

# Support System's Impact on Work-life Interface: A Study of Part-time Adult Students in India

**Payal Kumar, Shreyashi Chakraborty & Amit Kumar**

---

*Societies where extended families are the norm possibly provide a dissimilar context vis-à-vis western developed societies where nuclear families are the norm. A content analysis on semi-structured interviews was conducted on full-time employees who are part-time students in India, to examine the impact of support systems at work and in the family on work-life interface. The study signifies the necessity of organizational support in the form of not only policies but also supervisory and peer support for part-time adult students. Furthermore, in a specific context like India, where work-life boundaries tend to be non-permeable, the role of family becomes critical for such diverse group of employees, also creating a positive spillover effect at times.*

**Payal Kumar** is Professor and Chair (HR/OB), Head of Research & International Relations, BML Munjal University, Gurgaon, India. E-mail: payalk1@gmail.com. **Shreyashi Chakraborty**, is Assistant professor, XLRI, Jamshedpur. **Amit Kumar** is Doctoral Scholar, BML Munjal University, Gurgaon, India.

## Introduction

There has been quite a progression in research focusing on the impact of work-life interface on both the individual and the firm. Terms such as 'work-life balance' or 'work-life conflict' have been refined to work-family enrichment (Greenhaus & Powell, 2006; Carlson, Kacmar, Wayne & Grzywacz, 2006), work-family facilitation (Rotondo & Kincaid, 2008) or work-family synergy (Beutell & Wittig-Berman, 2008). Greenhaus and Powell (2006: 6) define work-family enrichment as "the extent to which experience in one role improves the quality of life namely performance or affect, in the other role."

Much of the literature so far emanates from western countries where nuclear families are defined as being either dual households or single person households, with or without children (Özbilgin, Beauregard, Bell & Tatli, 2011; Pocock, Williams & Skinner, 2012). We argue that it is also important to study work-life interface in India, a collectivist society that lays particular emphasis on the extended family unit, where the norm is for married sons and their fam-

ily to live with the parents, and multi-generational families to go on holidays together (Schänzel & Yeoman, 2015). Given that research on work-life interface is still in the nascent stage in South Asia (Allen, French, Dumani & Shockley, 2015) deeper insights are required to examine whether the existing western positivist models are generalizable (Budhwar & Debrah, 2013), or whether in fact the context of the ubiquitous family unit provides a more nuanced understanding of work-life interface in India (Lewis & Rajan-Rankin, 2013).

Our study focuses on a niche set of full-time employees who are also part-time adult students and play various social roles (Darkenwald & Merriam, 1982). While enrolling part-time for higher education, they maintain their jobs and attend classes during weekends or over short periods during the year (Chen & Carrolle, 2007; Turtle, 2005), and also manage family responsibilities, juggling a range of work, study and family commitments (Osborne et al., 2004; Watts, 2008).

We have chosen to study employees in India who live in a joint family (2, 3 or 4 generations), who while working have also opted to pursue a higher education course of his/her choice. A number of employees are opting to pursue MBA or Ph.D programs, while working fulltime, in a country where social security or unemployment benefits are negligible and where the pressure to retain a job is intense given that job creation is significantly less than the number of job-ready graduates entering the job market every year (Rajan, 2006).

Research in this area is particularly important at this juncture for two main reasons. Firstly, the increasingly changing nature of work often blurs the boundaries between work and non-work (Allen, Cho & Meier, 2014). This is particularly evident in the burgeoning information technology sector in India, which has had a phenomenal growth of close to 50 per cent annually since 1991 (Chandra, Fealey & Rau, 2006). With online work-from-home option often increasing online work time, this puts undue pressure on relationships at home.

Secondly, there is a shift in the demographic work composition in India. While post-liberalization in 1991 there were many more women joining the workforce, more recently over the last two decades women are leaving the workforce in greater numbers, with female participation at 27 % as per the International Labor Organization, which is one of the lowest in the world. This is a matter of concern given that India has gone down by 21 places in the Global Gender Gap Index. One antecedent of this trend is the twin pressures of work and home, where the working woman is also expected to be the primary caregiver for both children and ageing in-laws.

In order to examine the intersectionality of work-life-education from the employee's perception in the Indian context, we ask the following research questions:

1. To what extent do organizational prac-

tics and people in the organization respond to the work-life needs of a manager who is also a student?

2. To what extent do family members respond to the work-life needs of the manager who is also a student?

### **Work-life-education Interface**

The seminal work of Britton & Baxter (1999) on mature individuals provides four different reasons for returning to studies namely credentialism (the validity of a formal qualification), realizing unfulfilled potential, using education to improve the present situation of the individual and for transforming of the self. For these part-time students who are working, real-life work experiences give them opportunities to draw relevant and topical examples (Laher, 2007).

