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# The Effects of Work-Life Balance on Employee Wellbeing: A Multiple Identity Perspective

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# Acknowledgements

# Abstract

This master's thesis investigates the intricate relationship between work-life balance (WLB) and employee wellbeing, adopting a comprehensive multiple identity perspective. Recognizing individuals' various roles and identities, such as employee and student the study explores the intersections and influences these roles have on individuals' experiences, priorities, and overall sense of wellbeing.

Employing a quantitative research design, the study utilized a structured questionnaire to collect data from a sample of 100 participants. The results reveal that both work-life balance (WLB) and work-related identity (WP) significantly impact psychological wellbeing (PWB). Moreover, the findings emphasize that WLB plays a dominant and significant role in influencing psychological wellbeing.

This research contributes valuable insights into the intricate dynamics between work-life balance and employee wellbeing, offering a nuanced understanding of how multiple identities intersect and shape individuals' overall sense of psychological wellbeing. The implications of these findings are discussed in the context of fostering healthier work environments and promoting strategies to enhance employee wellbeing.

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# Introduction

In today's fast-paced and demanding work environments, achieving a satisfactory work-life balance has become increasingly challenging for many individuals. The ability to successfully integrate work and personal life has gained considerable attention due to its significant impact on employee wellbeing and overall job satisfaction. As organizations strive to create healthier and more productive workplaces, understanding the effects of work-life balance on employee wellbeing has become a critical area of research.

This master's thesis aims to explore the relationship between work-life balance and employee wellbeing from a multiple identity perspective. The multiple identity perspective recognizes that individuals possess various roles and identities in their lives, such as an employee, a student, a parent, a partner, a friend and more. These different roles intersect and influence each other, shaping an individual's experiences, priorities, and overall sense of wellbeing.

The primary objective of this research is to conduct a quantitative analysis to examine how work-life balance, as perceived by employees, impacts their overall wellbeing. By employing a quantitative approach, this study seeks to provide empirical evidence and statistical insights into the intricate dynamics between work-life balance and employee wellbeing.

Through the use of surveys and questionnaires, data will be collected from a diverse sample of employees across different industries and organizations and also people who are students at the same time. The research will focus on assessing various dimensions of work-life balance, including time management, workload distribution, flexibility and the availability of

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support systems. Additionally, employee wellbeing will be measured using established scales that capture psychological wellbeing, job satisfaction and overall life satisfaction.

The findings of this research are expected to contribute valuable insights to both academia and organizational practice. The outcomes will help organizations design and implement more effective work-life balance initiatives and policies that consider the diverse identities and roles of employees. Furthermore, by understanding the impact of work-life balance on employee wellbeing, organizations can promote a healthier and more harmonious work environment, fostering employee satisfaction, engagement and productivity.

In summary, this master's thesis seeks to investigate the effects of work-life balance on employee wellbeing through a multiple identity perspective. By employing a quantitative analysis, this study aims to provide empirical evidence that will enhance our understanding of the complex relationship between work-life balance and employee wellbeing, ultimately informing strategies for improving work-life balance and fostering healthier, more supportive work environments.

# Literature Review

## 1. Work-life Balance

Due to growing trade mobility and technological advancements, firms now face a greater level of competition than ever before. As a direct result, businesses are under greater pressure to meet customers' demands for promptness, quality and overall satisfaction (Europaparlamentet, 2019). Increased globalization forces are advantageous to governments, corporations and individuals in ways other than the obvious financial advantages. These advantages include improved travel chances, lower prices, increased access to goods and services from other nations and more convenient internet purchasing. The creation of new job openings and the recruiting of a larger labor force are further benefits of globalization. These advantages are a direct outcome of consumers' increasing demand for goods and services, which in turn exerts pressure on businesses to offer innovative products and services (Europaparlamentet, 2019). In 2021, the Swedish government issued a report outlining a good workplace for the future. This article, titled "A pleasant work environment for the future," presented the government's work environment policy for the years 2021 through 2025. Policies intended to improve the quality of life of employees on the job often includes efforts to improve their working conditions, with the ultimate goal of producing more productive and secure workplaces for employees. The plan had four secondary objectives: a working life that is both healthy and sustainable, a working life that is both safe and secure, a working market that is free of crime, and an environment in which a substandard workplace is never used as a competitive advantage.

Companies and employees are under increasing strain because of the rapid rate of global development and economic expansion. Simultaneously, the labor market is becoming more

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digitized and automated (Skrivelse regeringen, 2020). As a result of increasing globalization, employees may confront new pressures to work longer hours and produce more in the form of a demand for greater productivity and efficiency or the introduction of new factors upon which to frame working procedures. These new demands may manifest as new factors upon which to base working strategies. The office environment has a tremendous impact on the health and happiness of employees, as well as their productivity and ability to accomplish their jobs. A well-designed workplace promotes employee growth while also lowering the risk of occupational illness, injury and accident. It is vital for firms to examine their working conditions and adjust in order to meet employee's expectations and to achieve both work-life-balance and well-being. Businesses must adapt to the evolving economic environment of the global economy in order to preserve their competitive position in the current global market and to safeguard the health of their employees (Skrivelse Regeringen, 2020).

According to Poulose & Sudarsan (2017, page 22), work-life balance (WLB) is "the degree to which one's emotional, behavioral, and time commitments to one's paid work, one's personal hobbies, and one's family are all kept in reasonable proportions". This term has been associated with a variety of positive outcomes that occur outside of the office (Poulose & Sudarsan, 2017). Also, the term work-life balance (WLB) refers to the degree to which an individual's personal and professional lives are in harmony. When an individual is able to achieve a healthy balance between their professional and personal lives, the likelihood of stress, exhaustion and absenteeism decreases, and the individual's overall health improves (Poulose & Sudarsan, 2017). If one maintains a healthy balance between their professional and personal life, one can recharge their batteries by spending time with loved ones, engaging in joyful hobbies, or even just relaxing in the house during free time. An additional crucial part of establishing a healthy work-life balance for

individuals is ensuring that they have sufficient time and energy to spend with their loved ones and organize their personal lives.

Moreover, according to Uddin (2021, page 34), work-life-balance (WLB) is defined as "an employee's effort towards accomplishing both the work and life role successfully such that the roles of one domain do not have any adverse effect on the other". This concept is related to how flexible the working schedule is, how good the workplace environment is, the quality of compensation system (rewards, incentives) and the policies about leaves. Is all about "setting proper priorities between work (career and ambition) on the one hand and life (happiness, leisure, family), and spiritual development on the other" (Ali & Amanda, 2021, 12). Work-life-balance (WLB) refers to the extent to which employees are able to divide their time between their professional and personal lives in a way that allows them to physically and psychologically rejuvenate. This equilibrium can be achieved when employees are able to split their time in this manner between their working and personal life. When employees' personal and professional lives are balanced, they are better able to recharge their batteries through small breaks such as purchasing coffee, speaking with a colleague or practicing mindfulness, as well as through time spent with family and friends outside of work. Different employees will find that they are able to recharge their batteries most effectively at different times throughout the workday; for some, it will be during the brief moments of respite that occur between tasks, while for others, it will be during the time they spend with their friends or family.

Today, work-life-balance (WLB) has become an increasingly pervasive concern to both employers and employees of most organizations. A healthy work-life balance involves not letting the demands of your job interfere with other important aspects of your life, such as spending time with loved ones, keeping your home in order, completing chores, resting and rejuvenating after a

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long week, or pursuing your own personal interests and hobbies in your spare time (Grawitch et al., 2006). According to the findings of Grawitch et al. (2006), the work environment meaning the daily interaction with colleagues and the workload, can influence employee stress, suggesting that a comprehensive strategy to stress in the workplace may be necessary to decrease job-related stress. According to the findings of this study, employee agency may contribute to a healthier work-life balance for those who possess it. Studies have demonstrated that giving employees more autonomy at work increases their ability to maintain a healthy balance between their professional and personal life. When we speak of workplace flexibility, we refer to the ability to change one's work schedule in order to make time for personal duties, hobbies and other activities in addition to one's usual professional obligations (Grawitch et al., 2006).

Ejlertssons et al. (2018) discovered that employees' perceptions of their own health and well-being increased significantly after taking rest and relaxation breaks during the workday. Long-shift workers required extra time off for relaxation and recuperation. The perception of a positive work environment was enhanced when managers ensured their employees had fun and sufficient downtime. However, the quality of life deteriorated when the demands of the job exceeded the incentives provided. Employees who enjoyed their work and did not dread going to the office were more likely to enjoy a work-life balance (Ejlertsson et al., 2018).

According to research conducted by Ariussanto et al. (2020) and Mathews & Khan (2013), the combination of technological advancement and globalization-induced competition has led to an increase in the amount of work-related stress experienced by employees of multinational corporations (Europaparlamentet, 2019; Guest, 2002). Due to these global and digital alterations, it is essential for individuals to be proficient in their vocation and easily available. This results in a misalignment between the employees' personal and professional lives, which drives them to

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devote more time and effort to their work. Those who cannot maintain a healthy balance between their personal and professional lives tend to produce lower-quality work and are less likely to leave their respective fields (Ariussanto et al., 2020; Mathews & Khan, 2013).

Now, when it comes to work-life balance (WLB), there is no one-size-fits-all configuration. Different individuals have different preferences and priorities, and what works for one person may not work for another. However, here are a few common configurations or strategies that people adopt to achieve a better work-life balance.

## 1.2 Configurations of WLB

### A. Integration/Segmentation

People have multiple identities that are expressed through different social roles (Nippert-Eng 1996; see also Simmel 1955). Their sense of self is influenced by the responsibilities they take on within their community (Nippert-Eng, 1996; Simmel, 1955). Different aspects of their identities are associated with specific settings, times and people. The concept of boundary work refers to the process of establishing and maintaining cultural categories, including separating and organizing different roles individuals have in various areas of their lives (Nippert-Eng, 1996; Kreiner et al., 2009). Boundaries can be strong or weak, depending on the individual, and they determine the extent to which different domains, such as work and home, are integrated or separate (Ashforth et al., 2000; Kreiner et al., 2009;Nippert-Eng, 1996).

Boundaries play a defining role in delineating and restricting the space of a particular domain, such as a role or a workplace. They can range from being impermeable and segmenting to being more flexible and integrating. Strong boundaries indicate a clear separation and

division, while weak boundaries allow for more blending and integration. Most roles fall somewhere in between these extremes (Kreiner et al. 2009).

Segmentation on the other hand, refers to the degree to which the features and aspects of different domains are mentally, physically or behaviorally separated from each other. Integration, on the other hand, involves blending and merging the different elements of each domain (i.e., work and home) (Kreiner, 2006). It is uncommon for roles to exhibit extreme levels of segmentation or integration (Ashforth et/al., 2000). When work and home life are fully integrated, there is no distinct separation between them, and all the associated elements are seen as part of the same category. Conversely, complete segmentation means there is a rigid and impenetrable boundary separating work and home, treating them as mutually exclusive realms (Ashforth et al., 2000; Dilmaghani, 2019; Nippert-Eng, 1996).

Individuals who prefer segmentation may use different key rings and calendars to keep their personal and work lives separate. In contrast, integrators may use a single key ring and calendar for both domains. Integrators are also more likely to display photographs of their loved ones in their workplace (Kreiner et al., 2009; Nippert-Eng, 1996). It's important to note that the distinction between integration and segmentation is not binary but exists on a continuum, allowing for various degrees of overlap or separation between work and home (Ashforth et al., 2000; Nippert-Eng, 1996; Desrochers & Sargent, 2004; Dilmaghani,2019).

