

Exploring Gendered Patterns of Work-Life Balance and Their Impact on Life Satisfaction among College Teachers in Odisha

Lekha Das¹, Prangya Paramita Priyadarshini Das²

¹Ph.D Scholar, P.G. Department of Psychology, Utkal University, Vanivihar, Bhubaneswar, Odisha, India

²Assistant Professor, P.G. Department of Psychology, B.J.B. (A) College, Bhubaneswar, Odisha, India

Abstract

This study examined gender differences in work–life balance (WLB) and their implications for life satisfaction among college teachers in Odisha, India. Grounded in role theory and work–family conflict and enrichment frameworks, the study focused on three dimensions of WLB: work interference with personal life (WIPL), personal life interference with work (PLIW), and personal life enhancement (PLE). A total of 240 college teachers (120 males and 120 females) participated in the study. Data were collected using standardized measures of work–life balance and life satisfaction. Independent samples t-tests, Pearson correlation analysis, and multiple regression analysis were employed to analyze the data. The findings revealed significant gender differences across all dimensions of WLB. Female teachers reported higher levels of WIPL and PLIW, indicating greater inter-role conflict, whereas male teachers reported higher levels of PLE, suggesting greater positive spillover between life domains. Correlation analysis indicated that WIPL and PLIW were negatively associated with life satisfaction, while PLE was positively associated with life satisfaction for both genders. Notably, these relationships were stronger among female teachers. Regression analysis further demonstrated that WLB dimensions accounted for a greater proportion of variance in life satisfaction among female teachers compared to male teachers, with PLE emerging as the strongest positive predictor. The findings highlight the gendered nature of work–life experiences in the teaching profession and underscore the importance of both reducing conflict and enhancing enrichment to improve well-being. The study emphasizes the need for gender-sensitive institutional policies and supportive work environments that facilitate effective work–life integration, particularly for female educators.

Keywords: work-life balance, gender differences, life satisfaction, teachers, work-family conflict, work-family enrichment

Introduction

Work-life balance (WLB) has become a central concern in contemporary organizational, educational, and psychological research, particularly in professions characterized by high emotional and cognitive demands such as teaching. Broadly conceptualized, WLB refers to an individual's ability to effectively manage and harmonize the competing demands of work and personal life domains (Greenhaus & Allen, 2011). Rather than being a static state, WLB is increasingly understood as a dynamic and multidimensional construct

that encompasses both conflict and enrichment processes between work and non-work roles (Wayne, Butts, Casper, & Allen, 2017). As modern workplaces evolve alongside changing family structures and societal expectations, understanding the determinants and outcomes of WLB has become critical for enhancing both individual well-being and organizational effectiveness.

A growing body of literature suggests that experiences of WLB are not uniform across individuals but are also significantly shaped by gender. Gender differences in WLB emerge from deeply embedded social roles, cultural expectations, and institutional structures that influence how men and women allocate time, energy, and psychological resources across domains (Eagly & Wood, 2012; Shockley et al., 2017). Role theory posits that individuals occupy multiple roles that may be complementary or conflicting, and gender norms often dictate the prioritization of these roles. In many societies, women are expected to fulfill primary care giving and domestic responsibilities, while men are traditionally associated with bread-earning roles. These expectations can lead to asymmetrical experiences of work-family conflict and enrichment.

In the Indian sociocultural context, these gendered expectations remain particularly salient. Despite increasing female participation in the workforce, women continue to shoulder a disproportionate share of domestic responsibilities, including childcare, eldercare, and household management (Chaudhary & Parvez, 2022; Desai & Jain, 2021). This “double burden” often results in heightened work-family conflict among working women, as they navigate competing demands from professional and personal spheres. In contrast, men may receive greater familial and societal support to prioritize their careers, thereby experiencing relatively lower levels of role conflict and greater opportunities for work-related advancement (Rao & Indla, 2020).

