



Work-Life Balance Among Residential School Teachers

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ARTICLE INFO ABSTRACT

The concept of work-life balance is increasingly recognized as crucial for employee well-being and productivity in today's fast-paced and competitive workplace environment. This study investigated the work-life balance of residential schoolteachers in the Visakhapatnam area of Andhra Pradesh, India. A questionnaire consisting of 25 items was carefully developed to capture relevant factors affecting work-life balance, drawing from literature and past studies. The questionnaire, administered to 150 teachers, revealed a high overall work-life balance among residential schoolteachers, with 73.67% of the maximum possible score achieved. Approximately 13.33% of teachers exhibited low work-life balance, 77.33% demonstrated moderate balance, and 9.33% displayed high balance. The study found that age did not significantly impact work-life balance among residential schoolteachers. However, there was a significant difference in work-life balance among teachers employing different stress management strategies. These findings highlight the importance of supportive workplace policies and individual stress management techniques in promoting work-life balance among residential schoolteachers.

Keywords: work-life, balance, residential, schoolteachers, individual, stress.

1. Introduction

The concept of work-life balance has emerged as a critical consideration in contemporary society, with organizations increasingly recognizing its importance in fostering employee well-being and productivity—however, the relentless pace and competitiveness of the modern workplace present ongoing challenges in achieving this balance.

Addressing these challenges requires a holistic approach, encompassing supportive workplace policies, cultural shifts, and societal attitudes that value the contributions of both men and women in both professional and personal spheres. By prioritizing work-life balance, organizations can create environments that empower employees to thrive in their careers while leading fulfilling personal lives.

Ultimately, achieving work-life balance is beneficial for individual well-being and crucial for sustaining a healthy and productive workforce, driving organizational success, and contributing to the overall welfare of society. As we move forward, continued efforts to prioritize work-life balance will be essential in creating a more equitable and sustainable future for all.

2. Need and Significance of the Study

The concept of work-life balance has evolved significantly in recent years, reflecting broader changes in societal attitudes towards work and personal life. Revathy and Geetha (2013) noted that the definition of "work" has expanded to encompass a wide range of activities beyond traditional employment, highlighting the need for organizations and individuals to adapt to this shifting landscape.

Like many other professionals, modern residential schoolteachers grapple with balancing their professional responsibilities with their personal and family obligations. The job demands often necessitate a delicate "juggling act," as Sudha and Kartikeyan (2014) highlighted, underscoring the importance of effective work-life practices.

The issue of work-life balance is particularly pertinent for female employees, who have increasingly entered various professions and assumed responsibilities in both the workplace and the home. Studies over the past few decades have shed light on the significance of work-life balance for women, emphasizing its importance for organizational productivity and employee well-being.

Traditionally, gender roles have dictated unequal distributions of responsibilities, with men typically expected to provide for the family financially, while women assume primary caregiving and household duties. However, as highlighted by Singh and Singhal (2016), societal norms are evolving, leading to greater recognition of the need for gender equality in both the workplace and the home.

The evolution of societal norms and expectations has brought about significant changes in gender roles and responsibilities, particularly regarding women's participation in the workforce. Today, women actively pursue careers, share financial obligations, and contribute to caregiving responsibilities alongside men. This transformation has underscored the importance of balancing work and personal life for individuals of all genders.

The increasing participation of women in the workforce, facilitated by factors such as higher education and globalization, has brought about significant changes in their lives. Women have more opportunities to pursue fulfilling careers and establish identities beyond traditional household roles. As society transitions towards a knowledge-based economy, work-life balance has become increasingly vital, emphasizing the need for continued efforts to support individuals in achieving harmony between their professional and personal lives. The concept of work-life balance has evolved into a critical consideration in modern society, profoundly influencing employee well-being and organisational success. They achieve satisfaction and effective functioning at work and home while minimising role conflict, central to work-life balance (Clark, 2000). This balance is essential for individuals to lead fulfilling lives and pursue personal and professional goals (Dubey et al., 2010).

Women, in particular, have increasingly prioritised a better quality of life and work-life balance as they participate more actively in the workforce (Revathy & Geetha, 2013). The changing landscape of gender roles and responsibilities necessitates organisations to create environments that effectively support employees in managing their work and family responsibilities (Bharat, 2003).