Permeability and flexibility of a role boundary are the features of a role transition that have been most frequently highlighted in studies on role changes (Ashforth et al. 2000). When there is a substantial disparity between the identities and functions of different individuals, barriers are typically hard and impenetrable. Extreme positions that are either highly divided or strikingly

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opposed are typically stiff and impenetrable. The impermeable and inflexible boundaries of highly contrasted identities are more likely to become institutionalized when the contrast between the identities is great and institutionalization occurs as a mean to protect each identity by drawing a "mental fence" around each one in for each order to become salient (Ashforth et al. 2000; see also Nippert-Eng 1996).The degree to which a function permits an individual to remain physically located within its domain while engaging in a distinct cognitive and/or behavioural role is referred to as a function's permeability, whereas the degree to which spatial and temporal boundaries are "bendable" is referred to as a function's flexibility. A position that is not as easily activated as one with flexible limits, for instance, can only be activated in a restricted number of situations. Taking personal calls at work, for example, is a strong indication that the employee does not distinguish between her personal and professional lives. In general, flexible and permeable boundaries aid integration (Ashforth et al., 2000; Desrochers & Sargent, 2004).

The costs and benefits of segmentation and integration are eventually borne by every single one of us. Others who are more integrative may find it simpler to transition from work to home, whereas those who are more segmentors may experience less consequences as a result of their actions (Dilmaghani, 2019). More specifically, the advantage of segmentation is that it minimizes the possibility of role overlap and consequently that it simplifies the transition. It is likely that segmentation will enhance your understanding of the background in three distinct ways. First, due to the strict compartmentalization of responsibilities, individuals rarely face the challenge of cross-role interruptions. Second, due to the specificity of time and settings of each role there are certain symbolic markers, such as a hockey player stepping onto the ice, indicating that due attention has been accorded. Last but not least, the significant differences in environment, norms and objectives among the various forms of labor make cognitive differentiation between them easy.

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The transition from one job to another may be physically and mentally draining due to the varying obligations associated with each position. This is a potential disadvantage of specialization. Each identity inside a highly stratified organisation has its own set of goals, principles, and traditions, as well as its own interaction style and time spans. Moreover, the locations of the tasks may fluctuate sporadically. As a result, it is uncommon for individuals to transfer between roles that are so significantly different. Although it is difficult to bridge the gaps between highly compartmentalized roles, it is far simpler to establish and sustain these positions (Ashforth et al., 2000).

On the opposite side of the spectrum, we have highly integrated roles where there is minimal differentiation and a lack of clear boundaries between them. These roles often share similarities in their context and physical location. While transitions between integrated roles are typically less frequent and simplified, which reduces conflicts between them, the blending of roles is more pronounced compared to segmented roles. This blending can potentially lead to confusion, anxiety, and interruptions as individuals struggle to determine which role should take precedence in a given situation. The more roles are integrated, the greater the potential for confusion and the lesser the emotional impact of role boundary violations.

Essentially, the cost of integration lies in the high level of blurring between roles, while the benefit of segmentation is the clear differentiation between roles. Conversely, the cost of segmentation is the high contrast between roles, while the benefit of integration is the reduced contrast. Consequently, there is often a tension between the desire for integration and the need for segmentation (Ashforth et al., 2000).

The issue of transition from a state of high segmentation to one of high integration consists mostly of the crossing of borders and is mainly a processual one. The issue of shifting from a state

of low segmentation to one of high integration, on the other hand, consists primarily of a structural obstacle, namely the development and maintenance of boundaries. Transitions from one role to another are facilitated by rites of passages that signify the exit and entrance from one role to another and which might consist of emotionally charged symbols such as clothing, the engagement and presence of others along with formulaic language. When roles are highly segmented, role transitions are more likely to be facilitated by rites of passage (Ashforth et al. 2000).

It is feasible that the circumstances surrounding the transfer of roles will either facilitate or impede differentiation and merger. For instance, some companies provide on-site day care for their employees, so blurring the line between the office and the employees' private lives. Incongruence at the work-home boundary refers to a situation in which an individual's preferences and the environmental implications of his or her actions conflict. In contrast, congruence at the work-home boundary refers to a situation in which these two features coincide. When there is a separation between the home and office, employees may experience work-life conflicts. Work-home border incongruence or congruence refers to the degree to which an individual's preferences for the degree of overlap or separation between her work and home lives and her perceptions of what she is offered by various environmental variables are incongruent with one another (Kreiner et al., 2009). To properly secure their chosen territory, individuals must not only actively maintain their boundaries, but also anticipate and prevent any prospective intruders. Protective partners are, for instance, less likely to seek jobs in industries where their partners have previously held positions (Methot & LePine, 2016).

Moreover, human and organizational outcomes may vary greatly depending on whether segmentation or integration is employed. Extreme integrators may encounter unfavorable results, such as diminished productivity and a greater propensity to become weary (Dilmaghani, 2019).

Those who restrict work-related interruptions at home experience fewer work invaders, whereas those who restrict non-work-related interruptions at work experience fewer non-work invasions (Methot & LePine, 2016).

Kreiner (2006) demonstrated that a person's attachment to his or her surroundings was a crucial element in determining whether merging or separating a person's work and personal lives was advantageous or damaging to that person. They discovered that there was a reduction in work-home conflict (WHC) when office supplies were supplied with greater consideration for the individual needs of each employee. Despite this, WHC continued to decrease because supply segmentation exceeded customer choices. People reported lower levels of stress when available resources came close to meeting their needs, but reported higher levels of stress when available resources surpassed their needs. In fact, those who reported feeling the least amount of stress showed a desire for and were offered the option of a relatively stress-free degree of segmentation. Kreiner (2006) hypothesizes that the issue of work-home segmentation may not have been a priority for these individuals, or that they may have preferred a "middle ground" work-home segmentation, which would explain their lower stress levels. In addition, employees reported greater job satisfaction when the products they received more closely matched their preferences.

In regard to individual preferences, Methot & LePine (2016) discovered that, those who prioritized the protection of their home domain reported higher levels of overall satisfaction than those who prioritized the protection of their work domain. According to Bulger et al. (2007), the potential to expand one's work domain and the extent to which one's personal life permeates the workplace were both predictors of work interfering with one's personal life. It was determined that the most crucial aspect was the capacity to expand one's job domain. Differently, a higher level of personal intervention at work was associated with a higher level of job integration into personal

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life and a diminished capacity to alter the boundary between personal and professional life. Further that persons whose approach to the borders between work and personal life was the most flexible, experienced the biggest improvement in the quality of their personal lives.

All in all, the concepts of integration and segmentation in relation to people's multiple identities and social role has to do with how individuals establish and maintain boundaries between different domains of their lives, such as work and home, and the varying degrees of integration or separation they prefer. Boundaries can be strong or weak, determining the extent to which different roles are integrated or segmented. Now, let's delve into the different sources of work-family conflict, which include time-related issues, strain-related issues, and behavior-related issues.

B.  Time, strain and behavioural conflict

Time-related issues, stress-related issues and behavior-related issues are the three basic sources of family- work conflict. There are three distinct types of role conflicts: time-based, strain-based, and behavior-based. A time-based conflict emerges when the demands of one job on a person's time reduce that person's ability to devote time to the other role. Strain-based occurs when stress in one role leads to decreased participation in the other role; and behavior-based conflict arises when behaviors that are effective in one role are ineffective in the other role. (Greenhaus and Beutell 1985; Carlson et al. 2000).

Greenhaus & Beutell (1985) and Carlson et al. (2000) discovered that time-based conflict may emerge in two unique ways for the individual. If you are obligated to devote a specific amount of time to one responsibility, it may be difficult to fulfill the (physical) requirements of another responsibility at the same time. It is possible for a person to be in the location required for one duty but still be unable to accomplish it because she is preoccupied with the responsibilities of

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another role she is simultaneously fulfilling. The demands of an excessive amount of work can also produce stress, which presents itself in a variety of ways, such as anxiety, concern, melancholy, apathy and impatience, and can initiate a downward cycle that leads to conflict. A person's performance in a different role could be badly affected if they are under severe pressure. Finally, a person may find conflict because of their behavior if the expected behaviours of one position are incompatible with the expected behaviours of another role. For instance, the calm demeanor that is expected at work is in stark contrast to the warm and inviting atmosphere that one enjoys at home (Greenhaus and Beutell, 1985).

In conclusion, work-life balance is a crucial aspect of well-being and job satisfaction. Different individuals may adopt different configurations, such as integration or segmentation, to achieve work-life balance based on their preferences and priorities. Finding the right balance is a personal journey that requires self-reflection and the ability to establish boundaries and prioritize effectively between work and personal life in order to achieve the psychological well-being.

## 2. Psychological Well-being

Psychological well-being refers to happy lifestyles. It is the combination of feeling well and doing well. The experiencing of painful emotions (such as disappointment, failure, and sadness) is a normal part of life, and the capacity to handle these negative or painful emotions is crucial for long-term well-being. However, psychological well-being is compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in their daily life.

In addition, the concept of feeling good encompasses emotions such as interest, engagement, confidence and affection. In a psychological sense, functioning effectively entails the

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development of one's potential, having some control over one's life, having a feeling of purpose (e.g. working towards cherished goals), and experiencing meaningful connections.

Ryff (1989) posited that the notion of well-being can be characterized as the attainment of a state of equilibrium influenced by a combination of demanding and gratifying life experiences. In contrast to happiness, Ryff (1995) stated that well-being has been defined as an individual's efforts to reach their true potential. Happiness could be the result of a good life. Psychological well-being (PWB) encompasses positive relationships with people, environmental mastery, autonomy, a sense of purpose in life, personal growth, and self-acceptance.

According to the World Health Organization (WHO, 2012), an individual's level of well-being consists of two components: the subjective and the objective. In the context of personal philosophy, we are alluding to the evaluation of one's life experiences in relation to societal norms and standards, as outlined by WHO, (2012).

Several components of the job, including interactions with supervisors and coworkers, have been linked to an employee's overall workplace satisfaction (WHO, 2012). To be well is to be healthy, comfortable or pleasurable, and to be able to engage in daily activities without needless stress. Maintaining a healthy balance between one's professional and personal lives can improve one's mental and physical health, which can have positive effects on both one's professional and personal life (WHO, 2012).

In other words, when one examines the characteristics of well-being expressed in these numerous formulations, it becomes evident that many theorists have written on similar aspects of psychological well-being. These points of convergence in the prior theories constitute the core

dimensions of the alternative formulation of psychological well-being pursued in this research. These dimensions are briefly summarized in this section.

The first dimension is the *Self-acceptance*. An individual's sense of self-acceptance is the criterion of well-being that has been mentioned most frequently in previous perspectives. This is a defining attribute and a crucial feature of mental health, as well as a characteristic of self-actualization, optimal functioning, and maturity. Additionally, life span theories emphasize acceptance of oneself and one's past lives. Possessing positive self-attitudes appears as a crucial component of healthy psychological functioning.

Second dimension is the *Positive relations* with others. Several theories emphasize the significance of warm, trustworthy interpersonal relationships. The capacity to love is seen as a fundamental aspect of mental health. Self-actualizers are described as people with strong feelings of empathy and affection for all humans and as being capable of deeper love, friendship, and identification with others. As a maturity criterion, warm interpersonal relationships are proposed. Adult developmental stage theories also highlight the formation of intimate relationships with others (intimacy) and the ability

*Autonomy* is the third dimension. Self-determination, independence, and the ability to regulate one's actions from inside have received a great deal of attention in the past literature. Self-actualizers, for instance, are characterised by their autonomy and resistance to enculturation. A fully functioning individual is also described as having an internal locus of evaluation, in which one does not seek the approval of others but rather judges oneself according to personal criteria. Individualization is viewed as a liberation from convention, wherein the individual no longer adheres to the common fears, beliefs, and rules of the people. According to life span

developmentalists, the process of ageing inward gives the individual a sense of independence from the conventions controlling daily life.

Next, we have *Environmental mastery.* Mental health is characterized by the individual's capacity to choose or create environments suitable to his or her psychological state. Maturity is viewed as necessitating participation in a substantial endeavor outside of oneself. It is also stated that life span development necessitates the ability to manipulate and control complex settings. These theories highlight an individual's capacity to develop in the world and transform it creatively through physical or mental activity. Successful aging also emphasizes the extent to which a person exploits environmental opportunities. These combined viewpoints suggest that active engagement and environmental mastery are essential components for positive psychological functioning.

