

# Factors Causing Work Life Imbalance among Working Women -A Study on School Teachers

Saritha Madipelli, V.S.Veluri Sarma & Y. Chinnappaiah

---

*The modern home appliances, updated technology, employee friendly policies, job sharing, vulnerable and flexi jobs increased female labor force participation into paid economic activities. Women are into every sector. They play multiple roles at home and their place of work. Home and work are two different worlds for working women. The mismatch between the role expectations and actual contribution at home and at work place leads to imbalance. The organizations with ineffective employment policies, poor working conditions, long working hours, lower income, pressurized work environment etc lead to boredom, frustration and stress towards work. This paper finds out the problems causing work life imbalance for women teachers at home and at work place.*

**Saritha Madipelli** is Assistant Professor, Department of Business Management, Lal Bahadur College, Warangal, Andhra Pradesh. Email: saritha.madipelli@gmail.com. **V.S.Veluri Sarma** is Professor, Department Commerce of Business Management, Kakatiya University, Warangal, AP. Email: drsarveni@gmail.com. **Y. Chinnappaiah** is Lecturer in Commerce, SR Govt Arts & Science College, Kothagudem, AP. Email: lasya2008@gmail.com

## Introduction

One of the major changes anticipated in the labor markets in India is the entry of women professionals into different sectors. “The Indian family has traditionally granted a favored status to men as a chief breadwinner” (Awasthy & Gupta, 2001). The socialization at work, great work environments, flexi time and facilities make many employees to spend more time at office and enjoy the time (Sandeep Krishnan, 2011). Grzywacz Butter (2005) tested some propositions, relating to work family facilitation finding that resource –rich jobs enable work to family facilitation. The relationship between domain satisfaction (e.g. job, family, marriage) and life satisfaction have given a very great scope (Beutell, 2006).

There are contradictory role expectations from women while at work and at home. On professional front women are expected to be sweet, soft, sensitive, adaptable, gentle, and unassertive and domesticated (Misra, 1998). A healthy balance between work and non-work

life keeps an individual motivated and engaged. Hence, maintaining a balance between work and non-work life is crucial and a matter of strategic concern to the employers as well as employees (Baral & Bhargava, 2009).

**Maintaining a balance between work and non-work life is crucial and a matter of strategic concern to the employers as well as employees.**

### Literature Review

Over the last decade work life balance has become a significant issue for both employees and employers. Work and personal life are mutually dependent and play an integral part in an individual's life. There is a growing recognition by policymakers of the importance of supporting women in juggling work and family life (Maria, Glaser & Henz, 2002). But, the woman who enters occupations traditionally reserved for males have to struggle, face many difficulties to create place for her and prove her worth (Roe & Siegelman, 1964). However, it must be recognized that in Indian society the new and expanded role of women with a strong occupational identity is putting a lot of pressure on women's time and energy (Adya, 2008). Work-life imbalance was not only a source of concern, but also that it was the major source of dissatisfaction for participants. Furthermore, it is also observed that there is a clear connection between problems with work-life balance and withdrawal

behaviours, including turnover and non-genuine sick absence (Hughes & Bozionelos, 2007).

In a national study on work life conflicts in Canada in 2001, one in four Canadians reported that their work responsibilities interfered with the ability to fulfill their responsibilities at home (Duxbury & Higgins, 2003). Family care commitment and work intensification are the two major sources of work life conflicts (Cooke & Jing, 2009). Those who are young and single tend to have less work life conflict issues compared with those who have childcare and elderly care responsibilities (Chen, 2006). Study conducted by Allen (2000) states that the conflict results in dissatisfaction, depression and bad physical health.

The work-family conflicts have been conceptualized as an individual's orientation across different life roles, an inter role phenomenon (Marks & MacDermid, 1996), 'satisfaction and good functioning at work and at home with a minimum of role conflict' (Campbell-Clark, 2000), and 'a satisfying, healthy and productive life that includes work, play and love, that integrates a range of life activities with attention to self and to personal and spiritual development, and that expresses a person's unique wishes, interests, and values' (Kofodimos, 1984; Shaffer, Francesco, Joplin & Lau, 2003).