**Family or child responsibilities do not affect non-traditional female students' academic achievement negatively.**

Research suggests that age is a strong predictor of academic success for part-time students (Hoskins & Newstead, 1997; Richardson, 1995; Ibrahim et al., 2011) when compared to traditional students, with female part-time students faring better than traditional male and female students (Cantwell et al., 2001; Spitzer, 2000). Though childcare concerns tend to have priority over education (Fairchild, 2003), family or child responsibilities do not affect non-traditional female students' academic achievement negatively (Spitzer, 2000; Ibrahim et al.,

2011) when compared to their male counterparts (Choy, 2002; Taniguchi & Kaufman, 2005; Ibrahim et al. 2011). It is envisaged that our study will add to this literature by providing a deeper understanding of the phenomenon, leading to recommendations on how to ensure a more inclusive organization for employees who are pursuing higher academics – so that she may realize the greatest potential for herself and for the firm.

### **Indian Scene**

Work-life balance policies and practices were adopted in the west largely in order to attract and retain talent (Beechler & Woodward, 2009) by trying to provide an environment where employees could balance both their personal and professional lives (Kelly, Kossek, Hammer, Durham, Bray, Chermack & Kaskubar, 2008). An effective balance is said to enhance job satisfaction (Kossek & Ozeki, 1998; Thompson & Prottas, 2005), increase organizational commitment (Kopelman, Prottas, Thompson & Jahn, 2006) and reduce work-family conflict (Thomas & Ganster, 1995). Interestingly, similar job outcomes in the Indian context have proved to be more limited (Baral & Bhargava, 2010). For example, one study suggests that gender sensitive or family friendly policies, while positively impacting job satisfaction of the employee, had a negative effect on the stress levels of woman executives (Verma, Bhal & Vrat, 2013).

It is likely that different results emerge for the same phenomenon given that work and family issues in non-west-

ern countries are closely tied to cultural norms and values which differ from the West (Mortazavi, Pedhiwala, Shafiro & Hammer, 2009). The work-family discourse in countries such as the US rests on the assumption of individual choice nestled in nuclear families, rather than in collectivistic and paternalistic normative expectations from individuals in their daily lives in India (Rajan-Rankin, 2016).

Indian families are more interdependent, with nearly half of Indians living in joint families (Census of India, 1991). With the liberalization of the Indian economy in 1991 and more opportunities for economic growth, organizations in India had to address the challenges of new economy workers who faced increasingly strenuous workloads (Lewis, Gambles & Rapoport, 2007), and also gender diversity given the increase of the number of female employees joining the workforce (Lewis et al., 2007). Given the traditional gendered role of women as primary care-givers, family continues to be a priority for working women (Munn & Chaudhuri, 2016), thus putting a double burden on them, while for many men family responsibility tends to be limited to providing financial support (Kalliath et al., 2011).

The family in India is seen as a source of support, cooperation, strength and courage to its members and could explain the minimal presence of formal family support programs in Indian firms when compared to their western counterparts. In the US there is an integration of work and family domains through

permeable boundaries, while in India there is a more clear-cut separation of work and family through more non-permeable boundaries (Poster & Prasad, 2005). So, the implications of flexible work timings superimposed from a western country has a different meaning from the original intended policy meanings in the West (Gambles & Lewis, 2006), and may serve to complicate matters for Indian employees in this context.

**In India there is a more clear-cut separation of work and family through more non-permeable boundaries.**

In terms of higher education India is the third largest system in the world, catering to 30 million students. There is no data about how many working adults have enrolled for MBA and Ph.D courses, but this seems to be an increasing trend given that the rising number of courses being offered as executive courses. Amongst the top 30 business schools in India, 17 offer part-time MBA courses with student profiles of minimum 3 years of experience. Executive Fellow Program in Management (EFPM) courses are pitched as tailor-made for senior executives and are offered across 11 business schools amongst the top 30 business schools.

To sum up, so far current work-life-education balance discourses, seen from a western lens, have perhaps not taken into account complexities of country-dependent contingencies.

### **Data Analysis**

Drawing on the qualitative method of content analysis, we aimed to capture the perceptions of the respondents by analyzing, comparing and contrasting their words through inductive inference, leading to cumulative conceptualization.

In our qualitative study a non-probability purposive sample of 18 respondents was used (10 females and 8 males), in which respondents were selected as per the objectives of the research (Coyne, 1997). In other words, they were all working managers with 10 to 15 years of work experience, who were studying part-time and who lived in extended (non-nuclear) families. Purposeful selection is said to allow for better representativeness of the respondents, which in turn provides more robustness to the theories associated with the study (Maxwell, 2013).

Respondents were assured of both the confidentiality and the non-judgmental nature of the interview. The interviews were recorded and then transcribed. To reduce retrospective bias (Pierret, 2001), the very first question asked the respondents to provide details of a recent challenge they faced while balancing work-life-education responsibilities. Furthermore, to reduce potential self-presentation bias, the focus of the interview was on reporting actual events and the participant's attendant behavior and emotions at the time. Finally, the respondents were constantly reminded of both the confidentiality and non-judgmental nature of the interview.