Additionally, *Purpose in life*. Beliefs that provide a person a sense of purpose and meaning in life are deemed to contribute to mental health. Also, the definition of maturity emphasizes a clear understanding of life's purpose, a sense of directedness, and deliberateness. The life span developmental theories refer to a number of changing purposes or objectives in life, such as being productive and creative in later age or reaching emotional integration. Thus, a person who works positively has objectives, intentions, and a sense of direction, which all contribute to a sense that life has meaning.

The last dimension is the *Personal growth.* Optimal psychological functioning necessitates not just achieving the preceding characteristics, but also continuing to develop one's potential, growing and expanding as a person. Clinical ideas on personal development centre on the need to actualize oneself and reach one's potential. Openness to experience, for instance, is a crucial characteristic of a fully functioning individual. Rather than attaining a permanent state in which

all problems are resolved, this person is continuously expanding and becoming. At various stages of life, life span theories also emphasise continual developing and the encountering of new problems or duties. Consequently, continual personal development and self-awareness are major themes in the aforementioned ideologies.

In conclusion, the integration of mental health, clinical, and life span developmental theories reveals numerous dimensions of positive psychological functioning that converge. Certain of these criteria look conceptually distinct from the dimensions that have long governed psychological well-being research (e.g., positive and negative affect, life satisfaction). In other words, the existing empirical research places minimal emphasis on positive relationships with others, autonomy, purpose in life, or personal growth as key components of well-being. Therefore, the empirical task is to operationalize these theory-guided dimensions so that they may be compared to the prevailing indices of positive functioning.

## 3. Identity Theory

Some viewpoints place an emphasis on subjective knowledge. For example, social identity theory, which has its origins in social psychology, proposes that social identity is " that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership" (Tajfel, 1978, p. 63). Other perspectives highlight the significance of meanings. For instance, identity theory experts from a microsociological perspective have defined identity as " parts of a self composed of the meanings that persons attach to the multiple roles they typically play in highly differentiated contemporary societies" (Stryker & Burke, 2000, p. 284, see also Ibarra, 1999; Schein, 1978). Other viewpoints emphasize experience as well. For instance, critical theorists of identity remark that identity " refers to subjective meanings and experience, to our ongoing efforts

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to address the twin questions, 'Who am I?' and—by implication— 'how should I act?'" (Alvesson et al., 2008, p. 6).

There are at least three separate uses of the terms "self" (or "self-concept") and "identity" in the literature, which presents a unique definitional issue. Sometimes, scholars have used self and identity interchangeably. They have also used the term self to refer to the complete range of identities a person may possess and the term identities to refer to more particular aims, such as role-based or social group-based identities. This expression implies a hierarchical relationship between the self and its multiple subcomponents, the identities. Sometimes, scholars have claimed the opposite, that a person's basic identity is formed of multiple selves (for examples of the various formulations above see, e.g. Brewer & Gardner, 1996; Erikson, 1968; Leary and Tangney, 2003; Pratt & Kraatz, 2009). Therefore, according to Ramarajan (2014), "self" refers to the broad concept, while identities refer to the more specific targets.

The extent to which scholars interpret the term identity to relate to subjective knowledge, meaning, and experience as opposed to more externally imposed categories or roles is a further question pertaining to its definition. It is commonly believed that identities emerge from and reflect social structures, such as formal roles, social positions and social categories (Brewer & Gardner, 1996; Stryker & Burke, 2000; Tajfel & Turner, 1987). However, identities are distinct from social roles and social categories. Many academics consider some degree of self-definition or subjective acceptance crucial (Ashmore, Deaux, & McLaughlin-Volpe, 2004; Stryker & Burke, 2000). Being categorized as Chinese does not necessarily imply self-identification as Chinese, however categorization might impact self-identification and vice versa. Therefore, identities are neither fully internally determined nor completely externally imposed.

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This does not imply that social influence is irrelevant. According to a number of experts, the convergence of self-definition and social impact is crucial to the formation of identity: individuals come to define who they are through their social relationships (Erikson, 1968; Leary & Tangney, 2003; Mead, 1934). Moreover, the features of the social influences that shape the self can differ. Some academics contend that identities are negotiated and shaped through their social interaction (Goffman, 1959; Swann, 1987). Others argue that social influence in identity formation need not be immediate; this influence can be the result of internalized and implicit prior social finteraction (Erikson, 1980; Mead, 1934). Thus, social relationships are essential to understand identity.

Finally, scholars highlight that identities have cognitive, affective and behavioral elements. Identities are frequently linked to cognitive routines, scripts, and schemas (Fiske & Taylor, 1991; Markus, 1977). Identities also contain profound affective components including self-esteem (Luhtanen & Crocker, 1992; Vig- noles, Regalia, Manzi, Golledge, & Scabini, 2006), pride and shame (Britt & Heise, 2000; Goffman, 1963; Tangney, Miller, Flicker, & Barlow, 1996). Behavioral components include embodied features and practices, such as one's physical presence (Trethewey, 1999), the language one speaks, the food one eats and the moral boundaries one establishes (Anteby, 2010; Ashmore et al., 2004; Mead, 1934; Phinney, 1990). Identities provide the glasses through which we interpret the world and connect meaning to action (Alvesson et al., 2008; Ashforth, Harrison, & Corley, 2008; Dutton & Dukerich, 1991; McAdams, 2001; Pratt, 2000; Weick, 1993, 1995).

## 3.2  Functions of Identities

According to Adams & Marshall (1996), identity statuses can be divided into two categories based on the dimensions of active and passive construction. Adams & Marshall (1996), addressed the idea of active and passive identity as follows:

*"Identity is a social-psychological construct that reflects social influences through imitation and identification processes and active self-construction in the creation of what is important for the self and to others. The active self-constructive aspects of identity are founded upon cognitive (or ego) operations that organize, structure, and construct/reconstruct knowledge of the self. (p. 433)"*

A person's social-cognitive structure is formed during adolescence, and Erikson (1968) argues that this is because of the individual's work on their identity at this time. Adams and Marshall (1996) theorized that people whose identities are more actively built (moratorium and identity acquired) have different identity functions than those whose identities are less actively constructed and more passively maintained (diffusion and foreclosure).

As outlined by Adams & Marshall in 1996, the concept of identity, as a social-psychological framework, exhibits specific attributes. It operates as a self-regulatory system responsible for guiding attention, filtering and processing information, shaping one's impressions and choosing suitable behavior. Furthermore, in the realm of social psychology, identity fulfills its distinctive functional role, as indicated.

Five of the most reported identifier functions were proposed by Adams and Marshall (1996, p. 433). The ability to recognize potential in the form of future possibilities and alternative choices relies on a person's *(a) identity framework, (b) meaning and direction through commitments, values*

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*and goals, (c) sense of personal control and free will, (d) consistency, coherence, and (e) harmony between values, beliefs and commitments.*

Adams & Ethier (1999) summarized many studies to provide evidence for the identity roles proposed by Adams & Marshall (1996). It is possible for low levels of self-awareness to display the first function of identity, which is to give a framework for understanding who one is (Adams & Ethier, 1999). Reduced anxiety levels may be a result of increased self-awareness, -respect, and -acceptance. Adams, Abraham & Markstrom (1987) found that among the four identity states, the attained were the least self-aware and the least behaviorally self-focused. Self-esteem, acceptance of oneself and a positive body image are all correlated with the extent to which an individual actively constructs his or her identity. Self-awareness is linked to more dynamic identity states and, by extension, fruitful identity formation.

Second, identification serves to give one's life meaning and purpose by way of one's principles and goals (Adams & Marshall, 1996). Adams, Shea & Fitch (1979) found that people who have successfully established their sense of identity are more dedicated, goal-oriented and self-motivated than those who have not. Studies of commitment have been conducted alongside those of the veracity of relationships and the importance of religious beliefs. Relationship researchers Archer & Waterman (1988) found that high-achieving individuals were more selective in their love partners and more open with their partners about their personal lives.

The third function of identity is to provide a sense of personal control and free will, and can conceptually be matched with locus of control. Adams & Ethier (1999) established a link between locus of control, conformance and conscientiousness with the conceptions of personal control and free choice. Those adolescents who are able to take charge of their own lives and form

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their own identities have been found to have a lower external locus of control (Abraham, 1983). According to the same body of work, those who have trouble forming a strong sense of personal identity tend to place a greater emphasis on factors outside of their own control. In addition, Adams, Ryan, Hoffman, Dobson & Nielsen (1985) showed that those with difficulties are more likely to give in to peer pressure than those with greater self-confidence. Adams & Ethier (1999), using substance abuse as a measure of one's capacity for self-regulation and conformity, presented a body of research showing that people with less committed identity statuses (in particular, diffusion and moratorium) are more likely to show signs of substance abuse and greater beer consumption than people with achieved identity status. According to Adams & Ethier (1999), a very conscientious person's opposite is someone who is more prone to impulsivity and self-indulgence (diffuse), and hence lacks the self-control that comes with being conscientious (identity achieved). Preliminary evidence from studies of locus of control, conformity and conscientiousness suggests that one's sense of identity plays a role in giving people agency and choice.

Adams & Marshall (1996) argue that the fourth function of identity is to ensure that one's values, beliefs and commitments are consistent, coherent and in harmony with one another. Adams & Ethier (1999) found that studies on academic adjustment, defence mechanisms and innate orientations all backed up this role for identity. Carlson (1986) found that students whose identities were more clearly defined fared better in the classroom than those whose identities were more fluid. Defensive and adaptive forms of narcissism were linked to success in Cramer's (1995) study on the topic of identity. Adaptive narcissism is associated with the maturation of healthy self-esteem and ego ideals, and defensive mechanisms are important in the context of identity formation because they guard against disappointment and the erosion of self-worth. In contrast to their low

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extrinsic social orientation, successful persons have a high intrinsic social orientation, as found by Fulton (1997). This is essential because people who have a genuine, internalized religion seek it out for its own purpose, rather than as a means to an end in society. These studies show that people who have developed a sense of who they are more likely to use more positive and flexible defense mechanisms to keep their values, beliefs, and commitments consistent with one another.

Adams & Marshall (1996) argue that the ability to see future possibilities and alternate paths is the sixth function of identity. Teenagers can learn to value themselves through two primary channels: academic success (as measured by GPA) and preparation for the future (as represented by college and career readiness) (Adams & Ethier, 1999). Higher GPAs and more academic persistence can be found among those who have solidified their sense of self, as opposed to those who are still searching for their identity (Francis, 1981). In a similar vein, those who are further along the identity continuum tend to be better organised and focus on their professional goals.

Last but not least, teenagers who have already solidified their sense of self are more likely to see working toward their objectives as a realistic option than those who are still developing their sense of self. This collection of researches shows that people who take an active role in shaping their identities are more likely to devote time and energy to activities that reward their abilities, such as scholastic success and career planning.

According to studies on the topic of identity development, those who actively construct their identities are more likely to exhibit traits that are not linked to those who develop their identities passively. Adams & Marshall (1996) proposed that each identity state (achieved, moratorium) has a unique goal, and that this purpose is what distinguishes these two types of self-constructed identities from those that are produced externally (diffusion and foreclosure). The

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functions themselves might be seen as pieces of what Erikson (1968) called "an ideal sense of identity" (p. 165).

By referencing their personal and professional duties, individuals are able to keep their personal and professional lives distinct. It consists mostly of making references to and acknowledgments of one's status while acting in a different character or focusing on a different subject. This can be accomplished while focusing on a separate topic. It is a crucial component of the technique for combining and separating the data. It is possible to make references either overtly (through words) or symbolically (through acts such as displaying family photos on one's desk at work or bringing up personal family issues in conversation with coworkers). When using words, explicit allusions are provided. There are symbolic references created when actions are performed. It is difficult to determine the frequency with which individuals refer to their employment in their personal lives and vice versa. An example of incorrect role-referencing would be if coworkers were aware of an employee's marital status but not his or her vacation photos (Dilmaghani, 2019; Olson-Buchanan & Boswell, 2006; Uhlmann et al., 2013).