Work life imbalance is a major concern for all the people. Employees ex-

perience imbalance in their work and life due to the role conflicts, employment pressures, multiple roles, domestic responsibilities, child care, nature and attitude of superior and family members, competition etc. The literature also reveals that there are scanty studies for work life imbalance towards school teachers. Though teaching is a comfortable profession for the women, there are some incompatibilities felt by the teachers at work place and home. Thus there is a gap in the literature about work life imbalance in the teachers. In this context, the present study could fill the gap in the literature by identifying the problems causing work life imbalance at work place and at home by taking a sample from school teachers.

### **Objectives of the Study**

The prime objective of the proposed study is to identify the problems causing work life imbalance in working women. More specifically the objectives are:

1. To ascertain the opinions of teachers towards the problems they face at work place and their relation to work life imbalance
2. To identify the factors affecting imbalance at home for working women.

### **Data & Methodology**

The present research work is an empirical study and is based on primary data; certain information is collected from secondary sources also.

The main sources of primary data include the information collected from select respondents of various schools. The secondary sources include data collected from the journals, magazines of related topics' of research and the related websites. For the purpose of survey, a sample of four schools has been selected based on convenience sampling technique. The sample has come from the teachers of these schools. About 125 samples have been identified for the purpose of the survey that had lasted for about 70 days. At the end of the survey only 100 questionnaires are usable with respect to all the items completed. Thus, finally a sample of 100 respondents has been selected for the study. The researchers have collected data by making personal visits to all the respondents. Structured questionnaire has been handed over by making a request to the respondents to fill as per their convenience and the questionnaire has been collected by the researchers personally. In addition personal discussions were held to gather information like their opinions on problems of work life imbalance at work place and at home. The data collected had been analyzed by using factor analysis, mean, standard deviation and inter-item correlation.

### **Discussion**

Table 1 shows problems effecting work life imbalance at work place and Table 2 shows problems effecting work life imbalance at home.

**Table 1 Problems Effecting Work Life Imbalance at Work Place**

S.no	Code	Items/Factors at Work place
1	A	Working Conditions
2	B	Number of days of work
3	C	Balance all the needs with income
4	D	Long working hours
5	E	Sexual harassment
6	F	Worry about work
7	G	Stress arising from work
8	H	Feel pressure by too many work demands
9	I	Satisfy your boss attitude

**Table 2 Problems Effecting Work Life Imbalance at Home**

S.no	Code	Items/Factors at Home
10	J	Marital relationship
11	K	Hindrances to carryout the responsibilities
12	L	Domestic responsibilities
13	M	Suspicion from family members
14	N	Husband's attitude and cooperation
15	O	Attitude of family members
16	P	Quality time with family

Inter-Item Correlation Matrix of factors effecting work life imbalance at work place is presented in Table 4.

**Number of Days of Work**

‘Number of days of work’ has a higher mean value 4.36 denoting the high level of imbalance at workplace due to the disproportionate number of working days. Balancing work and home is very difficult for working women. In the course of discussions some of the employees revealed that they feel difficult to stay in schools during festivals, bandhs, vacations and Sundays. Most of the schools

Table 3 depicts Item Statistics of the work related problems with their means and standard deviations.

**Table 3 Item Statistics of Problems at Work Place**

Factors	Mean	Std. Deviation
Working Conditions	4.00	.861
Number of days of work	4.36	.488
Balance all the needs with income	3.43	1.343
Long working hours	4.29	.810
Sexual harassment	1.93	.262
Worry about work	3.43	1.069
Stress arising from work	3.71	1.049
Feel pressure by too many work demands	4.14	1.145
Satisfy your boss attitude	4.07	.466

Source: Questionnaire

ignore giving holidays for some of the festivals, in such cases teachers feel unlikely to attend the schools, because they wish to celebrate the festivals with the family members. Some of the teachers dealing with secondary classes particularly 10<sup>th</sup> have responded that they have to work 10 ½ months throughout the year without Sundays and festivals. A few of them lamented that they have to attend the school even during the vacation (mid-summer) to perform admissions work. All these lead to imbalance among the teachers.

