



(RESEARCH ARTICLE)



## Work-life balance of women teachers: A case study of Tiruchirappalli corporation, Tamil Nadu, India

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### Abstract

This study investigates the complex relationship between work and family domains for women teachers in Tiruchirappalli Corporation, Tamil Nadu. Using a questionnaire-based survey and statistical analysis, the research explores both the enriching and challenging aspects of balancing professional and family responsibilities. Key factors analysed include work-to-family enrichment, supportive family behaviours, and family-related challenges. Findings highlight that recognising family achievements and effectively managing family concerns can foster overall well-being and professional efficiency. However, time constraints and interpersonal tensions frequently hinder this balance, leading to stress and reduced satisfaction.

The study also emphasises the mutual benefits of active family involvement for professional focus and satisfaction. Policy recommendations call for flexible work arrangements, emotional support programmes, and recognition of supportive behaviours to facilitate better work-family integration. Despite these insights, the research identifies gaps, including limited investigation into organisational policies, sociocultural influences, and the effects of remote work. The report suggests that future studies should adopt longitudinal and intervention-based approaches. Overall, the results advocate holistic, inclusive strategies that address both the benefits and challenges, thereby supporting greater satisfaction and effectiveness for women teachers in both their personal and professional lives.

**Keywords:** Work-life balance; Women teachers; Work-family conflict; Work-family enrichment; Social support

### 1. Introduction

Traditionally, women's roles have included cooking, cleaning, and raising children. They were viewed as homemakers or caregivers and were denied access outside the home; today, women have made their mark in every field. Work-life balance for teaching professionals has become one of the greatest challenges in today's world. Teachers' workload not only demands their time at the institution but also extends to their homes, where they prepare for the following day, update student records, and meet various Institution-related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession. Thus, it is important to examine work-life balance among teachers, particularly women in the teaching profession.

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## 2. Review of Literature

The literature indicates that teaching is an especially demanding and stressful occupation for women in India, mainly due to the dual expectations of managing both professional and domestic responsibilities. Conventional gender roles frequently assign women the position of primary caregiver, resulting in elevated stress levels and increased work-family conflict as professional demands intensify. Empirical findings reliably show that female educators experience pronounced emotional exhaustion, which is exacerbated when they must balance work obligations with family commitments, along with limited access to social support.

Despite these trials, women's employment has been found to have both beneficial and adverse impacts on family well-being; notably, dual incomes enhance financial security and expand family choices. Recent scholarship reinforces these observations. For example, Singh and Ghosh (2021) report elevated work-family conflict among Indian women teachers during the COVID-19 pandemic, attributable to remote instruction and additional household duties. In a similar vein, Patel et al. (2022) observe that institutional support can alleviate emotional exhaustion and conflict among female educators in urban settings. This research collectively highlights the enduring difficulty of balancing professional and domestic demands for women educators in the Indian context.

The review also distinguishes between work-family conflict and work-family enrichment. Work-family conflict is characterised by discord arising from the incompatibility between work and family roles, including time-based, strain-based, and behaviour-based dimensions (Greenhaus & Beutell, 1985). This primary article defines the concept of work-family conflict, explicates its various manifestations, and provides a framework for understanding its antecedents and consequences—thereby laying the groundwork for subsequent research on work-family dynamics.

In contrast, work-family enrichment refers to the extent to which experiences in one domain enhance quality of life in the other, with enrichment occurring bidirectionally between work and family roles (Greenhaus & Powell, 2006). This influential paper describes methods through which enrichment is realised, challenging the predominant focus on conflict and drawing attention to the potential for synergistic interactions among professional and domestic spheres.

Building on these conceptual models, Narayan and Joseph (2023) identify a positive association between work-family enrichment and both organisational commitment and psychological health among Indian women professionals. Furthermore, Chatterjee and Saha (2024) determine that flexible work arrangements significantly promote enrichment and satisfaction, particularly for women juggling caregiving and instructional responsibilities.

Key predictors and outcomes include self-efficacy—the confidence in one's capacity to manage work-family challenges—and the availability of social support from colleagues, leaders, and family members. Research consistently shows that higher self-efficacy and strong support networks are associated with reduced work-family conflict and greater satisfaction in both domains. Meta-analyses and empirical studies (e.g., Byron, 2005; Hennessy & Lent, 2007) support these conclusions, although persistent gender disparities remain evident in reported self-efficacy levels and experienced conflict.

