# A Study on Work Life Balance of Pharmacy College Teachers in Kerala

J. S. Dhanya
*Department of Business Administration, CET School of Management, College of Engineering,Trivandrum, India*

D. Kinslin
*Noorul Islam University, Kanyakumari, India*

# A STUDY ON WORK LIFE BALANCE OF PHARMACY COLLEGE TEACHERS IN KERALA

**Dhanya J.S.***
**Dr.D. Kinslin****

## ABSTRACT

Objective: The satisfaction in a job or work would be depending on many factors like remuneration, work conditions, growth prospects, support for teachers and other related factors. One of the most important such factors as found from the result of much research conducted in this domain is, Work Life Balance (WLB).

Introduction: Work Life balance can be described as a measure of the balance that exists between the job and the personal life of an employee. Much study has been conducted in this regard as the clash between personal or family life of an employee and the work is said to affect many other depending factors like performance, output, dedication and morale.

Analysis: This study has been carried out among the pharmacy college teachers in Kerala. The study looks into the awareness of teachers about the Work Life Balance policies in pharmacy colleges in Kerala, to determine its effectiveness in implementation, to determine if there is proper balance between Work and personal lives of teachers and to suggest strategies for improvement.

Findings: The study identified that a significant number of pharmacy college teachers are not aware about the WLB policies available but they unknowingly are enjoying the main WLB policies such as Flexible hours in general, task sharing & Holidays.

Novelty: The various factors affecting the work life balance of teachers like shift work, extra hours, shortage of man power and other related aspects have been marked out in the study and suggestions for improvements like formation of a separate Work Life Balance cell have been put forward.

*Key words : WLB, Pharmacy colleges, Kerala, Stress, Teachers.*

*\*Assistant Professor – Department of Business Administration, CET School of Management, College of Engineering,Trivandrum. She can be contacted on her mobile no. 9495502700 or on her email dhanyajosephine@yahoo.com.*

*\*\*Professor & Head, Noorul Islam University, Kanyakumari.*

# INTRODUCTION

As human resources are dynamic and complex, managing them in any sector is a challenging job. Quality of work life balance is a multi-dimensional concept implying a concern for the members of an organization. Teachers in current working scenario are passing through a great stressful life and imbalance in work and life .The stress and pressure cause many effects in individuals as well as the organization. This study here deals with Work life balance of pharmacy college teachers in Kerala to find out its benefits and impacts.

## Problem Statement

The fluctuations in working hours and workload of Pharmacy college teachers can create severe psychological and physiological stress which can prove detrimental to employee productivity and efficiency. Therefore it is pertinent to study the means for proper implementation of work life balance policies in Pharmacy colleges.

## Objectives of the Study

*   To study and determine the effectiveness of the existing policies implemented for work life balance in pharmacy colleges in Kerala.

*   To study the awareness of teachers about the significance of work life balance policies.

*   To assess the current status of perceived work life balance among the Pharmacy college teachers with respect to work family spill over, work family conflict and work family facilitation.

*   To assess the present organizational climate in pharmacy colleges with respect to supportive HR policies, Supervisor support, organizational support, teamwork, trust and openness in communication.

*   To determine whether there is a proper balance between professional and personal life of pharmacy college teachers in Kerala.

*   To suggest strategies to maintain healthy work life balance.

## Research Methodology

This study exploresteachers' perceptions of maintaining a healthy work-life balance throughout their careers.Judgmental sampling method is selected for this study. The selected sample of 56 is from Kerala and the research design method that is used in this study is Descriptive Research Design.Primary datais collected directly from first-hand experiences like questionnaire &interview were used as primary data and secondary data from government and nongovernmental publications, websites of AICTE and UGC. Also the data collected in the past was used. Tools like Percentage, Chi-Square Test, F Test and Correlation analysis were used to analyze data obtained.

## Scope of the study

The work-life balance has become a major area of scholarly research in recent years as it becomes clear that learning the appropriate work-life balance may help management get the best work out of their teachers while also encouraging positivity in and out of the institution.The sense of imbalance between work and personal life can cause stress to both the individual and the organization, which makes it an important concern for businesses. So it is even more essential for educational institutions to maintain a good quality of work life balance and improve morale of all teachers who are responsible for moulding better citizens for the nation.