In regions such as Odisha, traditional norms surrounding gender roles may further intensify these dynamics. Cultural expectations often emphasize women’s responsibilities within the household, even when they are engaged in full-time employment. Such structural and cultural constraints can limit women’s access to resources, autonomy, and support systems necessary for achieving effective WLB (Mishra & Bhatnagar, 2019). At the same time, changing socioeconomic conditions and increased educational opportunities are gradually reshaping gender roles, creating a complex interplay between traditional expectations and modern aspirations.

The teaching profession provides a particularly relevant and nuanced context for examining WLB and its gendered dimensions. Teaching is widely recognized as a high-demand profession that extends beyond classroom instruction to include lesson planning, student evaluation, administrative tasks, and extracurricular engagement. Moreover, teachers are often required to engage in substantial emotional labor, including managing student behavior, providing support, and maintaining a positive learning environment (Yin, 2016).

Importantly, the nature and impact of these demands may differ for male and female teachers. Female teachers, for instance, may experience greater strain due to the simultaneous expectations of professional competence and domestic responsibility. Research indicates that women in teaching roles are more likely to report higher levels of work-family conflict and burnout compared to their male counterparts (Aboobaker & Edward, 2020; Bhowon, 2013). Conversely, male teachers may experience fewer domestic constraints and greater institutional support, enabling more effective integration of work and personal life roles.

To capture the complexity of WLB, contemporary research has moved beyond unidimensional measures to examine specific components of work-life interaction. Therefore, the present study focuses on three key

dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Personal Life Enhancement (PLE). WIPL refers to the extent to which work demands negatively impact personal life, such as when long working hours or job stress reduces time and energy available for family or leisure activities. PLIW, on the other hand, reflects the degree to which personal life responsibilities hinder work performance, such as when family obligations interfere with job tasks. Both WIPL and PLIW represent forms of inter-role conflict that can adversely affect well-being and performance (Frone, 2003). In contrast, Personal Life Enhancement (PLE) captures the positive spillover from personal life to work, where supportive relationships, fulfilling family experiences, or personal well-being contribute to improved work performance and satisfaction. This dimension aligns with the work-family enrichment perspective, which emphasizes the potential for synergistic interactions between life domains (Greenhaus & Powell, 2006). Recognizing both conflict and enrichment processes provides a more holistic understanding of WLB and its implications.

An important outcome associated with WLB is life satisfaction, a key indicator of subjective well-being. Life satisfaction reflects an individual's overall evaluation of his/her quality of life based on personal criteria and aspirations (Diener, Oishi, & Tay, 2018). Extensive research has demonstrated that higher levels of work-family conflict are associated with lower life satisfaction, while positive work-family interactions contribute to enhanced well-being (Allen, Johnson, Kiburz, & Shockley, 2013). However, the strength and nature of these relationships may vary by gender, given the differing role expectations and coping mechanisms employed by men and women.

In the context of teaching, understanding the relationship between WLB dimensions and life satisfaction is particularly important, as teacher well-being has direct implications for educational quality, student outcomes, and institutional effectiveness. Teachers who experience high levels of conflict may be more prone to stress, absenteeism, and reduced job satisfaction, whereas those who experience enrichment are likely to demonstrate greater engagement and resilience (Collie, Shapka, & Perry, 2012). Despite the growing recognition of gendered experiences in WLB, there remains a need for context-specific research that examines these dynamics within particular cultural and professional settings. In India, and especially in states like Odisha, empirical studies exploring gender differences in multidimensional WLB and their association with life satisfaction among teachers are relatively limited. Addressing this gap is essential for developing targeted interventions and policies that promote equitable and sustainable work environments. Accordingly, the present study aims to examine gender differences in three dimensions of WLB-Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Personal Life Enhancement (PLE) among college teachers. Furthermore, the study investigates how these dimensions relate to life satisfaction for male and female teachers. By adopting a multidimensional and gender-sensitive approach, the study seeks to contribute to the existing literature on WLB and provide insights relevant to educational institutions, policymakers, and mental health professionals.

