Delft University of Technology

Improving Work–Life Balance in Academia After COVID-19 Using Inclusive Practices

Lantsoght, Eva O.L.

Important note
To cite this publication, please use the final published version (if applicable).
Please check the document version above.

Improving Work–Life Balance in Academia After COVID-19 Using Inclusive Practices

Eva O. L. Lantsoght [1,2]

1 Department of Engineering Structures, Civil Engineering and Geosciences, Delft University of Technology, 2628 CN Delft, The Netherlands; e.o.l.lantsoght@tudelft.nl or elantsoght@usfq.edu.ec
2 School of Sciences and Engineering, Universidad San Francisco de Quito, Cumbaya, Quito EC 170157, Ecuador

Abstract

Work–life balance (WLB) in academia remains a challenge as a result of increasing workloads, precarious employment, and expectations of constant availability. The COVID-19 pandemic exposed these structural barriers to work–life balance in academia and also clearly showed the inequities related to hybrid and remote work for women, caregivers, and underrepresented minorities. This paper highlights the key factors that pose challenges to WLB in academia, how these challenges have been worsened by COVID-19, and what we can learn from pandemic times solutions to devise inclusive practices for long-term structural change. The methodology used in this paper is a critical review of 298 published articles. This review is structured as follows: The structural barriers, inequities, and workplace policies that impact academic WLB are first inventoried. Then, the lessons learned from the pandemic are studied by dividing the short-term disruptions from the permanent shifts. Finally, inclusive solutions, focusing on institutional boundary-setting, workload redistribution, hybrid work policies, and mental health support are presented. This paper makes three key contributions: (1) it provides an intersectional understanding of WLB, accounting for gender, caregiving, ethnicity, migration, and social class; (2) it frames COVID-19 as a driver for structural reform, rather than an anomaly; (3) it bridges WLB research and policy design, proposing actionable strategies for universities and policymakers. By placing equity and inclusion at the core of the analysis, this work advocates for systemic solutions that promote a sustainable academic environment aligned with principles of social justice.

Keywords: caregiving; faculty well-being; gender; higher education policy; hybrid work; institutional reform; telework

1. Introduction

Work–life balance is generally considered as the equilibrium between personal life and paid work. The opposite, work–life conflict, arises from the incompatibility of multiple roles in our personal and professional lives [1,2], and is linked to lower productivity, higher rates of absenteeism, lower job satisfaction, and lower general well-being [3]. Traditionally, the conflict is seen as either of the following:

1. Inter-role conflict (with competing pressures of work and family) [4], with personal preference for separation or integration [5];
2. Using conservation of resources theory, which focuses on our time and energy resources, highlighting how time spent in one role limits time for another [6–8];

3. By analyzing spillover between roles [9];
4. Through border theory, where individuals are border-crossers between work and family spheres, influenced by border-keepers like spouses and supervisors [10];
5. Through person–environment fit theory, considering alignment between an individual's various life roles, aiming for minimal conflict and balanced engagement and satisfaction across all domains [11].

Defining "life" in WLB is challenging: it is often narrowly defined as family, but more generally, this category encompasses family, health, friendships, education, romantic relationships, community involvement, and leisure [7,12]. Researchers also disagree whether WLB is a long-term perception, a state, or a relationship [13].

Recent WLB research has focused on the link to ethical behavior [14], the impact on marriages, and link between spousal support and WLB [15,16], religiosity [17], and private worship [18]. Studies in various countries highlight the impact of national and workplace cultures on WLB. In Poland, satisfactory work and good working conditions contribute to WLB [19], and in Lithuania, flexible arrangements have negative impacts due to interruptions [20]. Company-provided daycare services in Sweden and Germany are beneficial, while flexible working and extended maternity leave in Italy and the UK show no significant effect [21]. In Sweden, lower work interference with personal life predicts better overall work ability [22]. In Pakistan, person–job fit and WLB are crucial for organizational commitment, influenced by poverty and prevalent unemployment [23,24]. In Bangladesh, family-supportive policies are more influential than other workplace interventions [25]. South Korea's low fertility rates and low female economic participation highlight the need for family-friendly policies, occurring in companies with strong unions or women in key roles [26]. In Hong Kong, personal feelings, behavior and health outweigh communal factors in WLB [12,27,28]. Banking employees in China face psychological distress due to long hours and lack of autonomy [29].

Certain industries face unique challenges in achieving WLB: news industry professionals due to the 24 h news cycle [30], humane entrepreneurs due to the interrelation with personal values [31,32], athletic trainers due to the schedules [33], the military due to the training regime [34], hospitality due to the long hours [35–37], teachers due to the out-of-office activities [38,39], and consultants due to high workloads [40,41]. WLB has been extensively studied in the medical field as physician burnout is a threat to the health system [42–52]. In Korea, for example, 62.1% of neurosurgeons experience burnout [53]. Factors like non-stop working, altering personal plans for work, and overtime significantly reduce WLB satisfaction in medical professionals [54–59].

In academia, WLB satisfaction is low [60–64], more so for women and minorities [1], as a result of the high workloads [62,65]. While flexibility is often presented as a benefit of academic careers, it is a double-edged sword, providing opportunities for integration of personal activities and blurring the boundaries between work and personal life. The COVID-19 pandemic further exposed and intensified these challenges, highlighting the pre-existing inequities in WLB across different academic positions and demographic groups. Women, caregivers, and underrepresented minorities bore the brunt of increased demands, reinforcing disparities in career progression, mental health, and professional stability. In addition, the poor WLB climate in academia also affects student well-being [66–68]. Measuring WLB is complex due to the different definitions and thus the different instruments used [6,69–74].

Although the pandemic created an immediate crisis, it also served as a critical stress test, revealing systemic weaknesses and potential avenues for long-term structural reform. The widespread adoption of remote and hybrid work went from being a necessity to reshaping expectations around work flexibility, as well as providing crucial insights into the

flexibility of academic careers. The changes resulting from COVID-19 have not benefited all academics equally. Care responsibilities disproportionately affected certain groups, while institutional policies often failed to provide adequate support, further increasing inequalities that are present in the academic work culture. Understanding the long-term impact of these shifts is essential to developing inclusive policies.

A key limitation of many discussions on WLB is the tendency to apply a universal framework, which fails to address how structural barriers relate to identity-based inequities. Gender, caregiving responsibilities, ethnicity, migration status, and employment precarity all shape how individuals experience and navigate WLB. This paper shows that an intersectional perspective is essential for developing actionable solutions. Without acknowledging the different needs of different minorities, policies risk reinforcing rather than alleviating inequities.

2. Materials and Methods

The main thesis of this paper is how the insights from the COVID-19 pandemic into work–life balance can result in lessons learned moving forward, with a focus on inclusive solutions. In total, 298 articles have been collected through a Scopus search on the search terms of "work–life balance" and "work–life balance AND academia" to cover the literature until 2023. A selection of the obtained articles was made by focusing on the publications from the last five years, as well as by sorting the publications by citations and selecting the publications with the largest number of citations. The articles were first read and annotated, then summarized. Next, based on key themes from the annotations and first reading, the summaries and main insights were organized thematically. The thematically organized information was read through and annotated again, analyzed for overlap with a focus on the COVID-19 insights and intersectional aspects, and further summarized. A total of four rounds of review and analysis of contents were carried out, and then the information was organized by relevance for writing this review. Figure 1 shows the publications per year. As this study was originally carried out in 2022, the majority of the references are from the year 2021 to have be recently state-of-the-art. In later modifications of the writing, a selected number of references from 2022 and 2023 were added to strengthen the points of the paper. However, no significant changes in the insights were noted. In addition, Table 1 shows the top 10 journals with papers represented in this study, as well as the disciplines the journals are associated with. From this analysis, it can be seen that the topic is of relevance to a broad range of fields, and no clear top journal can be distinguished.

Table 1. Overview of top journals represented in this study.

| Journal	Discipline	Number
Frontiers in Psychology	Psychology	5
Sustainability (Switzerland)	Environmental Science/Interdisciplinary	5
International Journal of Environmental Research and Public Health	Public Health/Environmental Science	5
Gender, Work, and Organization	Gender Studies/Organizational Studies	4
Journal of Vocational Behavior	Psychology/Career Development	4
PLoS ONE	Multidisciplinary Science	3
Applied Research in Quality of Life	Social Sciences/Quality of Life Research	3
Journal of Women's Health	Health Sciences/Gender Studies	3
International Journal of Mental Health and Addiction	Psychiatry/Addiction Studies	2
BMC Medical Education	Medical Education	2
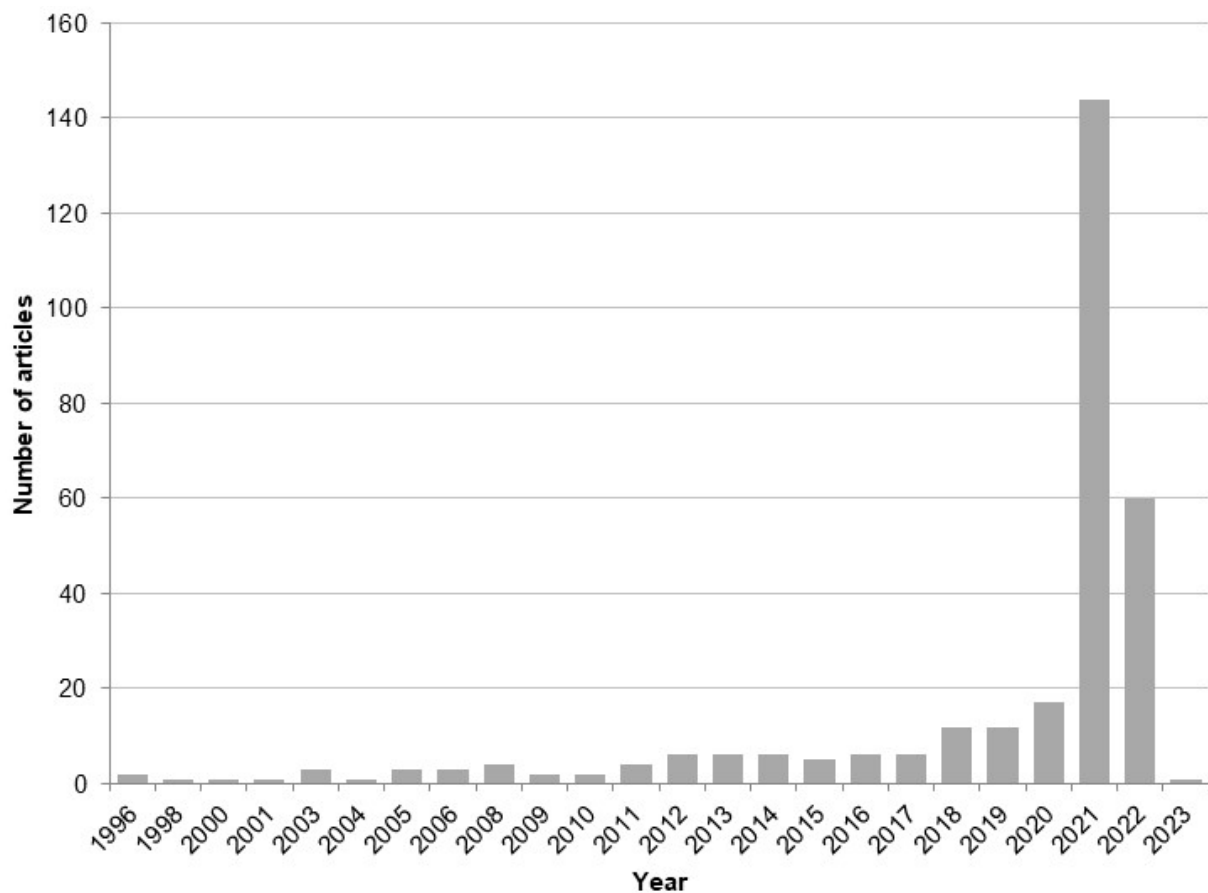
Figure 1. Overview of publications per year for this study.

