

Dual-Earner Families: Conflict or Enrichment in Work-Life

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ABSTRACT

Families with dual-earner are growing in proportion which resulted in changing gender roles and dynamics. These might have an impact on employee attitudes and actions that causes antagonism or adornment. With this view present study aims at examining the factors affecting conflict and enrichment to determine the work-life balance of dual-earner families. Data were collected through a structured questionnaire. The research sample was composed of married faculty members from B-Schools in India with working spouses and at least one child. The exploratory method was used to understand the impact and perception of employees. Based on the results of the quantitative study, married faculty members with part time working spouses enrich their work and family more than those with full time working spouse. The findings provide greater generalizability and highlight the importance of conflict and enrichment in the life of married faculty members with children. It will contribute to the body of knowledge already available on conflict and enrichment.

Keywords: Dual-Earner, Work-Family Conflict, Work-Life, Work-Family Enrichment, Content Analysis

INTRODUCTION

Work and family obligations changed dramatically decades ago owing to economic and social changes. Traditionally, women were responsible for household chores while men were expected to provide for their families financially. Recent economic and social developments have shifted the responsibilities towards work and family. With increase in female participation in work dual earning couples pushed to the wall with

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multiple roles to manage work-life (Sharma & Nayak, 2016). The phrase “work-life balance” refers to striking a balance between one’s personal and professional lives. Family and work are two distinct ends that affect each other positively or negatively. According to previous studies, work may negatively affect the family (i.e., work-family conflict), and the family can negatively impact work (i.e., family/work conflict), demonstrating the reciprocal nature of the interaction between work and family.

In recent decades, it has become a nagging question for individuals and organizations to manage conflict between work and family roles. There has been substantial research into the causes and effects of conflict between work and family. These researchers explain the influence of conflict on both ends (work and family). The researchers go on to explain why playing one character makes playing the other more difficult (Hill, 2005; Minnotte & Bonstrom, 2015; Greenhaus & Beutell, 1985).

One theory that dominates the previous literature on work-life balance is conflict. Conflict arises due to the limited resources that employees possess in terms of time, energy, and demands at both (work and home) ends. According to Chandra (2012), conflict is a persistent condition that promotes negative spillover into all facets of life, causes stress and delayed burnout, and eventually has an impact on a person’s psychological and emotional well-being.

Most of the studies have explained the negative relationship between work and family. Contrarily, work may also have a beneficial impact on families (i.e., work-to-family enrichment) and work can also have a positive impact on families (i.e., family-to-work enrichment). These advantageous spillovers are known as enrichments since they raise employees’ productivity in both sectors. According to Greenhaus and Powell’s (2006) definition of “work-family enrichment” means “the extent to which work and life roles provide a constructive interdependence among each other essentially adds beneficial value to an employee’s handling and the perception of WLB.” They do this because enrichment provides the most comprehensive picture of the advantageous aspects of the work-family relationship at the individual level of study.

Enrichment cannot be disregarded since it appears to be the most complete component. Only a few research has additionally looked at how elements like positive spillover and facilitation may be combined with work-family enrichment (Carlson et al., 2006; Hanson et al., 2006). Powell and Greenhaus (2006) further explain the importance of enrichment by pointing out that time spent with family keeps the employee motivated

to return to work and productive at work, creating financial and career stability in one's life. Thus, the theory of enrichment brings value to both employees and the organization.

Work-family conflict and enrichment are clearly related to each other (Frone, 2003). According to a second research, enrichment is essentially two-way, much like conflict studies. In other words, work may enhance families through work-to-family enrichment (WFE), or families can enrich an individual's employment through family-to-work enrichment (FWE). The degree to which experiences in one position improve the quality of life in the other one is known as work-family enrichment. While work-family conflict is an inter-role conflict, it happens when a faculty member's family or personal responsibilities collide with the energy, time, or behavioral expectations of their job.