**A few of them lamented that they have to attend the school even during the vacation (mid-summer) to perform admissions work.**

**Table 4 Inter-Item Correlation Matrix of Problems at Work place**

	Working Condit- ions	Number of days of work	Balance all the needs with income	Long work- ing hours	Sexual harass- ment	Worry about work	Stress arising from work	Feel pressure by too many work demands	Saisfy your boss atti- tude
Working Conditions	1.000								
Number of days of work	.176	1.000							
Balance all the needs with income	.086	.283	1.000						
Long working hours	-.106	-.455	-.249	1.000					
Sexual harassment	.328	.207	.405	-.249	1.000				
Worry about work	-.081	.122	-.595	-.061	-.415	1.000			
Stress arising from work	-.082	-.517	-.516	.100	-.077	.245	1.000		
Feel pressure by too many work demands	.376	-.227	-.380	.034	-.211	.372	.343	1.000	
Satisfy your boss attitude	.185	.210	-.387	-.252	.043	.234	.347	.119	1.000

Source: Questionnaire

### Long Working Hours

‘Long working hours’ is the second influential factor with a mean of 4.29. Home and work are the two different worlds for working women (Abdul Gani & Roshen ara, 2010). The teachers have expressed that working for long hours is a bit hectic for them, because they have to play a vital role in balancing their family and concentrate on their household needs and their personal needs. Some of the senior teachers have expressed that taking special coaching for secondary classes (9 and 10) after school hours (4.30 pm) till late evenings (7pm) and in the mornings (8am) restricts them to fo-

cus on their personal development and thus lead to imbalances.

### Pressure by Too Many Work Demands

As women take on the role of working professional in addition to their traditional role of the homemaker, they are under great pressure to balance their work and personal lives (Valk & Srinivasan, 2011). A teacher is not only meant for teaching lessons, giving notes, conducting tests and declaring results, but he/she is also known as a second parent of a student. Other than the academic activities, she has to conduct other activities such

as quiz's, essay writing, elocution, group discussions, presentations and mini projects. In the course of discussion a few of the teachers expressed that they feel pressure from the school authorities to get new admissions. Other than teaching, the teachers have to propagate about their schools and make publicity to get admissions in the mid of summer for which employees have to leave their children even during the vacation.

**The teachers have to propagate about their schools and make publicity to get admissions.**

#### **Satisfy Your Boss Attitude**

The mean value of the factor 'satisfy your boss attitude' is 4.07. Teaching is a service oriented profession which offers many intangible services. A teacher mainly focuses on imparting good habits, discipline, regularity and punctuality in the students. During discussions most of teachers stated with heavy hearts that even though they contribute their full efforts for the institutional growth and productivity, they face difficulty to satisfy their boss attitude. Some of the teachers responded that even though they work on Sundays taking leave for a day or two becomes skyrocketing for them.

#### **Working Conditions**

The mean value of 'working conditions' is 4. During discussions, most of the teachers stated that they face many health problems with the poor working conditions in the school. Some of the teachers re-

sponded that due to the poor quality chalks they face many health problems like skin allergy, hair fall, dandruff, and throat infection. A variety of technical equipments like computer, scanner, printer, OHP and projectile are available in the market. The use of this technology as a teaching methodology helps many teachers to improve and update their skills; moreover the information can be stored for future usage also. Teachers working in healthy working conditions can work with higher satisfaction levels reducing their imbalance. Some of the teachers also stated that provision of good working conditions also enhances liberty, creativeness and enthusiasm towards work.