The paper makes three key contributions to the field:

- Providing an intersectional understanding of WLB, highlighting how different academic populations experience these challenges in distinct ways.
- Positioning COVID-19 as a driver for structural reform, rather than an anomaly from which academia must bounce back.
- Bridging WLB research and inclusive policy design, with a focus on actionable recommendations for institutions and policymakers.

To structure the argument, Section 3.1 outlines the key factors shaping WLB in academia, identifying structural barriers, inequities, and workplace policies that impact academic careers. Section 3.2 also examines the unique challenges of WLB in academia, emphasizing pressures related to research, publishing, and career progression. Section 3.3 furthermore analyzes the impact of COVID-19, distinguishing between short-term disruptions and permanent shifts to academic labor structures. Section 4.1 presents inclusive solutions, focusing on institutional boundary-setting, workload redistribution, hybrid work policies, and mental health support. Section 4.2 discusses the main contributions of this work, proposing pathways for future institutional and policy reforms. Finally, Section 4.3 concludes with a call for structural change, advocating for sustainable and equitable academic work environments. Figure 2 shows the flow and structure of the paper and provides a summary of the main topics addressed in each of the sections.
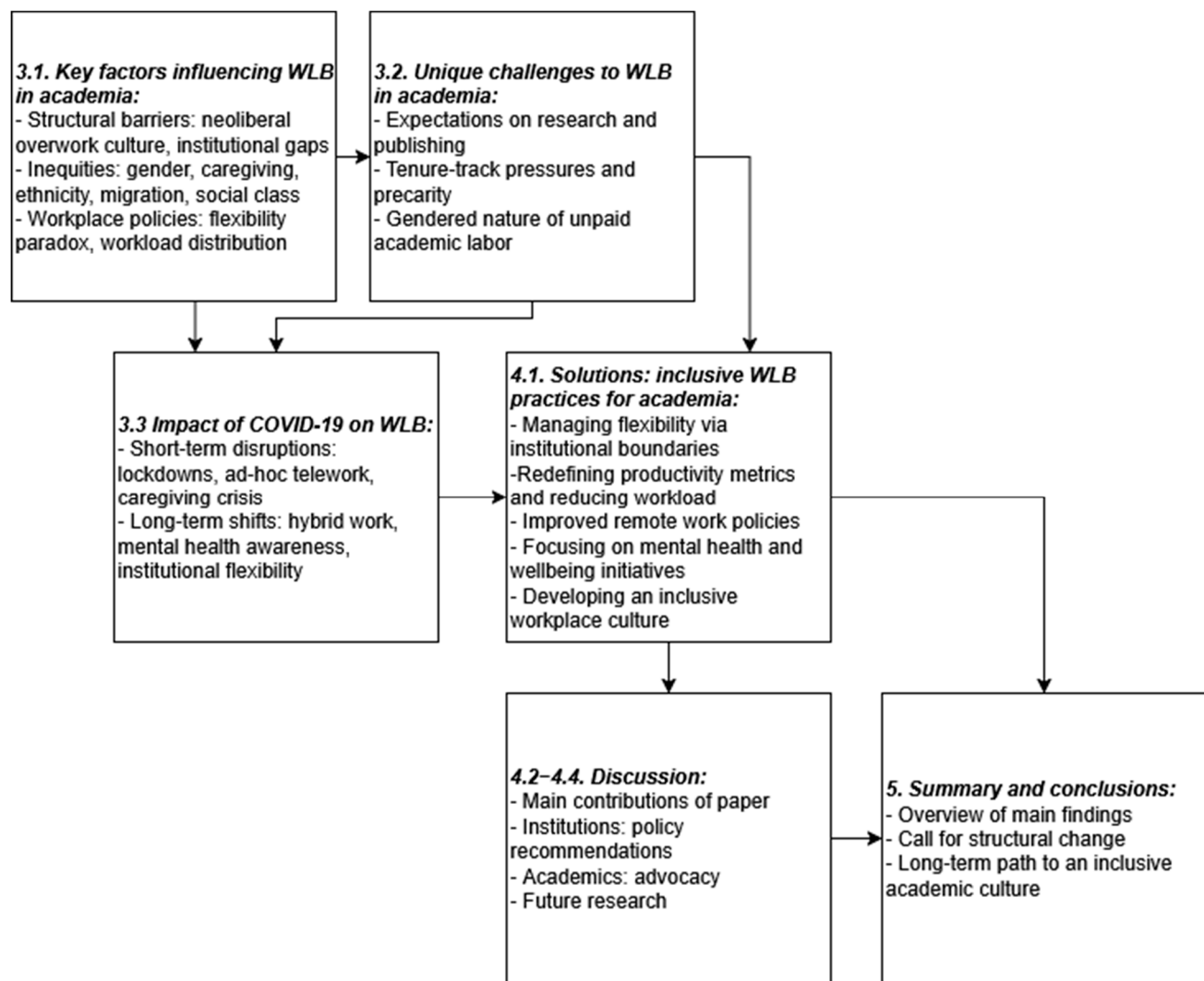
Figure 2. Overview of the structure of the paper.

3. Results

3.1. Key Factors Impacting Work–Life Balance in Academia

3.1.1. Theoretical Basis of Work–Life Balance Research

The industrial revolution introduced a distinction between paid work and the home. In that era, 70–100 h work weeks were common. The concept of WLB was introduced by Sigmund Freud in 1909, when he identified the need for "lieben und arbeiten" (to love and to labor). In the 1920s, American women psychologists addressed work–family balance [75,76]. In the 1920s and 1930s, employers controlled leisure activities for managing workers, and political groups used sports and leisure for worker rights education [77].

The 40 h work week, established in the USA in the 1940s, came from Ford's observation that workers are more productive when they work shorter hours [6]. Family-friendly policies emerged in the 1980s and 1990s, followed by broader WLB initiatives in companies [63]. However, the rise of electronic devices has led knowledge workers to work longer hours due to constant connectivity and the expectation to be always "on".

3.1.2. Structural Barriers: Neoliberal Overwork Culture and Institutional Gaps

The influence of our workplace, as well as cultural and societal norms, is not often emphasized in pop culture notions of WLB, yet it plays a crucial role in a worker's experience of WLB [11,42,78]. WLB is, in fact, a social construct. In the neoliberal context, however, the

focus has shifted from the role of the workplace and the state to aid workers in managing inter-role conflict to a personal responsibility [78].

The poor WLB of academics is linked to lower health, job satisfaction, and increased considerations of leaving academia [6,79,80]. Younger faculty anticipate greater conflicts in balancing family and career progression [63,81]. However, WLB satisfaction tends to improve with academic rank, suggesting faculty manages work and life more effectively over time [82]. Single faculty, especially those with children, face significant challenges due to limited resources for caregiving [83]. The absence of adequate institutional support and collegial structures forces faculty to adopt various coping strategies, ranging from problem-focused (support from family and friends, time management strategies, working harder, and schedule adjustment) and emotion-focused coping strategies (self-talk, self-efficacy, religious activities, recreational activities) to satisficing and addressing workplace culture and leadership [84].

The neoliberal reform of academia has intensified pressures on academics. A rereading of Sennett's "Corrosion of character" [85] highlights how short-term contracts for early-career researchers breed anxiety, serving as both a result of the structure of higher education and a management tactic to influence the behavior of researchers. Good academic character, centered on "collegiality, student centeredness, public engagement, loyalty and dependability, and ethical conduct" clashes with neoliberalism's focus on individual responsibility, hindering communal goals and ethical values in career planning. The required career flexibility disrupts the construction of a coherent life narrative [63,86–89].

Supporting PhD candidates in this environment demands a critical approach from faculty to avoid passing on ingrained power imbalances and oppressive practices. Senior faculty play a crucial role in modeling WLB and rethinking how life should be lived within and outside of work [90,91].

3.1.3. Inequities
Gender

WLB is a gendered construct, as the conversation often does not include women's unpaid labor [92,93], resulting in the gender gap in WLB satisfaction [3,94]. This gender gap is attributed to factors like the glass ceiling, job intensity, and part-time work [95], despite similar education levels [1]. Women often find themselves in lower-wage sectors or part-time roles, which improves WLB [96] but reduces pension later in life [97], as well as working as entrepreneurs [98]. Policies aimed at equality have failed to reach the same WLB outcomes across genders [89]. Women are more aware of the moral dimension of WLB [99].

Cultural and country-specific studies highlight diverse challenges and solutions. In Malaysia, female engineers leave organizations due to poor WLB [100], while in Nigeria, flexible schedules and better remuneration are suggested to improve WLB for female academic librarians [101]. Indian IT women's WLB could be improved by addressing long working hours in combination with household burden [102–105], and in Bangladesh, coworker and supervisor support in the banking sector significantly improves women's WLB [106,107], whereas in Malaysia, the collectivism of society improves WLB [108]. Media representations in Kenya suggest that WLB is a choice and a luxury for the wealthy, and focus on the western concept of intensive mothering over the collective child-rearing common in African cultures [109].

In academia, women face additional pressures from traditional gender roles, resulting in lower WLB satisfaction due to family responsibilities and perceived sacrifices [11,110]. The neoliberal university model exacerbates these challenges by requiring the "ideal worker" devoid of care duties, underlining the fact that the neoliberal model at its core

is at odds with equity initiatives [111]. Universities struggle with gendered divisions of labor and implementing effective HR practices [112,113], even though valuing gender equality and WLB results in qualitatively better scientific work [114]. Workload disparities, especially in teaching and administrative tasks, contribute to this imbalance [62,89,115]. In addition, there are significant variations across different cultures. Chinese female academics report satisfaction due to work flexibility, whereas British counterparts describe their situation as challenging [11]. The struggle for WLB among women faculty in India emphasizes the additional family responsibilities, including caring for their parents-in-law [116]. Spanish and Chilean female academics struggle with WLB, and Chilean female academics also consider their partner as a demand on their time [112].

Parenting

Women disproportionately bear the burden of caregiving and domestic responsibilities, as well as the task of assisting children with homework, contributing to stress, guilt, and exhaustion, combined with the pressure of "having it all" [5,117–122]. This pressure on mothers results in emotional and behavioral issues in children [123,124]. Working mothers face decisions about advancing to managerial roles to support family finances, which may increase time pressure [125]. Studies show that the WLB of fathers can positively affect mothers, indicating the importance of shared household responsibilities [126,127].