The conflict and enrichment of married academic members are the main topics of this study. Spillover stress theory, which contends that an individual's experiences in one domain (for example, job) are transferred and so interfere with the individual's other domains (for example, family), has been utilized in some study to demonstrate how work might affect family results (Eby et al., 2005).

Depending on the persons involved, the goal of dual-earner households, in which both couples have employment, might change. The goal of being a part of a dual-earner family may be both conflict and enrichment in their work-life balance in the context of academicians, who are people involved in scholarly pursuits and teaching at educational institutions. To apprehend the in-depth view of conflict and enrichment in context to demographic characteristic like years of experience, part-time working spouse and number of children this study is made.

An academician's workload, designation, and objectives for their career can all be influenced by their years of experience. Academicians with more experience can have made a name for themselves in their profession and may now deal with more pressure and job requirements. Compared to people who are just starting their jobs, their professional advancement and responsibilities may have a distinct effect on how they combine work and personal life.

The work-life balance of dual-earner households might become less complicated if one spouse works part-time. The management of domestic tasks and child-rearing responsibilities may be more flexible under this arrangement. It could help to reduce some of the conflicts brought on

by juggling a profession and a family. The allocation of family duties, scheduling, and financial concerns might all face difficulties as a result, too.

Work-life interactions in a household with two earners can be considerably impacted by the number of children. The time, effort, and resources needed to raise children can place significant demands on both spouses. The number of children may make it more difficult to strike a balance between job and childcare obligations. Academicians' capacity to combine work and life can also be influenced by variables including the age of their children, the presence of support systems, and accessibility to child care facilities.

This research focuses to learn more about how these demographic factors interact with the dual-earner situation and affect the conflict or enrichment that academics feel by examining these demographic traits. It assists in identifying particular elements that can encourage better work-life integration or increase conflict levels. This information may be used to build plans, guidelines, and assistance programmes that will help academics with two incomes maintain a better work-life balance.

LITERATURE REVIEW

Work-Family Conflict

Two conflict models were created and studied by Frone et al. (1992). These were dubbed work interference with personal life (WIF) and family interference with work (FIW), which led to conflict, and were based on the causes and consequences of work-family conflict. Indeed, various researchers followed the model viewing conflict as a mediator between work and family if not properly balanced (Frone et al., 1997; Kinnunen & Mauno, 1998).

Additionally, Greenhaus et al. (1990) discovered a strong connection between partners' professional priorities and men's level of strain-based conflict as well as between spouses' job engagement and time-based conflict. Adams et al. (1996) state that the relationship between work and family can either be in the form of support or conflict. It is crucial to recognise the two-way nature of work-family conflict, according to the meta-analysis research by Byron (2005) and Eby et al. (2005), since the empirical literature suggests that each form of conflict has a unique history and outcome. Grandey et al. (2005) demonstrate that a woman's

employment is seen as interfering with the family role (either by herself or by a partner), and the inter-role conflict predicts how much she enjoys her career at that time and one year later. As a result of work-to-family conflict, interpersonal tensions experienced at work can spill over into the family domain, resulting in decreased workers' satisfaction with their families (Morr & Droser, 2020; Orellana et al., 2021).

Yavas et al. (2008) claim that the employees' emotionally draining job and family responsibilities are the cause of the conflict. The Harzing and Christensen (2004), Rhee et al. (2020) study and Sandy et al. (2022) on the other hand, took a different view, seeing work-family conflict as a domestic-based notion and most cited in international working patterns.

As a result of economic reforms introduced in 1991, India became more competitive and had more opportunities to grow (Lewis et al., 2007). A booming software sector, rapid urbanization, and fast economic growth have led to rapid growth in the middle-class in India since then (Rajadhyaksha, 2012). This has substantially affected adding more female participation at work especially in urban India. Secondly, increase in inflation, standard of living, living independent life are few other reasons for increase in dual earning families (Munn & Chaudhuri, 2016).