Research suggests that work-life balance is crucial for individual well-being and contributes to organisational success. A satisfied and motivated workforce leads to greater productivity, growth, and success in the workplace (Revathy & Geetha, 2013). Therefore, organisations prioritising and supporting work-life balance initiatives will likely benefit from a more content and engaged workforce (Maiya & Baggali, 2014).

In the Higher Education Sector context, the study highlights the challenges women professionals face in balancing their work and personal lives. The extension of the workday for residential schoolteachers underscores the need for organisations to implement supportive policies and practices to alleviate stress and promote a healthier work-life balance (Lakshmi S & Kumar S, 2011).

Furthermore, the broader understanding of work-life balance, as emphasised by the Department for Education and Employment, highlights the importance of accommodating individuals' diverse responsibilities and aspirations in the workplace (Department for Education and Employment, 2000). This inclusive approach fosters an environment where everyone, regardless of age, race, or gender, can find a rhythm to combine work with other aspects of their lives.

Overall, achieving work-life balance is essential for individuals to lead fulfilling lives and for organisations to thrive in today's dynamic and competitive environment. By prioritising work-life balance and implementing supportive policies and practices, organisations can create healthier, more inclusive, and more productive work environments for all employees.

This study aims to explore the work-life balance and stress management styles of teachers in residential schools.

3. Review of related literature

Skinner & Pocock (2008) highlight the strong association between work-life conflict and factors such as work overload, work schedule control, and working hours. This study emphasises the importance of managing workload and controlling employees' schedules to enhance WLB. Margaret Deery (2008) underscores the role of WLB in employee retention, emphasising the need for minimum working hours, flexible arrangements, and family-friendly policies. This study suggests that organisations prioritising WLB will likely retain valuable employees. Anna Beninger's (2010) cross-cultural analysis of academic women in the US, UK, Australia, and Sweden reveals universal challenges in achieving work-life balance. However, the degree of support provided by formal policies and social norms varies, indicating the influence of cultural and regional factors. Morganson et al. (2010) find that job satisfaction and WLB support are similar for central office and home-based workers. This study suggests that the physical location of work can influence perceptions of fairness and satisfaction, highlighting the importance of flexible work arrangements. A.K.M.Mominul Haque Talukder's (2011) study in the service context identifies variables such as work culture, job satisfaction, employee benefits, work environment, flexible work time, workload, and discrimination as influencing WLB. This study indicates the broad range of factors organisations need to consider fostering a healthy work-life balance.

Santha Lakshmi.K. & Dr. N. Santhosh Kumar's (2011) study on women employees at SRM University reveals that the pressure to balance domestic and professional life can result in severe stress and impact performance. This study suggests that addressing stressors is crucial for maintaining a positive work-life balance. Ghousinnisa, S. and Subba Reddy's (2016) study on female nurses emphasises the challenges specific to the healthcare sector, where respondents face difficulties striking a balance between work and family, leading to stress-related health issues. Mansi Tiwari's (2017) exploration of work-life balance among women in private institutions highlights the need for beneficial policies in sectors like education. Such policies may help the participation of women in these professions. Sumathi and R. Velmurugan's (2018) study on women faculty in arts and science colleges identifies factors such as overtime work and taking work home, emphasising that higher salary may not be the sole reason for achieving a better work-life balance. The study by Dan Liu et al. (2021) exploring gender differences in job satisfaction among Chinese physicians found no significant differences. This study challenges common findings in other studies and suggests context-specific variations. These studies highlight the multidimensional nature of work-life balance, influenced by organisational policies, cultural factors, regional variations, and industry-specific challenges. Organisations need to adopt holistic approaches, flexible policies, and supportive environments to address the diverse needs of their workforce and foster a positive work-life balance.

4. Objectives

- O1- To evaluate the work-life-balance of residential schoolteachers and to classify them.
 O2- To evaluate work-life-balance of residential schoolteachers with respect to the following variables.
 a.Age
 b. Stress management strategies.

5. Hypotheses

1. There would be no significant difference among different age group residential schoolteachers in their work life balance.
2. There would be no significant difference among residential schoolteachers who manage stress differently in their work life balance.