Review of Literature

Gender and Work-Life Balance

Work-life balance (WLB) has emerged as a central construct in organizational and educational psychology, reflecting individuals' ability to effectively manage the competing demands of professional and personal life domains. A substantial body of literature highlights the role of gender as a critical determinant of WLB experiences. Gender differences in WLB are largely rooted in socially constructed roles, expectations, and institutional structures that shape how men and women allocate time and energy

across domains (Eagly & Wood, 2012; Shockley et al., 2017). Women, particularly in collectivist and patriarchal societies such as India, often bear a disproportionate share of domestic labor and caregiving responsibilities, which intensifies their experience of work-family conflict (WFC) (Chandra, 2012; Rani & Bansal, 2022). This dual burden limits their ability to fully engage in professional roles, often resulting in stress, fatigue, and reduced career advancement opportunities. In contrast, men are more likely to experience societal support for prioritizing work roles, which can lead to greater work continuity and fewer interruptions (Kossek et al., 2021). However, recent studies suggest that evolving gender norms and increased participation of men in family responsibilities are gradually reshaping these dynamics, although disparities persist (Panda & Sahoo, 2023).

Work-Family Conflict

Work-family conflict is a key component of WLB and is conceptualized as a form of inter-role conflict in which the demands of work and family roles are mutually incompatible (Greenhaus & Beutell, 1985). Contemporary research conceptualizes WFC as bidirectional, encompassing work interference with personal life (WIPL) and personal life interference with work (PLIW) (Allen et al., 2020). WIPL occurs when job demands such as long working hours, workload, and emotional labor hinder individuals' ability to fulfill family responsibilities. This form of conflict has been strongly associated with job stress, burnout, and emotional exhaustion (Amstad et al., 2011; Allen et al., 2020). In professions like teaching, where emotional engagement and administrative demands are high, WIPL is particularly prevalent (Cinamon & Rich, 2005; Sharma & Jain, 2021). Conversely, PLIW arises when family responsibilities, such as childcare or eldercare, interfere with work performance. This form of conflict is often linked to reduced job satisfaction, lower productivity, and increased absenteeism (Nohe et al., 2015). Women are especially vulnerable to both WIPL and PLIW due to role overload and societal expectations of being primary caregivers (Rani & Bansal, 2022).

Recent empirical studies have further emphasized the intersectional nature of WFC, indicating that factors such as marital status, number of dependents, and organizational support significantly moderate the relationship between gender and WFC (Lapierre et al., 2018; Panda & Sahoo, 2023). Flexible work arrangements, supportive leadership, and family-friendly policies have been identified as crucial mechanisms for mitigating WFC across genders, though their accessibility and effectiveness often vary (Kossek et al., 2021).

Work-Family Enrichment

In contrast to the conflict perspective, the work-family enrichment framework posits that participation in multiple roles can generate positive spillover effects, enhancing individuals' functioning in both domains (Greenhaus & Powell, 2006). Empirical research indicates that WFE is associated with higher job satisfaction, organizational commitment, and psychological well-being (McNall et al., 2010; Lapierre et al., 2018). For instance, skills such as time management and problem-solving acquired at work can enhance family functioning, while emotional support from family can improve workplace performance. However, access to enrichment opportunities is not uniformly distributed across genders. Women, despite engaging in multiple roles, may derive less enrichment due to higher levels of stress and role strain (Shockley et al., 2017). Structural barriers such as limited organizational support, gender bias, and lack of flexible work options can constrain the potential benefits of WFE for women (Kossek et al., 2021). Recent studies in the Indian context suggest that supportive family environments and progressive workplace policies can significantly enhance WFE, particularly for women professionals (Panda & Sahoo, 2023). Moreover, the integration of technology and remote work has introduced new avenues for enrichment,

although it has also blurred boundaries between work and personal life, creating both opportunities and challenges (Allen et al., 2021).

Work-Life Balance and Life Satisfaction

Life satisfaction, a central component of subjective well-being, reflects individuals' overall evaluation of their quality of life (Diener et al., 2018). A growing body of literature establishes a strong link between WLB and life satisfaction, emphasizing that effective balance between work and personal roles contributes to higher levels of well-being (Haar et al., 2014; Sirgy & Lee, 2018). Work–family conflict has been consistently found to negatively impact life satisfaction by increasing stress, reducing emotional well-being, and impairing interpersonal relationships (Amstad et al., 2011; Allen et al., 2020). In contrast, work–family enrichment enhances life satisfaction by fostering positive affect, self-efficacy, and a sense of fulfillment across domains (McNall et al., 2010).