Ahuja et al. (2007) find that work-family conflict is one of the key origins of stress in employees as they have to juggle between their family and work responsibilities. Another reason of conflict as per Choudhary and Singh (2016) having children is a significant factor contributing to work-family conflict. According to Yadav and Dabhade (2013), globalization in India is another cause of work-family conflict as there is an increase in working hours from 7-8 to 12-16 hours. It is challenging to strike a balance between job and life because of pressures at work and obligations to one's family.

In a study by Choudhary and Singh (2016), Mohanty and Jena (2016), and Beigh and Shafi (2021) found that a number of variables impact work-life balance. One of their most important findings was that those with more tenure and higher academic ranks typically had better work-life balance. Additionally, those who are older and have had more schooling tend to lead more balanced lifestyles.

H1: There is a significant relation between work-family conflict and full time spouse employment.

H2: There is a significant relation between work-family conflict and less number of experience.

H3: There is a significant relation between work-family conflict and more number of children.

Work-Family Enrichment

Past thirty years' literature has drawn a distinct distinction between the work and family lives of professional. As the concept began by juggling working women is now vital to all. It is now more challenging than ever due to factors like societal changes, changes in family structure, the number of dependents, and dual-earning partners and how they intersect with work and family.

This intersection is either positive or negative. The positive role is defined by Sieber (1974) and explains why individuals engage in multiple roles. According to Sieber (1974) involvement in various roles helps individuals enlighten themselves. The buffering effect in one role helps in reducing stress in another role, advancement in status, job autonomy (Yang & Sun, 2011; Jing et al., 2021) and personality enrichment. Additionally, researchers Barnett (1999), Edwards and Rothbard (2000) and Lambert (1990) believe that both roles (work and family) are interdependent. Greenhaus and Powell (2006) developed a complete theoretical framework for work-family enrichment. Their study defined enrichment based on previous literature (Barnett & Hyde 2001; Sieber, 1974). If one domain (work) is flourished the other (life) automatically enriches this was one the finding of Wayne et al. (2006), Arzu et al. (2022), Schnettler et al. (2020), Shen et al. (2022) and Silveira et al. (2021).

Indeed, positive connections between work and family are examined and different names have been proposed, including enrichment (Rothbard, 2001), positive spillover (Grzywacz, 2000; Voydanoff, 2001), enhancement (Ruderman et al., 2002), and assistance (Frone, 2003; Wayne et al., 2004). Studies on enrichment in India are few as compared to conflict (Aryee et al., 2005; Baral & Bhargava, 2010). In the past twenty years, there has been a tremendous increase in dual-earner families (Bharat, 2003; Rajadhyaksha & Bhatnagar, 2000). The reasons for this are changes in socio-economic culture, an increase in employment, and career-oriented women (Basu, 2007). According to Baral and Bhargava (2010), work-family enrichment serves as a mediator between organisational initiatives and employment results. In this study, enrichment is defined as a novel paradigm in the Indian context, since previous research has focused on conflicting domains.

The results demonstrate that equity views not only assist in reducing family conflict but also enable police personnel to enhance the quality of their involvement in families (Aggarwal & Mahajan, 2022). The better a woman and husband cooperate, cope, and support one another, the happier

their marriage will be. Additionally, maintaining a marriage would be more challenging if there was little collaboration and coping (Majhi, 2016).

H4: There is a significant relation between work-family enrichment and part time spouse employment.

H5: There is a significant relation between work-family enrichment and years of experience.

H6: There is a significant relation between work-family enrichment and less number of children.

There was a dearth of study on the combination, thus research on dual family earners in relation to conflict and enrichment was conducted to address this gap. The purpose of this research is to examine the conflict and enrichment on demographic factors like spouse employment, experience, and a number of children in relation to B-School faculty members.

The following goals have been kept in mind when we conducted the Current Investigation:

- To analyze the impact of married faculty members with regard to spouse employment, number of children and experience.
- To acknowledge the views of married faculty members with regard on the above-mentioned issues.