Das and Mehra (2021) demonstrate that self-efficacy moderates the relationship between work-family conflict and job satisfaction in Indian higher education contexts, and that organisational mentorship contributes to greater resilience displayed by women. Similarly, Verma et al. (2023) highlight the central role of peer and family support in reducing stress and fostering enrichment among women educators during periods of heightened occupational pressure.

Although much of the literature emphasises negative outcomes such as stress and diminished satisfaction, contemporary studies increasingly investigate the benefits of role enrichment, suggesting that support within one domain may improve performance and satisfaction in the other. The current body of research indicates that a nuanced understanding of the interrelationships among conflict, enrichment, self-efficacy, and support is necessary to devise strategies to promote work-family balance, particularly for women educators in India. Notably, Raghavan and Mukherjee (2022) find that mindfulness interventions in school settings improve perceived enrichment and reduce work-family conflict. Collectively, these outcomes emphasise the significance of organisational policies, social support systems, and personal resources in promoting the equilibrium and well-being of Indian women working in education.

### 2.1. Study Area

Tiruchirappalli, commonly known as Trichy, is one of the major educational hubs in Tamil Nadu. The city offers a wide range of schools that meet different academic boards, budgets, and learning needs. It has hundreds of schools, including government, private, matriculation, CBSE, ICSE, and international schools. These institutions are distributed across

urban and suburban areas, providing education accessible to students from diverse backgrounds. Most of the school's teachers are women. These women teachers are coping with family and the workplace. As a woman, they have family commitments and workplace responsibilities. At this juncture, the present study focuses on women teachers' work-family balance.

### *Objectives*

The objectives of this study are as follows:

- To examine work-life balance among female faculty in Tiruchirappalli Corporation, with a focus on their perceptions of managing professional and personal roles.
- To identify and analyse the causes and pressures that contribute to imbalance and disrupt the equilibrium between work and family commitments.

The analysis assesses the difficulty and frequency of stress these educators experience in achieving balance, providing insight into the emotional impact of these problems. Additionally, it analyses existing strategies and coping mechanisms to recommend practical solutions to help women teachers better integrate their work and home lives.

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## **3. Methodology**

The study employs a descriptive research design, which facilitates the examination of respondents' attitudes, interests, technical skills, experiences, behaviours, beliefs, value systems, emotions, personality traits, self-concept, and related constructs. The collected data were entered into SPSS for factor analysis, and the subsequent interpretations and findings are derived from this analysis.

### **3.1. Data Collection**

The study utilised primary data collected from female faculty members employed in various schools across the Tiruchirappalli Corporation. A total of 600 respondents were included in the sample, representing teaching professionals from varied academic disciplines. To obtain a comprehensive understanding of work-life balance, a questionnaire was distributed to these full-time schoolteachers.

The questionnaire was designed to evaluate multiple aspects of work-life balance among female teaching professionals. Responses were collected using both 5-point and 7-point Likert scales, allowing analysis of the degree of agreement and frequency across several work-life balance factors.

### **3.2. Limitations of the Study**

While this research delivers valuable insights into work-life balance among female teaching professionals, it is important to acknowledge certain limitations that may affect the scope and transferability of the findings.

#### *3.2.1. Scope of the Study*

First, the study is limited to data collected in a single year, specifically 2025. The research relied on a questionnaire-based survey conducted among women teachers employed in Tiruchirappalli Corporation. As a result, the observations and analysis presented reflect only the conditions and experiences of that period and geographical area.

#### *3.2.2. Respondent Profile*

Secondly, the scope of the research is limited to women teachers as its respondents. The perspectives, interpretations, and conclusions derived are therefore based solely on data from this specific group and may not be generalisable to a larger population or to male teachers.

#### *3.2.3. Data Dependency*

Finally, all findings and recommendations in the study are derived from the survey data. The validity and dependability of the study's outcomes depend on the honesty and completeness of respondents' answers.