Gender differences in the relationship between WLB and life satisfaction are particularly noteworthy. Women's life satisfaction is often more strongly influenced by family-related factors, while men's satisfaction tends to be more closely tied to work-related achievements (Shockley et al., 2017). However, this distinction is becoming less pronounced as gender roles evolve and individuals increasingly seek holistic well-being (Kossek et al., 2021). In the Indian sociocultural context, the interplay between WLB and life satisfaction is further shaped by cultural values such as collectivism, familial obligation, and societal expectations (Chandra, 2012). Studies indicate that achieving WLB in such contexts requires not only individual coping strategies but also systemic changes in organizational practices and social norms (Rani & Bansal, 2022).

Overall, the literature underscores the multifaceted nature of work-life balance and its strong association with gender, work-family conflict, enrichment processes, and life satisfaction. While women continue to face greater challenges in balancing multiple roles, emerging trends suggest gradual shifts toward more equitable distributions of responsibilities. Future research should focus on culturally sensitive frameworks and policy interventions that promote both equity and well-being across genders

Objectives of the Study

1. To examine gender differences in WIPL, PLIW, and PLE among college teachers.
2. To analyze the relationship between WLB dimensions and life satisfaction.
3. To determine the predictive role of WLB dimensions in life satisfaction for male and female teachers.

Hypotheses

1. Female teachers will report higher WIPL and PLIW than male teachers.
2. Male teachers will report higher PLE than female teachers.
3. WIPL and PLIW will negatively correlate with life satisfaction.
4. PLE will positively correlate with life satisfaction.
5. WLB dimensions will significantly predict life satisfaction, with stronger effects among female teachers.

Method of Study

The present study included a total of 240 college teachers (120 males and 120 females) sampled from various higher education institutions across Odisha, India. Participants were selected using purposive

sampling to ensure adequate representation of both genders and active teaching professionals. The age of participants ranged from approximately 40 to 50 years, with varying levels of teaching experience. Work-life balance was assessed using the Work-Life Balance Scale developed by Fisher et al. (2009), which measures three dimensions: work interference with personal life (WIPL), personal life interference with work (PLIW), and personal life enhancement (PLE). Responses were recorded on a Likert-type scale, with higher scores indicating greater levels of the respective dimensions. Life satisfaction was measured using a standardized Life Satisfaction Scale, designed to assess overall subjective well-being. Both instruments demonstrated acceptable reliability and validity in previous research. Data were collected through self-administered questionnaires distributed either in person or electronically. Participants were informed about the purpose of the study and assured of confidentiality and anonymity. Informed consent was obtained prior to participation. Data analysis was conducted using appropriate statistical software. Independent samples *t*-tests were performed to examine gender differences in work-life balance and life satisfaction. Pearson’s correlation analysis was used to assess relationships among study variables. Multiple regression analysis was conducted to determine the predictive role of work-life balance dimensions on life satisfaction. Statistical significance was set at $p < .05$.

Results

The analysis revealed significant gender-based differences across all dimensions of work-life balance (WLB) among college teachers. Female teachers reported substantially higher levels of work interference with personal life (WIPL) and personal life interference with work (PLIW), indicating greater experience of bidirectional conflict between professional and personal roles. In contrast, male teachers demonstrated significantly higher levels of positive life enrichment (PLE), suggesting that they were more likely to perceive beneficial spillover effects between life domains. The magnitude of these differences was considerable, with large effect sizes observed for both WIPL (Cohen’s $d = 1.30$) and PLIW ($d = 1.27$), highlighting pronounced gender disparities in the experience of work-life balance.