RESEARCH METHODOLOGY

A sequential exploratory mixed-method approach was utilised in this study, which includes both qualitative and quantitative techniques (Ivankova et al., 2006). The study's explanatory mixed technique was considered adequate since it first looked at quantitative data before using qualitative data to better explain the findings. Because the first quantitative phase is followed by the qualitative phase, it is believed that Preliminary Considerations are sequential. Because the idea of work-life balance is socially created and has varied connotations for people in various contexts, it was decided to utilise a hybrid approach. Given that this term has a varied meaning for employees in the Indian Context, employing a strictly quantitative measure may not be sufficient to reveal the complex, contextual elements that may be present in this idea.

However, since the scale has not been tested in India, it is examined through factor analysis. The results of the same will be discussed in the next section. The data were analyzed using factor analysis, ANOVA, and the t-test.

QUANTITATIVE METHODOLOGY

Primary method of data collection was used for quantitative method. A structured questionnaire method was used for the quantitative method. Based on this structured questionnaire, questions were asked for the qualitative method. This study was conducted with a total sample of 254 respondents. The respondents were B-School faculty members from India. The respondents were married assistant professors, associate professors, and professors working full-time and having at least one child.

A collection of standardised self-report questionnaires were employed in this study. There are three sections to it. Section 1 concentrated on the respondent's demographic characteristics, demographic factors to comprehend the traits of the respondents, the demographic questions were employed. A generic questionnaire with questions on age, education, and other details was given to respondents. The participants were also asked about their families, including the number of kids, how much time was spent on housework, and whether or not their spouse was employed. Most of the respondents' WFC and FWC were covered in Section 2. Work-family conflict scale: The study used Netemeyer et al.'s (1996) WFC and FWC measure. WFE and FEW are the topics of the third segment. enrichment of the work and family domains. The Carlson et al. (2006) scale variables were utilised for family, work enrichment, and work-family enrichment.

The criteria and statements were graded by the respondents on a five-point scale that ranged from "strongly agree" to "strongly disagree." "Strongly agree" received 5 points for data calculation, while "Strongly disagree" received 1 point. In the quantitative approach, emails with surveys were distributed to Indian B-School faculty members. The sample size collected for the statistical study was 254.

In addition, information was gathered through interviews to get a more thorough grasp of the problems. For gathering quantitative data, a survey approach was utilised, and for gathering qualitative data, in-person interviews were held.

QUALITATIVE METHODOLOGY

In-depth interviews and open-ended questions were created with the goal of learning about the problems, coping mechanisms, and obstacles (other than difficulties, if any) to enhancing life and preventing conflict. There are demographic questions on the questionnaire. Participants shared details about their age, gender, education level, and experience. Another

significant section of the survey covered information about family life, including marital status, job of a spouse, and number of children.

Researcher conducted in-depth interview. Each interview was conducted for 20-25 minutes. Schedule was fixed prior taking to interview. Many schedules were rescheduled many times due to occupancy of work from respondent's side.

The Questions were based on two themes. The first set of questions was based on general questions based on family structure and type of job. Then questions related to their experience based on past and current challenges faced by dual-earners were asked. To get a detail view and clarity on these questions, respondents were asked to quote examples they faced in past.

The qualitative element of the research comprises of 25 in-depth interview with all the three levels Assistant Professor, Associate Professor and Professor of B-School working in Delhi NCR. The research focused on faculties who were dual-earner (spouse also worked) in B-Schools of Delhi NCR. Purposive sampling was used in interview method.

A considerable amount of effort was made to obtain qualitative data. These respondents were selected from the quantitative data base. Quantitative data base was 254 out of these respondents 25 agreed to give interview. These were the same respondents who also filled quantitative data. One day before the interview an appointment from the faculty was taken on phone in which date and time for the interview were fixed. The interviews were recorded with their permission.

Content analysis was used for qualitative data.