#### **Stress**

**The dual responsibilities of the home and work call for multiple roles, which put great strain on working women.**

The mean value obtained by the factor 'stress arising from work' is 3.7. Teachers have a lot of responsibilities towards their students. Other than teaching their subjects, they have some other goals like preparing teaching plan, gaining thorough knowledge about the subject, planning schedule for conducting test, conducting games, mentoring student attendance, discipline and performance. Another hectic for a teacher is attending meetings organized by principal, accepting new proposals, imparting organizing skills in the students and igniting their minds. She becomes vex with all these works and feels difficulty

in managing stress. The dual responsibilities of the home and work call for multiple roles, which put great strain on working women (Gupta & Sruti, 1982).

**Balance Needs with Income**

‘Balance all the needs with income’ has a mean value 3.43. Income determines one’s standard of living. One’s life satisfaction is highly influenced by his/her earnings. Factors influencing work life balance can be either demographic, such as age, workforce, labor market trends etc. Health and wellness initiatives by employers and other factors such as child care costs also contribute to work life balance. Some of them are linked to income and standard of living (Jain, 2009). Cost of living is increasing day by day making it difficult for the employees to allocate their earnings to fulfill their personal or family needs. Most of the teachers experience a mismatch between their earnings and expenditure. It becomes difficult for the teachers to work hard the whole month which does not satisfy their needs. Hence the gap between their income and expenditure leads to work life imbalance.

**Worry about the Work**

‘Worry about the work’ has a mean value 4. It is often said that the problems at home should not be carried to work place and vice versa. If so distortions may happen at both the places. These distortions may lead to worry. During discussions the teachers stated that they used to take classes without leisure in the school which

makes them to prepare at home for the preceding days class. Some of the teachers responded that they are least bothered about all the responsibilities and show a great spirit and interest in contributing to the welfare of the institution. They did not hesitate to express that ‘the negative attitude and pressure from their principal towards them’ make them feel worry about the work place.

**Sexual Harassment**

The mean value of ‘sexual harassment’ is very low (1.93). It denotes that the teachers are not facing the problem of sexual harassment. Most of the teachers had responded that they have no problem or harassment from their opposite gender. These days’ women are not less than men. Institutions, men and the whole society are accepting this fact. Hence there are less gender differences and less bias towards female employees.

**Problems at Home**

Table 5 shows Item Statistics of the variables. It relates to family related problems of employees at home with their means and standard deviations.

**Table 5 Item Statistics of Problems at Home**

Factors	Mean	Std. Deviation
Marital relationship	2.57	1.069
Hindrances to carry out the responsibilities	2.43	1.069
Domestic responsibilities	4.00	.770
Suspicion from family members	2.00	1.089
Husband’s attitude and cooperation	2.29	1.049
Attitude of family members	2.43	1.069
Quality time with family	4.07	1.052

Source: Questionnaire

Table 6 shows Inter-Item Correlation Matrix of factors effecting home. These are the problems which show impacts of work life imbalances for working women at home.

**Table 6 Inter-Item Correlation Matrix: Problems at Work place**

	Marital relationship	Hindrances to carry out the responsibilities	Domestic responsibilities	Suspicion from family members	Husband's attitude and cooperation	Attitude of family members	Quality time with family
Marital relationship	1.000						
Hindrances to carryout the responsibilities	.167	1.000					
Domestic responsibilities	-.270	.270	1.000				
Suspicion from family members	.509	.127	.088	1.000			
Husband's attitude and cooperation	.576	-.179	-.642	.259	1.000		
Attitude of family members	.620	.028	.090	.446	.217	1.000	
Quality time with family	.555	.104	-.366	.453	.249	.169	1.000

Source: Questionnaire

### Quality Time with Family Members

The mean value (4.07) of 'spending quality time with family members' is very high. Life became so mechanical that people do not have adequate time to spend with their family members as they spend their maximum time in organizations. Women play a vital role in the family. Previously women are reserved for the house hold activities. But these days the trend is changing, crossing all traditional barriers and prejudices women today work in large numbers in manufacturing, service and consumer industries, defence, blue-collar or white-collar (Usha & Geetha, 2010). During discussions most of the teachers clarified that they give less preference to their family mem-

bers. The teachers lamented that even after the school hours as they go home their school issues follow them, leaving no time for them to spend with their family members.