6. Data analysis:

The study aimed to investigate how residential schoolteachers in the Visakhapatnam area of Andhra Pradesh balance their work and personal lives. A carefully crafted and self-developed questionnaire was employed to gather necessary information from working women. The questionnaire, comprising 25 items, utilized multiple-choice statements and short statements rated on a five-point Likert scale. Drawing from literature, existing surveys, and past studies, the questionnaire was designed to comprehensively capture relevant factors. The internal consistency of the questionnaire was assessed using Cronbach's Alpha, yielding a satisfactory result of $\alpha = 0.898$ for all 25 items. The study sample consisted of 150 teachers from residential schools.

Objective-1: To evaluate the work-life-balance of residential schoolteachers and to classify them.

The following methodology was employed to assess the objective. The mean and standard deviation of work-life balance scores obtained by residential schoolteachers were computed for the entire group. The calculated values for the mean and standard deviation were found to be 128.93 and 12.52, respectively.

In this section, an analysis of work-life balance among residential schoolteachers was conducted concerning all four factors of the total sample. The sample of residential schoolteachers was classified into three levels of work-life balance, as discussed in sections 1 and 2.

Table 1. work life balance of working women

Sample	Mean	SD	Percentage%
150	128.93	12.52	73.67

Interpretation:

Table 1 above shows that the overall mean work-life balance score for residential schoolteachers is 128.93. The results equate to 73.67% of the maximum possible score, indicating a high work-life balance among teachers. Based on the calculated mean (M) and standard deviation (SD), the total sample was categorized into three groups: low (below $M - 1 SD$), moderate (between $M - 1 SD$ and $M + 1 SD$), and high (above $M + 1 SD$) work-life balance.

Subjects scoring below [$Mean - 1 SD = 128.93 - 12.52$] 117 were classified as having a low work-life balance, comprising 20 individuals or 13.33% of the sample. Conversely, those scoring above [$M + 1 SD = 128.93 + 12.52$] 142 were categorized as having a high work-life balance, accounting for 14 individuals or 9.33%. The

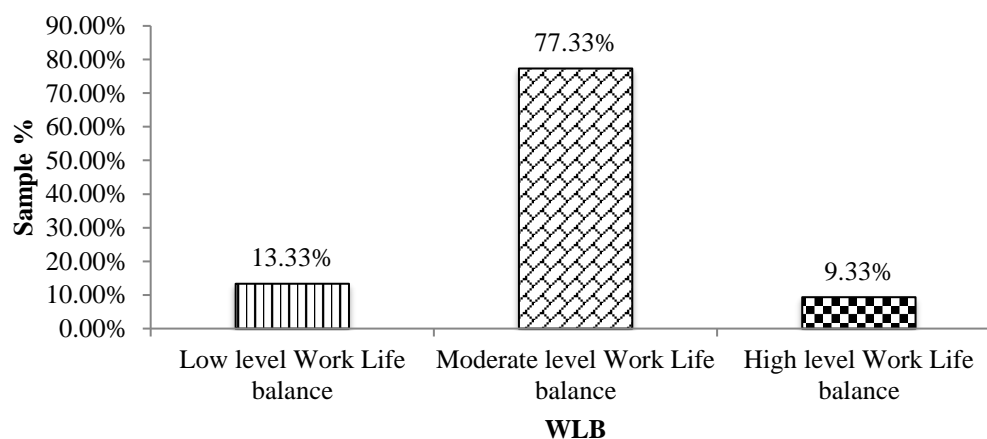
remaining 77.33% fell into the moderate work-life balance group. Details for each category, including verbal descriptions, are presented in Table 2.

Table 2. Classification of the Total Sample on WLB

Sl.No	Scores	Size of sample (N)	%	Verbal Description
1	< 117 (M - 1 SD)	20	13.33	Low level Work Life balance
2	In between 117 and 142 (M \pm 1 SD)	116	77.33	Moderate level Work Life balance
3	> 142 (M + 1 SD)	14	9.33	High level Work Life balance

Interpretation:

Table 2 reveals that approximately 13.33% of residential schoolteachers exhibit low work-life balance, while 77.33% of the sample demonstrates moderate work-life balance. The remaining 9.33% of the sample displays a high work-life balance. The results indicate a variation in the levels of work-life balance among working women.