Content Analysis was done using following procedure:

- *Conducting Interview:* Under content analysis Questions related to results obtained from quantitative data was used like was your life easy when you had single child? What were the reasons of conflict in your life? Is your and spouse job flexible to manage family? With experience are enriching your life? When did you or your spouse go for part time job?
- *Transcribing Interview:* The recorded interview were converted into written form. While transcribing the interviews many times the audio was replayed to correctly understand the respondents view.
- *Preparing Themes:* On the basis of written form the themes were formed.
- *Reexamine Themes:* A reexamine of the themes were done so that all relevant information given by the respondent is added.

- *Compilation:* At the end themes were compiled and presented in a proper format and placed in the findings and discussions.

ANALYSIS AND FINDINGS

Respondents' Profile

The respondents were married faculty at a business school. There were 254 respondents. Of the 254 respondents, 111 (43.7%) were male and 143 (56.3%) were female. Among respondents who lived in nuclear families, there were 161 (63.4%) and 93 (36.3%) lived in joint families (two or more generations living together under common social, economic, and religious regulations). In terms of the number of children, 133 (52.4%) respondents had one child, 118 (46.5%) had two children and 3 (1.2%) respondents had more than two children. A large number of respondents had full-time working spouses 221 (87%) and 33 (13%) had spouses with part-time employment. In terms of the experience of respondents 1-5 years were 19 (7.5%), 6-10 years of experience were 79 (31.1%), 11-15 years of experience were 67 (26.4%) and respondents who had more than 15 years of experience were 89 (35%).

Factor Analysis

To define the objective of the study the data collected was analyzed to reach the results. The statistical process adopted was as follows:

- Determining the factor through factor analysis.
- Testing reliability of factors extracted through factor analysis.
- Analysis factors with demographic variables.

To clarify the study's independent variables, factor analysis was done. Factor analyses also validate the conflict and enrichment scales. It is used to determine whether the factors extracted in this study are in sync with previous studies. KMO and Bartlett's test was used to determine if the data for the factor analysis were effectively sampled as the first stage in the factor analysis process. The KMO value is .863 (Table 2), higher than the 0.6 (Kaiser, 1981) threshold that is suggested for factor analysis approval. The matrix is not an identity matrix, according to Bartlett's test. The findings of the KMO and Bartlett tests are examined in Table 1.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.863
Bartlett's Test of Sphericity	Approx. Chi-Square	2830.791
	df	153
	Sig.	.000

Source: Researchers survey data.

The 18 work-family conflict and enrichment items were subjected to an exploratory factor analysis using SPSS for the purposes of testing construct validity and improving measures. A rotational component matrix was measured to look at how the variables related to one another. For the 18 items, 4 subscales were found using the rotated component matrix, as shown in Table 2, ranging from .759 to .862 and regarded as subscales. The following four recently discovered subscales were operationalized in accordance with their shared traits:

Table 2: Rotated Component Matrix

	Component			
	1	2	3	4
Q16	.862			
Q15	.824			
Q18	.803			
Q17	.719			
Q12	.672			
Q14	.633			
Q3		.822		
Q1		.808		
Q2		.807		
Q4		.793		
Q11		.735		
Q10		.689		
Q9			.832	
Q8			.807	
Q13			.631	
Q7				.860
Q6				.801
Q5				.759

Source: Researcher's survey data.

- *Family-Work Enrichment (FWE)*: Including items like involvement in the family helps in going knowledge, keeping in a better mood, avoid wastage of time.
- *Work-Family Conflict (WFC)*: Involving items like missing personal activities, it's challenging to maintain the kind of person I want to be because of employment, personal life suffers because of my work, keep personal work on hold because of work.
- *Work-Family Enrichment (WFE)*: Involves things like welcoming support for non-work responsibilities and childcare facilities, because of my employment I am in a better mood at home.
- *Family-Work Conflict (FWC)*: Includes work suffers because of personal life, work about personal work at a job.