#### 4. Discussion

The factor analysis in this study is useful for cataloguing the major dimensions of the Women Teachers' Family and Workplace Balance. Ten factors are extracted, accounting for 65.961% of the total variance. An eigenvalue of 1.0 is used as a cutoff for determining the number of factors to extract. The correlation matrix indicates several coefficients above 0.4. The Kaiser-Meyer-Olkin (KMO) value is a Measure of Sampling Adequacy (MSA). As a result, the KMO value is 0.817 (Table 1), exceeding the recommended value of 0.6 (Antony, G. M. and Rao; K. V., 2007), and the Bartlett's Test of Sphericity value is 0.001, reaching statistical significance and supporting the factorability of the correlation matrix. Principal component analysis showed ten components with eigenvalues exceeding 1.0.

**Table 1** KMO and Bartlett's Test

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		<b>0.817</b>
Bartlett's Test of Sphericity	Approx. Chi-Square	6468.873
	df	666
	Sig.	0.001

##### 4.1. Factor I: Family-to-Home Enrichment: Individual Contributions within the Family

The findings regarding Factor I, titled "Family-to-Home Enrichment: Individual Contributions within the Family", indicate the significant role individuals play in enhancing the overall welfare and development of their family members (Table 2). This factor covers a range of contributions, beginning with the active reduction of burdens placed on the husband and family, as evidenced by a substantial factor loading (0.757) and a high communality (0.623). Additionally, individuals support the fulfilment of essential family needs, as reflected by a factor loading of 0.75 and a communality of 0.632. The data also indicate that personal efforts directly improve the family's economic status (loading: 0.728; communality: 0.604), and that individuals play a pivotal role in promoting educational development for both children and the wider family (loading: 0.716; communality: 0.587). Contributions to encouraging moral values among family members are also notable, with a factor loading of 0.715 and a communality of 0.618. Furthermore, individuals play a key role in increasing the family's future financial savings, as evidenced by loadings of 0.628 and 0.652 on the communality factor.

**Table 2** Factor I: Family-to-Home Enrichment: Individual Contributions within the Family

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	I contribute to reducing the burden on the husband and on the family	0.757	0.623
2	I help my husband and family fulfil all the family's needs	0.750	0.632
3	I contribute to improving the family's economic status	0.728	0.604
4	I contribute to children's and family educational development	0.716	0.587
5	I contribute to fostering moral values among the members of my family	0.715	0.618
6	I contribute to increasing my family's financial savings for the future	0.628	0.652
Eigen value: 3.461		Total Variance: 9.353	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation. a. Rotation converged in 7 iterations.			

The overall impact and explanatory power of this factor are indicated by an eigenvalue of 3.461, accounting for 9.353% of the total variance. The results were obtained using Principal Component Analysis as the extraction method, with Varimax rotation and Kaiser Normalisation. Notably, the rotation converged after seven iterations, guaranteeing a robust and reliable factor structure.

#### 4.2 Factor II: Impact of Family Involvement on Work Performance

The second factor, "Impact of Family Involvement on Work Performance", explains how active engagement with one's family can greatly improve workplace effectiveness along with personal growth (Table 3). The data show that family involvement aids people in developing crucial skills essential to excelling as workers, as indicated by a factor loading of 0.726 and a communality of 0.675. Furthermore, that involvement requires a disciplined method to avoid wasting time at work, consequently fostering improved work habits (loading: 0.724; communality: 0.571). The encouragement derived from family interactions also motivates individuals to utilise their work hours more effectively, further reinforcing their efficiency and productivity (loading: 0.701; communality: 0.565).

**Table 3** Factor II: Impact of Family Involvement on Work Performance

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	My involvement with my family helps me develop skills, and this helps. I need to be a better worker	0.726	0.675
2	My involvement with my family requires me to avoid wasting time at work, which helps me be a better worker	0.724	0.571
3	My involvement with my family encourages me to use My work time is focused in a manner which helps me be a better worker	0.701	0.565
4	My involvement with my family makes me cheerful, which helps, I need to be a better worker	0.665	0.581
5	My involvement with my family helps me expand my knowledge of new things, which help me be a better worker	0.654	0.625
Eigen value: 3.099		Total Variance: 8.375	

Additionally, the positive emotional impact of family involvement is evident, as it makes individuals more cheerful, which in turn contributes to better workplace performance (loading: 0.665; communality: 0.581). Exposure to family experiences similarly broadens one's knowledge of new concepts and ideas, benefiting professional development (loading: 0.654; communality: 0.625).