# LITERATURE REVIEW

In this chapter, a brief assessment of the studies on the issues surrounding employed women with reference to dual role perceptions and performance, the facilitators and constraints as well as the coping strategies women employ to achieve work-life balance was studied. Studies on women in the labour force, both in the teaching profession and in the non- teaching profession are examined with the contemplation that although there will be certain issues that are unique to the teaching professionals, the general patterns and trends will be analogous to the teaching professionals as well as women into other profession.

## The Genesis of Work/Life Balance (WLB)

Maintaining a balance between one's personal and professional life has become a major topic in the society over a few decades. The term work-life balance (WLB) was first used in the middle of 1970s to describe the balance between an individual's work and personal life. In the past 15 years, there has been increasing interest in work-life balance in the popular press and in scholarly journals as well as government, management and employee representatives. This interest is partly driven by concerns that unbalanced work-life relationships can result in reduced health and low performance outcomes for individuals, families and organizations. **(Frone, et al., 1992). Guest, (2002),** concludes that a vast majority of people seem to be working longer and harder than ever before and as a consequence are finding it ever more difficult to achieve a much desired work-life balance. In particular, technological, structural, and demographic changes brought about in employment, together with greater than ever demand for more multi - skilled and flexible knowledge workers. It is pertinent to consider the negative experiences of work such as involuntary contingent work and role overload. These experiences have been correlated directly to improve the quality of family life. **(Marks &MacDermid, (1996)**.

**Parasuraman & Simmers (2001)** prescribes that a balance between work and life is supposed to exist when there is a proper functioning at work and at home with a minimum of role conflict. Therefore, the incompatibility between the demands from the work and non-work domain give rise to conflict and consequently, people experience a lack of work-life balance. There is confirmation of the fact that people entering the workforce today are laying emphasis on the importance of work-life balance more than their predecessors **Lazãr et al., (2010)**. In spite of this, the extent to which this balance is being achieved is far less than what is desired. In fact, researches bring to mind that graduates are being drawn into situations where they have to work for progressively more long hours and so experience an increasingly unsatisfactory balance between home life and work life.

## WLB defined as multiple roles

The synchronous changes in working and family life result in a need for employees to continuously attempt a balancing act. Quite often the work intrudes on the family and social life, while at other times family pressures affect the work performance. **(Kalliath & Brough (2008)**. Family demands may result in carrying over of domestic responsibilities during working hours leading to career concerns and adverse health conditions. **Poelmans et al., (2008)**, opined that carry over is bidirectional: home-towork and work-to-home. Positive as well as negative carry over is now accepted, with recent research identifying bidirectional constructs of work–family facilitation, as well as conflict. Work life balance is a choice an individual has to make. However it is an organization that needs to take an initiative to help the employees. There is a strong link between work life balance policies and reduced absenteeism, increased productivity and job satisfaction. **Meyer et al., (1989) Greenhaus, Collins & Shaw (2003)** opines Work–family balance reflects an individual's orientation across different life roles, an inter-role phenomenon.

**WLB defined as equity across multiple roles**

**Greenhaus, Collins & Shaw (2003)** explores the dual roles definition of work–life balance focusing on equality of time or satisfaction across an individual's multiple life roles. Work–family balance is defined as the extent to which an individual is equally satisfied with work role and family role. **Williams & Anderson (1991),** implies that organizational culture provide cohesiveness and coherence inside the organization and resembles it to the glue which brings and holds people together. Several reviews have highlighted other issues such as age, gender, life cycle stage, ethnicity, citizenship and child care arrangements which also merit attention **Shepard et al., (1996)**.