**The teachers lamented that even after the school hours as they go home their school issues follow them.**

### Domestic Responsibilities

In the present scenario, women are not bounded to household activities. Women are into every field. Women work with determination, commitment, honesty, care and diligence. They attract the

stakeholders of the institution with their skills and competencies. Simultaneously they have a variety of roles at home. The teachers responded that relationships are like glass if once broken cannot be assembled again. "Employment pressures in the domain and care for the children, elderly and other dependents care in the family are often highly demanding and invariably incompatible with each other" (Rao & Ramasundaram, 2011). Some of the teachers having small children responded that, as their children are small they have lot of responsibilities. The other category of teachers having grown up children added that they too have lot of responsibilities. Hence whether children are small or grownup, but women do not get 'moksha' from their responsibilities. Thus there is an imbalance.

### **Marital Relationship**

The mean value of 'marital relationship' is 2.57. The surge for the jobs and earnings make many people mechanical and commercial giving less preference to relationships. Most of the women have higher career aspirations. Marriage is not an obstacle for most of the women. Men are changing in their thinking and helping their partners to come out of the shells and take part in the competitive world. Women also have a great interest to participate in the economy. The relationship between the couples ruptures mainly due to the misunderstandings and ego feelings. Most of the teachers had complained that their marital relationships are disturbed because of inadequate time in sharing their happiness and sorrows with each

other. Some of the teachers responded that the attitude and nature of family members hamper their relationships with their better halves.

### **Hindrances to Responsibilities**

The factor 'hindrances to carryout responsibilities' have got the mean value 2.43. The challenging assignments in the school make many employees busy and forget about their duties at home. As an ideal woman she wants to fulfill the duties of a faithful wife, a sacrificing mother, obedient and respectful daughter in-law and an efficient and highly placed career woman which cause the most confusion, tension and create many other problems (Abdul Gani & Roshan Ara, 2010). Most of the teachers responded that the work they do becomes hindrance to carry out their responsibilities at home and lead to imbalance.

### **Attitude of Family Members**

The variable 'attitude of family members' has a mean value 2.43. The main problem for most of the employees is child care and assistance for which they depend upon their parents and in-laws. The teachers had responded that, even though there are good numbers of baby care centres, they cannot leave their children in BCC's because of the recent cases of negligence by staff over there. So they leave their children at their in-laws. The in-laws at the old age feel difficult to handle the children. The mother in-law may show some kind of authority and anger towards the working women, which leads

to conflict. This conflict may spread throughout the family leading to distortions where women lose social support from family members. Numerous studies have demonstrated that personal social support is positively associated with work-family balance (Marcinkus, Whelan-Berry & Gordon, 2007).

**Personal social support is positively associated with work-family balance.**

### Husband's Attitude & Co-operation

The relationship between wife and husband should be lovable, affectionate, friendly, cordial and smooth. "We often hear of juggling five balls which represent work, family, health, friends and spirit. Work is described as rubber and will always bounce back. However, the other four 'balls of life' are made of glass and if dropped, will get nicked, damaged, scattered, marked, or even shattered. They will never be the same" (Sekar, 2009). Women expect social support from spouse and family members. The employees who fail to get support from husbands entitle to imbalance. The relationship between wife and husband should be like fish and water. But due to the imbalance their relationship changes to fish and fisherman. The mean value of the variable 'husband's attitude and co-operation' is 2.29. Sometimes due to inadequate time, long working hours, stress and ego feelings, the employees stay rigid to share their problems and ideas. Thus they loose co-operation from the husband and experience imbalance.