The explanatory power of this factor is evident in its eigenvalue of 3.099, which accounts for 8.375% of the total variance. This illustrates the substantial influence of family involvement on skills, time management, mental health, and knowledge acquisition, all of which are fundamental to better work performance.

#### 4.3 Factor III: Family Support

The third factor, identified as "Family Support", highlights the various ways family members contribute to an individual's personal and familial well-being (Table 4). This factor encompasses several dimensions of support, including tangible assistance, guidance, empathetic listening, advice, and recognition of achievements within the family context. Family members provide practical help in implementing ideas related to family matters, as reflected by a high factor loading of 0.831 and a communality of 0.73. They also give valuable guidance in decision-making regarding family issues (loading: 0.81; communality: 0.7) and are attentive listeners when one faces family-related challenges (loading: 0.707; communality: 0.696). Additionally, family members offer sound advice for resolving problems encountered at home (loading: 0.701; communality: 0.571) and acknowledge and celebrate family-related successes (loading: 0.616; communality: 0.506).

The explanatory power of this factor is evidenced by an eigenvalue of 3.094, which accounts for 8.362% of the total variance. This stresses the central role of family support in supporting resilience, improving decision-making, and promoting emotional well-being within the family environment.

**Table 4** Factor III: Family Support

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	Give me tangible assistance in implementing me family-related ideas	0.831	0.730
2	Give me guidance in making family-related decisions	0.810	0.700
3	Listening to my family-related problems	0.707	0.696
4	Give me sound advice on problems encountered at home	0.701	0.571
5	Recognise and celebrate my family-related successes	0.616	0.506
Eigen value: 3.094		Total Variance: 8362	

#### 4.4 Factor IV: Work-to-Family Conflict: Impact of Job Demands on Home Life

The fourth factor, termed "Work-to-Family Conflict", examines how professional responsibilities and workload interfere with family life and personal obligations (Table 5). The data reveal that the time required by one's job significantly hampers the ability to fulfil family commitments, as indicated by a high factor loading of 0.825 and a communality of 0.768. Furthermore, professional demands often lead to incomplete personal tasks at home, with a factor loading of 0.754 and a communality of 0.676.

**Table 5** Factor IV: Work-to-Family Conflict: Impact of Job Demands on Home Life

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	The time my job requires makes it difficult to fulfil my family responsibilities.	0.825	0.768
2	Things I want to do at home do not get done because of the Demands that my job places on me.	0.754	0.676
3	The demands of my work interfere with my home life and family life.	0.730	0.675
4	My job puts me under strain, making it difficult to fulfil family duties.	0.715	0.660
Eigen value:2.708		Total Variance: 7.319	

The demands of work are shown to disrupt home and family life (loading: 0.730; communality: 0.675), while job-related stress further complicates the fulfilment of family duties (loading: 0.715; communality: 0.660). Collectively, these findings reveal the strain placed on individuals when managing professional and domestic responsibilities.

The explanatory strength of this factor is indicated by an eigenvalue of 2.708, accounting for 7.319% of the total variance. This demonstrates the notable impact of work-related pressures on the ability to manage and maintain family life.

#### 4.5 Actor V: Work-Related Demands

Factor V, designated as "Work-Related Demands", represents the breadth of professional obligations that go beyond routine teaching responsibilities (Table 6). The data indicate that educators are frequently required to perform clerical work in the school setting, as evidenced by a factor loading of 0.747 and a communality of 0.665. Moreover, the necessity of working outside standard working hours is evident, with a corresponding factor loading of 0.735 and a communality of 0.652, indicating the prevalence of extended workdays.

In addition to administrative duties and extended hours, educators are also expected to engage in extracurricular or co-curricular activities, reflected by a factor loading of 0.724 and a communality of 0.633. This involvement further increases their workload, as they must balance teaching tasks with additional responsibilities that support comprehensive student development. Furthermore, the pressure to complete tasks within a fixed timeframe is an important aspect of their professional life, with a factor loading of 0.722 and a communality of 0.597, illustrating the time-critical nature of many job requirements.