**Meyer et al., (1989)** consider organizational culture as programming of the mind which distinguishes the members of one organization from another. So, organization's culture is assumed to reside in the mind of all the personnel of the organization not only in the minds of its managers or chief executives. They introduced the notion of work-family culture as the "shared assumptions, beliefs and values the integration of teachers' work and family lives. It was empirically demonstrated that this definition was sound and that work-family culture indeed refers to teachers' shared perceptions of organizations' value and support for work-life issues. Reviews also indicate that the perception of work life balance is observed to be different across genders. **(Eagle, et al., 1997)**. Home working could be stressful and demanding, if young children need to be managed. **Clark, (2000). Emslie & Hunt (2009)** distinguish between support for work, family and personal life. Support at work formally includes all those initiatives that alter individuals time, place and amount of work done and provide additional resources to be able integrating all parts of life. Such policies include flexible work schedule, telecommuting, and reduced workloads at times when family demands are more. Support at work informally refers to informal policies and social relationship support as shown by supervisors', co-workers and general organizational cultural norms supportive of one's personal demands. Therefore it operates on the work-group level and organizational level, encompassing cultural norms and values.

**WLB of Teachers**

Work life balance for teachers has become one of the greatest challenges in today's world. Teachers need to spend extra hours' everyday to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. The increase in work ethics and consumerist culture has grown to greater extent that the value of parenting and home making has deteriorated. Work life balance helps the faculty to be more productive in their work along with their personal commitments and family interest. **(Ajith & Vidya, 2013)** It is necessary that the institution needs to eliminate impractical discrimination and provide equal opportunities for both men and women. Good work life balance reduces stress and leads to productive outcomes. Thus the teaching faculty is able to give their best with high motivation and morale. **(Santhana & Santhosh, 2011)**

# DATA ANALYSIS

*Table 1: Gender*

| Gender | Male | Female |
|---|---|---|
| Numbers | 46 | 10 |
| % | 82 | 18 |

***Interpretation:*** The above table shows that 18% of the pharmacy college teachers are female and remaining 82% are male.

**Table 2:** *Age*

| Age | <=45 | >45 |
|---|---|---|
| Numbers | 20 | 36 |
| % | 35.71 | 64.29 |

*Interpretation:* The above table shows that 36% of the pharmacy college teachers are less than 45 years and remaining 64% are more than 45 years old.

**Table 3:** *Years of Experience*

| Years of experience | <=20 | >20 |
|---|---|---|
| Numbers | 21 | 35 |
| % | 37.5 | 62.5 |

*Interpretation:* The above table shows that 37% of the pharmacy college teachers are having less than 20 years of Experience and remaining 63% of them have more than 20 years of experience.

**Table 4:** *No: of Children*

| Number of children | 0 | 1 | 2 |
|---|---|---|---|
| Numbers | 4 | 13 | 39 |
| % | 7.14 | 23.21 | 69.64 |

*Interpretation:* The above table shows that 7% of the pharmacy college teachers are having no children, 23% responded they have single child and remaining 70% of them have two children.

**Table 5:** *Constraints in Work Life Balance*

| Barrier interfering between balancing work and family life | No barrier | Shift work | Meeting or training after office hours | More workload, need for extra hours |
|---|---|---|---|---|
| Numbers | 21 | 25 | 9 | 1 |
| % | 37.5 | 44.64 | 16.1 | 1.76 |

*Interpretation:* The above table shows that 37% of the pharmacy college teachers said that there is no barrier interfering between balancing work and family life, 45 % responded Shift work arising out of evening classes interferes where as 16% said that Meeting or Training after office hours interferes and 2% responded More workload and need for extra hours becomes the barrier between balancing work and family life.

**Table 6:** *Mode of Relaxation*

| Methods used to get relief from stress | Entertainment | Meditation | Engage in other work |
|---|---|---|---|
| NUMBERS | 35 | 20 | 1 |
| % | 62.5 | 35.49 | 1.76 |

*Interpretation:* The above table shows that 63% of the pharmacy college teachers use Entertainment to get relief from their work, where as 35% said that they do Meditation and 2% said that they engage in other works.

### F-Test

Null hypothesis- The variances in the pattern of barriers encountered by both male and female teachers in balancing work and family life are equal.

Alternate hypothesis- The variances in the pattern of barriers encountered by both male and female teachers in balancing work and family life are not equal.

**Table 7:** Codes assigned for Barriers

| Codes for barriers | |
|---|---|
| no barrier | 1 |
| shift work | 2 |
| meeting or training after office hours | 3 |
| others | 4 |

The observed F value is 0.154497934 and the F value obtained is 2.71

**Inference:** Since the obtained value is less than table value, we accept the null hypothesis. The variances in the pattern of barriers encountered by both male and female teachers in balancing work and family life are equal.