The communalities for each variable were assessed to determine the amount of variance accounted for by the variable to be included in the factor rotations and the results are shown in Table 7.

**Table 7 Communalities**

Factors	Initial	Extraction
Working Conditions	1.000	.865
Number of days of work	1.000	.944
Balance all the needs with income	1.000	.914
Long working hours	1.000	.658
Sexual harassment	1.000	.860
Worry about work	1.000	.942
Stress arising from work	1.000	.878
Feel pressure by too many work demands	1.000	.920
Satisfy your boss attitude	1.000	.975
Marital relationship	1.000	.954
Hindrances to carryout the responsibilities	1.000	.905
Domestic responsibilities	1.000	.958
Suspicion from family members	1.000	.956
Husband's attitude and cooperation	1.000	.982
Attitude of family members	1.000	.854
Quality time with family	1.000	.856

Extraction Method: Principal Component Analysis.

Source: Questionnaire

All the variables had a value greater than 0.50 signifying substantial portions of the variance in the variables are accounted by the factors.

Table 8 presents the total variance explained by the variables taken for analysis.

**Table 8 Total Variance Explained**

Code	Initial Eigen values		Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Total	% of Variance	Total	% of Variance	Total	Cumulative %
<b>a</b>	4.671	22.241	4.671	22.241	3.530	16.808
<b>b</b>	3.944	18.782	3.944	18.782	3.392	32.960
<b>c</b>	2.309	10.995	2.309	10.995	2.105	54.583
<b>d</b>	1.897	9.033	1.897	9.033	2.102	64.595
<b>e</b>	1.561	7.431	1.561	7.431	2.010	74.167
<b>f</b>	1.111	5.290	1.111	5.290	1.943	83.421
<b>g</b>	1.051	5.004	1.051	5.004	1.594	91.010

Extraction Method: Principal Component Analysis.

Source: Questionnaire

The Eigen values and their relative explanatory powers for 16 linear components were identified within the data set. The Eigen values greater than one were considered. The results indicate for the sample data, the Eigen values for the first eight factors under consideration were higher than 1 indicating the impact of work related problems on work life imbalance of an employee. First component ‘working conditions’ has a high Eigen value indicating higher impact on the balancing of work.

**Conclusion**

Work life balance is a very sensitive issue which has many individual and organizational reasons. The problem arises when people fail to balance their work and family responsibilities.

From the perceptions of employees it was found that most of the teachers feel stress with too many work demands, working conditions and long working hours. The multiple roles played by women at work place and home with boredom, frustration and stress lead to work life imbalance. The stress they face at work makes them feel burden to perform their domestic responsibilities. Marital relationship, attitude and co-operation of husband and family members are highly influencing factors which create imbalance to working women.

There is an immense need for the institutions to facilitate congenial work environment with good working conditions, consolidated working hours and work relaxation policies for attaining work

life balance. Hence the policies of educational institutions should be customized to individual needs to promote work life balance.