Testing Reliability

The reliability of factors was calculated through Cronbach alpha. In accordance with George and Mallery's (2003) guidelines, a Cronbach alpha value of > 0.9 indicates excellent reliability, > 0.8 indicates good reliability, > 0.7 indicates acceptable reliability, > 0.6 indicates dubious reliability, > 0.5 indicates poor reliability, and less than 0.5 indicates unsatisfactory reliability. The reliability value determined of all the four factors extracted through factor analysis was .765 which falls under the scale of acceptable. The reliability value is shown in Table 3.

Table 3: Reliability of Factors

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.765	.779	4

Source: Authors' survey data

ANALYSIS OF THE SUBSCALES

An independent t-test and ANOVA were used to examine the work-life balance challenges that faculty members face utilising the demographic characteristics. Work-Family Conflict (WFC), Work-Family Enrichment (WFE), and Family-Work Enrichment (FWE) were the dependent variables. The independent factors included experience, the number of children, and spouse employment.

The results of the independent t-test on spouse employment with the four variables are presented in Table 4. Since the p-values for the first three variables, FWE, WFC, and WFE, are larger than 0.05 ($p > .05$), there was no significant difference between them. While the significant difference was found between family-work conflict and spouse employment as the $p < .05$.

Table 4: T-Test on Spouse Employment

	Spouse Employment	N	Mean	Std. Deviation	Sig. (2-tailed)
FWE	Full Time	221	10.2579	2.75706	
	Part Time	33	10.0303	3.00505	.684
WFC	Full Time	221	17.9548	5.45458	
	Part Time	33	17.6364	5.77071	.767
WFE	Full Time	221	10.2579	2.75706	
	Part Time	33	10.0303	3.00505	.684
FWC	Full Time	221	7.7515	2.13872	
	Part Time	33	6.1710	2.94158	.040

Source: Authors' survey data.

The results for ANOVA (Table 5) reveal that at $p < .05$ and $f = 2.603$ there is a significant difference found in the number of children and work-family conflict. While no significant difference was found between FWE, WFE, and FWC as $p > .05$.

Table 5: ANOVA Test for Number of Children

		N	Mean	Std. Deviation	F	Sig.
FEW	1	133	10.0526	2.64092		
	2	118	10.4576	2.87234	.956	.386
	more than 2	3	9.0000	5.56776		
	Total	254	10.2283	2.78531		
WFC	1	133	18.1805	5.21047		
	2	118	17.7881	5.71824	2.603	.046
	more than 2	3	10.0000	5.00000		
	Total	254	17.9134	5.48591		

		N	Mean	Std. Deviation	F	Sig.
WFE	1	133	10.0526	2.64092		
	2	118	10.4576	2.87234	.956	.386
	more than 2	3	9.0000	5.56776		
	Total	254	10.2283	2.78531		
FWC	1	133	6.4361	2.52669		
	2	118	6.5254	2.94599	.079	.924
	more than 2	3	6.0000	3.00000		
	Total	254	6.4724	2.72400		

Source: Researcher's survey data.

The results of the ANOVA test on the four factors of work-life balance and faculty experience (Table 6) show that there is a significant difference between WFC and FWC, with a p-value of .05 indicating that $p < .05$. In the case of FWE and WFE, no significant difference was found with the experience of faculty members as $p > .05$.