In the corporate sphere, mother-friendly policies are linked to better financial performance for companies [14]. However, the effectiveness of WLB policies depends on their accessibility and the cultural norms modeled by senior executives [128,129]. Physician mothers face unique challenges including fertility issues, career sacrifices during peak fertile years, and postponing or foregoing motherhood [130–132]. Mentorship groups and providing portable breast pumps have shown positive results [130].

Country-specific policies play a crucial role in shaping WLB [133]. In the US, the lack of parental leave puts significant strain on working mothers [36,134,135], and in the UK, only 27.8% of women work full-time for three years after having a child [136]. In Japan, policies support employment for mothers of young children but may reduce leisure time [137,138]. Changes in parental leave policies, like in Lithuania, may affect WLB satisfaction of both parents in the future [139], whereas the natalism of France does not support fathers who want to spend more time with their children [140]. Policies are generally developed for traditional families and do not consider the needs of single parents [141].

Academic mothers face additional pressures from the academic culture, which does not value dual identities as mothers and scholars [142], so that academic mothers are less likely to achieve tenure [143]. They experience significant work–family conflict and fit work into odd hours [70,144–146], as well as family–work conflict when children are sick or during snow days [147]. Moreover, women have reported hostility to pregnant women and bullying of academic mothers [148–155]. The core of the neoliberal university can never be reconciled with a culture of care [156]. This hostile environment can lead to negative coping strategies, such as smoking, drinking, overeating [157], a sedentary lifestyle, as well as sleep problems [158,159] and a clear absence of joy in life [147,160–162]. In recent years, the experiences of all academic parents have been studied [2,115], recognizing the diversity of family roles and the importance of meaningful work in facilitating WLB through inter-role facilitation [160,163,164].

Strategies for balancing work and family in academia include social support outside of work and mentorship [153,165], flexible class scheduling [155], on-campus childcare, and reducing competitiveness in the department [145,166]. Support for academic parents should extend to students with children, fostering a more inclusive and caring workplace culture [62,75,167–169].

Ethnicity

Ethnicity can impact WLB. In the USA, black upper-middle-class mothers have had higher employment rates (64%) since the 1960s compared to their white counterparts (27%) [75]. Maori and white New Zealanders report similar WLB satisfaction, possibly due to the collectivist culture of the Maori providing both demands and benefits [170]. Black female ICT professionals in South Africa face greater WLB challenges than other ethnic groups [171].

Ethnic minority academic mothers face the challenge of fitting in with the majority and navigating traditional gender roles [166]. Female faculty of color in STEM encounter systemic barriers, including exclusion from networks, lack of support, competence questioning, and the burden of their tokenized status [148,172]. Parents of color in academia face professional and social isolation [173].

Migration Status

Immigrant status, as well as the individual attributes of the migrant worker, impact WLB satisfaction [174]. Nurses from the Philippines and India in Saudi Arabia report lower WLB satisfaction compared to their non-migrant counterparts [175]. In Germany, low language proficiency increases workload perception and burnout levels of immigrant nurses [176]. Immigrant physicians have higher burnout scores but similar WLB perception [49]. Ukrainian migrants in Europe balance work and life over extended periods, alternating between seasonal work abroad (in agriculture) and family time in Ukraine [177].

Cultural background influences family planning decisions and WLB experiences of academic migrants. Russian-speaking women in Germany, shaped by post-socialist superwoman ideals, start families earlier and parallel careers and motherhood, unlike German-speaking women who view career and motherhood as sequential [178,179], leading to differing WLB experiences. Chinese immigrant scholars emphasize spousal support, child-centered career planning, and relying heavily on grandparents for achieving WLB [180].

Social Class

Social class impacts WLB, with lower social classes facing challenges such as physical, labor-induced pain among construction workers, affecting leisure and family time [181]. Gig economy jobs, although promising flexibility, lack formal employment's safety nets, leading to precarity and negatively impacting WLB due to income and work time unpredictability [182]. Economic hardship prevents the working poor from affording childcare while increasing relationship conflict and depression, thereby worsening WLB satisfaction [183]. Lower-class workers often face employer-demanded shift work, while middle-class workers may choose part-time roles, and upper-class workers perceive motherhood as a threat to autonomy and job satisfaction [184]. WLB is influenced beyond social class by housing, childcare availability, and social networks, highlighting the complex interplay between a woman's neighborhood, childcare choices, and WLB satisfaction [185]. In reviewing the literature, the author did not come across studies that address the link between social class and WLB in academia.

Other Aspects and Intersectionality

Other minority experiences on WLB satisfaction are less studied. LGBTQ+ MD/PhD trainees face significant career barriers due to sexual harassment [186]. Local cultures influence WLB, with WLB programs in countries like Ireland evolving from the unique historical context of occupational alcoholism programs [187]. Comparisons between countries such as the USA (organizational culture governs) and South Korea (societal culture governs),

as well as between British (more individualistic) and Swedish (more family-centered) academics, show that cultural and policy differences influence WLB satisfaction [2,188]. In Canada, Quebec's subsidized universal childcare leads to higher WLB satisfaction among single mothers [189].

Religious diversity impacts WLB, with organized religion offering more social capital and satisfaction than private spirituality or secularism, and atheists carrying a stigmatized identity [18]. Generational perspectives on WLB vary, with younger age groups reducing the importance of work [47,171,190,191]. Employees with disabilities face unique WLB challenges, spending considerable time managing health and facing workplace discrimination [192].

3.1.4. Workplace Policies: The Flexibility Paradox, Workload Distribution

Academic jobs offer flexibility, so that academics in theory can plan and adjust their schedules around family demands. The flexibility, however, often results in work bleeding into family time, causing mixed feelings [150,158,193]. Smart work, often equated with teleworking, is often recommended for this challenge. It brings both mobility and potential issues like technostress and extended work hours, especially impacting women, academics with children, and married individuals [194–199].

Academic couples sometimes live apart, leading to a unique form of work–life segmentation, with life experienced mainly during weekends and holidays [60]. Interventions like telecommuting, job sharing, and flexible work schedules have been shown to reduce faculty turnover intentions by enhancing WLB [200,201]. Personal key factors are having a supportive partner, work flexibility, and job enjoyment [162].

Academics struggle with WLB, and a first cause is increasing work pressure, with 50–60 h weeks being common, resulting in unpaid overwork that even violates national labor laws [3,6,62,81,161,202]. This overwork leads to fatigue, sleep difficulties, and headaches [203]. Those working nights and weekends, in particular, see their physical and psychological health affected [6]. Moreover, academics are often driven by a sense of calling and the merging of work (research) and life (having an academic presence) in academia [204,205].

Academics face growing demands for service and administrative participation with diminishing direct support staff, reducing time for conferences, networking, reading, self-directed study, and scholarly activities [183,202]. A culture of "time macho," valuing long office hours, exacerbates this issue, alongside the open-ended nature of academic tasks, further driving overwork [5,11].

3.2. Unique Challenges to Work–Life Balance in Academia

Summarizing the findings from Section 3.1.2, and looking forward to linking this to the impact of COVID-19 in Section 3.3 and tailored solutions in Section 4.1, we can conclude that the main challenges related to work–life balance in academia are as follows:

- Expectations on research and publishing;
- Tenure-track pressures and precariousness;
- The gendered nature of unpaid academic labor.

The academic workload is high, as academics are expected to fulfill various roles at the same time, and need to carry out tasks in various categories: research, writing, teaching, service, administration, and public outreach. The expectations in each of these categories have increased over the past decades as a result of policy changes, commercialization, student number expansion, increased student expectations, funding cuts, and pressure to secure grants and publish [3,11,87,183]. As a result, faculty often work long hours to be able to accomplish all their tasks. Faculty working over 60 h achieve significant

publishing success and 11% of paper submissions, reviews, and editorial decisions happen during weekends [3,206].

Another challenge for academics is the precarious nature of their contracts until they achieve tenure. Job security is not guaranteed, and not obtaining tenure often means moving from academia to industry, thus making a major career change, or moving to a different institution in a different region or country, which is a major disruption for those with families. Early- and mid-career faculty see their well-being affected by worries about tenure and career advancement [207]. The tenure-track policy significantly affects mothers, and they are less likely to achieve tenure [160,167,208–210]. Tenure clock extensions may not be the best solution, as they can lead to dissatisfaction with the tenure process [155,211].

The gendered dimension of unpaid work has a long history. In 16th-century England, rural households combined subsistence farming with market sales, blurring lines between income-earning and family care. Women's contributions in pre-industrial economies were significant yet often overlooked as their care and income-generating activities took place at home [92]. As identified in Section 3.1.3 women faculty experience additional workload as a result of gendered expectations, ranging from taking on additional organizational, at times nearly secretarial, tasks to taking care of the emotional needs of students. Therefore, the aspect of gender, as well as other intersectional considerations introduced in Section 3.1.3, cannot be separated from the reported experiences of academics regarding their WLB.

3.3. Impact of COVID-19 on Work–Life Balance

3.3.1. Short-Term Disruptions: Lockdowns, Ad Hoc Telework, Burnout

In this section, we will analyze the influence of the COVID-19 pandemic on WLB in general, and of academics specifically. When analyzing the impact of the COVID-19 pandemic, it is important to separate the influence of the pandemic itself from the influence of working from home during lockdown stages of the pandemic, and to separate the short-term disruptions from the long-term shifts.

The uncertainty related to the pandemic had an influence on WLB. Research found an increase in harsh parenting among mothers, while fathers' parenting remained stable [212]. A feeling of connection to family and, to a lesser extent, to friends and neighbors positively affected WLB [213]. Job insecurity or income fluctuations further strained WLB across classes [214,215]. Micro-sized enterprise managers felt a more significant pandemic impact on their WLB compared to those in small-sized enterprises, as they focused on business survival and sought government support [216].

Medical personnel were on the frontlines battling the virus. Nurses who maintained better WLB showed improved performance and organizational commitment, yet faced challenges due to excessive workloads, overtime, and fear of the virus, which affected their WLB and psychological well-being [217–219]. Women physicians particularly struggled with the tension between professional obligations and potential exposure of their loved ones [214,220].

The COVID-19 lockdowns necessitated a shift to ad hoc telework for many, introducing both challenges and opportunities. Negative aspects identified include fatigue, reduced productivity, poor sleep, stress from blurred work–home boundaries, emotional exhaustion, and constant connectivity pressure. These challenges led to a poor WLB, with stressors ranging from the pandemic itself over indistinct organization to technostress and the intensification of household and care duties, especially for women [70,71,221–226].

Lockdowns forced many children into homeschooling, with large or young families struggling the most. The pandemic exacerbated the gender divide in household labor, with women bearing the brunt of homeschooling and domestic tasks [227,228]. A study comparing the Netherlands and Finland showed that Finnish mothers faced more chal-

lenges in balancing work and childcare, affecting their WLB more negatively than for Dutch mothers [229]. Combining telework with childcare presented difficulties, with multitasking between technology-mediated and in-person activities impacting work interference and life satisfaction differently [230,231]. The pandemic also highlighted the need for employees to care for elderly relatives [222].