These statements were then coded using the descriptive coding technique of a line-by-line analysis, in which meaning is found from the participants' words. In this content analysis, each interview was transcribed and then read in detail in order to derive meaningful codes. The codes were then further refined as reflective of key categories or meaningful clusters, at first for each interview separately, and then a comparison was made between interviews. Finally, common categories were noted in the cross-case analysis and connections found between them (Miles & Huberman, 1994).

The first and second authors in this study independently coded the interviews, and using the negotiated approach (Garrison, Cleveland-Innes, Koole & Kappelman, 2006) the respective codes were discussed to see these were aligned. This helped in controlling simple errors or misinterpretation. This process was repeated with the other categories too. If there was a disagreement between the two coders, discussions resulted in either one coder changing the code or category to match the others, or alternatively we would agree upon another more suitable alternative. The inter-rater reliability, or concurrence of agreement between two coders was 83 per cent (Krippendorff, 2004).

### **Organizational Support**

The interviews of the respondents indicate that apart from instrumental support of the firm in the form of sponsorship of higher studies, and supervisors adhering to processes such as granting

leave when required, there was no psycho-social support in the form of encouragement, or even an effort to understand the particular challenges these managers were facing. “My firm sponsored my MBA after a rigorous selection procedure, so in a way the firm was encouraging me to meet my potential and go ahead. But after this there was no tangible support” (Respondent IT-R4-M).

Seeing how emotionally charged many of the respondents were in the interviews, we draw on Affective Events Theory (AET) in which the work environment is said to give rise to affective workplace events, and thereafter impact affective experience and behavior in the workplace. An affective work event is defined as “an incident that stimulates appraisal of and emotional reaction to a transitory or ongoing job-related agent, object or event” (Basch & Fisher, 2000 : 3). While AET is a well cited theory it does not clearly identify what types of events lead to positive and negative emotions at the workplace. We suggest that a more supportive work environment, which leads to work events elicited by greater supervisory psycho-social support, is likely to lead to a more positive work attitude, consisting of general evaluations encompassing both cognition and affect (Weiss & Cropanzano, 1996).

As per AET, affective responses to workplace events can lead either to affect-driven behaviors, or more well thought-out judgement-driven behaviors that are mediated by a change in work attitude. We suggest that a more positive work attitude is likely to lead to the

judgement driven pro-social behavior of active mentoring at the workplace. In other words, if there was more organizational proactiveness in enriching the work-life-education interface, this is likely to induce in the employee a feeling for greater reciprocation to the organization expressed in the form of the developmental mentoring of others at the workplace. “I see myself growing, not alone, but the reason of growth for others too” (Respondent BA-R2-F).

Given that part-time adult students are more mature than full-time students (Kelly, 2006; Sewell, 2000) and are willing to learn and engage in deeper learning compared to surface learning (Biggs, 1989; Kelly, 2006), and given that they are likely to have experienced the transformational role of education (O’Shea & Stone, 2011; Swain and Hammond, 2011), it is more likely they would want to disseminate their learnings in an effort to transform the lives of their colleagues.

An increasing number of studies are building upon Kathy Kram’s work (1983) in which she described mentoring to consist of a dyadic relationship between the mentor and protégé, to mentoring now being defined more as a relational approach between several persons. Thus, relational mentoring extends beyond the classical instrumental and psycho-social functions, to encompass relational processes, such as reciprocity; behavior such as empathy; and relational outcomes that help develop future relationships (Ragins & Verbos, 2007).

We also suggest that a more positive work attitude is likely to lead to the judgement driven pro-social behavior of organizational citizenship behavior (OCB). Such extra-role behavior, such as willingness to cooperate with employees, promotes organizational effectiveness (Podsakoff, MacKenzie, Paine & Bachrach (2000). A study on college teachers in India suggests that family supportive organization perceptions had positive impact on OCB (Paramasivam, 2015), while a workplace study suggests that negative affect is a mediator between negative mentoring experiences and reduced OCB of the employee (Kumar, Irudayaraj, Jomon & Singhal, 2013).

**Family supportive organization perceptions had positive impact on OCB.**

*Proposition 1:* Managers as part-time adult students will experience greater identification with a supportive organization than similar employees who are not part-time adult students.

*Proposition 2:* The perception of a supportive organization by managers as part-time adult students, will lead to a more positive work attitude, which will result in more active mentoring of others at the workplace.

*Proposition 3:* The perception of a supportive organization by managers as part-time adult students, will lead to a more positive work attitude, which will result in more organizational citizenship behavior at the workplace.

### Family Support

As per the scarcity of resources perspective, for individuals with limited psychological and physiological resources to invest in work and family domains, the drain of resources in one domain creates an inherent conflict (Friedman & Greenhaus, 2000). Given that time is in short supply, with the respondents wearing three hats - of a manager in the workplace, a family member with responsibilities in a joint family, and a part-time student of either an MBA or a doctoral program - it is likely that there would be a visible increase in work-family stressors. The number of work hours is related to greater conflict at home, and diminishing health of the employee (Major, Klein & Ehrhart, 2002), and to add to this there are the added pressures of student life. "I was not able to attend my cousin's wedding due to a conflict with an exam date, and he has not forgiven me since" (Respondent IT-R5-M)

An interesting finding emerges in terms of how some working women and their families coped with the multiple obligations of work-family-education by a realignment of the traditional gender roles, with spouses taking on stereotypically female roles at home in terms of chores: "My husband gave me freedom to do my research work at home. He now helps in the household work and in cooking food for the family" (Respondent ED-R3-F).