Olson-Buchanan & Boswells (2006) discovered that when people's work was disrupted by their personal roles, those with a high nonwork-to-work role-referencing experienced fewer negative emotional responses. Those whose personal and professional lives were linked by a strong frame of reference responded more successfully to job-related disturbances that happened in their personal lives (Olson-Buchanan & Boswell, 2006).

## 4. Multiple identities

Owing to the fact that individuals occupy various roles and affiliations, scholars have posited the concept that individuals possess multiple identities and are not solely defined by a

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single identity (James, 1983; Markus & Nurius, 1986; Rosenberg, 1997; Thoits, 1983). As per Ramarajan (2014), the definition of one's self can be intricate and multifaceted. An individual can encompass numerous identities or self-conceptions, grounded in attributes such as organizational membership, profession, gender, ethnicity, religion, nationality and family roles. Furthermore, multiple identities have been described as two or more meanings that individuals ascribe to themselves as a result of their various social group memberships and roles (Creary, Caza, & Roberts, 2015). In simpler terms, people belong to numerous social groups and can navigate the expectations of these social groups with varying degrees of ease or difficulty (James, 1890).

People can be categorized in numerous ways, such by gender, race, or nationality, as well as by their religious views and the activities in which they engage (such as their jobs, political leanings, etc.). How these many social identities are obtained (e.g., through heredity or accomplishments), how stable or malleable they are, and how they contribute to a person's sense of self vary considerably (e.g., low vs. high social status).

One cannot overlook their inherited identity (gender, colour, socioeconomic status, etc.) or, in some situations, their newly acquired identity (migration history, new job). Despite the fact that a person's inherited and acquired social identities tend to coincide in terms of value and content over time (Bourdieu, 1979; Ridgeway & Erickson, 2000), there are times when these identities are in conflict, resulting in stressful situations that require a coping mechanism that increases identity fit (Deaux and Greenwood, 2013; Turner-Zwinkels et al., 2015). However, there is some evidence that having many identities helps people fit in better and has a good impact on their satisfaction (Walter et al., 2015).

When compelled to reconcile opposing status and value identities, individuals employ a broad variety of coping mechanisms. A person could attempt to abandon one identity in favour of the other, alternate between the two, or develop a third identity that contains parts of both (Roccas and Brewer, 2002; Deaux, 2008; Shields, 2008; Berry & Sabatier, 2011).

Situations can also cause a person's identity to transform or emerge (e.g., politicized, opinion-based, or solidarity-based groups; McGarty et al., 2009). Due to its capacity to minimize conflict and anxiety, the strategy has the potential to promote health (e.g., Sampson, 1969; Jetten et al., 2012). Moreover, the type of integration culture (e.g., colorblindness versus multiculturalism) and situational threats to a social identity (e.g., Kosakowska-Berezecka et al., 2016) affect whether many identities result in positive or bad outcomes (Wilton et al., 2015).

The question now is, how do our multiple identities shape our actions in organizations? Do people handle their multiple identities and create a heathy balance between WLB and PWB?

## 4.2  Configurations of identities

i.   *Disclosure and Salience*

When it comes to multiple identities, identity salience is an important factor that is frequently investigated. This is what we mean when we refer to identity salience: the extent to which identity will be performed in numerous situations by a variety of people suggests that this identity is more significant to the individual (Stryker & Burke, 2000). In another sense, salience, also known as centrality, is the relevance of identity to a person in terms of its potential activation in a certain setting (Brook et al., 2008; Stets & Burke, 2000). From the perspective of identity theory, the likelihood of an identity being activated is known as salient identity, whereas the actual process of executing an identity is known as an identity's activation. Activation and salience are considered

as equals via the lens of social identity theory. In addition, social identity theory investigates salience as an aspect of the interaction between the characteristics of the perceiver and the situation (Stets & Burke, 2000).

According to empirical studies, various recognizable identities are capable of both positive and negative interactions (Hirsh & Kang, 2016; Ramarajan, Berger & Greenspan 2017; Brook, Garcia & Fleming, 2008). Individuals may experience identity conflict when the meanings, attitudes and behaviours connected with two or more of their identities are in opposition and conflict. Frequently, this type of conflict can result in tension, anxiety, ambiguity, lower well-being and even poor task performance. Psychologists came up with the term identity conflict (Ramarajan, Berger & Greenspan 2017; Ramarajan, 2014; Hirsh & Kang, 2016; Ramarajan, Rothbard, & Wilk, 2017). In circumstances involving identity conflict, both the degree of salience and the level of commitment are quite significant.

Individuals often encounter conflict when their environment is rife with conflicting identities and they are firmly committed to one of them (Stryker & Burke, 2000). Identity conflict is also known as role conflict, which refers to the notion that a person's numerous social roles can lead to opposing behavioral tendencies, and it is also regarded as the seeming inconsistency of individuals' identities. Occasionally, role conflict is used to allude to identity conflict (Hirsh & Kang, 2016). Reducing the salience of an identity that creates conflict, improving a dominant identity to reduce anxiety, avoiding identity conflict completely and reframing conflicting identities so that they are aligned are the basic tactics individuals employ when confronted with identity conflict (Hirsh & Kang, 2016).

Nevertheless, the concurrent awareness of many identities may also result in identity augmentation, sometimes known as identity synergy. That refers to the extent to which identities

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are complementing each other, which may result in benefits for individuals such as increased motivation and ultimately improved performance, harmony and well-being due to the fact that more parts of one's self (i.e. identities) are enacted simultaneously and the individuals have more resources to use. These advantages may result from identities complementing one another (Ramarajan, Rothbard, & Wilk, 2017; Brook, Garcia & Fleming 2008; Ramarajan, 2014).

ii.    *Hierarchy*

According to Ramarajan (2014), specific qualities, such as hierarchy, must be taken into account in order to investigate the relationships between identities. To demonstrate, hierarchy is crucial because the extent to which an individual picks a self-concept-relevant identity increases the likelihood that would utilize this identity in a range of situations. Due to this relationship between self-concept and identity choice, hierarchy is crucial. Regarding the previously described salience dimension, the term "salience hierarchy" refers to the role that an individual chooses to play when numerous roles are accessible and appropriate to play. This is the case when there are numerous available and suitable positions. In its most fundamental form, the salience hierarchy is the probability that a certain identity will be activated in a variety of contexts. The salience hierarchy also shows that identities closer to the top of the hierarchy are more self-defining and, therefore, more significant for the individual. Consequently, it is asserted that a person, regardless of the context, would attempt to activate a highly prominent identity by generating a new setting. This holds true even if the individual is unaware of the circumstance (Stets & Burke, 2000; Hogg, Terry & White, 1995).

iii.    *Identity Conflict*

The simultaneous salience of multiple identities could result in identity enhancement, also referred to as identity synergy. That refers to the level that identities are complementing each other

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that could result in benefits for individuals such as increased motivation and eventually better performance, harmony, and enhanced well-being due to the fact that more parts of one's self (i.e. identities) are enacted at the same time and the individuals have more resources to utilize (Ramarajan, Rothbard, & Wilk 2017; Brook, Garcia & Fleming 2008; Ramarajan 2014).

*iv.    Overlap/Integration*

From a Social Identity Complexity theory standpoint, the level of overlap between an individual's different identities in regard to meaning and content is significant. This overlap is characterized by a variety of group representations, such as the similarity in group's norms and patterns of the multiple groups with which it interacts. In fact, the degree to which important components of an individual's self-concept overlap influences the likelihood that these identities will be active for a longer duration of time and in a larger range of circumstances. Integration is a phenomenon that can occur when the meanings of identities overlap; segmentation is a phenomenon that can occur when identities are firmly divided and have distinct meanings (Ramarajan, 2014).

## 5. Work-life Balance, Psychological Well-being & Multiple identities

Additional findings in industrial and organizational settings indicate that PWB and work-related issues are linked. Focusing on categories of job, it was discovered that female teachers had greater well-being than women working in banks, who in turn had greater well-being than women working in industry. Others found that unpaid work was connected with lower levels of self-acceptance and environmental mastery among women, while paid work was associated with higher levels of personal development for men. Well-being has been studied as a factor influencing occupational identity and career goals. Life purpose and personal development were found to

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influence career commitments. Women who perceived themselves to be falling short of their early career aspirations reported lower levels of life purpose and more depressive symptoms (Ryff, 2014).

Moreover, previous research has revealed that PWB is impacted by personal variables such as temperament and personality. Occupational factors such as job, work environment, and job satisfaction can also influence it. Multiple facets of an individual's life, such as marital satisfaction, general health and work-life balance, have been found to be correlated with PWB, according to research. Prior study indicates that there are substantial gender disparities regarding PWB. Dimenas, Carlsson, Glise, Israelsson &Wiklund (1996), discovered that in the general Swedish population, men have a higher prevalence of PWB than women.

In addition, it has been demonstrated over many years by scholars that employment affects the psychological and physical distance between family members, and that the inability to choose between work and family matters leads to diminished well-being. Karunanidhi & Chitra (2013), studied the elements that affect policewomen's PWB. Researchers discovered that occupational stress, work-life balance, job attitude and personality strongly contributed to PWB. Another study revealed that work-life balance (WLB) was advantageous to businesses because it improved well-being, decreased workplace stress and decreased burnout (Parkes and Langford, 2008). Additionally, WLB has been demonstrated to affect well-being. According to Singh (2013), conflict between work and life can also result in diminished organisational loyalty, decreased job satisfaction and decreased well-being.

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Attempting to combine the numerous demands of job and personal life as a wife or mother can be physically and mentally draining on women, particularly married women (Aumann, et al., 2011). Work and family issues were described as role overload by Higgins, Duxbury & Lyons (2010). Overloading one's responsibilities causes anxiety, exhaustion, mental decline, and stress, all of which have negative effects on physical health. In addition, some women may find the task of balancing work and family duties stressful, necessitating pharmaceutical therapies to mitigate the negative impacts (Emslie, et al., 2009). Work-life balance initiatives have also been observed among men. Aumann, et al. (2011), have shown that a large number of males feel significant pressure to be not only a financial provider but also a dedicated partner, a father and a community participant.

Another study indicated that poor WLB was associated with elevated levels of tension and anxiety. For example, choosing one aspect over the other (job or personal life) can lead to feelings of guilt and consequently this will lead to stress and worry. The employees' exposure to work-related pressure and stress contributes to low work-life balance (WLB), leading to job burnout. This imbalance hinders personal development and particularly affects women, who often face discouragement in prioritizing their careers over family obligations. As a result, individuals miss out on career advancement opportunities. Additionally, women are frequently assigned repetitive tasks that stifle their creativity and prevent them from realizing their full potential. In terms of personal life, inadequate WLB can cause conflicts within relationships. Both men and women are expected to share household responsibilities, and failure to meet these expectations can lead to resentment and discord between couples (Sundaresan, 2014).

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Numerous elements, such as an individual's value system, personality, socialisation, attitudes, beliefs, expectations or motivation, may influence their impressions of WLB. Companies have a responsibility to foster a positive relationship between employees and the workplace environment. Workplace challenges are characterized by heightened competition, increased work targets, threats of job loss, organizational change, lack of time and space to complete tasks, continuous technological development, conflicting demands from organizational stakeholders, increased use of participatory management and computerization (Yunus & Mahajar, 2011).

Sundaresan (2014), outlined the elements influencing WLB. Among the factors cited by respondents was the burden of excessive work. Increasing work responsibilities compel people to work longer hours and occasionally bring unfinished tasks home. This also results in conflict between job and family life, as the extended work hours result in less time spent with family and engaging in activities of interest. In addition to work pressure and social obligations, respondents' WLB will be subpar.

Furthermore, some theories and studies imply that having multiple identities is associated with improved mental health. Self-complexity, the quantity and uniqueness of self-aspects that comprise a person's self-concept, has been related with greater mental health, for instance (for a recent review, see Koch & Shepperd, 2004). Self-complexity, in particular, limits "spillover" from unpleasant events in one dimension of the self to the rest of the self (Linville, 1985, 1987), provides more opportunities for self-affirmation (Niedenthal, Setterlund, & Wherry, 1992), and correlates with lower levels of depression (Gara et al., 1993). Similarly, other theorists have claimed that identities supply resources and, hence, contribute to higher happiness (Marks, 1977; Sieber, 1974).