Graph 1. Classification of the level of WLB

Discussion:

Statistical analysis confirms that 77.33% of residential schoolteachers exhibit a moderate level of work-life balance, with 13.33% displaying a low level and 9.33% achieving a high level of work-life balance. While a significant number (116) fall into the moderate category, which comprises the majority, it is notable that the percentage of women with high work-life balance is lower than expected. Therefore, those with low and moderate levels must aspire to attain the highest level. These levels can be achieved by adopting life skills, a healthy lifestyle, balanced dietary habits, and using relaxation techniques. Furthermore, developing practical coping skills is essential for enhancing work-life balance.

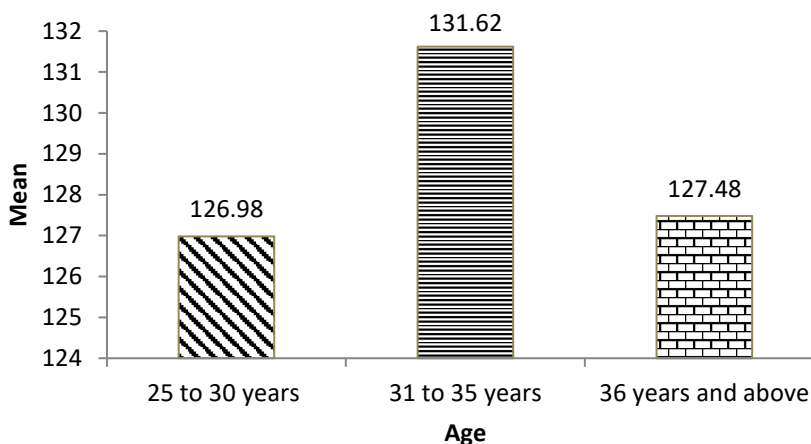
Hypothesis 1 There would be no significant difference among different age group residential schoolteachers in their work life balance.

Table 3. Work-Life Balance –Age Group- Means - SDs

Age group	N	Mean	S.D.
25 to 30 years	54	126.98	16.23
31 to 35 years	59	131.62	9.12
36 and above	37	127.48	10.33

Interpretation:

Table 3 illustrates that the age group of 31 to 35 attained the highest work-life balance, with a mean score of 131.62. Following closely, residential schoolteachers aged 36 years and above achieved the second-highest work-life balance, with a mean score of 127.48. Conversely, the age group of 25 to 30 years recorded the lowest work-life balance, with a mean score of 126.98. However, the differences observed between these age groups are not statistically significant, leading to the acceptance of the hypothesis.



Graph 2. Information of work life balance based on age group

Table 4. Work life balance age group – ANOVA.

Source of variation	Sum of squares	df	Mean squares	F-value
Between groups	711.312	2	355.656	2.308 ^{NS}
Within groups	22648.021	147	154.068	
Total	23359.333	149		

NS- NOT Significant at 0.05 level

Interpretation:

The analysis in Table 4 reveals that the obtained F-value (2.308) for degrees of freedom (df) equal to 2 and 147 is below the critical table value of 3.06. Consequently, the result is not statistically significant at the 0.05 level. Thus, the null hypothesis is upheld, indicating that the age of residential schoolteachers does not significantly impact their work-life balance.

Given the lack of significance at the 0.05 level, further investigation to ascertain differences among different age groups is not pursued.

Discussion:

Statistical analysis has demonstrated that age differences do not significantly influence work-life balance. Workload, pressure, and organizational challenges are consistent across all age groups. It is acknowledged that individuals in different age groups possess varied capabilities and strengths. However, this finding contrasts with the research conducted by Supriti, Dubey et al. (2010), which revealed a statistically significant relationship between personal factors such as family support, health, diet, and age on the work-life balance of working women. Additionally, their study highlighted the importance of fringe benefits provided by organizations in facilitating work-life balance, as well as associations between work-life balance and age, training programs, and the working environment for female employees.

Although the difference in work-life balance among age groups may not be statistically significant, it is worth noting that residential schoolteachers aged 31 to 35 tend to exhibit higher work-life balance levels than others. This observation may be attributed to the attitudes and perspectives characteristic of individuals in different stages of their careers. For instance, the first group may demonstrate a beginner's mindset, while the last group may have a more settled attitude towards balancing work and personal life.