Furthermore, for some respondents' husbands provided psycho-social support in the context of rigid gendered roles:

“My husband has been very supportive, more so since he has completed his Ph.D and so he knows the pressures that I face. That’s why he always stands up for me when relatives question why I am putting undue pressure on myself as a woman by studying while working” (Respondent ED-R3-F).

**Some respondents’ husbands provided psycho-social support in the context of rigid gendered roles.**

Thus, unlike a study on United Arab Emirates female entrepreneurs in which the respondents said that their extended families hindered them from advancement, in our study we found that for women the spouse was an important source of support (Itani, Sidani & Baalbaki, 2011). For women who are able to achieve a work-life balance due to support from family and friends (Kalliath et al., 2011), this not only enhances their work, helps reduce stress (Bhargava & Baral, 2009), but also positively impacts family life (Bakker et al., 2009).

Interestingly, in the context of low gender egalitarianism in India, men receive more spousal and supervisor support when compared to their wives (Bhatnagar & Rajadhyaksha, 2001) and enjoy more work-schedule flexibility than women (Ramadoss & Rajadhyaksha, 2012). Low gender egalitarianism gives men a distinct advantage in helping them advance their careers (Lyness & Judiesch, 2008).

In our sample of male respondents, there was spousal psycho-social support in terms of empathy and understanding: “She has been very understanding, and realizes that until my studies are on I will be devoting less time to the family” (Respondent IT-R4-M). Support in terms of managing his share of household chores came from the extended family, not just the spouse: “Between my wife and parents, they take up most of the responsibilities for household chores, bill payments etc., and try to disturb me as least as possible. I am grateful for this” (Respondent AU-R9-M).

In our study the support of the extended family seems to play a vital role: “I know of such cases where the lack of extended family support led to stress and health problems such as diabetes and increased blood pressure” (Respondent AU-R9-M)

Drawing on the work-family enrichment model or positive spillover, we observed that the role as a student impacted their role as a home-maker (Greenhaus & Powell, 2006; Shockley & Singla, 2011; Rothbard 2001). In particular role modeling as a student had a trickle-down effect on other family members, including spouse and also children: “My wife is now inspired to pursue her doctoral when I complete mine” (Respondent AU-R9-M).

Interestingly, two female respondents pursuing MBA studies, while working in the automobile industry, spoke of their mothers as prime role models: “For me my mother has been the epitome of leadership. She has been leading my family

since I opened my eyes, like a superwoman. (Respondent AU-R11-F). It is likely that such employees have an implicit inclination towards integration ideology, believing that work and life are interdependent and that resources in one domain are highly relevant to the other (Leslie, King & Clair, 2018).

*Proposition 4:* Shortage of time due to multiple responsibilities increases the likelihood of a realignment of gendered roles in the family for female managers as part-time adult students.

*Proposition 5:* Shortage of time due to multiple responsibilities increases the likelihood of poor health for managers as part-time adult students, moderated by support of the extended family.

*Proposition 6:* Role modeling of managers as part-time adult students is likely to have a positive spillover effect on family members.

## **Discussion**

Much of the work-family literature so far has treated the nuclear family as the norm, or point of reference for examining work-family linkages. This single source of support may explain the failure to confirm the hypothesized positive buffering effects of social support (Greenhaus & Parasuraman, 1994).

Our study used a small sample which is a limitation. Furthermore, the propositions are not generalizable to all societ-

ies, but rather to those where extended (rather than nuclear) families are in vogue. Nevertheless, there are some important findings. In our study the extended family is clearly an important source of social support, so much so that even gendered roles in some families were realigned. Furthermore, we observed work-family-education enrichment, with a positive spillover effect of an inclination towards education amongst other family members, through role modeling. It is also possible that role modeling of the realignment of traditional gender roles is prevalent for the children, which could be investigated further in longitudinal studies.

In terms of organizational support this was limited to sponsoring certain employees for part-time study and providing requisite leave, but there was little or no psycho-social support of the supervisor which is actively sought by part-time adult students. Firms could look to enrich employees' work and family lives by focusing on job redesign or job sharing to provide more autonomy to the manager, especially in terms of flexi-timing. Studies suggest that more work-time control leads to several positive outcome variables including better work-schedule fit, and also lower work-family conflict (Moen, Kelly & Huang, 2008). Though the employee may not be able to invest her full potential to the organizational goals in the short-run, she could be bringing in new relevant skills and knowledge to the organization in the long-run, and thus such attempts should be supported by different organizational policies or practices.