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Several empirical studies support this theory (for reviews, see Barnett & Hyde, 2001; Thoits, 2003). A study of Chicago residents, for instance, revealed a correlation between self-reports of multiple identities and lower levels of worry and sadness (Menaghan, 1989).

In contrast, some studies on self-complexity and identity suggests that having multiple identities is detrimental to happiness. Self-complexity has been linked to increased depressive symptoms (Gara et al., 1993; Woolfolk, Novalany, Gara, Allen, & Polino, 1995) and longer depressed episodes (Woolfolk et al., 1999). In addition, a recent meta-analysis of the self-complexity literature revealed a slightly negative relationship between self-complexity and well-being, as well as a wide range of positive and negative effect sizes across studies, indicating that moderators of the self-complexity–well-being relationship likely exist (Rafaeli-Mor & Steinberg, 2002). Similarly, some identity researchers have claimed that having several identities diminishes happiness since they deplete limited time and energy by requiring incompatible actions (role conflict) and excessive total effort (role overload; Coser, 1974; Goode, 1960; Gove, 1984; Merton, 1957). In line with these hypotheses, a number of studies have found that having more identities is associated with greater role conflict and role overload compared to having fewer identities (for reviews, see Barnett & Hyde, 2001; Doress- Worters, 1994), and that role conflict and role overload are associated with lower psychological well-being (e.g., Bolger, DeLongis, Kessler, and Wethington, 1989; Coverman, 1989; O'Driscoll, Ilgen, & Hildreth, 1992).

In conclusion, research on the relationship between many identities and psychological well-being has yielded contradictory results and has failed to explain why numerous identities

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might sometimes increase and sometimes decrease psychological well-being. This is the purpose of the present study, to identify the impact of the number of identities on PWB and on WLB.

Taking all the above into account and considering the importance of PWB, we conduct a study to investigate how WLB may influence the level of PWB among people who own multiple identities.

# Research Methodology

The study employed a quantitative research design and utilized a structured questionnaire to gather data. The questionnaire aimed to obtain information about work-life balance (WLB) and psychological well-being (PWB) in relation to personal, student and employee identity. The study had three main objectives:

1. Explore how individuals who have both student and employee roles manage their work-life balance and how it influences their psychological well-being.
2. Investigate whether there are differences in the work-life balance of individuals with employee, student and personal identities based on gender.
3. Examine whether there are differences in the psychological well-being of individuals with employee, student and personal identities based on gender.

## 1. Participants

The participants in the study were one hundred Cypriot individuals who were both students and employees. Of these participants, 55 were females and 45 were males. Additionally, the age of the participants ranged from 18 to 49 years, with the majority falling in the 18-25 age

range. The years of experience of the participants varied from 6 months to 29 years. Nevertheless, age and years of experience were not taken into account as significant variables in the study, as the participants largely fell within the same age range and possessed similar years of work experience. The limited number of participants with varying age and experience levels resulted in insufficient data to yield significant findings.

## 2. Composition of the questionnaire

To collect data, the study distributed the questionnaire to students via email at the University of Cyprus. An electronic questionnaire was created using Google Forms and took approximately 10 minutes to complete. Additionally, the survey was posted on a secure web server to reach a larger sample through social media. All participants were informed that the study was part of a master's thesis and emphasized that participation was voluntary, anonymous and confidential. Participants were also assured that their identities would not be disclosed.

The final survey comprised 59 questions, including 3 demographic questions, 20 questions addressing WLB, 12 questions addressing psychological well-being, 10 questions addressing personal identity, 6 questions addressing employee identity and 7 questions addressing student identity (see Appendix A). All the items in WLB, psychological well-being, personal identity, employee identity and student identity were structured on a 5-point Likert-type scale. The selections in the Likert scale were: (a) disagree strongly, (b) disagree, (c) Neither disagree nor agree, (d) agree and (e) agree strongly.

The demographic questions included in the survey were focused on age, gender and years of experience. These questions aimed to investigate whether these factors have an impact on the survey results. Age was included because it has been shown to influence how individuals

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perceive various aspects of their daily lives in the specific age period. More precisely, previous

surveys have indicated that middle-aged individuals with multiple identities tend to have lower

well-being scores compared to younger and older individuals (Blanchflower & Oswald, 2008;

Clark & Oswald, 1994). Moreover, gender was included because men and women may have

different approaches to handling responsibilities, and studies have found that women have higher

rates of common mental disorders such as anxiety and depression compared to men (Donovan &

Halpern, 2002; Helliwell, 2003). Lastly, the factor of years of experience were included in this

study, because as people gain more experience, they may try to change the way they work and

organize their tasks in order to find a balance in their life, work, and overall psychological well-

being.

Moving on, the questions related to work-life balance explored integration/segmentation,

work-home conflict, work interference with family, and family interference with work. The

psychological well-being section used Ryff's six-factor model, which included questions about

self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life

and personal growth (Ryff 1989; 1996; 2007; Ryff & Singer 1996; 2006; 2008; Ryff & Keyes

1995).

In addition, the study employed the Functions of Identity Scale (FIS), developed by

Adams & Marshall (1996), to assess personal identity based on factors such as structure, goals,

personal control, harmony and future. Furthermore, the study evaluated participants' self-concept

as employees, referred to as employee identity, using the Levels of Self-concept Scale (LSCS)

(Johnson et al., 2006), which measures individual and collective self-concepts. Only individual

and collective self-concepts were used in this study. Finally, the last questions focused on

participants' experiences in graduate school as students. These questions were adapted from Hackman & Oldham's (1974) Job Diagnostic Survey (JDS). It is worth noting that all the statements in the questionnaire have been previously employed by different researchers and have demonstrated their effectiveness in discovering new insights and collecting reliable data.

# Results

Data were analysed using IBM.SPSS Statistics 25 for Windows. For the purposes of this study, a sample of 100 participants were selected. Table 1 presents the frequency and percentage distribution for the participants' demographic characteristics. 28.0% of them were male and 72.0% were females. The age of participants was at least 18 years old and over, where the majority were between 18 – 25 years old (68.0%). Participants had a mean of 5.41 years of working experience with standard deviation equal to 5.95 years. The minimum years of working experience were 0.33 and the maximum were 29.00 years.

*Table 1: Frequency and percentage distribution for the demographic variables of the Participant characteristics.*

|  |  | N | Percentage |
|---|---|---|---|
|  | Male | 28 | 28.0% |
| Gender | Female | 72 | 72.0% |
|  | Total | 100 | 100.0% |
|  | 18-25 | 68 | 68.0% |
|  | 26-33 | 17 | 17.0% |
| Age | 34-41 | 8 | 8.0% |
|  | 42-49 | 7 | 7.0% |
|  | Total | 100 | 100.0% |

*Exploratory Factor Analysis*

Exploratory factor analysis was used on the responses of 100 students who filled out the English version of the questionnaires as adjusted by Sidiropoulou et. al (2011). It can be observed from the

Table 2, that the Kaiser-Meyer-Olkin (KMO) value for all factors is greater than .500. This finding indicates that the relationship between variable pairs can be explained by other variables of this study. Furthermore, via the use of the Bartlett's test, the correlation matrix is not identity for all parts of the questionnaires (p<.001), which indicates that that there are probably significant relationships among the variables. The percentage of variance explained by the eleven dimensions of the work-life balance interfering with family extracted was 61.638%. The percentage of variance explained by the three dimensions of the personal life interfering with work extracted was 67.587%, whereas the percentage of variance explained by the two dimensions of the segmentation work extracted was 81.043%. The percentage of variance explained by the three dimensions of the psychological well-being extracted was 68.707%. The percentage of variance explained by the six dimensions of the personal identity extracted was 61.144%. The percentage of variance explained by the three dimensions of the employee identity extracted was 65.331%. Finally, the percentage of variance explained by the two dimensions of the satisfying with graduate school extracted was 79.872%.

*Table 2: KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity for all factors used in this study.*

| Factor | Kaiser-Meyer-Olkin Measure of Sampling Adequacy | Bartlett's Test of Sphericity | | | Percentage of Variance explained (%) |
| --- | --- | --- | --- | --- | --- |
| | | Approx. Chi-Square | df | p-value | |
| WLB 1: Work interfering with family | 0.879 | 577.712 | 55 | 0.00 | 51.638 |
| WLB 2: Personal life interfering with work | 0.665 | 75.897 | 3 | 0.00 | 67.587 |
| WLB 3: Segmentation work | 0.500 | 47.471 | 1 | 0.00 | 81.043 |
| PWLB: Psychological well-being 1 | 0.685 | 79.080 | 3 | 0.00 | 68.707 |
| PI: Personal identity | 0.837 | 296.345 | 15 | 0.00 | 61.144 |
| EI: My feelings about my work and co-workers | 0.666 | 64.530 | 3 | 0.00 | 65.331 |
| SI: Satisfying with graduate school | 0.500 | 43.049 | 1 | 0.00 | 79.872 |

*Reliability Analysis*

Reliability analysis has been used for this study. The aim of Reliability Analysis is to achieve data reduction and test if the scales are reliable by comparing "Cronbach's Alpha" for the variable before and after each question is deleted. The Cronbach's Alpha coefficient is one of the most useful indices used in checking the reliability of a scale. In general Cronbach's Alpha coefficient scale needs to be over 0.7 to be reliable with the sample. Following reliability (Cronbach Alpha) for the importance of all factors that will be used in this study has been done. Table 3 presents the number of items and the Cronbach's Alpha coefficient for each factor. Specifically, work interfering with family (a=0.904), personal life interfering with work (a=0.755), segmentation work (a=0.765), psychological well-being (a=0.772), personal identity (a=0.871), my feelings about my work and wo-workers (a=0.732) and satisfying with graduate school (a=0.744) had final Cronbach's Alpha coefficient for each factor greater than 0.70. In the case that values are greater than 0.70, it shows that a high extent to which a scale produces consistent results if repeated measurements are made on the characteristics.

*Table 3: Reliability Statistics for the factors created.*

| Factor | N of Items | Cronbach's Alpha |
|---|---|---|
| WLB 1: Work interfering with family | 11 | 0.904 |
| WLB 2: Personal life interfering with work | 3 | 0.755 |
| WLB 3: Segmentation work | 2 | 0.765 |
| PWLB: Psychological well-being 1 | 3 | 0.772 |
| PI: Personal identity | 6 | 0.871 |
| EI: My feelings about my work and wo-workers | 3 | 0.732 |
| SI: Satisfying with graduate school | 2 | 0. 744 |

For each case, a factor was created where the mean scores for each factor were saved and used for further analysis. Following in Table 4, basic descriptive statistics for the factors created are presented, where the mean, standard deviation, minimum and maximum value are presented. It can be seen from the following table that work not interfering with family is the factor with the lower mean, thus can be considered as the factor that overall responses have more negative perceptions. Personal life not interfering with work, personal identity and student identity can be considered as the dimensions with the most positive perceptions. Psychological well-being is the dependent variable of this study. Furthermore, Figure 1 illustrates graphically via Boxplots all factors, where similar conclusions with the Table 4 can be made.