The COVID-19 pandemic significantly impacted the WLB of academics, presenting a complex mix of challenges and opportunities. Academics faced immediate pressures such as transitioning to online teaching, supporting students and researchers affected by lockdowns, and experiencing stress and anxiety, as well as family-to-work conflict, working under non-ideal conditions with inadequate tools, feeling isolated, and struggling with collaboration. Faculty in life sciences saw an increase in clinical duties, whereas others lacked access to labs, complicating research advances [207,232,233]. More female faculty considered leaving their positions [234].

3.3.2. Long-Term Shifts: Hybrid Work, Mental Health Awareness, Institutional Flexibility

The long-term impact of the pandemic is marked by a change in the way we work—with hybrid settings being much more common—and increased institutional flexibility. Telework can be considered working from home while having an office, whereas remote work is used for those who work from a different location. The fluidity of work, as a result of work being done and the worker being exposed to work in the home sphere and possibly outside of traditional work hours, is largely driven by technological advances.

The shift to more hybrid work setups results from the positive aspects of telework during the pandemic, which include closer family bonds and social support, valuable insights for future telework practices, including the necessity of clear schedules and boundaries, and the beneficial roles of family-supportive and servant leadership. A benefit to hybrid work is the reduced commuting time. Active commuting is associated with WLB higher satisfaction, whereas long commuting times, especially by public transport, correlate with lower well-being [235]. Job autonomy can mitigate the negative effects of commuting by allowing productive use of travel time [236].

Studies on remote work show that virtual office platforms can enhance WLB if employees feel trusted and supported, have necessary resources, and know how to interact with colleagues effectively. However, telework can lead to work overload in personal spaces, emphasizing the need for transformational leadership to maintain engagement and balance [237–239]. Hybrid work models, combining office and home work, are linked to improved WLB, particularly for occasional teleworkers. In contrast, highly mobile teleworkers experience lower job quality and WLB satisfaction. This setup is characteristic of lower-skilled, lower-income clerical jobs with limited career prospects predominantly held by women [240,241].

Effective boundary management is crucial for those working from home, with successful techniques focusing on activities, people, and time. Teachers who strictly adhered to self-imposed boundaries reported higher WLB satisfaction [242]. Flexible work arrangements require supportive work cultures and clear agreements on time demands to reconcile work and personal life successfully [9,243].

For academics, it is not clear if telework causes stress and fatigue, or if faculty resort to telework because of the pressures experienced at work [71], iterating again the double-edged sword of flexibility in academia. Personal preferences play a significant role in the integration or separation of work and life, with a majority of academics experiencing (63%) and appreciating (47%) some level of integration [6]. The effects of hybrid work and telework on WLB vary widely among academics. Some report decreased productivity and well-being, an increase in workload that infringes on personal time, and difficulties

combining work and additional childcare and household responsibilities [164,233,244]. Other academics experienced the elimination of commute times and the opportunity to work more flexibly or spend additional time with family as positive changes, with a subset even reporting increased efficiency [233,245]. Another important aspect is the change in students' expectations during and after COVID-19 as a result of the shift to online teaching. Immediate responses are more often expected and hinder faculty WLB.

Universities with transformational leadership saw improved faculty WLB [246]. Effective strategies for those wishing to continue working from home include training in boundary management techniques [247]. Temporal, physical, behavioral, and communicative segmentation needs to be developed to have better separation between work and family, even when working from home [233]. The pandemic revealed the need for flexible, supportive approaches to maintain and improve the WLB of both academic parents and the broader academic community.

Ultimately, based on the lessons learned during the pandemic, proposals emerged for better parental leave policies and the provision of mental health services. Workers explored various strategies for crafting their WLB, emphasizing time management, workspace organization, self-care, and maintaining social relationships [24,214,221,222,224,225,242, 248–252]. The root cause of mental health struggles of students and faculty is tied closely to academia forcing itself into the disciplinary logic of the market [253]. A better environment, with a focus on care and mentoring, can be created [254].

4. Discussion

4.1. Solutions: Inclusive Practices for Work–Life Balance

To improve the WLB of academics, including the lessons learned from the COVID-19 pandemic, and considering the intersectional inequalities highlighted in this work, the following solutions are proposed:

- Set institutional boundaries to flexibility, including equitable hybrid work setups;
- Redefine productivity metrics and reduce faculty workload;
- Use new frameworks for WLB;
- Strengthen well-being and mental health in the campus community to move to a culture of care.

For all solutions that are proposed and that could result in policy changes, individual choices should be possible, as earlier research has clearly shown that there are no one-size-fits-all solutions to improving WLB in academia [164].

The long-term insights from the COVID-19 pandemic show the way forward in developing institutional policies on flexibility, including training for faculty and administrators to go against the expectation to be always on. In terms of remote work options at universities, it is not recommended to prescribe a certain split between working from the office and working from home. Differences in research and lab access necessities influence preferences regarding working from the office, and care responsibilities may influence preferences in terms of working from home (between needing the separation between home and the office to concentrate for one person, and preferring to work from home to combine work with care responsibilities for the other person).

In terms of redefining productivity metrics and reducing workload, we can refer back to Sennett's observations in "The Corrosion of Character", and build a workplace where collegiality is valued at the same level as research output. Measuring workload through time tracking can provide the necessary data on the true workload of academics and develop proposals on what can be realistically expected in a work week. To reduce physician burnout and improve their WLB, recommendations include the following: advocating for better legislation, flexible work hours, workload sharing, training in time

management and documentation skills, reducing work hours, developing a supportive work climate, ensuring confidentiality for mental health issues, aligning work tasks with personal interests, and promoting overall well-being [43,51,57,255–270]. The legal aspects of WLB should not be underestimated, and these aspects are informed by research related to anti-discrimination, bias, and civil rights in employment. Issues of hiring, firing, and workplace harassment impact WLB and academic climate that may be country-specific. As such, the observations from different countries can also be interpreted from the point of view of the legal aspects and labor rights.

The pandemic opened the discourse on mental health and well-being in academia [79], which can only be achieved when an inclusive and intersectional culture of care, which respects WLB, is built on our university campuses. Transformational leadership within organizations positively influences employee WLB by modeling organizational values and support [271,272]. To move towards an intersectional culture of care, we need to understand the intersectionality of identities, which can take two forms: examining compounded inequalities (being further removed from the "ideal worker" and the "ideal mother", for example), and exploring distinct experiences shaped by identity [111,129,273]. The reality of various minority identities demands an approach that considers all aspects [108], including ecological justice [84] and the emerging concept of green WLB [274]. However, there is a need for a more interconnected understanding that values care work and environmental activism, often overlooked in gendered perspectives on green WLB [275]. In addition, for a full intersectional approach, the intersection between the (various) marginalized identities and WLB in academia should be addressed.

Recent interventions reported in the literature aimed at improving WLB satisfaction include yoga, meditation, Christian religious rational emotive behavior therapy, rational emotive occupational health coaching, online gaming, and African singing and drumming, demonstrating varied approaches to enhancing well-being among academics [276–284].

Ultimately, to come to such a culture of care, new frameworks for WLB are necessary, which go beyond the traditional work–family conflict approaches. The resilience framework focuses on enhancing "enhancers" and reducing "depleters" in work and home life [285]. Social support improves resilience, and thus WLB [15]. The configurational approach considers both enrichment and depletion, aiming for a state of "flourishing" characterized by high enrichment and low depletion [13]. This approach acknowledges that WLB perceptions are fluid and influenced by whether individuals see their energy as fixed or expandable.

4.2. Main Contributions

The first main contribution of this work is that it has been able to shine a new light on the literature on WLB in academia by identifying the main drivers of poor WLB of academics, such as overwork, and changes in the neoliberal university. The double-edged sword of flexibility in academic jobs was highlighted, and current research findings regarding well-being and WLB in academia were summarized. These findings can be compared and contrasted with recent research findings on WLB in general. In general, a topic that has received considerable attention is the burnout epidemic of physicians, and what can be done to improve the well-being and WLB in the medical field. Learning from successful interventions in the medical field can be a way forward to improving the WLB of academics.

However, when we want to improve WLB in academia, we need to consider the disruptive nature of the COVID-19 pandemic (second main contribution of this work): both the trauma that all underwent as a result of the fear and interruption of regular life, as well as the lessons learned from the impossibility of parenting and homeschooling in combination with teleworking. Not only should universities allow for a space (physical, temporal, and

intellectual) to mourn all those and all that which has been lost during the pandemic, as exemplified by the Vrije Universiteit Brussel, the first compassionate university in mainland Europe [286,287], but universities should also learn from the difficulties academic parents experienced during the lockdown while trying to homeschool their children and lecture and supervise at the same time [164] and frame these insights in the discussion on telework and flexibility.

The third main contribution of this work is its call for an inclusive view of WLB, in general and in academia, in particular. All aspects of our identity contribute to our WLB experience, and this article explains how gender, parenting status, ethnicity, migration status, and social class influence our WLB. Only few studies have looked at sexual orientation, cultural background, religion and religiosity, non-traditional parenting situations [13], generational differences, and ableism, and no studies have looked at neurodivergence and gender outside the binary. Moreover, very few studies have looked at how belonging to different minorities intersects and influences the WLB experience.

4.3. Actionable Takeaways

The findings of this paper can be translated into pathways to action, where we can distinguish between what can be done individually and collectively in academia to improve WLB satisfaction [153]. For institutions, the focus should be on creating sustainable changes, and for academics, advocacy for better policies and methods to cope with the demands adequately while waiting for structural changes.

Combining insights from this review and direct observations from the literature, the following aspects of higher education policy regarding WLB are important. First of all, the debate should acknowledge the social, cultural, and organizational dimensions of WLB, and the reality that minority groups are left behind in the neoliberal individualistic discourse. Research supports a "culture of care" in the workplace, advocating for flexible, inclusive policies that benefit everyone, not just parents [149,167,288]. This approach creates a supportive environment, addressing diverse needs with tailor-made accommodations rather than a one-size-fits-all policy [193,289]. Within the neoliberal discourse, we can highlight that universities adopting care-oriented policies gain a competitive edge by attracting top talent with family-friendly packages and dual-career services [150,290]. Effective strategies for enhancing academic WLB include extended leave [291], more flexible requirements for making tenure, on-site affordable childcare [289], transparent policy communication, transformational leadership by the administrators, taking active steps towards reducing faculty overload [183], and allowing faculty to hold service appointments that align with their skills and purpose [163]. Achieving a better WLB requires a holistic approach involving societal, organizational, and individual levers [13], emphasizing the critical role of employer–employee collaboration [84], and the possibility to use WLB policies without professional risks [148].

While changes in organizations and society are necessary but often slow, academics can develop personal coping skills to improve their WLB, including managing technology [84], setting boundaries, engaging in leisure activities, utilizing flexibility, seeking support, adding meaning to work [78], focusing on activities rather than roles, and reflecting on life roles to prioritize actions [13]. Practical advice encompasses dedicated non-teaching days for research and writing [193], focused research agendas [65], establishing what is "good enough" [167], clear goal setting [292], reducing travel [203], leaving the office for holidays and long walks [293,294], spending time with loved ones, and maintaining external networks as a safety net [65].