Furthermore, organizations could do well to train supervisors to provide more enriched support in the context of work-life-education issues (Baral & Bhargava, 2010). Said one respondent: "In India there is no concept of work-life balance. The bosses expect you to work long hours and excel in performance on a constant basis. Everything else comes secondary." (Respondent BA-R8-M). The criticality of supervisor support is evident in western contexts where not only the access to and perceived availability of work-life balance practices hinges on the line manager support (Budd & Mumford, 2006), but it also impacts the individual's performance and commitment to the organization.

Greater awareness also needs to be provided to colleagues of the employee concerned, given the lack of support at the workplace faced by several of the respondents, as indicated by disparaging comments of colleagues: "Why are you going for classes? I am not going to do night shift on behalf of you" (Respondent AU-R10-M). "Focus on your work, a degree will not help here at the office" (Respondent IT-R1-F).

In fact, any potential support from colleagues was unrealized given that one manager preferred to keep his further studies hidden from them: "My colleagues are known to malign those who go for further studies. So, I never told them, thus there was no question of support. Also, I thought, what if I didn't pass, they would forever tease me. Why take that risk?" (Respondent IT-R1-F)

Studies do suggest that returning to education entails uncertainty and trepidation which manifests in lower levels of confidence and doubt in the ability to cope within the academic setting (Kimmel & McNeese, 2005). With discouraging peers, the extended family becomes the only source of support and well-being. Individuals in nuclear families in such cases would be in a relatively resource scarce environment and struggle to maintain a synergistic work-life-education interface.

**Individuals in nuclear families in such cases would be in a relatively resource scarce environment and struggle to maintain a synergistic work-life-education interface.**

Given the criticality of job-characteristics, supervisor support and work-family culture (Baral & Bhargava, 2010; Paramsivam, 2015) in influencing various job outcomes like organizational commitment, job satisfaction and organizational citizenship behavior in the Indian context, there is a dire need for organizations to provide equal opportunities and support for all employees in the workplace. We surmise that greater support from the organization is likely to elicit more loyalty from the employee concerned, leading to mentoring others at the workplace and increased OCB. On the other hand, negligible support from the firm, fear of being chastised by colleagues, and lack of support of the extended family may be factors that prevent many other potential employees from taking up part-time studies to achieve their potential. There is no

way of gauging this 'missing number' of potential students.

Interestingly, family support not only helps part-time adult students in navigating their work-life challenges but also positively impacts other family members which would be because of the importance of family structure in the Indian household. The findings of the study also indicate that with increasing education in the family, men are more willing to extend their contribution beyond financial support which has the potential to improve the quality of family life and movement towards a balanced distribution of household chores.

**Part-time students do have unique challenges, such as not being able to meet their supervisors during working hours.**

Part-time students do have unique challenges, such as not being able to meet their supervisors during working hours. They have complex and unique learning needs, to which educators would do well to adapt to in order to ensure a successful study program (Ballou, Bowers, Boyatzis & Kolb, 1999), as well as contribute to the emotional and physical well-being of their students. Considering that part-time adult students are capable of bringing more relevant and topical examples and experiences in the class, educators get more opportunities to bridge the gap between academia and practice ensuring the relevance and effective delivery of their courses. Thus, educational institutions need not only teach courses

of diversity and inclusion, but put this into practice by being more sensitive to the needs of this diverse group of students.

To conclude, diversity and inclusion at the workplace extends to much beyond simply recruiting diverse employees. It is also about understanding the unique needs of a certain sub-set of employees who pursue further studies to realize their own potential, and in doing so are likely to make a more profound contribution to the firm in the long run. Organizational support is not restricted to policies and practices but manifests in the support extended by managers and peers. The important role played by the family in the Indian context reinforces the need to gain a deeper understanding of work-life-education interface within a specific context which would help address the triple agenda of enhancing employee work-life balance, increasing organizational effectiveness and also ensuring social justice.

## References

- Allen, T. D., Cho, E. & Meier, L. L. (2014), "Work-family Boundary Dynamics", *The Annual Review of Organizational Psychology and Organizational Behavior* 1(1): 99-121.
- Allen, T. D., French, K. A., Dumani, S., & Shockley, K. M. (2015), "Meta-analysis of Work-family Conflict Mean Differences: Does National Context Matter?", *Journal of Vocational Behavior*, 90 (October 2015): 90-100.
- Bakker, A.B., Westman, M. & van Emmerik, I.J.H. (2009), "Advancements in Crossover Theory", *Journal of Managerial Psychology*, 24 (3): 206-19.