### Chi Square Test

Null Hypothesis – There is significant difference in opinions between different age groups (26-36, 42-50, 51-58) of pharmacy college teachers in Kerala on the need for change in work life balance policy of the organization.

Alternate Hypothesis – There is no significant difference in opinions between different age groups (26-36, 42-50, 51-58) of pharmacy college teachers in Kerala on the need for change in work life balance policy of the organization.

**Table 10:** Need for change in Work Life Balance Policies in Pharmacy Colleges

| Need for change in Work Life Balance Policies in Pharmacy Colleges | | | | |
|---|---|---|---|---|
| | 26-36 years | 42-50 years | 51-58 years | total |
| Yes | 10 | 20 | 9 | 39 |
| No | 2 | 7 | 8 | 17 |
| Total | 12 | 27 | 17 | 56 |

**Table 11:** Expected values

| | Expected values | | |
|---|---|---|---|
| | 26-36 years | 42-50 years | 51-58 years |
| Yes | 8.36 | 18.8 | 11.84 |
| No | 3.64 | 8.2 | 5.16 |

**Table 12:** Calculated Values

| O | E | (O-E)2 | (O-E)2/E |
|---|---|---|---|
| 10 | 8.36 | 2.6896 | 0.3217 |
| 2 | 3.64 | 2.6896 | 0.7389 |
| 20 | 18.8 | 1.44 | 0.0766 |
| 7 | 8.2 | 1.44 | 0.1756 |
| 9 | 11.84 | 8.0656 | 0.6812 |
| 8 | 5.16 | 8.0656 | 1.5631 |
| | | | 3.5571 |

The observed chi value is 3.5571.Degrees of freedom is (2). Level of significance is 0.05.

The chi value obtained from table is 5.991.

Inference: Since the calculated value is less than table value, the null hypothesis is accepted. There is significant difference in opinions between different age groups (26-36, 42-50, 51-58) of pharmacy college teachers in Kerala on the need for change in work life balance policy of the organization.

Null Hypothesis – The factors, age of teachers and the provision appreciated the most are independent.

Alternate Hypothesis – The factors, age of teachers and the provision appreciated the most are dependent.

**Table 13:** Observed values

| OBSERVED VALUES | | | | |
|---|---|---|---|---|
| | flexible hours of work | holiday | task sharing | Total |
| 26-36 years | 8 | 2 | 2 | 12 |
| 42-50 years | 9 | 7 | 11 | 27 |
| 51-58 years | 6 | 6 | 5 | 17 |
| Total | 23 | 15 | 18 | 56 |

**Table 14:** Expected Values

| EXPECTED VALUES | | | |
|---|---|---|---|
| | flexible hours of work | holiday | task sharing |
| 26-36 years | 4.93 | 3.21 | 3.86 |
| 42-50 years | 11.09 | 7.23 | 8.68 |
| 51-58 years | 6.98 | 4.55 | 5.46 |

**Table 15:** Calculated Values

| O | E | (O-E)2 | (O-E)2/E |
|---|---|---|---|
| 8 | 4.93 | 9.42 | 1.91 |
| 9 | 11.09 | 4.37 | 0.39 |
| 6 | 6.98 | 0.96 | 0.14 |
| 2 | 3.21 | 1.46 | 0.45 |
| 7 | 7.23 | 0.05 | 0.007 |
| 6 | 4.55 | 2.1 | 0.46 |
| 2 | 3.86 | 3.46 | 0.9 |
| 11 | 8.68 | 5.38 | 0.62 |
| 5 | 5.46 | 0.21 | 0.04 |
| | | | 4.107 |

The observed chi value is 4.107.Degrees of freedom is (4). Level of significance is 0.05.

The chi value obtained from table is 9.488.

*Inference :* Since the calculated value is less than table value, the null hypothesis is accepted. The factors, age of teachers and the provision appreciated the most are independent.

Null Hypothesis – The factors, age of teachers and the depression caused by work are independent.

Alternate Hypothesis – The factors, age of teachers and the depression caused by work are dependent.