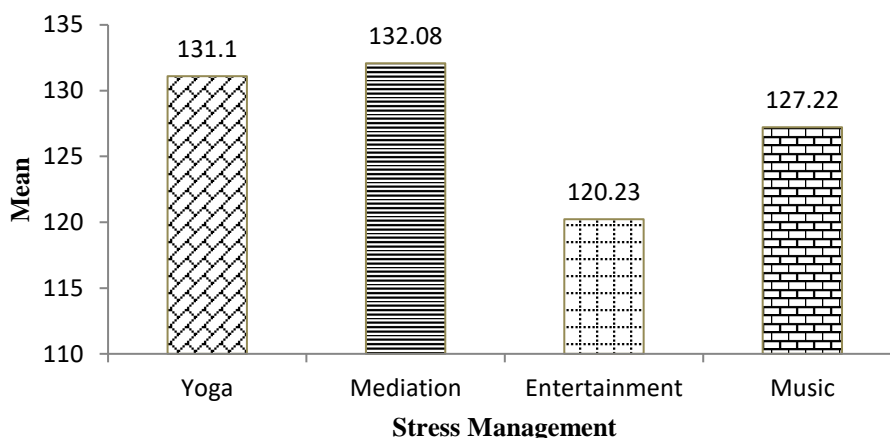
Hypothesis-2: There would be no significant difference among residential schoolteachers who manage stress differently in their work life balance.

Table 5. Work-Life Balance – Stress management Activities- MEANs - SDs

Stress Management	N	Mean	S.D.
Yoga	15	131.1	7.89
Mediation	70	132.08	9.31
Entertainment	21	120.23	14.4
Music	44	127.22	15.12

Interpretation:

Table 5 illustrates that residential schoolteachers who practiced meditation achieved the highest work-life balance, with a mean score of 132.08. Conversely, those who engaged in yoga, entertainment, and music groups obtained lower work-life balance scores, with mean scores of 131.10, 120.23, and 127.22, respectively.

**Graph 3. Information of work life balance based on Stress management****Table 6. Work life balance Stress management– ANOVA.**

Source of variation	Sum of squares	df	Mean squares	F-value
Between groups	2502.711	3	834.237	5.840*
Within groups	20856.623	146	142.854	
Total	23359.333	149		

*Significant at 0.05 level

Interpretation:

Table 6 reveals that the obtained F-value (5.840) for degrees of freedom (df) equal to 3 and 146 exceeds the critical table value of 2.66. This result is statistically significant at the 0.05 level, leading to rejecting the null hypothesis. Consequently, stress management strategies employed by women significantly impact their work-life balance.

Given the significance of the F-value, further investigation is warranted to identify which stress management strategy differs significantly in work-life balance compared to other subgroups.

Table 7. Work life balance - Stress management – MEANS - SDS – t -VALUES.

Group	N	Mean	SD	df	Mean difference	SED	“t”
Yoga	15	131.4	7.89	83	0.685	2.58	0.265^{NS}
Meditation	70	132.08	9.31				
Yoga	15	131.4	7.89	34	11.161	4.11	2.716*
Entertainment	21	120.23	14.4				
Yoga	15	131.4	7.89	57	4.172	4.09	1.018^{NS}
Music	44	127.22	15.12				
Meditation	70	132.08	9.31	89	11.847	2.65	4.461*
Entertainment	21	120.23	14.4				
Meditation	70	132.08	9.31	112	4.858	2.28	2.124*
Music	44	127.22	15.12				

*Significant at 0.05 level, NS- Not significant at 0.05 level

Table 7 shows that the obtained t-values (0.265, 1.018) for degrees of freedom (df) = 83 and 57 are below the critical table values of 2.0 and 1.99, respectively. As a result, these values are not significant at the 0.05 level. The results suggest that residential schoolteachers in the yoga group do not exhibit a significant difference in their work-life balance compared to those in the meditation and music groups.

Conversely, the remaining obtained t-values (2.716, 4.461, and 2.124) for degrees of freedom (df) = 34, 89, and 112 exceed the critical table values of 2.03, 1.99, and 1.98, respectively. Hence, they are significant at the 0.05 level. Thus, residential schoolteachers in the yoga group significantly differ from those in the entertainment group regarding work-life balance—the mean differences, favoring the yoga group, amount to 11.161.