- Ballou, R., Bowers, D., Boyatzis, R. E., & Kolb, D. A. (1999), "Fellowship in Lifelong Learning: An Executive Development Program for Advanced Professionals", *Journal of Management Education*, 23(4): 338-54.
- Baral, R. & Bhargava, S. (2010), "Work-family Enrichment as a Mediator between Organizational Interventions for Work-life Balance and Job Outcomes," *Journal of Managerial Psychology*, 25(3): 274-300.
- Basch, J., & Fisher, C. D. (2000), "Affective Job Events - emotions Matrix: A Classification of Job- Related Events and Emotions Experienced in the Workplace", in N. Ashkanasy, W. Zerbe & C. Hartel (Eds.), *Emotions in the Workplace: Research, Theory and Practice* Westport, Connecticut: Quorum Books.
- Beechler, S. & Woodward, I. C. (2009), "The Global "War for Talent", *Journal of International Management*, 15(3): 273-85.
- Beutell, N. J. & Wittig-Berman, U. (2008), Work-family Conflict and Work-family Synergy for Generation X, Baby Boomers, and Matures: Generational Differences, Predictors, and Satisfaction Outcomes", *Journal of Managerial Psychology*, 23(5): 507-23.
- Bhargava, S. & Baral, R. (2009), "Antecedents and Consequences of Work – family Enrichment among Indian Managers", *Psychological Studies*, 54 (3): 213-25.
- Bhatnagar, D. & Rajadhyaksha, U. (2001), "Attitudes towards Work and Family Roles and Their Implications for Career Growth of Women: A Report from India", *Sex Roles*, 45(7-8): 549-65. doi:10.1023/A:101481 4931671
- Biggs, J. (1989), "Approaches to the Enhancement of Tertiary Teaching", *Higher Education Research and Development*, 8(1): 7–25.
- Britton, C., & Baxter, A. (1999), "Becoming a Mature Student: Gendered Narratives of the Self", *Gender and Education*, 11(2): 179-93.
- Budhwar, P. S. & Debrah, Y. A. (Eds.) (2013), *Human Resource Management in Developing Countries*. London: Routledge,
- Budd, J. W. & Mumford, K. A. (2006), "Family friendly Work Practices in Britain: Availability and Perceived Accessibility", *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 45(1): 23-42.
- Cantwell, R., Archer, J. & Bourke, S. (2001), "A Comparison of the Academic Experiences and Achievement of University Students Entering by Traditional and Non-traditional Means", *Assessment & Evaluation in Higher Education*, 26(3): 221–34. doi:10.1080/02602930120052387
- Carlson, D. S., Kacmar, K. M., Wayne, J. H. & Grzywacz, J. G. (2006), "Measuring the Positive Side of the Work–family Interface: Development and Validation of a Work–family Enrichment Scale", *Journal of Vocational Behavior*, 68(1): 131-64.
- Chandra, A., Fealey, T. & Rau, P. (2006), "National Barriers to Global Competitiveness: the Case of the IT Industry in India", *Competitiveness Review: An International Business Journal*, 16(1): 12-19.
- Chen, X. & Carroll, C. D. (2007), "Part-time Under- graduates in Post-secondary Education: 2003-04, Washington, DC: National Center for Education Statistics.
- Choy, S. (2002), *Nontraditional Undergraduates: Findings from the Condition of Education, 2002*, Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Coyne, I. T. (1997), "Sampling in Qualitative Research. Purposeful and Theoretical Sampling; Merging or Clear Boundaries?", *Journal of Advanced Nursing*, 26(3): 623-30.
- Darkenwald, G. & Merriam, S. (1982), *Adult Education: Foundations of Practice*, New York, NY: Harper Collins.
- Fairchild, E. E. (2003), "Multiple Roles of Adult Learners", *New Directions for Student Services*, 102: 11–16. doi:10.1002/ss.84