**Table 6** Factor V: Work-Related Demands

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	I need to be involved in clerical work at school.	0.747	0.665
2	I need to work outside normal working hours.	0.735	0.652
3	I need to be involved in extracurricular or co-curricular activities.	0.724	0.633
4	I need to manage pressure to complete a task within a fixed time.	0.722	0.597
Eigen value: 2.475		Total Variance: 6.688	

The explanatory power of this factor is supported by an eigenvalue of 2.475, which accounts for 6.688% of the total variance. Overall, these results show that the teaching profession is characterised by multifaceted demands, including administrative duties, participation in school activities beyond regular hours, and persistent pressures to meet deadlines, each of which contributes to the complex framework of work-related stressors in school environments.

#### 4.6 Factor VI: Family-to-Work Conflict

Factor VI, termed "Family-to-Work Conflict," illustrates the extent to which familial responsibilities impede professional tasks (Table 7). The data reveal that work objectives frequently remain incomplete due to demands from family members or a spouse/partner, as indicated by a high factor loading of 0.826 and a communality of 0.766. This suggests a strong influence of family-related obligations on work performance. Additionally, the need to defer work assignments due to time pressures at home is notable, as reflected by a factor loading of 0.814 and a communality value of 0.755. This further demonstrates the difficulty of balancing home and work commitments.

Moreover, interference from family or partner demands on work activities is evident, with a factor loading of 0.771 and a communality of 0.778, underscoring the persistent encroachment of personal life on professional duties. The explanatory power of this factor is supported by an eigenvalue of 2.225, which accounts for 6.013% of the total variance. Collectively, these data illustrate that family-related pressures significantly affect employees' ability to fulfil work obligations, contributing toward a broader understanding of work-life conflict.

**Table 7** Factor VI: Family-to-Work Conflict

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	Things I want to do at work do not get done because of demands from my family or my spouse/partner.	0.826	0.766
2	I must postpone work tasks due to time demands at home.	0.814	0.755
3	The demands of my family or my spouse/partner interfere with work-related activities.	0.771	0.778
Eigen value: 2.225		Total Variance: 6.013	

#### 4.7 Factor VII: Work-to-Family Enrichment

Factor VII, referred to as "Work-to-Family Enrichment," represents the positive influence that professional engagement exerts on one's family life (Table 8). The data illustrate that when individuals are actively involved in their work, it not only enhances their mood—making them more cheerful—but also furthers their effectiveness as family members, as

evidenced by a factor loading of 0.775 and a communality of 0.682. Furthermore, a sense of accomplishment derived from work has been shown to benefit familial roles, with a factor loading of 0.763 and a communality of 0.673, indicating a substantial link between workplace fulfilment and family well-being. Similarly, experiencing a sense of success at work is associated with improved family functioning, with a factor loading of 0.733 and a communality of 0.654. Collectively, these findings underscore that professional satisfaction and achievement extend beyond the workplace, enriching family relationships and responsibilities. The explanatory strength of this factor is evident in its eigenvalue of 2.115, which accounts for 5.717% of the total variance. This highlights that work-related enrichment plays an important role in supporting and enhancing family life, thereby contributing to a more holistic understanding of the relationship between professional and personal domains.

**Table 8** Factor VII: Work-to-Family Enrichment

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	My involvement in my work makes me cheerful, which helps me be a better family member	0.775	0.682
2	My involvement in my work gives me a sense of accomplishment, which helps me be a better family member	0.763	0.673
3	My involvement in my work gives me a sense of success, which helps me be a better family member	0.733	0.654
Eigen value: 2.115		Total Variance: 5.717	

#### 4.8 Factor VIII: Representing Family and Work-Related Support, Challenges, and Enrichment

Factor VIII centres on the intersection of family and work, focusing on support, challenges, and enrichment derived from these domains (Table 9). The analysis shows that the recognition and celebration of achievements within the family context are strongly represented, as indicated by a factor loading of 0.818 and a communality of 0.75. This suggests that appreciating family successes has a significant role in the overall dynamic between work and family life. Additionally, being attentive to family-related issues—such as listening to concerns—loads highly on a factor with a factor loading of 0.786 and a communality of 0.594, illustrating the importance of empathetic engagement in family matters.

Demonstrating concern for family problems further reinforces this supportive aspect, with a factor loading of 0.634 and a communality of 0.568, underlining the value of care and comprehension within familial relationships. Collectively, these variables reflect the encouraging and nurturing elements that stem from managing work and family commitments. The explanatory power of this factor is indicated by its eigenvalue of 1.990, which accounts for 5.378% of the total variance, indicating that these supportive behaviours have a considerable impact on the relationship between professional and personal spheres.