Table 1 Means and Standard Deviations of Male and Female Teachers in each Attribute of Work Life Balance (N=120 in each Group)

Attribute		Male Teachers	Female Teachers
Work interference with Personal Life (WIPL, 7 Items=35- Maximum Score)	Mean	18.36	23.55
	SD	3.17	4.68
Personal Life Interference with Work (PLIW, 4 Items =20- Maximum Score)	Mean	9.76	12.57
	SD	2.26	2.14
Personal Life Enhancement (PLE, 4 items=20- Maximum Score)	Mean	14.18	9.75
	SD	4.29	2.65

Table 2 Independent Sample t-Test Comparing Male and Female Teachers on each attribute of Work Life Balance

Attribute	Male-M (SD)	Female-M (SD)	t (df-238)	p	Cohen’s d
Work interference with Personal Life	18.36 (3.17)	23.55 (4.68)	10.058 (238)	0.0063	1.30

Personal Life Interference with Work	9.76 (2.26)	12.57 (2.14)	9.894 (238)	0.0042	1.27
Personal Life Enhancement	14.18 (4.29)	9.75 (2.65)	9.63(238)	0.0038	0.24

Correlation analysis further elucidated the relationship between WLB dimensions and life satisfaction for both male and female teachers. Across both groups, WIPL and PLIW were found to be significantly and negatively correlated with life satisfaction, indicating that higher levels of conflict between work and personal life are associated with reduced subjective well-being. Conversely, PLE exhibited a significant positive correlation with life satisfaction, suggesting that enrichment processes contribute to enhanced well-being. Notably, these correlations were stronger among female teachers, implying that women’s life satisfaction is more sensitive to variations in work-life balance dynamics compared to their male counterparts.

Table 3 Correlation between Life Satisfaction and Attributes of Work Life Balance among Male and Female Teachers (N=120 in each group)						
	Male Teachers			Female Teachers		
Variables	WIPL	PLIW	PLE	WIPL	PLIW	PLE
LS	-0.16*	-0.19*	0.28**	-0.23**	-0.27**	0.37**

Note. LS- Life Satisfaction; WIPL - Work interference with Personal Life, PLIW- Personal Life Interference with Work, PLE- Personal Life Enhancement; * p<.05; ** p<.01

Multiple regression analysis was conducted separately for male and female teachers to examine the predictive contribution of WLB dimensions to life satisfaction. Among male teachers, the model accounted for 13.06% of the variance in life satisfaction ($R^2 = .1306$). Within this group, PLIW emerged as the strongest negative predictor ($\beta = -0.25$), indicating that interference from personal life into work significantly undermines well-being. PLE also contributed positively ($\beta = 0.23$), reflecting the beneficial role of enrichment processes.

Table 4 Multiple Regression Analyses with Measures of Work Life Balance Regressed on Life Satisfaction of Male Teachers (N=120)				
DV	Predictor	Beta	Multiple R ²	Adjusted R ²
Life Satisfaction	WIPL	-0.17		
	PLIW	-0.25		
	PLE	0.23	0.1306	0.1081

Note: WIPL - Work interference with Personal Life, PLIW- Personal Life Interference with Work, PLE- Personal Life Enhancement

In contrast, the regression model for female teachers demonstrated a higher explanatory power, accounting for 22.35% of the variance in life satisfaction ($R^2 = .2235$). For this group, PLE was the strongest positive predictor ($\beta = 0.29$), underscoring the importance of positive spillover experiences in enhancing well-being. Simultaneously, PLIW emerged as the strongest negative predictor ($\beta = -0.26$), reinforcing the

detrimental impact of role interference. These findings collectively suggest that while both conflict and enrichment processes are important for both genders, their influence is more pronounced among female teachers.

DV	Predictor	Beta	Multiple R ²	Adjusted R ²
Life Satisfaction	WIPL	-0.20		
	PLIW	-0.26		
	PLE	0.29	0.2235	0.2034
<i>Note: WIPL - Work interference with Personal Life, PLIW- Personal Life Interference with Work, PLE- Personal Life Enhancement</i>				

Discussion and Conclusion

The present study reinforces the notion that work-life balance (WLB) is inherently gendered within the teaching profession. Female teachers reported significantly higher levels of work interference with personal life (WIPL) and personal life interference with work (PLIW), highlighting the persistent dual burden of professional responsibilities and domestic obligations. These findings are consistent with role conflict theory, which posits that tension arises when individuals are required to fulfill competing demands across multiple roles, ultimately diminishing well-being. In the sociocultural context of India, where traditional gender roles remain influential, women often bear a disproportionate share of caregiving and household duties, thereby intensifying work-family conflict.