*Table 4: Descriptive statistics for the factors that will be used in this study.*

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| WLB 1: Work not interfering with family | 100 | 1.00 | 4.91 | 2.99 | 0.95 |
| WLB 2: Personal life not interfering with work | 100 | 1.33 | 5.00 | 3.84 | 0.85 |
| WLB 3: No segmentation of work | 100 | 1.00 | 5.00 | 3.14 | 1.14 |
| Psychological well-being | 100 | 1.00 | 5.00 | 3.26 | 0.97 |
| Personal identity | 100 | 1.67 | 5.00 | 3.86 | 0.82 |
| Employee Identity | 100 | 1.00 | 5.00 | 3.23 | 0.98 |
| Student Identity | 100 | 1.50 | 5.00 | 3.90 | 0.89 |

41
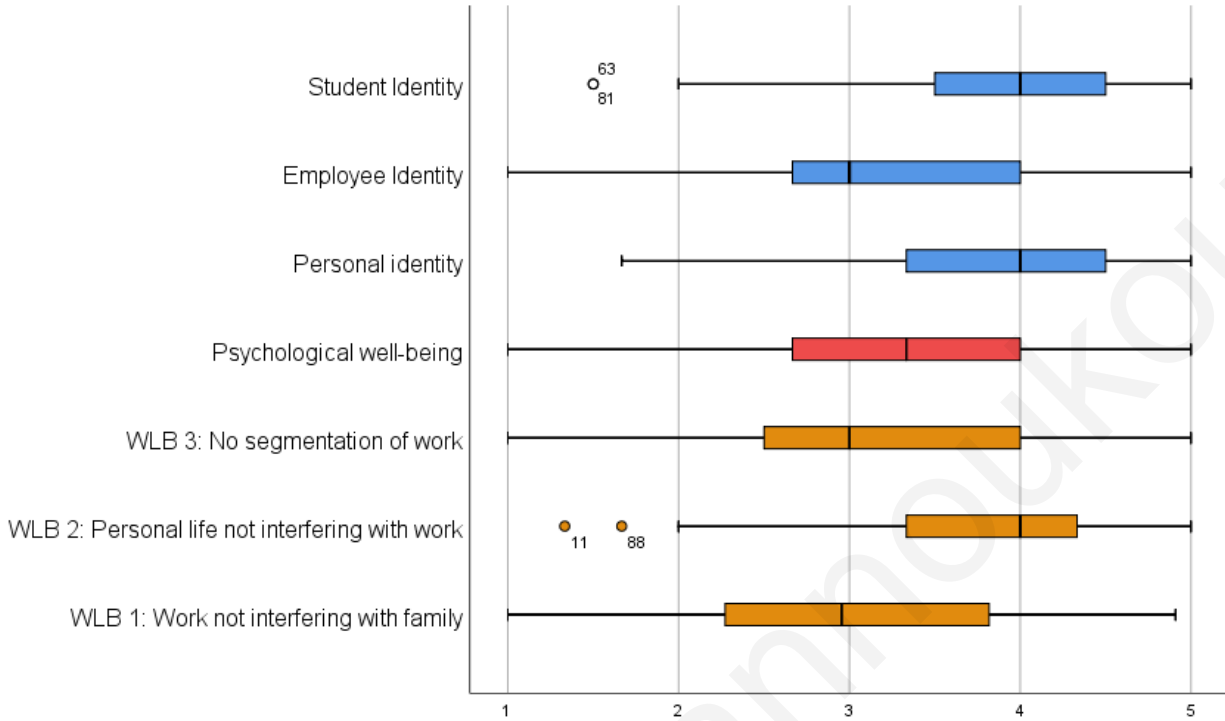
*Figure 1: Summaries of all factors via Box-plots.*

The Pearson product-moment correlation coefficient are next utilized, to investigate possible significant relationships between the dependent variable (psychological well-being) and the independent variables (WLB 1: Work not interfering with family, WLB 2: Personal life not interfering with work, WLB 3: No segmentation of work, Personal identity, Employee Identity, Student Identity) (see Table 5).

Based on Table 5, there is a moderate positive significant linear correlation of the psychological well-being with the work not interfering with family (r= .419, n=100, p< .01), with the personal life not interfering with work (r= .378, n=100, p< .01) and no segmentation of work (r= .206, n=100, p< .05). In addition to this, there is a moderate positive significant linear correlation of the psychological well-being with the personal identity (r= .476, n=100, p< .01) and the student identity (r= .365, n=100, p< .01). Last but not least, there is no significant linear correlation between the psychological well-being and employee identity (r= -.128, n=100, p=.205).

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*Table 5: Correlation matrix between all factors of this study (n=100).*

| | 1) | 2) | 3) | 4) | 5) | 6) | 7) |
|---|---|---|---|---|---|---|---|
| 1) WLB 1: Work not interfering with family | 1 | .380** | .156 | .419** | -.080 | -.207* | .169 |
| 2) WLB 2: Personal life not interfering with work | | 1 | .274** | .378** | -.013 | -.288** | .282** |
| 3) WLB 3: No segmentation of work | | | 1 | .206* | .221* | -.106 | .133 |
| 4) Psychological well-being | | | | 1 | .476** | -.128 | .365** |
| 5) Personal identity | | | | | 1 | .144 | .352** |
| 6) Employee Identity | | | | | | 1 | -.043 |
| 7) Student Identity | | | | | | | 1 |

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed)

*Multiplicate linear regression models*

The Multiple linear regression analysis was conducted to evaluate the prediction of the Psychological well-being from the independent variables (Table 6). Initial analyses indicated that the assumptions of linear relationship, multivariate normality, no multicollinearity, no auto-correlation and homoscedasticity were met.

The independent variables were WLB 1: Work not interfering with family, WLB 2: Personal life not interfering with work and WLB 3: No segmentation of work were entered the model (Model 1) to predict and to explain Psychological well-being. The results indicate that the model is statistically significant (F $(3, 96)$ = 10.086, p<.001), explaining 24.0% of the variance of psychological well-being ($R^2$=.240). It appeared that WLB 1: Work not interfering with family ($\beta$= .316, p<.01) and WLB 2: Personal life not interfering with work ($\beta$= .233, p<.05) are statistically significantly positively correlated and can explain psychological well-being. Differently, the WLB 3: No segmentation of work ($\beta$= .092, p=.321) is not statistically significant to explain psychological well-being, in this model (Model 1).

The independent variables, personal identity, employee identity and student identity were entered into the model (Model 2) to predict and to explain Psychological well-being. The results indicate that the model is statistically significant (F $(3, 96)$ = 10.086, p<.001), explaining 30.3% of the variance of psychological well-being ($R^2$=.303). It appeared that personal identity ($\beta$= .430, p<.001) and student identity ($\beta$= .206, p<.05) are statistically significantly positively correlated to psychological well-being. Differently, Employee Identity ($\beta$= -.181, p<.05) is negatively statistically significantly correlated to psychological well-being, in this model (Model 2).

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Finally, all the independent variables were entered into the model (Model 3) to predict psychological well-being. The results indicate that the model is statistically significant ($F(6, 93) =$ 15.327, p<.001), explaining 49.7% of the variance of psychological well-being ($R^2$=.497). It appeared that WLB 1: Work not interfering with family (β= .356, p<.001), the WLB 2: Personal life not interfering with work (β= .223, p<.05) and personal identity (β= .501, p<.001) are statistically significantly positively correlated with Psychological well-being. Differently, the other variables are not statistically significant at a 5% level. (Model 3).

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*Table 6: Multiple regression models to estimate effects of factors on Psychological well-being.*

| | Model 1 | | | Model 2 | | | Model 3 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | B | SE | β | B | SE | β | B | SE | β |
| (Constant) | 1.025 | .440 | | .997 | .526 | | -1.081 | .594 | |
| WLB 1: Work not interfering with family | .323 | .098 | .316** | | | | .363 | .083 | .356*** |
| WLB 2: Personal life not interfering with work | .266 | .113 | .233* | | | | .255 | .099 | .223* |
| WLB 3: No segmentation of work | .079 | .079 | .092 | | | | -.032 | .067 | -.037 |
| Personal identity | | | | .509 | .109 | .430*** | .593 | .098 | .501*** |
| Employee Identity | | | | -.179 | .086 | -.181* | -.063 | .077 | -.063 |
| Student Identity | | | | .225 | .100 | .206* | .074 | .091 | .068 |
| F | | 10.086*** | | | 13.915*** | | | 15.327*** | |
| $R^2$ | | .240 | | | .303 | | | .497 | |

*p < .05,  **p<.01,  ***p<.001

Next, the independent samples t-test was conducted to compare possible differences for all factors of this study, between gender categories. Basic results of this test are presented in Table 7.

There is no statistically significant difference in the psychological well-being between males and females at a 5% level of significance. There is a statistically significant difference of the mean WLB 2: Personal life not interfering with work between males and females, where females indicated at higher levels than males that their personal life was not interfering with work (t(36.46)=-2.54, p=.016). Furthermore, the mean personal identity (t(98)=2.49, p=.014) and the mean Employee Identity is statistically significant for males but not for females. There is no statistically significant difference in WLB 1: Work not interfering with family, WLB 3: No segmentation of work and Student Identity between males and females at a 5% level of significance.

*Table 7: Two independent samples t-test, for all factors of this study, between gender categories.*

|  | Male | | | Female | | | t | d.f. | p |
|---|---|---|---|---|---|---|---|---|---|
|  | n | Mean | S.D. | n | Mean | S.D. | | | |
| WLB 1: Work not interfering with family | 28 | 2.73 | 0.84 | 72 | 3.09 | 0.97 | -1.74 | 98.00 | 0.085 |
| WLB 2: Personal life not interfering with work | 28 | 3.44 | 1.06 | 72 | 3.99 | 0.70 | -2.54 | 36.46 | 0.016 |
| WLB 3: No segmentation of work | 28 | 3.00 | 1.41 | 72 | 3.19 | 1.02 | -0.64 | 38.60 | 0.525 |
| Psychological well-being | 28 | 3.19 | 0.96 | 72 | 3.29 | 0.98 | -0.45 | 98 | 0.657 |
| Personal identity | 28 | 4.18 | 0.68 | 72 | 3.74 | 0.84 | 2.49 | 98 | 0.014 |
| Employee Identity | 28 | 3.54 | 1.05 | 72 | 3.11 | 0.93 | 2.00 | 98 | 0.048 |
| Student Identity | 28 | 3.96 | 0.78 | 72 | 3.88 | 0.93 | 0.45 | 98 | 0.654 |

# General Discussion

The Cronbach's Alpha coefficients showed significant reliability and drew parallels to similar constructs discussed in the literature for the various factors evaluated, such as work-life balance and psychological well-being. The complexity of work-life balance highlighted by Bulger, Matthews &Hoffman( 2007) is consistent with the high Cronbach's Alpha in "work interfering with family"( a= 0.904). In analyzing this complex relationship, they mirrored the robustness of our study's scale by examining the dynamics of work-personal life boundary management and conflict. Adams and Marshall clarified identity development and its contextual influences in 1996, providing insights that can be compared to our study's high alpha values for psychological well-being and personal identity (a= 0.772).

Significant correlations were found when the Pearson product-moment correlation coefficient was applied, particularly between constructs of psychological well-being and work-life balance. The results are consistent with Ryff's (1989- 2014) extensive research into the multidimensional nature of psychological well-being. Our study indicates positive correlations between happiness and work, aligning with Ryff's assertion that interpersonal relationships and social integration play a crucial role in psychological well-being. The observed correlations (r = 0.419, p < 0.01) do not disrupt family dynamics.

When we look in this study's results, at the moderate positive significant linear correlations between psychological well-being and personal identity (r=. 476, p< .01), Adams & Ethier (1999) and Erikson (1968) provide frameworks for comparison. This is consistent with their research on ego-identity status, the crises, and the commitments that define various identity states. The distinct yet connected constructs of personal, employee and student identity in the current study support the robustness and multidimensionality of identity.

The analysis significantly clarifies gender's complex role. The gender perspectives developed by Shields( 2008) are correlated with the difference in personal life between men and women that does not interfere with work. The intrinsic and societal constructs that underlie the dichotomy of roles and expectations placed on various genders may be the source of this differentiation. The findings add to the ongoing discussion about gender as a crucial element in interpreting work-life balance and psychological well-being.

The principles of Ashforth, Kreiner &Fugate (2000 ) provide a critical perspective when examining the intersectionality of WLB. They looked at restrictions and sub - role shifts in performing people's daily lives. This goes hand in hand with our study's in - depth examination of the interactions of "work meddling with family" and "private life impeding work", which are necessary for grasping the holistic knowledge of contemporary employees.

Similarly, the findings regarding employee identity showing no significant correlation with psychological well- being (r=-. 128, p=. 205) provide an avenue for comparison with the studies of Stets& Burke( 2000) and Stryker& Burke( 2000), who dwelled on identity theory and social identity theory. This lack of correlation could be attributed to the evolving dynamics of the workplace and employee identities, underscoring the complexity of the identity constructs.