4.4. Future Work

At this moment in time, a broader view of WLB, considering social and ecological justice, and framing WLB within society, culture, and organizations is important and requires further research. Indeed, there is a need to frame well-being and WLB within the UN sustainable development goals [122] and to move towards a sustainable society in times of deep climate crisis [295–297]. We need to pay special attention to workers in low- and middle-income countries [298], where the cultural background, recent developments, and potential social and political unrest shape the WLB narrative in a different way than in the Global North, which requires giving a podium to diverse voices and practicing pluralist thinking [125,298]. Reviewing the different aspects of intersectionality, it called to my attention that no studies address the link between social class and WLB in academia. While research on the experiences of first-generation students is available, no data were found on how class background plays a role later in an academic's career in terms of WLB. Ultimately, future work on WLB should not only look at how WLB is achieved, but also why [99].

5. Conclusions

This paper reviewed and thematically organized 298 papers on the topic of work–life balance, with a focus on what we have learned from the COVID-19 pandemic and the experience of minorities. Based on this review, we can conclude the following:

- Work–life balance has no single definition, measurement, or theory, which makes discussing the topic complicated.
- The flexibility of academic work is experienced as a paradox: in theory, academics can work flexibly, but in reality, this flexibility often leads to erosion of boundaries and overwork, reducing WLB.
- The key factors that impact WLB in academia are structural barriers (the neoliberal culture of overwork and lack of institutional support), intersectional inequities, and workplace policies (unclear expectations around flexibility, workload distribution).
- Particular challenges for academics are the precariousness of contracts until tenure is achieved, the gendered division of labor in departments, and mental health and burnout concerns that are under-addressed at the institutional level.
- COVID-19 impacted WLB in academia directly during the lockdown due to ad hoc telework and increased caregiving and, in the longer term, due to changes in the way we work, the increased awareness of mental health, and push for institutional flexibility.
- The impact of COVID-19 on WLB in academia requires a view on the minorities: there is a disproportionate burden on women, early-career faculty, caregivers, and underrepresented minorities.
- Recommendations for inclusive WLB practices for universities include institutional boundary-setting through workload analysis and setting clear expectations, redefining productivity metrics, flexible and equitable hybrid work policies that acknowledge diverse needs, and strengthening well-being and mental health initiatives.

The COVID-19 pandemic acted as a catalyst for rethinking WLB, exposing critical obstructions to WLB in academia and demonstrating potential for reform. WLB in academia cannot be addressed without an intersectional lens, as different populations in academia experience these challenges in different ways. Therefore, this paper acts as a call for institutional and cultural change to develop sustainable WLB policies through a shift in academic culture, supporting a culture of care, and setting realistic workload expectations.

References

1. Dilmaghani, M.; Tabvuma, V. The gender gap in work–life balance satisfaction across occupations. *Gend. Manag. Int. J.* **2019**, *34*, 398–428. [CrossRef]
2. Raiden, A.; Räisänen, C.; Caven, V. Juggling work, family... and life in academia: The case of the "new" man. In Proceedings of the Association of Researchers in Construction Management, ARCOM 2012—Proceedings of the 28th Annual Conference, Edinburgh, UK, 3–5 September 2012; pp. 273–283.
3. Beigi, M.; Shirmohammadi, M.; Kim, S. Living the academic life: A model for work-family conflict. *Work* **2016**, *53*, 459–468. [CrossRef]
4. Amstad, F.T.; Meier, L.L.; Fasel, U.; Elfering, A.; Semmer, N.K. A meta-analysis of work–family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. *J. Occup. Health Psychol.* **2011**, *16*, 151–169. [CrossRef] [PubMed]
5. Hermann, M.A.; Ziomek-Daigle, J.; Dockery, D.J. Motherhood and counselor education: Experiences with work-life balance. *Adultspan J.* **2014**, *13*, 109–119. [CrossRef]
6. Kinman, G.; Jones, F. A life beyond work? job demands, work-life balance, and wellbeing in UK Academics. *J. Hum. Behav. Soc. Environ.* **2008**, *17*, 41–60. [CrossRef]
7. Keeney, J.; Boyd, E.M.; Sinha, R.; Westring, A.F.; Ryan, A.M. From "work–family" to "work–life": Broadening our conceptualization and measurement. *J. Vocat. Behav.* **2013**, *82*, 221–237. [CrossRef]
8. Greenhaus, J.H.; Collins, K.M.; Shaw, J.D. The relation between work–family balance and quality of life. *J. Vocat. Behav.* **2003**, *63*, 510–531. [CrossRef]
9. Fung, L.K.H.; Hui, R.T.Y.; Yau, W.C.W. Work-life balance of Chinese knowledge workers under flextime arrangement: The relationship of work-life balance supportive culture and work-life spillover. *Asian J. Bus. Ethics* **2021**, *10*, 1–17. [CrossRef]
10. Sallee, M.W.; Lewis, D.V. Hyper-separation as a tool for work/life balance: Commuting in academia. *J. Public Aff. Educ.* **2020**, *26*, 484–505. [CrossRef]
11. Ren, X.; Caudle, D.J. Balancing academia and family life: The gendered strains and struggles between the UK and China compared. *Gend. Manag.* **2020**, *35*, 141–165. [CrossRef]
12. Wong, K.P.; Chan, A.H.S. Exploration of the socioecological determinants of hong kong workers' work-life balance: A grounded theory model. *Int. J. Environ. Res. Public Health* **2021**, *18*, 10732. [CrossRef] [PubMed]
13. Rothbard, N.P.; Beetz, A.M.; Harari, D. Balancing the Scales: A Configurational Approach to Work-Life Balance. *Annu. Rev. Organ. Psychol. Organ. Behav.* **2021**, *8*, 73–103. [CrossRef]
14. Blazovich, J.L.; Smith, K.T.; Murphy Smith, L. Mother-friendly companies, work-life balance, and emotional well-being: Is there a relationship to financial performance and risk level? *Int. J. Work Organ. Emot.* **2018**, *9*, 303–321. [CrossRef]
15. Köse, S.; Baykal, B.; Bayat, İ.K. Mediator role of resilience in the relationship between social support and work life balance. *Aust. J. Psychol.* **2021**, *73*, 316–325. [CrossRef]
16. Jayasingam, S.; Lee, S.T.; Mohd Zain, K.N. Demystifying the life domain in work-life balance: A Malaysian perspective. *Curr. Psychol.* **2021**, *42*, 1–12. [CrossRef]
17. Hieu, V. Relationship between Work-Life Balance, Religiosity and Employee Engagement: A Proposed Moderated Mediation Model. *J. Asian Financ. Econ. Bus.* **2020**, *7*, 339–345. [CrossRef]
18. Dilmaghani, M. Deep-Level Religious Diversity and Work-Life Balance Satisfaction in Canada. *Appl. Res. Qual. Life* **2021**, *16*, 315–350. [CrossRef]
19. Zwiech, P. Implementation of work-life balance in companies—The case of poland. *IBIMA Bus. Rev.* **2021**, *2021*, 811071. [CrossRef]
20. Stankevičienė, A.; Tamaševičius, V.; Diskienė, D.; Grakauskas, Ž.; Rudinskaja, L. The mediating effect of work-life balance on the relationship between work culture and employee well-being. *J. Bus. Econ. Manag.* **2021**, *22*, 988–1007. [CrossRef]
21. Joecks, J. The provision of work–life balance practices across welfare states and industries and their impact on extraordinary turnover. *Soc. Policy Adm.* **2021**, *55*, 1325–1340. [CrossRef]
22. Berglund, E.; Anderzén, I.; Andersén, Å.; Lindberg, P. Work-life balance predicted work ability two years later: A cohort study of employees in the Swedish energy and water sector. *BMC Public Health* **2021**, *21*, 1212. [CrossRef]

23. Hasan, T.; Jawaad, M.; Butt, I. The influence of person–job fit, work–life balance, and work conditions on organizational commitment: Investigating the mediation of job satisfaction in the private sector of the emerging market. *Sustainability* **2021**, *13*, 6622. [CrossRef]

24. Ford, E.W. Work-Life Balance: It's All About Relationships. *J. Healthc. Manag. Am. Coll. Healthc. Exec.* **2021**, *66*, 325–327. [CrossRef]

25. Yang, Y.; Islam, D.M.T. Work-life Balance and Organizational Commitment: A Study of Field Level Administration in Bangladesh. *Int. J. Public Adm.* **2021**, *44*, 1286–1296. [CrossRef]

26. Jang, H.; Ahn, H. Organizational responses to work-life balance issues: The adoption and use of family-friendly policies in Korean organizations. *Int. Rev. Public Adm.* **2021**, *26*, 238–253. [CrossRef]

27. Wong, K.; Lai, A.T.S.; Meng, X.; Lee, F.C.H.; Chan, A.H.S. Work–Life Balance of Secondary Schools Teachers in Hong Kong. *Lect. Notes Netw. Syst.* **2021**, *219 LNNS*, 819–826. [CrossRef]

28. Wong, K.P.; Lee, F.C.H.; Teh, P.L.; Chan, A.H.S. The interplay of socioecological determinants of work–life balance, subjective wellbeing and employee wellbeing. *Int. J. Environ. Res. Public Health* **2021**, *18*, 4525. [CrossRef]

29. Karani, A.; Deshpande, R.; Jayswal, M.; Panda, R. Work-life balance and psychological distress: A structural equation modeling approach. *Hum. Syst. Manag.* **2022**, *41*, 1–15. [CrossRef]

30. Snyder, I.; Johnson, K.; Kozimor-King, M.L. Work–life balance in media newsrooms. *Journalism* **2021**, *22*, 2001–2018. [CrossRef]

31. Palumbo, R. A 'Dark Side' of Humane Entrepreneurship? Unveiling the Side Effects of Humane Entrepreneurship on Work–Life Balance. *J. Entrep.* **2022**, *31*, 121–152. [CrossRef]

32. Riforgiate, S.E.; Kramer, M.W. The nonprofit assimilation process and work-life balance. *Sustainability* **2021**, *13*, 5993. [CrossRef]

33. Pitney, W.A. Work-Life Balance Research in Athletic Training: Perspectives on Future Directions. *J. Athl. Train.* **2022**, *57*, 207–209. [CrossRef] [PubMed]

34. Oskarsson, E.; Österberg, J.; Nilsson, J. Work-life balance among newly employed officers—A qualitative study. *Health Psychol. Rep.* **2021**, *9*, 39–48. [CrossRef] [PubMed]

35. Santhanam, N.; Ramesh Kumar, J.; Kumar, V.; Saha, R. Employee turnover intention in the milieu of human resource management practices: Moderating role of work-life balance. *Int. J. Bus. Innov. Res.* **2021**, *24*, 57–75. [CrossRef]

36. Yu, H.H. Improving Work–Life Balance for Female Civil Servants in Law Enforcement: An Exploratory Analysis of the Federal Employee Paid Leave Act. *Public Pers. Manag.* **2022**, *51*, 170–188. [CrossRef]

37. Yu, H.S.; Lee, E.J.; Na, T.K. The Mediating Effects of Work–Life Balance (WLB) and Ease of Using WLB Programs in the Relationship between WLB Organizational Culture and Turnover Intention. *Int. J. Environ. Res. Public Health* **2022**, *19*, 3482. [CrossRef]