**Table 17:** Observed values

| OBSERVED VALUES | | | |
|---|---|---|---|
| | Never | Rarely | Sometimes | |
| 26-36 years | 9 | 1 | 2 | 12 |
| 42-50 years | 12 | 15 | 0 | 27 |
| 51-58 years | 9 | 6 | 2 | 17 |
| | 30 | 22 | 4 | 56 |

**Table 18:** Expected Values

| EXPECTED VALUES | | | |
|---|---|---|---|
| | Never | Rarely | Sometimes |
| 26-36 years | 6.43 | 4.71 | 0.86 |
| 42-50 years | 14.46 | 10.6 | 1.93 |
| 51-58 years | 9.11 | 6.68 | 1.21 |

**Table 19:** Calculated Values

| O | E | $(O-E)^2$ | $(O-E)^2/E$ |
|---|---|---|---|
| 9 | 6.43 | 6.6 | 1.03 |
| 12 | 14.46 | 6.05 | 0.42 |
| 9 | 9.11 | 0.01 | 0.001 |
| 1 | 4.71 | 13.76 | 2.92 |
| 15 | 10.6 | 19.36 | 1.83 |
| 6 | 6.68 | 0.46 | 0.069 |
| 2 | 0.86 | 1.3 | 1.51 |
| 0 | 1.93 | 3.72 | 1.93 |
| 2 | 1.21 | 0.62 | 0.51 |
| | | | 10.22 |

The observed chi value is 10.22.Degrees of freedom is (4).Level of significance is 0.05.

The chi value obtained from table is 9.488.

Inference - Since the calculated value is greater than table value, the null hypothesis is rejected and alternate hypothesis is accepted. The factors, age of teachers and the depression caused by work are dependent.

**Correlation Analysis:-**

The correlation between age of pharmacy college teachers in Kerala and the demand for change in work life balance policy is being examined here. Demand for change in work life balance policy = (The number of teachers in favour of change) / (the total number of teachers)

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**Table 20:** The number of teachers in favour of change of Work Life balance Policy

| Age | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 |
|---|---|---|---|---|---|---|---|
| Number of teachers | 6 | 5 | 1 | 8 | 19 | 14 | 3 |
| Teachers favouring change in WLB policy | 6 | 3 | 1 | 5 | 15 | 8 | 1 |
| Demand for change in WLB policy (in %) | 100 | 60 | 100 | 62.5 | 78.9 | 57.1 | 33.3 |

**Table 21:** Correlation Calculation Table

| Average Age (x) | Demand for change in WLB policy (y in %) | dx = (x-43) | dy = (y-70.26) | dxdy | dx2 | dy2 |
|---|---|---|---|---|---|---|
| 28 | 100 | 15 | 29.74 | 446.1 | 225 | 884.47 |
| 33 | 60 | 10 | -10.26 | -102.6 | 100 | 105.27 |
| 38 | 100 | 5 | 29.74 | 14.7 | 25 | 884.47 |
| 43 | 62.5 | 0 | -7.76 | 0 | 0 | 60.22 |
| 48 | 78.9 | -5 | 8.64 | -43.2 | 25 | 74.65 |
| 53 | 57.1 | -10 | -13.16 | 131.6 | 100 | 173.18 |
| 58 | 33.3 | -15 | -36.96 | 554.4 | 225 | 1366.04 |

Karl Pearson coefficient of co relation

$$r = \frac{n \sum dxdy - (\sum dx * \sum dy)}{\sqrt{n \sum dx^2 - (\sum dx)^2} \sqrt{n \sum dy^2 - (\sum dy)^2}}$$

The coefficient of correlation between age and demand for change in WLB policy in the organization is, r = -0.7217.This indicates that there is high negative correlation between the factors, age and demand for change in WLB policy in pharmacy college teachers in Kerala, as age increases the demand for change in WLB policy of the organization decreases.

# FINDINGS

- The majority of the sample selected is under the age of classification of 35-50.That means they are engaged with family and its burden.

- A significant number of pharmacy college teachers are not aware about the WLB policies available in their colleges but they unknowingly are enjoying the main WLB policies such as Flexible hours in general, task sharing & Holidays.

- Majority of the pharmacy college teachers said that commitment towards the organization and work affects family time.

- Majority of pharmacy college teachers said Meeting or Training after office hours becomes the barrier between balancing work and family life.