**Table 9** Factor VIII: Representing Family and Work-Related Support, Challenges, and Enrichment

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	Recognise and celebrate my family-related successes	.818	0.750
2	Listen to my family-related problems.	.786	0.594
3	Show concern about my family-related problems	.634	0.568
Eigen value: 1.990		Total Variance: 5.378	

#### 4.9 Factor IX: Family-Related Challenges

Factor IX illustrates the difficulties individuals face within their family environments, particularly in negotiating personal and professional responsibilities (Table 10). The first variable under this factor tends to provoke minor family disputes. It is strongly associated with this dimension, as indicated by a high factor loading of 0.832 and a communality of 0.792. This suggests that interpersonal tensions or a propensity for conflict can be important contributors to family-related challenges. The next variable reflects the lack of time for meaningful family interactions, with a factor loading of 0.737 and a communality of 0.688, underscoring how time constraints can restrict the quality of family relationships.

Together, these two variables represent the strain and conflict that may arise when individuals struggle to devote sufficient time and attention to their families due to other commitments. The explanatory power of this factor is evident in its eigenvalue of 1.638, which accounts for 4.426% of the total variance, underscoring the notable role these challenges play in the broader relationship between work and family life.

**Table 10** Factor IX: Family-Related Challenges

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	I am often tempted to create a minor conflict within the family	0.832	0.792
2	I do not have time for quality family time.	0.737	0.688
Eigen value: 1.638		Total Variance: 4.426	

#### 4.10 Factor X: Family Dynamics & Work Enrichment

Factor X explores the positive relationship between family involvement and professional satisfaction (Table 11). The first variable under this factor, "I am very pleased with my work," demonstrates a strong association with this dimension, as reflected by a factor loading of 0.764 and a communality value of 0.722. This indicates that personal contentment with one's work is an important element of the enrichment that family dynamics provide. The second variable, "My involvement with my family makes me more focused at work, and this helps me be a better worker," additionally contributes notably to this factor, with a factor loading of 0.621 and a communality of 0.723.

**Table 11** Factor X: Family Dynamics and Work Enrichment

Sl. No.	Name of the Variables	Factor Loadings	Communalities
1	I am very pleased with my work	0.764	0.722
2	My involvement with my family makes me more Focused at work, and this helps me be a better worker	0.621	0.723
Eigen value: 1.602		Total Variance: 4.329	

This suggests that active participation in family life can boost concentration and effectiveness in the workplace. Together, these variables illustrate how family engagement and work satisfaction are interrelated, hence fostering greater efficiency and well-being. The explanatory power of this factor is indicated by its eigenvalue of 1.602, which accounts for 4.329% of the total variance, underscoring the meaningful role of family-work enrichment in the wider context of work-life balance.

## 5 Conclusion

The analysis of the multiple factors influencing the relationship between the work and family domains reveals a complex yet enriching dynamic. Work-to-family enrichment (Factor VII) demonstrates how professional satisfaction and achievements positively influence family interactions and responsibilities, thereby enhancing overall well-being. Similarly, the caring and understanding behaviours highlighted in Factor VIII accentuate the importance of recognising family achievements and handling familial concerns, thereby contributing to a healthy balance between work and home life. In contrast, Factor IX highlights the challenges and tensions that may arise from time constraints and interpersonal conflicts within the family setting, underscoring the need for effective time and emotional management.

Furthermore, Factor X demonstrates that active family involvement reciprocally benefits professional focus and satisfaction, illustrating that family dynamics can directly improve workplace performance. Collectively, these findings endorse a holistic method to understanding work-family interactions, acknowledging both enrichment and challenges. By fostering encouraging environments both at work and at home, people can achieve greater satisfaction and productivity, ultimately improving their general quality of life. The results underscore the importance of policies and practices that promote flexibility, empathy, and reciprocal support, particularly in the Indian context, where family connections and vocational ambitions are closely intertwined.