38. Mulyani, S.; Salameh, A.A.; Komariah, A.; Timoshin, A.; Hashim, N.A.A.N.; Fauziah, R.S.P.; Mulyaningsih, M.; Ahmad, I.; Ul din, S.M. Emotional Regulation as a Remedy for Teacher Burnout in Special Schools: Evaluating School Climate, Teacher's Work-Life Balance and Children Behavior. *Front. Psychol.* **2021**, *12*, 655850. [CrossRef]

39. Abdulaziz, A.; Bashir, M.; Alfalih, A.A. The impact of work-life balance and work overload on teacher's organizational commitment: Do Job Engagement and Perceived Organizational support matter. *Educ. Inf. Technol.* **2022**, *27*, 9641–9663. [CrossRef]

40. Bouwmeester, O.; Atkinson, R.; Noury, L.; Ruotsalainen, R. Work-life balance policies in high performance organisations: A comparative interview study with millennials in Dutch consultancies. *Ger. J. Hum. Resour. Manag.* **2021**, *35*, 6–32. [CrossRef]

41. Haar, J.M.; Harris, C. A moderated mediation study of high performance work systems and insomnia on New Zealand employees: Job burnout mediating and work-life balance moderating. *Int. J. Hum. Resour. Manag.* **2021**, *34*, 68–91. [CrossRef]

42. Raja, S.; Stein, S.L. Work-life balance: History, costs, and budgeting for balance. *Clin. Colon Rectal Surg.* **2014**, *27*, 71–74. [PubMed]

43. Dhingra, V.; Dhingra, M. Who doesn't want to be happy? Measuring the impact of factors influencing work–life balance on subjective happiness of doctors. *Ethics Med. Public Health* **2021**, *16*, 100630. [CrossRef]

44. Foo, E.T.; Cianfichi, L.J.; Guzman, E.; Kerr, P.M.; Krumm, J.; Hofmann, L.V.; Kothary, N. Reimagining the IR Workflow for a Better Work–Life Balance. *J. Vasc. Interv. Radiol.* **2021**, *32*, 1488–1491. [CrossRef]

45. Frintner, M.P.; Kaelber, D.C.; Kirkendall, E.S.; Lourie, E.M.; Somberg, C.A.; Lehmann, C.U. The Effect of Electronic Health Record Burden on Pediatricians' Work-Life Balance and Career Satisfaction. *Appl. Clin. Inform.* **2021**, *12*, 697–707. [CrossRef] [PubMed]

46. Castles, A.V.; Burgess, S.; Robledo, K.; Beale, A.L.; Biswas, S.; Segan, L.; Gutman, S.; Mukherjee, S.; Leet, A.; Zaman, S. Work-life balance: A comparison of women in cardiology and other specialties. *Open Heart* **2021**, *8*, e001678. [CrossRef]

47. Liu, T.; Gao, J.; Zhu, M.; Jin, S. Women's Work-Life Balance in Hospitality: Examining Its Impact on Organizational Commitment. *Front. Psychol.* **2021**, *12*, 625550. [CrossRef]

48. Hussenoeder, F.S.; Bodendieck, E.; Jung, F.; Conrad, I.; Riedel-Heller, S.G. Comparing burnout and work-life balance among specialists in internal medicine: The role of inpatient vs. outpatient workplace. *J. Occup. Med. Toxicol.* **2021**, *16*, 5. [CrossRef]

49. Hussenoeder, F.S.; Bodendieck, E.; Conrad, I.; Jung, F.; Riedel-Heller, S.G. Burnout and work-life balance among physicians: The role of migration background. *J. Occup. Med. Toxicol.* **2021**, *16*, 28. [CrossRef]

50. Kotera, Y.; Maxwell-Jones, R.; Edwards, A.M.; Knutton, N. Burnout in professional psychotherapists: Relationships with self-compassion, work–life balance, and telepressure. *Int. J. Environ. Res. Public Health* **2021**, *18*, 5308. [CrossRef]

51. Liu, D.; Wu, Y.; Jiang, F.; Wang, M.; Liu, Y.; Tang, Y.L. Gender Differences in Job Satisfaction and Work-Life Balance Among Chinese Physicians in Tertiary Public Hospitals. *Front. Public Health* **2021**, *9*, 635260. [CrossRef]

52. Rasmussen, J.M.; Najarian, M.M.; Ties, J.S.; Borgert, A.J.; Kallies, K.J.; Jarman, B.T. Career Satisfaction, Gender Bias, and Work-Life Balance: A Contemporary Assessment of General Surgeons. *J. Surg. Educ.* **2021**, *78*, 119–125. [CrossRef]

53. Kim, T.G. A study on work intensity, work-life balance, and burnout among korean neurosurgeons after the enactment of the special act on korean medical residents. *J. Korean Neurosurg. Soc.* **2021**, *64*, 644–664. [CrossRef]

54. Matsuo, M.; Suzuki, E.; Takayama, Y.; Shibata, S.; Sato, K. Influence of Striving for Work–Life Balance and Sense of Coherence on Intention to Leave Among Nurses: A 6-Month Prospective Survey. *Inq. J. Health Care Organ. Provision Financ.* **2021**, *58*, 00469580211005192. [CrossRef]

55. Tanaka, J.; Koga, M.; Nagashima, N.; Kuroda, H. The actual–ideal gap in work–life balance and quality of life among acute care ward nurses. *J. Nurs. Manag.* **2021**, *29*, 998–1006. [CrossRef] [PubMed]

56. Lee, M.H.; Tsai, H.Y. A study of job insecurity and life satisfaction in COVID-19: The multilevel moderating effect of perceived control and work–life balance programs. *J. Men's Health* **2022**, *18*, 1–10. [CrossRef]

57. Lee, M.H.; Lee, Y.C.; Huang, C.H.; Wu, C.F.; Hsueh, H.W.; Wu, H.H. A Longitudinal Study of Nurses' Work-Life Balance: A Case of a Regional Teaching Hospital in Taiwan. *Appl. Res. Qual. Life* **2022**, *17*, 93–108. [CrossRef]

58. Gribben, L.; Semple, C.J. Prevalence and predictors of burnout and work-life balance within the haematology cancer nursing workforce. *Eur. J. Oncol. Nurs.* **2021**, *52*, 101973. [CrossRef]

59. Gribben, L.; Semple, C.J. Factors contributing to burnout and work-life balance in adult oncology nursing: An integrative review. *Eur. J. Oncol. Nurs.* **2021**, *50*, 101887. [CrossRef]

60. Herman, K.M.; Larouche, R. Active commuting to work or school: Associations with subjective well-being and work-life balance. *J. Transp. Health* **2021**, *22*, 101118. [CrossRef]

61. Cabero, I.; Epifanio, I. A data science analysis of academic staff workload profiles in spanish universities: Gender gap laid bare. *Educ. Sci.* **2021**, *11*, 317. [CrossRef]

62. Cannizzo, F.; Mauri, C.; Osbaldiston, N. Moral barriers between work/life balance policy and practice in academia. *J. Cult. Econ.* **2019**, *12*, 251–264. [CrossRef]

63. Eaton, S.E.; Burns, A. *Women Negotiating Life in the Academy: A Canadian Perspective*; Springer Nature: Berlin/Heidelberg, Germany, 2020; pp. 1–201.

64. Gewinner, I. Work–life balance for native and migrant scholars in German academia: Meanings and practices. *Equal. Divers. Incl.* **2019**, *39*, 497–512. [CrossRef]

65. Rebar, R.W. "Work–life balance" in medicine: Has it resulted in better patient care? *Fertil. Steril.* **2021**, *116*, 1466–1467. [CrossRef] [PubMed]

66. Picton, A. Work-life balance in medical students: Self-care in a culture of self-sacrifice. *BMC Med. Educ.* **2021**, *21*, 8. [CrossRef] [PubMed]

67. Sprung, J.M.; Rogers, A. Work-life balance as a predictor of college student anxiety and depression. *J. Am. Coll. Health* **2021**, *69*, 775–782. [CrossRef] [PubMed]

68. Wayne, J.H.; Musisca, N.; Fleeson, W. Considering the role of personality in the work–family experience: Relationships of the big five to work–family conflict and facilitation. *J. Vocat. Behav.* **2004**, *64*, 108–130. [CrossRef]

69. Hogan, V.; Hogan, M.; Hodgins, M.; Kinman, G.; Bunting, B. An examination of gender differences in the impact of individual and organisational factors on work hours, work-life conflict and psychological strain in academics. *Ir. J. Psychol.* **2014**, *35*, 133–150. [CrossRef]

70. Heiden, M.; Widar, L.; Wiitavaara, B.; Boman, E. Telework in academia: Associations with health and well-being among staff. *High. Educ.* **2020**, *81*, 707–722. [CrossRef]

71. Netemeyer, R.; Boles, J.; McMurrian, R. Development and Validation of Work-Family and Family-Work Conflict Scales. *J. Appl. Psychol.* **1996**, *81*, 400–410. [CrossRef]

72. Edwards, J.; Laar, D.; Easton, S.; Kinman, G. The Work-Related Quality of Life Scale for Higher Education Employees. *Qual. High. Educ.* **2009**, *15*, 207–219. [CrossRef]

73. Pasamar, S.; Johnston, K.; Tanwar, J. Anticipation of work–life conflict in higher education. *Empl. Relat.* **2020**, *42*, 777–797. [CrossRef]

74. Johnston, E.; Johnson, A. Balancing life and work by unbending gender: Early American women psychologists' struggles and contributions. *J. Hist. Behav. Sci.* **2017**, *53*, 246–264. [CrossRef] [PubMed]

75. Krenn, M. From scientific management to homemaking: Lillian M. Gilbreth's contributions to the development of management thought. *Manag. Organ. Hist.* **2011**, *6*, 145–161. [CrossRef]

76. McQuarrie, F.A.E. The struggle over worker leisure: An analysis of the history of the workers' sports association in Canada. *Can. J. Adm. Sci.* **2010**, *27*, 391–402. [CrossRef]

77. Perreault, M.; Power, N. Work-life balance as a personal responsibility: The impact on strategies for coping with interrole conflict. *J. Occup. Sci.* **2021**, *30*, 160–174. [CrossRef]

78. Franco, L.S.; Picinin, C.T.; Pilatti, L.A.; Franco, A.C. Work-life balance in Higher Education: A systematic review of the impact on the well-being of teachers. *Ensaio* **2021**, *29*, 691–717. [CrossRef]

79. Lindfelt, T.; Ip, E.J.; Gomez, A.; Barnett, M.J. The impact of work-life balance on intention to stay in academia: Results from a national survey of pharmacy faculty. *Res. Soc. Adm. Pharm.* **2018**, *14*, 387–390. [CrossRef]

80. Wheatley, B.B.; Miskioglu, E.; Christou, E.; Tymvios, N. Pre and post tenure: Perceptions of requirements and impediments for mechanical engineering and mechanical engineering technology faculty. In Proceedings of the ASEE Annual Conference and Exposition, Conference Proceedings, Montréal, QC, Canada, 20–24 June 2020.