Moreover, the t-values (4.461, 2.124) for degrees of freedom (df) = 89 and 112 also surpass the critical table value of 1.98, indicating significance at the 0.05 level. Consequently, residential schoolteachers in meditation groups significantly differ from those in entertainment and music groups regarding work-life balance. The mean differences, favoring the meditation group, are 11.847 and 4.858, respectively.

Finding:

There is a significant difference among residential schoolteachers who manage stress differently in their work life balance.

Discussion:

Stress management is essential for all employees, especially women, who must prioritize their physical and mental well-being. Various strategies are readily available to maintain proper health in today's era. These include yoga, meditation, music therapy, dance, and engaging in entertainment activities.

Research by Thriveni Kumari. K (2011) explored stress's impact on women's work-life balance in the BPO and education sectors. The study identified factors affecting women's work-life balance, including the role of stress, strategies for managing stress, the types of diseases resulting from stress, and organizational policies aimed at alleviating stress. The findings highlighted variations in stress levels among residential schoolteachers across different professional sectors.

It was concluded that employees who practice meditation and yoga tend to have higher work-life balance levels than others. On the other hand, activities such as entertainment and music may offer temporary relaxation benefits. These findings underscore the importance of adopting effective stress management practices to achieve a better work-life balance.

7. Educational Implications:

The findings of this study hold several educational implications for both residential schoolteachers and educational institutions:

1. **Awareness and Training Programs:** Educational institutions should consider implementing awareness and training programs to educate residential schoolteachers about the importance of work-life balance and effective stress management strategies. These programs can provide teachers with valuable insights and resources to better manage their workloads and personal responsibilities.
2. **Supportive Work Environment:** Institutions should strive to create a supportive work environment that values the well-being of teachers, including fostering a culture of open communication, providing resources for stress management, and offering flexible work arrangements where possible.
3. **Professional Development Opportunities:** Institutions can offer professional development opportunities focused on enhancing teachers' skills in time management, prioritization, and stress reduction. By equipping teachers with these skills, institutions can help them navigate the demands of their profession more effectively.
4. **Policy Implementation:** Educational institutions should consider implementing policies and practices that promote work-life balance among teachers. Policy Implementation may include policies related to workload management, flexible scheduling, and access to support services such as counselling or wellness programs.
5. **Peer Support Networks:** Establishing peer support networks or mentorship programs can provide teachers with a supportive community where they can share experiences, seek advice, and receive encouragement from their colleagues.
6. **Evaluation and Feedback Mechanisms:** Institutions should regularly evaluate their policies and practices related to work-life balance and seek feedback from teachers to identify areas for improvement. This ongoing evaluation process ensures that institutions effectively support their teaching staff's well-being.

Addressing the work-life balance of residential schoolteachers requires a multifaceted approach involving individual initiatives and institutional support. By prioritizing the well-being of teachers, educational institutions can create a more positive and conducive environment for teaching and learning.

8. Conclusion

This study sheds light on the work-life balance of residential schoolteachers in the Visakhapatnam area of Andhra Pradesh. The findings indicate that most teachers demonstrate moderate to high levels of work-life balance, with only a tiny percentage experiencing low balance. Interestingly, age was not found to significantly influence work-life balance among teachers, suggesting that factors other than age play a more prominent role in this regard. However, the study revealed a significant difference in work-life balance among teachers employing different stress management strategies, emphasizing the importance of effective stress management techniques in maintaining a healthy balance between work and personal life.

These findings underscore the need for organizations to implement supportive policies and practices that enable employees to manage their work and personal responsibilities effectively. By fostering a work environment that prioritizes employee well-being and provides resources for stress management, organizations can empower employees to thrive professionally and personally. Individual initiatives, such as adopting stress-reduction techniques like meditation or yoga, can enhance work-life balance for residential schoolteachers and other professionals alike.

The study contributes to our understanding of work-life balance dynamics among residential schoolteachers and underscores the importance of addressing this issue to promote employee satisfaction, well-being, and productivity. Organizations' continued research and proactive measures are essential in ensuring that employees can achieve a healthy equilibrium between their professional and personal lives.

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