- 16% of the pharmacy college teachers said they don't have enough rest, 2 % said they don't have time for rest where as 20% said that they are missing out on balanced diet and 62% had nothing to comment about the issue.

- It was found that majority of the pharmacy college teachers in Kerala used meditation & entertainment as means of relieving stress.

- Close to half of the pharmacy college teachers rarely or sometimes worry about their work.

- Similarly close to half of the pharmacy college teachers rarely or sometimes are depressed about their work.

- Hypertension, headaches and backaches were identified as some common diseases existing among almost half of the total pharmacy college teachers.

- Majority of the pharmacy college teachers identified telephone for personal use as the additional facility availed and appreciated the most.

- Majority of the pharmacy college teachers are of the opinion that changes in work life balance policies are required.

- Almost all of the pharmacy college teachers feel that good WLB policy is essential for an organization to be efficient.

- It was found that there is no variation in the pattern of barriers encountered between balancing work and family life, when comparing male and female teachers. i.e. there is no significant difference between the barriers encountered by male and female teachers.

- On further analysis employing correlation coefficient, it was found that that there is high negative correlation between the factors, age and demand for change in WLB policy in the organization, as age increases the demand for change in WLB policy of the organization decreases.

## SUGGESTIONS

- Provide more WLB provisions to teachers. Provisions such as Flexibility, Self-scheduling of subjects to be taught, Employee controlled partial /early retirements to improve health.

- To reduce overtime of existing teachers provide adequate manpower through recruitment.

- Presently companies provide more scope of flexibility and consideration to include working dad.

- Create Open Door Policy (ODP) to the teachers for the awareness of WLB policies.

- Provide sample learning modules for supervisors, offer information to educate teachers about the issues in balancing work and family life, provide tips for maintaining a healthy balance between work and life. It also should cover the importance of being familiar with the organization benefits and resources for family of teachers.

- Provide a WLB committee, similar to a works committee model in pharmacy colleges along with the HR section.

- Provide Yearly Medical checkups for all teachers.

- Provide extracurricular activities organized in the organization such as Yoga in monthly wise to reduce stress, since meditation is popular among teachers.

- Encourage teachers to prepare monthly WLB schedule.

- Installation of certain software like Remember the milk(online task management),Cozi family organizer, Way of life will help to maintain WLB schedule.

- Manage a daily Check list /Priority list to reduce stress.

- Provide family programmes and events for teachers to develop WLB and develop cordial relationships with peers, superiors and the management.

- Provide Birthday, Anniversary, Reward calendars for teachers to develop harmonious relationship between the teachers and management, leading to commitment towards the institution.

# CONCLUSION

Prior research suggests that improvements in people management practices, especially work time and work location flexibility, and the development of supportive managers, contribute to increased work-life balance. Work-life balance programs have an impact on teachers in terms of productivity, commitment and job hopping in the long run. Institutions that have implemented work-life balance initiatives have already recognized that employee welfare affects the longevity of the organization. Parameters need to be identified and set to ensure that programs are having the desired effect on both teachers and the college. Six parameters that can be used to evaluate work life balance programs are: extent of FDPs and training, how programs are communicated to teachers, organization culture, management controls, human resources policies and employee control. Finally, self-management is important; people need to control their own behavior and expectations regarding work-life balance.

Fundamental to a supportive and successful work-life culture is recognition and respect for the responsibilities and commitments of all teachers outside work. In this context, assumptions and expectations around gender and care are central. It is important to avoid contradictory norms that support women's increased employment participation, yet insist that mothers' primary responsibilities are to their families. This norm can be described as the expectation and cultural assumption that workers are willing and able to prioritize work over other life activities and commitments such as care for children or elders.

For work-life policies to be truly effective they must be accepted and integrated into the Mainstream for all workers – not simply as a special consideration for working mothers. Multifaceted policy approaches are needed that set the foundation for change. More inclusive employment regulation, better quality part-time work and a greater policy focus on men's uptake of flexible work are likely to alleviate some of the burdens and causes of work-life Conflict across various educational institutes. The organization's policies also need to address the cultural shifts in workplace gender norms especially with the intake of faculty and students from different parts of the globe.

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