These correlations and their underlying nuances weave a narrative of work- life balance, psychological well- being, and identity that is not only diverse but also deeply entrenched in contextual influences. Each finding does not exist in isolation but is part of a mosaic of constructs that define the modern working individual's experience. The fluidity and interconnection of these factors are evident, offering significant implications for future research and contemporary organizational practice.

Continuing the discourse, the multifaceted nature of work- life balance and identity in the context of the findings and the referenced bibliography becomes even more pronounced. The SPSS analysis offers quantitative insights that intersect remarkably with the theoretical and qualitative evaluations presented in the literature.

One of the of the study's results is the positive correlation between work not interfering with family and psychological well- being. This finding mirrors the dialogues initiated by Fulton (1997) and Adams, Ryan, Hoffman, Dobson & Neilsen (1985) about identity and the psychological disposition. In their research, a direct linkage between identity status and prejudice was explored. Our findings, while not directly related to prejudice, highlight a complex interplay of personal and professional identity and their direct impact on psychological health.

The variance in work- life balance perceptions across gender, as evidenced in the study, resonates with the insights of Kosakowska- Berezecka et al. (2016), which explored masculinity and the role it plays in the perception of gender relations. The gendered nuances of work- life balance, especially with personal life not interfering with work being significant among females, may be dissected further under the lens of societal constructs and expectations, which are integral in shaping gender roles and reactions to work- life balance dynamics.

In reflecting on the impact of work environment on psychological well- being, Mathews& Khan (2013) offered insights that can be juxtaposed with the work- life balance dimensions delineated in this study. The intricate dance between the work environment, work not interfering with family and personal life not interfering with work become areas of profound interest. The divergence or convergence of these elements does not just influence productivity but seeps into the individuals 'psychological fabric.

Uddin's (2021) discourse on the challenges faced by working women in balancing work and life during the COVID- 19 pandemic provides a poignant context for interpreting the gender disparities unveiled in this study. The intricacies of gender, work, and psychological well- being are not static but are influenced by evolving societal and global phenomena.

Turning the focus on identity, Archer & Waterman's (1988) exploration of the relationship quality in the context of identity status becomes pivotal. The segmentation of identity into personal, employee and student, and their distinct correlations with psychological well- being in this study, offer empirical evidence that could potentially extend the conversations initiated by Archer & Waterman (1988). In the context of employee identity, the insights of Hogg, Terry & White( 1995) on social identity theory offer a foundational basis for dissecting the intricate dynamics uncovered in this study.

These discourses on identity, gender, work- life balance, and psychological well- being are integral for future organizational strategies, mental health initiatives, and societal constructs. Each study, including the current one and the referenced literature, unveils layers of the human experience that are intrinsically linked and yet uniquely distinct, offering a compendium of insights for holistic human and organizational development. The convergence of these findings and literature bridges the empirical and theoretical, offering a multidimensional perspective on the human experience in the context of work, life, and identity.

Continuing this intricate tapestry of insights, it becomes crucial to immerse deeper into the dynamics of work- life balance and identity constructs, gleaning perspectives from both the presented data and extant studies within the referenced bibliography. The correlation matrix from this study's data demonstrated a significant positive correlation between work not interfering with family (WLB 1) and psychological well- being. This scenario echoes the conceptual frameworks in the studies of Ryff (1989, 1995, 2014), who explored the

multifaceted nature of psychological well- being. However, a critical analysis reveals nuanced distinctions. While Ryff accentuated six core dimensions of well- being including autonomy and environmental mastery, the current study illuminates the entwined narratives of professional and personal identities and their inextricable links to mental health.

Now, delving into identity constructs, the negative correlation between employee identity and psychological well- being in this study beckons introspection. The insights of Adams& Marshall (1996) could be instrumental here. They embarked on an investigative journey into the social psychology of identity, raising salient questions and providing profound insights that could contextualize the findings of the current study. Could the negative correlation be indicative of the pressures and expectations intrinsic in professional roles, as perhaps hinted at in the nuanced articulations of Adams & Marshall?

In the realm of work- life balance, the significant correlation between personal life not interfering with work (WLB 2) and females, noted in this study, dialogues poignantly with the narrative of Dilmaghani (2019). He explored the link between sexual orientation, work- life balance satisfaction and work- life segmentation. In drawing parallels, the gendered narratives of work- life balance become discernible, accentuating a complex interplay of societal norms, expectations, and intrinsic psychological and emotional dynamics.

Furthermore, the multifaceted exploration of identity by Ramarajan (2014) and subsequent contributions by Ramarajan, Berger & Greenspan (2017) as well as Ramarajan, Rothbard &Wilk (2017) could be instrumental in unpacking the nuances of personal, employee and student identities noted in this study. The complexities, conflicts and harmonies among these identities offer a rich reservoir of insights for comprehending the dynamic and often tumultuous journey of identity navigation in the contemporary world.

These intricate narratives and empirical data, the alchemy of identity, work- life balance and psychological well- being morphs into a nuanced dialogue of humanity in its multifarious expressions. Each datum and theoretical insight is not a solitary entity but a thread in the elaborate weave of human existence, organizational dynamics and societal evolution. The synthesis of this study with the referenced studies engenders a panoramic yet intricate vista of insights pivotal for academia, organizational leadership, policy formulation, and the holistic well- being of individuals in their professional and personal spheres.

An extensive juxtaposition of the given this study and the referenced academic literature further illuminates the intricate dance between identity, work- life balance, and psychological well- being. When scrutinizing the correlation between psychological well-being and the dynamism of work- life balance, Ashforth, Kreiner,& Fugate's( 2000) nuanced perspective offers an illuminating lens. The authors delved into the micro transitions between roles, a phenomenon that is not overtly expressed but subtly hinted at in this study. The nuanced oscillations between work and life, profession and personhood, are not linear but complexly interwoven.

As we sieve through this complexity, Berry & Sabatier's (2011) discourse on acculturation and psychological well- being offers another prismatic perspective, echoing the present study's subtle indications of the impact of work- life balance on psychological health. Their examination of variations in acculturation attitudes and their relationships with psychological well- being echoes the nuanced variations discerned in this study, especially concerning the multi- dimensional identities of employees and students.

Looking through the prism of identity constructs, the negative correlation between employee identity and psychological well- being in this study, invites a critical conversation with the scholarly discourse by Hogg, Terry,& White (1995). The author's dialogue on social identity theory could unravel layers of understanding about the inherent conflicts and alliances

within professional identities. These intricate interplays could offer robust explanations for the empirical observations in this study.

Moreover, Ejlertsson et al. 's (2018) discourse on the recovery, work- life balance, and work experiences, pivotal to self- rated health, intertwines profoundly with this study's findings. The intricate dance between work, personal life, and psychological well- being is not a solitary dance but a symphony– echoing, responding, and aligning with intricate societal, organizational, and individual melodies.

On gendered narratives, Deaux (2008) and Deaux& Greenwood (2013) offer a rich tapestry of insights that align with the gender differences noted in the SPSS data. The intricate dance between societal norms, psychological constructs, and inherent biological and psychological predispositions reveals a complex yet profound narrative that aligns with the empirical findings.

An exploration into the multi- faceted world of psychological well- being, identity, and work- life balance, woven through the intricate threads of empirical SPSS data and scholarly discourses, reveals not just data and theories, but the living, breathing narratives of individuals. Every data point, every scholarly insight, is a step into the profound yet often overlooked spaces where professional meets personal, where identity is not just a construct but a living, evolving entity. Every correlation and theoretical framework unveils a world where numbers and narratives, data and dreams, empiricism and emotions, weave the intricate tapestry of the human experience in the organizational cosmos.

## Suggestions for future research

The study's findings offer a rich foundation for enhancing preexisting theoretical frameworks, suggesting the incorporation of the interconnectedness of identity constructs, psychological well-being and work-life balance into comprehensive models. The complexity and dynamism of these constructs and their relationships can be better captured through integrated models. The results also highlight the need for methodological advancements, suggesting improvements in research techniques to identify nuanced, complex relationships. Future research is encouraged to utilize mixed methods, longitudinal designs and cutting-edge analytical tools for a deeper understanding.

Addressing gender disparities and correlations, researchers are prompted to explore the interplay of gender with other demographic variables . This investigation can provide insights into how age, ethnicity and socioeconomic status collectively influence work-life balance and identity constructs. Professionals can leverage these findings for the creation of targeted strategies, emphasizing the importance of corporate practices fostering a healthier workplace dynamic. Employee assistance programs, flexible work schedules, and health activities can address specific aspects highlighted in the study, promoting mental well-being.

The study's understanding of identity constructs—personal, professional and educational—suggests avenues for organizational growth. By promoting environments that facilitate the development of positive identities, organizations can improve both culture and performance. Inclusive and supportive workplace cultures prioritizing personal and professional growth contribute to positive identities. Additionally, a gender-sensitive approach in policy formulation is imperative to address gender differences in work-life balance and identity constructs.

The implications for both researchers and practitioners underscore the need for a collaborative, integrative approach. Researchers gain insights for theoretical and methodological innovations, while practitioners find pathways for evidence-based interventions, strengthening the bridge between research and practice. Future research should focus on expanding the sample population for diverse exploration, utilizing longitudinal and mixed-methods approaches, investigating intersectional factors, and examining corporate and policy ramifications.

A crucial aspect for future research is understanding the dynamic nature of work-life balance, identity constructs and psychological well-being. Longitudinal and mixed-methods approaches can capture the breadth, depth, and complexity of lived experiences, while examining intersectional factors like ethnicity and socioeconomic status. Future research can also delve into the formation, evolution, and effects of identity constructs, examining corporate and policy ramifications on a larger scale, and understanding the impact of technological advancements on work-life stability and personality.

Linking research to mental health interventions is essential, utilizing insights into identity constructs and work-life balance to guide targeted interventions, therapy, and counseling strategies. Lastly, integrating various theoretical viewpoints can provide a kaleidoscopic view of the issues, encouraging an interdisciplinary dialogue to reveal the complex interconnections of the explored themes.

Every suggestion outlines an evolutionary pathway, marking the journey from the known to the uncharted, from established insights to emerging discoveries. Future research, enriched by these suggestions, has the potential to weave a nuanced narrative that embraces the complexities, diversities, and multi- dimensionality of human experiences. Each exploration, inquiry and discovery adds a distinct hue to the multifaceted mosaic of

understanding surrounding work- life balance, identity constructs and psychological well-being, illuminating the intricate dance between individual, organizational, societal and global dynamics in shaping the human experience. Every future endeavor is not just a step towards knowledge enhancement but also a journey into the profound terrains of human intricacies, offering insights that resonate not just with the intellect but also with the myriad, nuanced shades of human existence.

## Limitations, implications and conclusions

Within the evolving narrative of work-life balance, identity constructs and psychological well-being, each stakeholder—be it researchers, practitioners, organizations, or policymakers—is called upon to assume a pivotal role. The findings of the study are not just endpoints but springboards, launching pads for an enriched, multidimensional exploration and intervention that transcends boundaries and fosters holistic well- being in the contemporary world. Every implication is a seed, a genesis of future explorations, innovations, and transformations that echo the dynamic, evolving narrative of human existence in the organizational landscape.

The length and sample of the study's sample are one of its major limitations. The-benefits might not be appropriate to a larger population given that 100 members were typically between the ages of 1-8 and 25. An element that this research does not completely record is the subtleties of work - life balance, identity constructs and emotional well - being that may change drastically across different age groups, cultures or specialized settings.

The use of self-report questionnaires introduces the possibility of response bias because participants' responses may be influenced by social desirability, recall bias or arbitrary questions. The consistency and accuracy of the data may be impacted by each participant's particular context, mood and interpretation, potentially reducing the findings' objectivity.