81. Popoola, S.O.; Fagbola, O.O. Work-Life Balance, Self-Esteem, Work Motivation, and Organizational Commitment of Library Personnel in Federal Universities in Southern Nigeria. *Int. Inf. Libr. Rev.* **2021**, *53*, 214–228. [CrossRef]

82. Denson, N.; Szelényi, K. Faculty perceptions of work-life balance: The role of marital/relationship and family status. *High. Educ.* **2022**, *83*, 261–278. [CrossRef]

83. Hwa, M.A.C. Work-life balance for sustainable development in malaysian higher education institutions: Fad or fact? *Kaji. Malays.* **2020**, *38*, 33–50. [CrossRef]

84. Sennett, R. *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*; WW Norton & Company: New York, NY, USA, 1998.

85. Cannizzo, F. Tactical evaluations: Everyday neoliberalism in academia. *J. Sociol.* **2018**, *54*, 77–91. [CrossRef]

86. Ylijoki, O.H. Boundary-work between work and life in the high-speed university. *Stud. High. Educ.* **2013**, *38*, 242–255. [CrossRef]

87. Hassan, R. Network time and the new knowledge epoch. *Time Soc.* **2003**, *12*, 226–241. [CrossRef]

88. Dubois-Shaik, F.; Fusulier, B. Understanding gender inequality and the role of the work/family interface in contemporary academia: An introduction. *Eur. Educ. Res. J.* **2017**, *16*, 99–105. [CrossRef]

89. Hawkins, R.; Manzi, M.; Ojeda, D. Lives in the making power, academia and the everyday. *ACME* **2014**, *13*, 328–351.

90. Freeman, A. The Spaces of Graduate Student Labor: The Times for a New Union. *Antipode* **2000**, *32*, 245–259. [CrossRef]

91. Whittle, J. A critique of approaches to 'domestic work': Women, work and the pre-industrial economy. *Past Present* **2019**, *243*, 35–70. [CrossRef]

92. Toffoletti, K.; Starr, K. Women Academics and Work–Life Balance: Gendered Discourses of Work and Care. *Gend. Work Organ.* **2016**, *23*, 489–504. [CrossRef]

93. Pace, F.; Sciotto, G. Gender differences in the relationship between work–life balance, career opportunities and general health perception. *Sustainability* **2022**, *14*, 357. [CrossRef]

94. Lamolla, L.; Folguera-I-Bellmunt, C.; Fernández-I-Marín, X. Working-time preferences among women: Challenging assumptions on underemployment, work centrality and work–life balance. *Int. Labour Rev.* **2021**, *160*, 431–451. [CrossRef]

95. Choi, E.Y.; Choi, S.H.; Lee, H. The association between job quality profiles and work-life balance among female employees in korea: A latent profile analysis. *Int. J. Environ. Res. Public Health* **2021**, *18*, 1672. [CrossRef]

96. Evandrou, M.; Glaser, K. Combining work and family life: The pension penalty of caring. *Ageing Soc.* **2003**, *23*, 583–601. [CrossRef]

97. De Clercq, D.; Brieger, S.A. When Discrimination is Worse, Autonomy is Key: How Women Entrepreneurs Leverage Job Autonomy Resources to Find Work–Life Balance. *J. Bus. Ethics* **2022**, *177*, 665–682. [CrossRef]

98. Adamson, M.; Muhr, S.L.; Beauregard, T.A. Theorising work–life balance endeavours as a gendered project of the self: The case of senior executives in Denmark. *Hum. Relat.* **2022**, *76*, 629–654. [CrossRef]

99. Kadir, O.; Omar, M.Z.; Rasul, M.S. The Impact of Psychological Well-Being, Employability and Work-Life Balance on Organizational Mobility of Women Engineering Technology Graduate. *J. Pengur.* **2021**, *63*, 99–113. [CrossRef]

100. Ibegbulam, I.J.; Ejikeme, A.N. Perception of work-life balance among married female librarians in university libraries in south-east Nigeria. *Coll. Res. Libr.* **2021**, *82*, 831–844. [CrossRef]

101. Gaikwad, S.; Swaminathan, L.; George, S. Impact of Work-Life Balance on Job Performance—Analysis of the Mediating Role of Mental Well-Being and Work Engagement on Women Employees in IT Sector. In Proceedings of the 2021 International Conference on Decision Aid Sciences and Application, DASA 2021, Sakheer, Bahrain, 7–8 December 2021; pp. 204–209.

102. Gupta, C.; Kvs, R.R.; Dutta, P. Support Vector Machine based prediction of Work Life Balance among Women in Information Technology Organizations. *IEEE Eng. Manag. Rev.* **2022**, *50*, 147–155. [CrossRef]

103. Rawal, D.M. Work life balance among female school teachers [k-12] delivering online curriculum in Noida [India] during COVID: Empirical study. *Manag. Educ.* **2021**, *37*, 37–45. [CrossRef]

104. Kurup, A.; Raj, A. Changing Patterns of Work–Life Balance of Women Scientists and Engineers in India. *Sci. Technol. Soc.* **2022**, *27*, 485–501. [CrossRef]

105. Uddin, M. Addressing work-life balance challenges of working women during COVID-19 in Bangladesh. *Int. Soc. Sci. J.* **2021**, *71*, 7–20. [CrossRef]

106. Uddin, M.; Ali, K.B.; Khan, M.A.; Ahmad, A. Supervisory and co-worker support on the work-life balance of working women in the banking sector: A developing country perspective. *J. Fam. Stud.* **2021**, *29*, 306–326. [CrossRef]

107. Dousin, O.; Collins, N.; Bartram, T.; Stanton, P. The relationship between work-life balance, the need for achievement, and intention to leave: Mixed-method study. *J. Adv. Nurs.* **2021**, *77*, 1478–1489. [CrossRef] [PubMed]

108. Muasya, G. Print Media Framing of Definitions and Causes of, and Solutions to, Work-Life Balance Issues in Kenya. *Communicatio* **2021**, *47*, 60–75. [CrossRef]

109. Ip, E.J.; Lindfelt, T.A.; Tran, A.L.; Do, A.P.; Barnett, M.J. Differences in Career Satisfaction, Work–life Balance, and Stress by Gender in a National Survey of Pharmacy Faculty. *J. Pharm. Pract.* **2020**, *33*, 415–419. [CrossRef] [PubMed]

110. Rosa, R. The trouble with 'work–life balance' in neoliberal academia: A systematic and critical review. *J. Gend. Stud.* **2022**, *31*, 55–73. [CrossRef]

111. Montes-López, E.; Simbürger, E. Juggling academics in the absence of university policies to promote work-life balance: A comparative study of academic work and family in Chile and Spain. *Educ. Policy Anal. Arch.* **2021**, *29*, 175. [CrossRef]

112. Adekoya, O.D.; Ajonbadi, H.A.; Okorie, G.I.; Jimoh, I.O. Beyond the call of duty: Realities of work-life balance in the united arab emirates education sector. *Int. J. Bus. Soc.* **2021**, *22*, 131–145. [CrossRef]

113. Ko, Y.; Ko, H.; Chung, Y.; Woo, C. Do gender equality and work–life balance matter for innovation performance? *Technol. Anal. Strateg. Manag.* **2021**, *33*, 148–161. [CrossRef]

114. Gudbjörg, L.; Rafnsdottir, G.; Heijstra, T. Balancing Work-family Life in Academia: The Power of Time. *Gend. Work Organ.* **2011**, *20*, 283–296. [CrossRef]

115. Mayya, S.S.; Martis, M.; Ashok, L.; Monteiro, A.D.; Mayya, S. Work-Life Balance and Gender Differences: A Study of College and University Teachers From Karnataka. *SAGE Open* **2021**, *11*, 21582440211054479. [CrossRef]

116. Lekchiri, S.; Eversole, B.A.W. Perceived work-life balance: Exploring the experiences of professional Moroccan women. *Hum. Resour. Dev. Q.* **2021**, *32*, 35–53. [CrossRef]

117. Biletska, I.O.; Kotlova, L.O.; Kotlovyi, S.A.; Beheza, L.Y.; Kulzhabayeva, L.S. Empirical study of family conflicts as a factor of emotional burnout of a woman. *J. Intellect. Disabil.—Diagn. Treat.* **2020**, *8*, 211–218. [CrossRef]

118. Mezu-Chukwu, U. Balancing motherhood, career, and medicine. *JAMA Cardiol.* **2017**, *2*, 715–716. [CrossRef] [PubMed]

119. Teo, Y. Education as care labor: Expanding our lens on the work-life balance problem. *Curr. Sociol.* **2022**, *71*, 1312–1329. [CrossRef]

120. Neale-McFall, C.; Eckart, E.; Hermann, M.; Haskins, N.; Ziomek-Daigle, J. Counselor Educator Mothers: A Quantitative Analysis of Job Satisfaction. *Couns. Educ. Superv.* **2018**, *57*, 147–159. [CrossRef]

121. Boakye, A.O.; Mensah, R.D.; Bartrop-Sackey, M.; Muah, P. Juggling between work, studies and motherhood: The role of social support systems for the attainment of work–life balance. *SA J. Hum. Resour. Manag.* **2021**, *19*, 10. [CrossRef]

122. Reverberi, E.; Manzi, C.; Van Laar, C.; Meeussen, L. The impact of poor work-life balance and unshared home responsibilities on work-gender identity integration. *Self Identity* **2021**, *21*, 588–607. [CrossRef]

123. Hosokawa, R.; Katsura, T. Maternal work–life balance and children's social adjustment: The mediating role of perceived stress and parenting practices. *Int. J. Environ. Res. Public Health* **2021**, *18*, 6924. [CrossRef]

124. Fan, Y.; Potočnik, K. The impact of the depletion, accumulation, and investment of personal resources on work–life balance satisfaction and job retention: A longitudinal study on working mothers. *J. Vocat. Behav.* **2021**, *131*, 103656. [CrossRef]

125. Orellana, L.; Schnettler, B.; Miranda-Zapata, E.; Lobos, G.; Lapo, M.; Adasme-Berríos, C.; Hueche, C. Resource Transmission is not Reciprocal: A Dyadic Analysis of Family Support, Work-Life Balance, and Life Satisfaction in Dual-Earner Parents with Adolescent Children. *Sex Roles* **2021**, *85*, 88–99. [CrossRef]

126. Schnettler, B.; Miranda-Zapata, E.; Grunert, K.G.; Lobos, G.; Lapo, M.; Hueche, C. Testing the Spillover-Crossover Model between Work-Life Balance and Satisfaction in Different Domains of Life in Dual-Earner Households. *Appl. Res. Qual. Life* **2021**, *16*, 1475–1501. [CrossRef]

127. Koon, V.Y. A multilevel analysis of work–life balance practices. *Asia Pac. J. Hum. Resour.* **2022**, *60*, 429–450. [CrossRef]

128. Powell, G.N.; Greenhaus, J.H.; Allen, T.D.; Johnson, R.E. Introduction to Special Topic Forum: Advancing and Expanding Work-Life Theory from Multiple Perspectives. *Acad. Manag. Rev.* **2019**, *44*, 54–71. [CrossRef]

129. Dodelzon, K.; Shah, S.; Schweitzer, A. Supporting a Work-Life Balance for Radiology Resident Parents. *Acad. Radiol.* **2021**, *28*, 243–249. [CrossRef] [PubMed]