- Friedman, S.D. & Greenhaus, J.H. (2000), *Allies or Enemies? What Happens when Business Professionals Confront Life Choices*, Oxford University Press, New York, NY.
- Gambles, R., Lewis, S. & Rapoport, R. (2006), *The Myth of Work-life Balance: The Challenge of Our Time for Men, Women and Societies*, London: John Wiley & Sons.
- Ganesh Mangadu Paramasivam (2015), "Role of Self-efficacy and Family Supportive Organizational Perceptions in Teachers' Organizational Citizenship Behavior: A Study on Engineering College Teachers in India", *Asian Education and Development Studies*, 4 (4) :394-408.
- Garrison, D. R., Cleveland-Innes, M., Koole, M. & Kappelman, J. (2006), "Revisiting Methodological Issues in Transcript Analysis: Negotiated Coding and Reliability", *The Internet and Higher Education*, 9(1): 1-8.
- Greenhaus, J.H. & Powell, G.N. (2006), "When Work and Family Are Allies: a Theory of Work-family Enrichment", *The Academy of Management Review*, 31(1):72-92, available at: <http://doi.org/10.2307/20159186>
- Greenhaus, J.H. & Parasuraman, S. (1994), "Work-family Conflict, Social Support and Wellbeing", in Davidson, M.J. and Burke, R.J. (Eds), *Work Family Conflict, Social Support, and Well-Being*, Paul Chapman, London
- Hoskins, S. L. & Newstead, S. E. (1997), "Degree Performance as a Function of Age, Gender, Prior Qualifications and Discipline Studied", *Assessment & Evaluation in Higher Education*, 22(3): 317. doi:10.1080/0260293970220305
- Ibrahim, N., Freeman, S. A. & Shelley, M. C. (2011), "Identifying Predictors of Academic Success for Part-time Students at Polytechnic Institutes in Malaysia", *International Journal of Adult Vocational Education and Technology*, 2(4): 1-16.
- Itani, H., Sidani, Y. M. & Baalbaki, I. (2011), "United Arab Emirates Female Entrepreneurs: Motivations and Frustrations", *Equality, Diversity and Inclusion: An International Journal*, 30(5): 409-24.
- Kalliath, P., Kalliath, T. & Singh, V. (2011), "When Work Intersects Family: A Qualitative Exploration of the Experiences of Dual-earner Couples in India", *South Asian Journal of Management*, 18(1) :37-59. doi:10.1080/02650533.2013.828278
- Kelly, K. (2006, June 8–9), "Experience in the Dublin Institute of Technology Moving to a Student-centered Paradigm for Part-time Mature Students", Paper presented at the Challenge of Diversity: Teaching, Support and Student Learning Conference, NUI Galway.
- Kelly, E.L., Kossek, E.E., Hammer, L.B., Durham, M., Bray, J., Chermack., K. & Kaskubar, D. (2008), "Getting There from Here: Research on the Effects of Work-family Initiatives on Work-family Conflict and Business Outcomes", *The Academy of Management Annals*, 2: 305-49, available at: <http://doi.org/10.1080/19416520802211610>
- Kimmel, S.B. & McNeese, M.N. (2005), "The Influence of Gender, Ethnicity, and Age on Adult Motivation and Barriers to Education", *International Journal of Diversity in Organizations, Communities and Nations*, 5 (1): 33-41.
- Kram, K. E. (1983), "Phases of the Mentor Relationship". *Academy of Management Journal*, 26(4): 608-25.
- Krippendorff, K. (2004), "Reliability in Content Analysis: Some Common Misconceptions and Recommendations", *Human Communication Research*, 30(3): 411-33.
- Kopelman, R. E., Protas, D. J., Thompson, C. A. & Jahn, E. W. (2006), "A Multilevel Examination of Work-life Practices: Is More Always Better?" *Journal of Managerial Issues*, 18 (2): 232-53.
- Kossek, E.E. & Ozeki, C. (1998), "Work-family Conflict Policies and the Job-life Satisfaction Relationship: a Review and Directions for Organizational Behavior-human Resources Research", *Journal of Applied Psychology*, 83 (2):139-49.

- Kumar, P., Irudayaraj, I. S. F., Jomon, M. G. & Singhal, M. (2013), "The Shadow of Negative Mentoring at the Workplace: Is Negative Affect a Mediator Between Mentoring Experiences and a Decline in Organizational Citizenship Behavior of the Protégé?" *Management and Labor Studies*, 38(4): 357-71.
- Laher, S. (2007), "Reflections on Teaching Undergraduate Psychology to Part-time Adult Students." *South African Journal of Psychology*, 37(2): 383-88.
- Leslie, L. M., King, E. B. & Clair, J. A. (2018), "Work-life Ideologies: The Contextual Basis and Consequences of Beliefs about Work and Life", *Academy of Management Review*, 44 (1): 72-98
- Lewis, S., Gambles, R. & Rapoport, R. (2007), "The Constraints of a 'Work-life Balance' Approach: An International Perspective", *The International Journal of Human Resource Management*, 18(3): 360-73.
- Lewis S. & Rajan-Rankin S. (2013), "Deconstructing 'Family Supportive Cultures': A Vision for the Future, in: Poelmans S., Greenhaus J.H., Maestro M.L.H. (Eds), *Expanding the Boundaries of Work-Family Research*. Palgrave Macmillan, London
- Lyness, K.S. & Judiesch, M.K. (2008), "Can a Manager Have a Life and a Career? International and Multisource Perspectives on Work-life Balance and Career Advancement Potential", *Journal of Applied Psychology*, 93 (4): 789-805.
- Major, V. S., Klein, K. J. & Ehrhart, M. G. (2002), "Work Time, Work Interference with Family, and Psychological Distress", *Journal of Applied Psychology*, 87(3): 427.
- Maxwell, J.A. (2013), *Qualitative Research Design: An Integrated Approach*, Sage Publications, Inc., Thousand Oaks, CA.
- Miles, M. B., & Huberman, A. M. (1994), *Qualitative Data analysis: An Expanded Sourcebook* (2nd ed.), Thousand Oaks, CA, US: Sage Publications, Inc.
- Moen, P., Kelly, E. & Huang, Q. (2008), "Work, Family and Life-course Fit: Does Control Over Work Time matter?", *Journal of Vocational Behavior*, 73(3): 414-25.
- Mortazavi, S., Pedhiwala, N., Shafiro, M. & Hammer, L. (2009), "Work-family Conflict Related to Culture and Gender", *Community, Work & Family*, 12(2): 251-73.
- Munn, S. L. & Chaudhuri, S. (2016), "Work-life Balance: A Cross-cultural Review of Dual-earner Couples in India and the United States", *Advances in Developing Human Resources*, 18(1): 54-68.
- Osborne, M., Marks, A. & Turner, E. (2004), "Becoming a Mature Student: How Adult Applicants Weigh the Advantages of Higher Education", *Higher Education*, 48 (3): 291-315.
- O'Shea, S. & Stone, C. (2011), "Transformations and Self-discovery: Mature-age Women's Reflections on Returning to University Study", *Studies in Continuing Education*, 33(3): 273-88.
- Özbilgin, M. F., Beauregard, T. A., Tatli, A. & Bell, M. P. (2011), "Work-life, Diversity and Intersectionality: A Critical Review and Research Agenda", *International Journal of Management Reviews*, 13(2): 177-98.
- Pierret, C.R. (2001), "Event History Data and Survey Recall: an Analysis of the National Longitudinal Survey of Youth 1979 Recall Experiment", *Journal of Human Resources*, 36 (3):439-66.
- Pocock, B., Williams, P. & Skinner, N. (2012), "Conceptualizing Work, Family and Community: a Socio ecological Systems Model, Taking account of Power, Time, Space and Life Stage", *British Journal of Industrial Relations*, 50(3): 391-411.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B. & Bachrach, D. G. (2000), "Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research", *Journal of Management*, 26(3): 513-63.
- Poster, W. R. (2005), "Three Reasons for a Transnational Approach towards Work-life