**The policies of educational institutions should be customized to individual needs to promote work life balance.**

## References

- Abdul Gani & Roshan Ara (2010), "Conflicting Worlds of Working Women: Findings of an Exploratory Study". *The Indian Journal of Industrial Relation*, 46(1): 61-73.
- Adya, M. (2008), "Women at Work: Differences in IT Career Experiences and Perceptions between South Asian and American Women", *Human Resource Management*, 47(3): 601-35.
- Allen, T.D, Herst, D.E.L, Bruck, C.S & Sutton M. (2000), "Consequences Associated with Work-to-Family Conflict: A Review and Agenda for Future Research", *Journal of Occupational Health Psychology*, 5(2): 278-308.
- Awasthy, R. & Gupta, R. K. (2001), "The Balancing Act: How to Balance between Work and Family", *Human Capital*, March: 22-24.
- Baral, Rupashree & S. Bhargava (2009), "Work Life Balance Practices in Indian Organizations: Challenges and Prospects", *NHRD Network Journal*, 2(3): 53-58.
- Beutell, N.J. (2006), "Life Satisfaction (in Relation to Work-Family Variables)", Sloan Work Family Encyclopedia (Boston College)
- Campbell-Clark, S. (2000), "Work/Family Border Theory: a New Theory of Work/Family Balance", *Human Relations*, 53(6): 747-70.
- Chen, Q. (2006), Research on Work/Family Conflict of Knowledge Worker and Its Intervention Strategies, unpublished Masters Dissertation, Chongqing University, China.
- Cooke, Fang Lee & Xingyao Jing (2009), "Work-Life Balance in China: Sources of Conflicts and Copying Strategies", *NHRD Network Journal*, 2(3): 18-28.
- Duxbury, L, & Higgins, C. (2003), The 2001 National Work Life Conflict Study, Final Report, Public Health Agency of Canada.
- Evandrou, Maria, Karen Glaser & Ursula Henz (2002), "Multiple Role Occupancy in Midlife: Balancing Work and Family Life in Britain", *The Gerontologist*, 42(6): 78-189.
- Grzywacz, J. G. & Butler, A.B. (2005), "The Impact of Job Characteristics on Work-to-Family Facilitation: Testing a Theory and Distinguishing a Concept", *Journal of Occupational Health Psychology*, 10(2): 97-109.
- Gupta & Sruti, (1982), "Role Stress: A Study of Female," *Indian Journal of Psychometry and Education*, 32(1).
- Hughes, J. & Bozionelos, N. (2007), "Work-life Balance as Source of Job Dissatisfaction and Withdrawal Attitudes", *Personnel Review*, 36(1): 145-54.
- Jain, Harish C. (2009), "Issues & Prospects Relating To Work-Life Balance", *NHRD Network Journal*, 2(3): 9-17.
- Kofodimos, J.R. (1984), "A Question of Balance. Issues and Observations", *NHRD Network Journal*, 4(1): 1-9.
- Krishnan, Sandeep K. (2009), "Work Life Balance-Young Dilemma" *NHRD Network Journal*, 2(3): 104-05.
- Marcinkus, W.C., Whelan-Berry, K.S. & Gordon, J.R. (2007), "The Relationship of Social Support to the Work/Family Balance and Work Outcomes of Midlife Women", *Women in Management Review*, 22(2): 86-111.

- Marks, S.R. & MacDermid, S.M. (1996), "Multiple Roles and the Self: a Theory of Role Balance", *Journal of Marriage and the Family*, 58: 417-32.
- Misra, Pushpa (1998), "Predictors of Women-Family Conflict among Indian Women", *Indian Journal of Psychology*, 25(1): 13-123.
- Roe, A & Siegelman, M. (1964), *The Origin of Interests*, Washington D.C, American Personnel and Guidance Association.
- Rao, S.S. & Aiswarya Ramasundaram (2011), "Exploring the Work to Family to Work Relationship with Depression on Academic Women Employees with Select Demographic Profile", *Abhigyan*, XXXVII. (2):52-64.
- Sekar, N. (2009), "Work-Life Balance – A Priority for Both Employee and Employer", *NHRD Network Journal*, 2(3): 76-78.
- Shaffer, M.A., Francesco, A.M., Joplin, JR. W. & Lau, T. (2003), *Reconciling Life Roles: A Cross Cultural Model of Work*, -Hong Kong: Baptist University. Texas, USA: University of Texas- EL' Paso
- Usha, B & K.T.Geetha (2010), "Work-Family Challenges: A Case Study of Odd Hour Women Employees", *Gitam Journal of Management*. 8(2):42-62.
- Valk, Reimara & Vasanthi Srinivasan (2011), "Work-Family Balance of Indian Women Software Professionals: A Qualitative Study", *IIMB Management Review*, 23(1): 39-50.