue to undertake the majority share of domestic chores, and child rearing. The 2015 EY Global Generations survey found that one-third of full-time workers say that managing a day job and having a life has become tougher over the past five years, with women and parents of both genders

(35% each) finding it a bit harder than men (32%) and people who don't have children (31%). Campbell et al. studied the effects of family life on women's job performance and work attitudes. The result revealed that women with children were significantly lower in occupational commitment relative to women without children; contrary to expectation, women with younger children outperformed women with older children, which is in support of findings of Dr. Sangeeta Malik (2015).

14. Responsibilities also change like when one is unmarried, after marriage, after childbirth, when a new career begins and this keeps on changing till one's retirement. In case of married teachers it has become a necessity that both husband and wife need to work to have a normal life. Any employee who has a positive WLB, only he/she can be productive and give good results to the organization. The study has also found that several factors relating marital status of teachers would also affect the work-life balance such as lack of family support, marital conflicts and frequent changes in the sleeping patterns lead to stress, childcare, additional responsibility and poor performance. 70.8 percent of the university teachers are married, which is an obvious factor that determines most of their living style and other economic matters. In addition, the guilt of not being able to spend time with family and anxiety about poor performance will lead to disappointment of negative emotions on family members and colleagues.
15. The idea of bearing and bringing up of children varies much with the present state of living in a city. Rearing the children does force the married teachers to adopt flexibility in their working schedule. In some cases, they follow precautionary steps to avoid like problems even before they beget children. Majority of the respondents (37.8 percent of the selected university teachers are having one child only, whereas 39.1% of the university teachers are having 2 children) have less than three children, as the educated couples (university teachers) are aware about the family planning well. The condition of the Children's position in the family also plays the uncompromising factor in the work-life balance, which determines the economy of the family. The married teachers have more commitment towards personal and family life. Therefore, the turnover intention ratio is very less than unmarried teachers. There is no difference between married and unmarried teachers with regard to workload, work involvement, management policy, equal treatment, pay and benefits, overall work-life balance, work-family conflict and family-work conflicts.

9. CONCLUSION

Lastly we conclude that the unmarried university teacher were maintaining good work-life balance as compared to married ones as the married university teachers have to look after the work-life balance among three families - first own family, second maternal family and third in-laws family. Further more to say some factors that affect include household responsibilities, spouse support, parental demands etc. The married teachers have more commitment towards personal and family life. There is no difference between married and unmarried university teachers with regard to workload, work involvement, management policy, equal treatment, pay and benefits, overall work-life balance, work-family conflict and family-work conflicts. The married university teachers are more comfortable. There is a significant difference in comfort level of married and unmarried university teachers. The unmarried university teachers are more comfortable than the married university teachers. The married university teachers are more reliable than the unmarried university teachers. The married university teachers are more satisfied than the unmarried university teachers. The married university teachers have more learning attitude greater the unmarried university teachers. The married university teachers are more planned than the unmarried university teachers. The unmarried university teachers can do more overtime as compared to married university teachers. The married university teachers

have more satisfaction level as compared to the unmarried university teachers. Work life balance can be improved by improving the work place culture, solving work place issues, by solving the time problems of the teachers, by working upon job satisfaction factors and decreasing the work pressure and stress of the teachers of universities and colleges.

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