- Policy, in E. Ramadoss, K. and Rajadhyaksha, U. (2012), "Gender Differences in Commitment to Roles, Work-family Conflict and Social Support", *Journal of Social Science*, 33 (2): 227-33.
- Richardson, J. T. E. (1995), "Mature Students in Higher Education: II. An Investigation of Approaches to Studying and Academic Performance", *Studies in Higher Education*, 20(1): 5-17. doi:10.1080/03075 0795123 31381760
- Ragins, B. R. & Verbos, A. K. (2007), "Positive Relationships in Action: Relational Mentoring and Mentoring Schemas in the Workplace", In Dutton, J. & Ragins, B. R. (Eds.), *Exploring Relationships at Work: Building a Theoretical and Research Foundation*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Rajan, R. G. (2006), "India: The Past and Its Future", *Asian Development Review*, 23(2): 36.
- Rajan-Rankin, S. (2016), "Paternalism and the Paradox of work-life balance: Discourse and practice", *Community, Work & Family*, 19(2): 227-41.
- Rotondo, D. M. & Kincaid, J. F. (2008), "Conflict, Facilitation, and Individual Coping Styles Across the Work and Family Domains", *Journal of Managerial Psychology*, 23(5): 484-506.
- Rothbard, N.P. (2001), "Enriching or Depleting? The Dynamics of Engagement in Work and Family Roles", *Administrative Science Quarterly*, 46 (4): 655-84.
- Schänzel, H. A. & Yeoman, I. (2015), "Trends in Family Tourism", *Journal of Tourism Futures*, 1(2): 141-47.
- Sewell, P. M. (2000), "Mature Students in Part-time Higher Education: Perceptions of Skills", *Innovations in Education and Training International*, 37 ( ):304-13.
- Shockley, K.M. & Singla, N. (2011), "Reconsidering Work-family Interactions and Satisfaction: a Meta-analysis", *Journal of Management*, 37 (3): 861-86, available at: <http://doi.org/10.1177/0149206310394864>
- Spitzer, T. M. (2000), "Predictors of College Success: A Comparison of Traditional and Non-traditional Age Students", *NASPA Journal*, 38(1): 82-98.
- Swain, J. & Hammond, C. (2011), "The Motivations and Outcomes of Studying for Part-time Mature Students in Higher Education", *International Journal of Lifelong Education*, 30 (1): 591-612.
- Taniguchi, H. & Kaufman, G. (2005), "Degree Completion among Non-traditional College Students", *Social Science Quarterly*, 86(4): 912-27. doi:10.1111/j.0038-4941.2005.00363.x
- Thompson, C. & Prottas, D. (2005), "Relationships among Organizational Family Support, Job Autonomy, Perceived Control and Employee Well-being", *Journal of Occupational Health Psychology*, 10 (4) :100-18.
- Thomas, L.T. & Ganster, C. (1995), "Impact of Family Supportive Work Variables on Work-family Conflict and Strain: a Control Perspective", *Journal of Applied Psychology*, 80 (1): 6-15.
- Verma, M., Bhal, K. T., & Vrat, P. (2013), "Impact of Gender Sensitive Practices on Job Satisfaction & Stress Levels", *The Indian Journal of Industrial Relations*, 49 (2): 286-97.
- Watts, J. H. (2008), "Challenges of Supervising Part-time PhD Students: Towards Student-centered Practice", *Teaching in Higher Education*, 13(3): 369-73.
- Weiss, H. M. & Cropanzano, R. (1996), "Affective Events Theory: a Theoretical Discussion of the Structure, Causes and Consequences of Affective Experience at Work", in BM Staw and LL Cummings (Eds), *Research in Organization Behavior: An Annual Series of Analytical Essays and Critical Reviews*, 18 içinde, Greenwich, CT: JAI.