## 5.2 Research Gaps

Despite the extensive analysis of the relationship between work and family domains, several research gaps remain. Firstly, while the current study examines the influence of supportive behaviours, family-related challenges, and enrichment factors, it provides a limited examination of the role of organisational policies and their direct impact on alleviating these challenges, particularly in diverse Indian workplaces. Secondly, the findings predominantly focus on self-reported perceptions and experiences; future studies might benefit from incorporating longitudinal and multi-source data to better capture the dynamic, reciprocal nature of work-family interactions over time.

Additionally, the study does not adequately address how sociocultural variables, such as gender, regional differences, and changing family systems in India, influence work-family enrichment and conflict. The impact of remote and hybrid work arrangements—especially in the post-COVID-19 context—also warrants further examination to understand their consequences on work-family balance. Finally, intervention-based studies assessing the effectiveness of specific organisational supports, such as flexible work policies or counselling programmes, are still underexplored and could provide important insights for both theory and practice in the Indian context.

## 5.3 Policy Implications

The findings of this study underscore the need for organisations to adopt and institutionalise flexible work policies that accommodate employees' diverse needs, particularly in the Indian context, where family commitments are paramount. Policies that promote flexible work schedules, remote or hybrid work models, and paid family leave can greatly reduce work-family conflict and foster enrichment, thereby improving overall employee well-being and performance. Furthermore, organisations should prioritise providing structured support systems, such as counselling services, employee assistance programmes, and training in emotional management, to address interpersonal tensions and time-management difficulties within families.

Additionally, establishing policies that recognise and reward caring and understanding behaviours—both at work and at home—could help build a culture of reciprocal respect. Organisational interventions must also consider the impact of sociocultural diversity, including gender roles and regional differences, to ensure inclusion and relevance. Through integrating these strategies, organisations can not only support employees in balancing their personal and professional responsibilities but also help to create a more cooperative and productive workforce. These policy measures are especially important as Indian workplaces continue to adapt to changing household compositions and the growing prevalence of remote work.

## 5.4 Recommendations for Future Research

Building on the identified research gaps, future studies should conduct longitudinal, multi-source investigations to capture the changing, reciprocal dynamics of work-family interactions. There is a need to examine the direct role of organisational policies and interventions, such as flexible work arrangements, emotional support programmes, and family-friendly benefits, across various sectors and regions in India to assess their effectiveness in reducing work-family conflict and fostering enrichment.

Researchers should also examine the influence of sociocultural variables—such as gender, socioeconomic status, regional diversity, and evolving family frameworks—on work-family outcomes, notably in the context of post-pandemic workplace norms. Comparative studies across urban and rural settings, as well as among different professional groups, could provide a deeper understanding of context-specific challenges and resources.

Further, intervention-based research is advised to evaluate the efficacy of targeted organisational supports, including training programmes in affective regulation, mindfulness practices, and structured counselling services. Incorporating quantitative and qualitative methodologies will enrich the understanding of individual experiences and facilitate the development of evidence-based policies that support holistic work-family integration in the Indian context.

## 5.5 Ethical Issues and Standards

Ethical considerations are paramount in research examining work-family dynamics, particularly when handling sensitive personal and organisational information. Researchers must ensure that informed consent is obtained from all participants, that participants are informed of the study's purpose and procedures, and that they have the right to withdraw at any stage without repercussions. Strict confidentiality procedures should be maintained to protect participants' identities and data, particularly given the potential for workplace repercussions or social stigma associated with disclosing family or occupational challenges.

Conformity to established ethical codes, such as those prescribed by national and institutional review boards, is essential throughout the research process. Researchers should also be sensitive to customary norms and power relations prevalent in Indian workplaces and families, ensuring respect for diversity and pluralism. Openness in data collection, analysis, and reporting strengthens the credibility of findings and sustains the integrity of scholarly research.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

The authors have declared that no competing interests exist.

### *Statement of ethical approval*

This study was conducted in accordance with ethical standards and guidelines. Approval was obtained from the relevant institutional review board (IRB) before the commencement of the research. Informed consent was obtained from all participants involved in the study, ensuring their voluntary participation and the confidentiality of their data. The research adhered to ethical principles, including respect for persons, beneficence, and justice, thereby ensuring that participants' rights and welfare were protected throughout the study.

### *Statement of informed consent*

Informed consent was obtained from all individual participants and from the institutions/schools involved in the study.

### *Details of the AI usage*

We hereby declare that Grammarly software is used for checking this manuscript.

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