In contrast, male teachers demonstrated higher levels of positive life enrichment (PLE), suggesting a greater likelihood of experiencing beneficial spillover from work to personal life. This may be attributed to relatively fewer domestic constraints and greater institutional or societal support, allowing men to derive identity, satisfaction, and psychological resources from their professional roles. Such findings align with enrichment perspectives, which argue that participation in one domain can enhance functioning in another. An important contribution of the study lies in the stronger correlations and higher explanatory power of WLB variables in predicting life satisfaction among female teachers. This indicates that women’s well-being is more closely tied to their ability to manage and integrate work and personal roles effectively. Both conflict reduction (minimizing WIPL and PLIW) and enrichment enhancement (increasing PLE) emerge as crucial for improving women’s life satisfaction. Notably, PLE was identified as a significant predictor for both genders, underscoring that fostering positive spillover is as essential as reducing conflict. This supports contemporary multidimensional models of WLB, which conceptualize it as involving both negative (conflict) and positive (enrichment) processes.

From a theoretical standpoint, the findings support the integration of conflict and enrichment frameworks, providing a more comprehensive understanding of WLB. They also reinforce gender role theory by demonstrating how socially constructed roles shape individuals’ experiences of work and personal life. Practically, the results highlight the need for gender-sensitive institutional policies in educational settings. Measures such as flexible work schedules, reduced administrative workload, childcare support, and wellness programs can significantly alleviate role strain and promote well-being among teachers, particularly women.

At the policy level, there is a pressing need to promote equitable workload distribution and cultivate supportive organizational cultures that recognize and address gender-specific challenges. However, the study is not without limitations. The cross-sectional design restricts causal interpretations, the sample is limited to Odisha, and reliance on self-report measures may introduce response bias.

In future studies, longitudinal designs can better understand causal relationships and changes over time. Additionally, incorporating variables such as organizational support, job autonomy, and family structure could provide deeper insights. Comparative studies across different regions and professions would further enhance the generalizability of findings.

In conclusion, this study highlights that work–life balance is deeply influenced by gender within the teaching profession. While female teachers experience greater role conflict, male teachers benefit more from positive work–life enrichment. Importantly, both reducing conflict and enhancing enrichment are vital for improving life satisfaction. Addressing these dynamics through theory-driven research, institutional practices, and policy interventions is essential for fostering equitable and sustainable well-being among educators.

References

1. Aboobaker, N., & Edward, M. (2020). Work–family conflict and family–work conflict among teachers: The moderating role of organizational support. *Journal of Management Development*, 39(7/8), 933–946. <https://doi.org/10.1108/JMD-02-2019-0054>
2. Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Work–family conflict and flexible work arrangements: Deconstructing flexibility. *Personnel Psychology*, 66(2), 345–376. <https://doi.org/10.1111/peps.12012>
3. Allen, T. D., French, K. A., Dumani, S., & Shockley, K. M. (2020). A cross-national meta-analytic examination of predictors and outcomes associated with work–family conflict. *Journal of Applied Psychology*, 105(6), 539–576. <https://doi.org/10.1037/apl0000442>
4. Allen, T. D., Golden, T. D., & Shockley, K. M. (2021). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest*, 22(2), 40–68. <https://doi.org/10.1177/15291006211000000>
5. Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work–family conflict and various outcomes. *Journal of Occupational Health Psychology*, 16(2), 151–169. <https://doi.org/10.1037/a0022170>
6. Bhowon, U. (2013). Role of gender and work–family conflict in job satisfaction. *International Journal of Business and Management Studies*, 2(1), 139–148.
7. Chandra, V. (2012). Work–life balance: Eastern and Western perspectives. *The International Journal of Human Resource Management*, 23(5), 1040–1056. <https://doi.org/10.1080/09585192.2012.651339>
8. Chaudhary, R., & Parvez, A. (2022). Work–life balance among women employees in India. *Indian Journal of Industrial Relations*, 57(3), 451–466.
9. Cinamon, R. G., & Rich, Y. (2005). Work–family conflict among female teachers. *Teaching and Teacher Education*, 21(4), 365–378. <https://doi.org/10.1016/j.tate.2004.06.009>
10. Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and teacher well-being. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>
11. Desai, S., & Jain, D. (2021). Gender inequalities in domestic responsibilities in India. *Sociological Bulletin*, 70(2), 187–205. <https://doi.org/10.1177/00380229211000000>

12. Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253–260. <https://doi.org/10.1038/s41562-018-0307-6>
13. Eagly, A. H., & Wood, W. (2012). Social role theory. In P. A. M. Van Lange et al. (Eds.), *Handbook of theories of social psychology* (pp. 458–476). Sage. <https://doi.org/10.4135/9781446249222.n49>
14. Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology*, 14(4), 441–456. <https://doi.org/10.1037/a0016737>
15. Frone, M. R. (2003). Work–family balance. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 143–162). APA.
16. Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology* (pp. 165–183). APA. <https://doi.org/10.1037/12199-006>
17. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76–88. <https://doi.org/10.5465/amr.1985.4277352>
18. Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies. *Academy of Management Review*, 31(1), 72–92. <https://doi.org/10.5465/amr.2006.19379625>
19. Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance. *Journal of Vocational Behavior*, 85(3), 361–373. <https://doi.org/10.1016/j.jvb.2014.08.010>
20. Kossek, E. E., Baltes, B. B., & Matthews, R. A. (2021). How work–family research can finally have impact. *Industrial and Organizational Psychology*, 14(1–2), 1–52. <https://doi.org/10.1017/iop.2020.87>
21. Lapiere, L. M., Li, Y., Kwan, H. K., & Greenhaus, J. H. (2018). Work–family enrichment: A meta-analysis. *Journal of Organizational Behavior*, 39(3), 259–278. <https://doi.org/10.1002/job.2234>
22. McNall, L. A., Nicklin, J. M., & Masuda, A. D. (2010). A meta-analytic review of work–family enrichment. *Journal of Business and Psychology*, 25(3), 381–396. <https://doi.org/10.1007/s10869-009-9141-1>
23. Mishra, P., & Bhatnagar, J. (2019). Work–family balance in India. *South Asian Journal of Human Resources Management*, 6(1), 1–23. <https://doi.org/10.1177/2322093718822625>
24. Nohe, C., Meier, L. L., Sonntag, K., & Michel, A. (2015). The chicken or the egg? *Journal of Applied Psychology*, 100(2), 522–536. <https://doi.org/10.1037/a0038012>
25. Panda, S., & Sahoo, C. K. (2023). Work–life balance in India: Emerging trends. *Vision*, 27(1), 45–60. <https://doi.org/10.1177/09722629211000000>
26. Rani, S., & Bansal, A. (2022). Gender differences in work–family conflict. *Indian Journal of Industrial Relations*, 58(1), 23–37.
27. Rao, K., & Indla, V. (2020). Work–life balance among employees. *International Journal of Management Studies*, 7(2), 12–20.
28. Shockley, K. M., Shen, W., DeNunzio, M. M., Arvan, M. L., & Knudsen, E. A. (2017). Disentangling the relationship between gender and work–family conflict. *Journal of Applied Psychology*, 102(12), 1601–1635. <https://doi.org/10.1037/apl0000246>
29. Sirgy, M. J., & Lee, D. J. (2018). Work–life balance: An integrative review. *Applied Research in Quality of Life*, 13(1), 229–254. <https://doi.org/10.1007/s11482-017-9509-8>
30. Wayne, J. H., Butts, M. M., Casper, W. J., & Allen, T. D. (2017). In search of balance. *Journal of Management*, 43(1), 182–214. <https://doi.org/10.1177/0149206316688949>

31. Yin, H. (2016). Emotional labor in teaching. *Teaching and Teacher Education*, 54, 58–67.
<https://doi.org/10.1016/j.tate.2015.11.008>