Table 6: Anova Test on Experience of Faculty

		N	Mean	Std. Deviation	F	Sig.
FEW	1-5	19	10.1579	2.73380		
	6-10	79	10.0127	2.64814		
	11-15	67	10.1194	2.76078	.511	.675
	more than 15	89	10.5169	2.95078		
	Total	254	10.2283	2.78531		
WFC	1-5	19	19.2105	4.04940		
	6-10	79	19.0380	5.18984		
	11-15	67	18.0149	5.62056	3.361	.019
	more than 15	89	16.5618	5.67882		
	Total	254	17.9134	5.48591		
WFE	1-5	19	10.1579	2.73380		
	6-10	79	10.0127	2.64814		
	11-15	67	10.1194	2.76078	.511	.675
	more than 15	89	10.5169	2.95078		
	Total	254	10.2283	2.78531		
FWC	1-5	19	7.3684	3.09499		
	6-10	79	6.9620	2.72897		
	11-15	67	6.3284	2.61921	2.723	.045
	more than 15	89	5.9551	2.63676		
	Total	254	6.4724	2.72400		

Source: Authors' survey data.

DISCUSSION

The analysis starts by exploring and testing the reliability of the conflict and enrichment scale. Based on the four factors, it was confirmed that conflict and enrichment are valid measures for B-School faculty members in India. Interestingly, both quantitative and qualitative results indicate enrichment and conflict as key categories related to the concept of WLB. Cumulatively, the results support the suggestion that conflict and enrichment are interrelated to employees' WLB. The results are supported by personal interviews with B-School faculty members. Understanding the conflict and enrichment of B-School faculty members in regard to spouse work was the study's initial goal. It was discovered that academics with wives who worked part-time experienced less conflict than those with husbands who worked full-time. These results are comparable to those from Sultana's (2013), and Sharma (2022) study. One such subject is the possibility of increased flexibility in domestic duties if one partner works part-time. They could have more time to take care of domestic chores like cooking, cleaning, and childcare if one partner works less hours. When both couples work challenging full-time jobs, this can help reduce some of the stress and tension that might develop.

Respondent D a male faculty member and Assistant Professor with a child was of the view that- "My wife was back to work after maternity leave was over. She continued working full-time, which caused us to be stressed as we both worried about things at home and at work. She then shifted to a part-time teaching position. Which resulted in trimming communication gap between us. Now working part-time has made our lives easier. It is flexible so we are able to manage somehow."

Another male respondent F whose spouse opted for a part-time job after working for 6 years in a full-time job with two children says- "After our second child, continuing to work full-time was difficult for my wife. There was an increase in responsibilities on the family front which led to conflict between us. In order to improve my family life, my wife had only one choice: part-time work. Previously, most of her time was invested in the job, but after joining a part-time job she could easily manage her family, which even led to a decrease in the conflict between us."

Another finding of the study reveals that work-family conflict was seen in faculty members with more than two children as compared to one with one or two children (Mahpul & Abdullah, 2011). Several qualitative patterns may emerge when contrasting work-family conflict among faculty members with more than two children to that among those with only one

kid. These themes can assist us comprehend the particular difficulties faced by faculty members with big families in addition to revealing information about their work-family interactions. These probable qualitative themes are work schedule management, social support and gender role management.

Respondent A who was working as an Associate Professor with three children stated that “It is true that managing three children is a difficult task. The biggest challenge I face is that at home, I cannot concentrate on my college assignments. When I complete my work at home, I have to do it when everyone is asleep. It was not so when I had a child.”

Another Female Respondent G with two children says that “I enjoy being an independent woman. Somewhere with children, there is an increase in responsibility at family front; this sometimes results in stress and conflict at work and family, so my in-laws are always there when I need their support. During my children vacation I send them to my in-laws. This way we try to manage.”

Respondent I a female mention that “We (spouse) both are working but the sole responsibility of children lies on me. Everyone expects me to be the primary caregiver of the family so after the birth of my second kid I quit my full time job and opted for part time work in the same institute. But this reflected in my financial status. I am looking forward for such institutes which provide crèche facility as financial stability too is my priority.”

When examining the qualitative themes of married faculty members with 1-5 years of experience and the conflicts they face in both their personal and professional spheres, several key themes emerge. These themes highlight the challenges and tensions that arise as individuals navigate their roles as spouses or partners and as early-career academics. As experience increases, the level of conflict decreases as well. The respondent’s perception was:

A married male Professor B with more than 15 years of experience is of the view “Marriage and children make you more responsible. It is a 360-degree change and yes, when you have a working spouse, you have to deal with maturity. It was difficult for me in the initial phase, but with time and experience I am able to deal with stress and avoid conflict at work and home.”