While the study was theoretically comprehensive, it could have been enhanced by incorporating a more intricate web of theoretical frameworks to explore the nuanced relationships between the variables. The operationalization of constructs such as work-life balance and identity, with a somewhat simplified perspective, may lead to a reductive understanding of these complex phenomena, lacking the depth necessary to fully capture their multifaceted nature.

The study's cross-sectional approach further restricts the breadth of insights attained. Richer, more dynamic, and temporal insights into how work-life balance and identity constructs change over time may be provided by longitudinal studies. A more comprehensive perspective might be offered by being able to monitor trends, adaptations, and changes over a long period of time, underscoring the fleeting nature of the examined constructs.

While statistical rigor was provided by the heavy reliance on quantitative methods, it's possible that the qualitative nuances necessary for a deeper comprehension of participants' lived experiences were overlooked. The stories, narratives, and contextual complexities that numbers alone might not fully convey could have been revealed by integrating qualitative inquiries.

Also, it is difficult to explore the variety of experiences and viewpoints needed for a systematic understanding due to the pattern's little variety, which is mostly made up of -young adults in the early sta-ges of their careers. There is a huge difference between the intersections of factors like race, economic status, and geographical location and job - life balance and identity constructs.

Furthermore, the study's strategy might be criticized for failing to properly account for the variety of factors that affect mental well - being. A more widespread research methodology

is required to account for these different layers of influence given the inadequate understanding of the intricate interactions between personal, corporate, societal, and global factors.

There is a chance for reflection, learning and development when dealing with these limitations. Each restriction serves as a mirror that reflects opportunities for improvement, exploration, and in-depth research. In order to create a more complex, holistic, and multidimensional tapestry of understanding surrounding the complex dialectics of work-life balance, identity constructs, psychological well-being, the study, with its rich insights, serves not as an endpoint but rather as the springboard. It invites further research, diverse methodologies, an expansive inclusion of diverse voices and perspectives. Every restriction, at its core, invites one to cross boundaries, embrace complexity, and explore the varied, nuanced landscapes of the human experience.

Significant correlations and patterns were revealed after a thorough analytical process that included reliability and exploratory factor analysis. A thorough statistical analysis of each aspect of the constructs of work-life balance and identity revealed patterns that revealed the close relationship between each construct and psychological well-being. Deeper insights were possible thanks to the Kaiser-Merk-Olkin values and Bartlett's tests, which confirmed the data were suitable for factor analysis.

Work-life balance became a complex construct with various dimensions weaving complex patterns of influence on psychological health. Work segmentation, work interference with family responsibilities, and personal life impeded work were all identified as important factors. Each dimension provided a nuanced account of the complex factors influencing psychological well-being and was distinguished by distinct variances and correlations.

Personal, employee and student identity constructs were revealed as crucial elements. A window into the complex identity dynamics influencing psychological experiences was

provided by each identity, which was distinguished by unique Cronbach's Alpha values, correlations, and influences. A complex, multifaceted story of influences and impacts emerged as the dance between identity and psychological well-being.

Layers of contextual richness were added by the participants' age and work experience, which were characterized by distinctive patterns and distributions. Age and professional experience mediate the dynamics of work-life balance and identity constructs in a variety of ways, with each age group and work experience bracket introducing distinctive insights.

Yet, in the richness of insights, the echo of limitations was palpable. The demographic specificity, methodological choices, and theoretical frameworks carried inherent boundaries. Each limitation, however, beckoned an opportunity for reflection, learning, and evolution, inviting an expansion of scopes, methodologies, and theoretical lenses.

The pathways for future research, illuminated by both the findings and the limitations, beckoned a journey into uncharted terrains. Diversification of sample populations, integration of qualitative insights, exploration of intersectional influences, and a delve into the digital and global trends marked the future directions. Each suggestion was an invitation to transcend boundaries and delve deeper into the intricate landscapes of human experiences.

For researchers and practitioners alike, the study offered a goldmine of implications. Theoretical advancements, methodological innovations, targeted interventions, organizational development, and policy formulations were illuminated as pathways of translation. The findings were not endpoints but catalysts, stimulants of future explorations, interventions, and transformations.

In the conclusion, the study emerges as a tapestry of intricate insights, weaving a narrative that transcends the boundaries of numbers and statistics. It's a narrative of human experiences, unfolding in the intricate dance between work- life balance, identity constructs,

and psychological well- being. Each finding, limitation, implication, and future direction is a thread, weaving the complex, multifaceted narrative of human existence in the organizational landscape.

The echo of each statistical value, correlation, and pattern resonates with the nuanced, intricate, and often elusive experiences of individuals navigating the contemporary world. It's a world characterized by complexities, challenges, and opportunities– each unveiled, echoed, and illuminated in the findings of the study. Every conclusion is not just an endpoint but a beginning, a genesis of new questions, explorations, and journeys into the profound terrains of human experiences in the world of work, identity, and psychological well- being.

TABLE 8

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I don't like to have to think about work while I'm at home | 4.0% | 5.0% | 20.0% | 32.0% | 39.0% |
| My work takes up time that I'd like to spend with family/friends. | 15.0% | 21.0% | 22.0% | 25.0% | 17.0% |
| I like to be able to leave work behind when I go home. | 1.0% | 4.0% | 10.0% | 31.0% | 54.0% |
| I often bring work home to do in the evenings and weekends. | 28.0% | 18.0% | 20.0% | 20.0% | 14.0% |
| I feel guilty for spending too much time at work and not enough time on my personal life. | 16.0% | 22.0% | 17.0% | 29.0% | 16.0% |
| I have to miss personal activities due to the amount of time I must spend on work responsibilities. | 16.0% | 21.0% | 23.0% | 20.0% | 20.0% |
| My personal responsibilities prevent me from effectively performing my job. | 27.0% | 33.0% | 24.0% | 12.0% | 4.0% |
| The demands of my personal life prevent me from developing important career relationships. | 28.0% | 38.0% | 20.0% | 11.0% | 3.0% |
| I feel I don't have enough time to fulfill my potential in my career because I need to spend time with my family and friends. | 37.0% | 40.0% | 16.0% | 7.0% | 0.0% |
| Things I want to do at home do not get done because of the demands my job puts on me. | 21.0% | 25.0% | 14.0% | 26.0% | 14.0% |
| Due to work-related duties, I have to make changes to my plans for home activities. | 19.0% | 18.0% | 19.0% | 32.0% | 12.0% |
| When I get home from work I am often too physically tired to participate in personal activities/responsibilities. | 2.0% | 15.0% | 22.0% | 33.0% | 28.0% |
| My family/friends dislike how often I am preoccupied with my work while I am at home. | 37.0% | 22.0% | 17.0% | 17.0% | 7.0% |
| Due to work-related duties, I have to make changes to my plans for home activities. | 24.0% | 12.0% | 18.0% | 31.0% | 15.0% |
| I often think about work tasks while at home. | 12.0% | 17.0% | 21.0% | 29.0% | 21.0% |
| I am willing to change plans with my friends and family so that I can finish a job assignment. | 21.0% | 18.0% | 20.0% | 33.0% | 8.0% |
| If the need arose, I could leave work early to attend to personal related issues. | 8.0% | 11.0% | 15.0% | 36.0% | 30.0% |
| If the need arose, I could work late without affecting my personal responsibilities. | 14.0% | 15.0% | 33.0% | 27.0% | 11.0% |
| In order for me to be as successful at home as I am at work, I must behave differently. | 17.0% | 23.0% | 31.0% | 18.0% | 11.0% |
| The behaviors that work for me at home do not seem to be effective at work. | 16.0% | 25.0% | 28.0% | 15.0% | 16.0% |

TABLE 9

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I tend to be influenced by people with strong opinions. | 9.0% | 20.0% | 22.0% | 34.0% | 15.0% |
| People would describe me as a giving person, willing to share my time with others. | 0.0% | 3.0% | 13.0% | 40.0% | 44.0% |
| I am not interested in activities that will expand my horizons. | 49.0% | 30.0% | 10.0% | 8.0% | 3.0% |
| In many ways, I feel disappointed about my achievements in life. | 24.0% | 38.0% | 23.0% | 7.0% | 8.0% |
| My decisions are not usually influenced by what everyone else is doing. | 3.0% | 17.0% | 32.0% | 28.0% | 20.0% |
| The demands of everyday life often get me down. | 6.0% | 24.0% | 29.0% | 23.0% | 18.0% |
| I think it is important to have new experiences that challenge how you think about yourself and the world. | 0.0% | 0.0% | 6.0% | 29.0% | 65.0% |
| I have a sense of direction and purpose in life. | 2.0% | 7.0% | 16.0% | 27.0% | 48.0% |
| I do not fit very well with the people and the community around me. | 21.0% | 25.0% | 31.0% | 17.0% | 6.0% |
| In general, I feel confident and positive about myself. | 2.0% | 9.0% | 18.0% | 41.0% | 30.0% |
| I know that I can trust my friends, and they know they can trust me. | 0.0% | 3.0% | 18.0% | 41.0% | 38.0% |
| I live life one day at a time and don't really think about the future. | 21.0% | 28.0% | 30.0% | 13.0% | 8.0% |

TABLE 10

| 64 | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am certain that I know myself. | 4.0% | 4.0% | 16.0% | 42.0% | 34.0% |
| I feel a sense of peace with myself and my identity. | 1.0% | 10.0% | 11.0% | 44.0% | 34.0% |
| I have a good idea of what my future holds for me. | 7.0% | 16.0% | 24.0% | 28.0% | 25.0% |
| My values and beliefs are consistent with the commitments that I make in my life at this time. | 0.0% | 4.0% | 25.0% | 39.0% | 32.0% |
| My values and beliefs fit with the person I am. | 0.0% | 4.0% | 11.0% | 40.0% | 45.0% |
| I have constructed my own personal goals for myself. | 0.0% | 1.0% | 14.0% | 44.0% | 41.0% |
| I am a goal-directed person. | 1.0% | 6.0% | 20.0% | 32.0% | 41.0% |
| I am clear about who I will be in the future. | 8.0% | 8.0% | 31.0% | 24.0% | 29.0% |
| When what I'm doing isn't working, I am able to find different approaches to meeting my goal(s). | 1.0% | 2.0% | 20.0% | 44.0% | 33.0% |
| I am self-directed when I set my goals. | 1.0% | 1.0% | 21.0% | 45.0% | 32.0% |

TABLE 11

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I feel best about myself when I perform better than co-workers. | 6.0% | 7.0% | 32.0% | 32.0% | 23.0% |
| I often compete with my co-workers. | 22.0% | 28.0% | 22.0% | 16.0% | 12.0% |
| When I become involved in a group project, I do my best to ensure its success. | 0.0% | 0.0% | 8.0% | 39.0% | 53.0% |
| When I'm part of a team, I am concerned about the group as a whole instead of whether individual team members like me or whether I like them. | 4.0% | 2.0% | 20.0% | 39.0% | 35.0% |
| I would be honoured if I were chosen by my work organization to represent them at a conference or meeting. | 2.0% | 2.0% | 10.0% | 24.0% | 62.0% |
| I have a strong need to know how I stand in comparison to my co-workers. | 8.0% | 13.0% | 33.0% | 22.0% | 24.0% |

TABLE 12

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| My opinion of myself goes up when I do well in graduate school. | 2.0% | 5.0% | 16.0% | 34.0% | 43.0% |
| Generally speaking, I am very satisfied with graduate school. | 2.0% | 11.0% | 17.0% | 37.0% | 33.0% |
| I feel unhappy when I discover that I have performed poorly on a graduate school-related assignment. | 3.0% | 8.0% | 21.0% | 31.0% | 37.0% |
| I am generally satisfied with the kind of work I do in graduate school. | 0.0% | 8.0% | 23.0% | 38.0% | 31.0% |
| I feel a great sense of personal satisfaction when I am performing well in graduate school. | 1.0% | 1.0% | 14.0% | 38.0% | 46.0% |
| I frequently think of withdrawing from graduate school. | 44.0% | 18.0% | 21.0% | 10.0% | 7.0% |
| My own feelings are not affected much one way or the other by how well I perform in graduate school. | 14.0% | 26.0% | 34.0% | 18.0% | 8.0% |

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