A female S with 1-5 years of experience says “It is very difficult for me to manage work and home. There are also arguments between me and my husband about seemingly insignificant things. I speak to my parents who guide me to avoid arguments.”

Another female N faculty with 1-5 years of experience believes that “there is always a kind of pressure when one joins an organization after a break. Being junior some employees bully or discriminate. This creates a sense of discomfort in the workplace which further results in conflict at the workplace.”

MANAGERIAL IMPLICATION AND FUTURE WORK

Dual-earner married faculty members face specific challenges related to spouse employment, children, and experience. In addition to time and caregiving to children, time resource management, role strain, and identity all play a significant role in these challenges. College management should provide family-friendly policies and resources, such as flexible work schedules, on-site childcare facilities, or assistance in finding reliable childcare options. As a result of this support, faculty members will be able to balance their work and family responsibilities more effectively, this was even stated by one of the respondents in her interview. Secondly, Dual-earner faculty members may have different levels of experience and career trajectories. Institutes must recognize and value the experiences and skills of faculty members. As dual-earner faculty members manage their multiple roles, they may benefit from opportunities for professional development, mentoring, and advancement. This may result in decreasing the level of conflict and adding enrichment to their lives. Assuring a fair and equitable distribution of workload, taking individual circumstances into account, can prevent burnout and promote a healthy enrich life. Promoting communication and collaboration between faculty members can be beneficial in addressing challenges.

There were few limitations of the study which can even be considered for future research. Firstly, to collect qualitative data, to make respondent ready for interview and accordingly taking their consent for the same was the biggest limitation. Secondly, this research focused on B-School faculty future research can be conducted on different form of industry, Third and last, a cross sectional study can also help in knowing the work family conflict and enrichment in different sectors of economy.

CONCLUSION

Most of the research on work-life balance in India is related to working women. Changes in societal factors like an increasing number of female

workers, change in family structure, and increase in dual-earning families have brought to light the relevance of work-life balance from a working professional and organizational point of view. These changes have resulted in either making life complex or enhancing the lives of individuals in B-School. The two main factors of work-life balance, conflict, and enrichment were examined. The mixed-method approach used in the study sets a realistic paradigm in the Indian context. The employment of various techniques to collect and analyse both types of data may be considered as an effort to achieve a reasonable level of validity and reliability in the outcomes. Four elements were identified by the investigation in the Indian setting. These included family-work conflict, work-family enrichment, work-family enrichment, and work-family enrichment. The study's findings imply that conflict predominates over enrichment in the lives of B-School faculty members (Nayak & Sharma, 2018). Adopting flexible working or part-time work from one of the partners leads to a decrease in stress and conflict. Additionally, the qualitative study explains the experience of respondents, who report that such practices had significant indirect effects on attitudes and psychological and physical health outcomes such as increasing control perceptions and subsequently decreasing work-family conflict (Thomas & Ganster, 1995). Using a qualitative approach, the current study explored these issues more comprehensively. Based on these findings, recommendations have been developed for employers and employees to promote work practices that promote a positive work-life balance. Qualitative study clearly states that conflict and enrichment work in a contrasting way when conflict increases enrichment decreases and vice versa. These are two sides of a coin if one prevails the other do not.

Studies in most western countries have found that numbers are positively correlated with work-family conflict (Mahpul & Abdullah, 2011). Because work-family conflict has severe effects on both people and the organisation, such as absenteeism, stress, and job discontent, it is a crucial issue that has to be managed. Employees clearly require a supportive work environment that includes proactive steps to help them achieve work-family balance as they deal with conflict (R. Zirwatul et al., 2009). In addition to work, family enrichment improves the atmosphere on both sides.

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