130. Giuliano, K.; Ceppa, D.P.; Antonoff, M.; Donington, J.S.; Kane, L.; Lawton, J.S.; Sen, D.G. Women in Thoracic Surgery 2020 Update—Subspecialty and Work-Life Balance Analysis. *Ann. Thorac. Surg.* **2022**, *114*, 1933–1942. [CrossRef]

131. Lafer, M.P.; Frants, A.; Zhang, Y.; Wang, B.; Lee, J.W. Gender Differences in Compensation, Mentorship, and Work-Life Balance within Facial Plastic Surgery. *Laryngoscope* **2021**, *131*, E787–E791. [CrossRef]

132. Nayak, A.; Pandey, M. A Study on Moderating Role of Family-Friendly Policies in Work–Life Balance. *J. Fam. Issues* **2021**, *43*, 2087–2110. [CrossRef]

133. Morrissey, C.S.; Schmidt, M.L. Fixing the system, not the women: An innovative approach to faculty advancement. *J. Women's Health* **2008**, *17*, 1399–1408. [CrossRef]

134. Kim, R.Y. An unforeseen story of alpha-woman: Breadwinner women are more likely to quit the job in work-family conflicts. *Appl. Econ.* **2020**, *52*, 6009–6021. [CrossRef]

135. University of Bristol. Women 'Less Likely to Progress at Work' than Their Male Counterparts Following Childbirth. Available online: https://phys.org/news/2019-10-women-male-counterparts-childbirth.html (accessed on 15 March 2022). [CrossRef]

136. Guo, J.; Browne, C.V. Women's employment, work-life balance policies, and inequality across the life course: A comparative analysis of Japan, Sweden and the United States. *J. Women Aging* **2022**, *34*, 294–308. [CrossRef]

137. Kohara, M.; Maity, B. The Impact of Work-Life Balance Policies on the Time Allocation and Fertility Preference of Japanese Women. *J. Jpn. Int. Econ.* **2021**, *60*, 101134. [CrossRef]

138. Mačernytė-Panomariovienė, I.; Krasauskas, R. A Father's Entitlement to Paternity and Parental Leave in Lithuania: Necessary Legislative Changes following the Adoption of the Directive on Work-Life Balance. *Rev. Cent. East Eur. Law* **2021**, *46*, 179–202. [CrossRef]

139. Tanquerel, S. French Fathers in Work Organizations: Navigating Work-Life Balance Challenges. In *Engaged Fatherhood for Men, Families and Gender Equality*; Contributions to Management Science; Springer: Cham, Switzerland, 2022; pp. 213–229. [CrossRef]

140. Bravo-Moreno, A. The intersection of reproductive, work-life balance and early-education and care policies: 'solo' mothers by choice in the UK and Spain. *Soc. Sci.* **2021**, *10*, 458. [CrossRef]

141. Etienne-Manneville, S. Having it all, a scientific career and a family. *Nat. Cell Biol.* **2018**, *20*, 1001. [CrossRef] [PubMed]

142. Mason, M.A.; Wolfinger, N.H.; Goulden, M. *Do Babies Matter? Gender and Family in the Ivory Tower*; Rutgers University Press: New Brunswick, NJ, USA, 2013.

143. Solanki, S.; Mandaviya, M. Does Gender Matter? Job Stress, Work-Life Balance, Health and Job Satisfaction among University Teachers in India. *J. Int. Women's Stud.* **2021**, *22*, 121–134.

144. Fox, M.; Fonseca, C.; Bao, J. Work and family conflict in academic science: Patterns and predictors among women and men in research universities. *Soc. Stud. Sci.* **2011**, *41*, 715–735. [CrossRef]

145. Weeks, K.L. Challenges Facing Parents in Academia. *Circ. Res.* **2018**, *123*, 936–937. [CrossRef]

146. Bascom-Slack, C. Balancing Science and Family: Tidbits of Wisdom from Those Who've Tried It and Succeeded. *Yale J. Biol. Med.* **2011**, *84*, 219–225.

147. Kachchaf, R.; Hodari, A.; Ko, L.; Ong, M. Career-Life Balance for Women of Color: Experiences in Science and Engineering Academia. *J. Divers. High. Educ.* **2015**, *8*, 175–191. [CrossRef]

148. Moreau, M.-P.; Robertson, M. 'You Scratch My Back and I'll Scratch Yours'? Support to Academics Who Are Carers in Higher Education. *Soc. Sci.* **2019**, *8*, 164. [CrossRef]

149. Bomert, C.; Leinfellner, S. Images, ideals and constraints in times of neoliberal transformations: Reproduction and profession as conflicting or complementary spheres in academia? *Eur. Educ. Res. J.* **2017**, *16*, 106–122. [CrossRef]

150. Mirick, R.G.; Wladkowski, S.P. Pregnancy, Motherhood, and Academic Career Goals:Doctoral Students' Perspectives. *Affilia* **2018**, *33*, 253–269. [CrossRef]

151. Hampson, S.C. Mothers do not make good workers: The role of work/life balance policies in reinforcing gendered stereotypes. *Glob. Discourse* **2018**, *8*, 510–531. [CrossRef]

152. Trussell, D.E. Pinstripes and Breast Pumps: Navigating the Tenure-Motherhood-Track. *Leis. Sci.* **2015**, *37*, 160–175. [CrossRef]

153. O'Laughlin, E.M.; Bischoff, L.G. Balancing Parenthood and Academia: Work/Family Stress as Influenced by Gender and Tenure Status. *J. Fam. Issues* **2005**, *26*, 79–106. [CrossRef]

154. Martinez, L.R.; O'Brien, K.R.; Hebl, M.R. Fleeing the Ivory Tower: Gender Differences in the Turnover Experiences of Women Faculty. *J. Women's Health* **2017**, *26*, 580–586. [CrossRef] [PubMed]

155. Huppatz, K.; Sang, K.; Napier, J. 'If you put pressure on yourself to produce then that's your responsibility': Mothers' experiences of maternity leave and flexible work in the neoliberal university. *Gend. Work. Organ.* **2019**, *26*, 772–788. [CrossRef]

156. Michailidis, M.P. Gender-Related Work Stressors in Tertiary Education. *J. Hum. Behav. Soc. Environ.* **2008**, *17*, 195–211. [CrossRef]

157. Araneda-Guirriman, C.; Garrido-Rivera, A.; Sepúlveda-Páez, G.; Peñaloza-Díaz, G. Women's challenges in Chilean neoliberal academia: Academic workload and its impact on work-life balance. *Gend. Educ.* **2025**, *37*, 454–473. [CrossRef]

158. McCutcheon, J.M.; Morrison, M.A. It's "like walking on broken glass": Pan-Canadian reflections on work–family conflict from psychology women faculty and graduate students. *Fem. Psychol.* **2018**, *28*, 231–252. [CrossRef]

159. Harris, C.; Myers, B.; Ravenswood, K. Academic careers and parenting: Identity, performance and surveillance. *Stud. High. Educ.* **2019**, *44*, 708–718. [CrossRef]

160. Poronsky, C.B.; Doering, J.J.; Mkandawire-Valhmu, L.; Rice, E.I. Transition to the tenure track for nurse faculty with young children: A case study. *Nurs. Educ. Perspect.* **2012**, *33*, 255–259. [CrossRef]

161. Wilton, S.; Ross, L. Flexibility, Sacrifice and Insecurity: A Canadian Study Assessing the Challenges of Balancing Work and Family in Academia. *J. Fem. Fam. Ther.* **2017**, *29*, 66–87. [CrossRef]

162. Comer, D.R.; Stites-Doe, S. Antecedents and Consequences of Faculty Women's Academic–Parental Role Balancing. *J. Fam. Econ. Issues* **2006**, *27*, 495–512. [CrossRef]

163. Lantsoght, E.O.L.; Tse Crepaldi, Y.; Tavares, S.G.; Leemans, K.; Paig-Tran, E.W.M. Challenges and Opportunities for Academic Parents During COVID-19. *Front. Psychol.* **2021**, *12*, 645734. [CrossRef] [PubMed]

164. Hertlein, K.M.; Grafsky, E.L.; Owen, K.; McGillivray, K. "My Life is Too Chaotic to Practice What I Preach": Perceived Benefits and Challenges of Being an Academic Women in Family Therapy and Family Studies Programs. *Contemp. Fam. Ther.* **2018**, *40*, 42–55. [CrossRef]

165. Lendák-Kabók, K. Women's work–life balance strategies in academia. *J. Fam. Stud.* **2020**, *28*, 1139–1157. [CrossRef]

166. Moreau, M.-P.; Kerner, C. Care in academia: An exploration of student parents' experiences. *Br. J. Sociol. Educ.* **2015**, *36*, 215–233. [CrossRef]

167. Kossek, E.E.; Ruderman, M.N. Work-family flexibility and the employment relationship. In *The Employee-Organization Relationship: Applications for the 21st Century*; Routledge: London, UK, 2012; pp. 223–253.

168. Springer, K.W.; Parker, B.K.; Leviten-Reid, C. Making Space for Graduate Student Parents:Practice and Politics. *J. Fam. Issues* **2009**, *30*, 435–457. [CrossRef]

169. Haar, J.; Brougham, D. Work antecedents and consequences of work-life balance: A two sample study within New Zealand. *Int. J. Hum. Resour. Manag.* **2022**, *33*, 784–807. [CrossRef]

170. Munyeka, W.; Maharaj, A. A quantitative study on salient work-life balance challenge(s) influencing female information and communication technology professionals in a South African telecommunications organisation. *SA J. Hum. Resour. Manag.* **2022**, *20*, 11. [CrossRef]

171. Hansen, J.A.; Lehmann, M. Agents of change: Universities as development hubs. *J. Clean. Prod.* **2006**, *14*, 820–829. [CrossRef]

172. Novich, M.; Garcia-Hallett, J. Strategies for Balance: Examining How Parents of Color Navigate Work and Life in the Academy. In *The Work-Family Interface: Spillover, Complications, and Challenges*; Sampson Lee, B., Josip, O., Eds.; Contemporary Perspectives in Family Research; Emerald Publishing Limited: Leeds, UK, 2018; Volume 13, pp. 157–184.

173. Cho, E.; Chew, I.A. Work-life balance among self-initiated expatriates in Singapore: Definitions, challenges, and resources. *Curr. Psychol.* **2021**, *40*, 4612–4623. [CrossRef]

174. Alreshidi, N.M.; Alsharari, A.F. Work-life balance of expatriate nurses working in acute care settings. *Nurs. Open* **2021**, *8*, 3201–3211. [CrossRef] [PubMed]

175. Roth, C.; Berger, S.; Krug, K.; Mahler, C.; Wensing, M. Internationally trained nurses and host nurses' perceptions of safety culture, work-life-balance, burnout, and job demand during workplace integration: A cross-sectional study. *BMC Nurs.* **2021**, *20*, 77. [CrossRef]

176. Maidanik, I. Understanding international migrants' work-life balance through the prism of their working time duration: Evidence from the ukrainian case. *J. Contemp. Cent. East. Eur.* **2021**, *29*, 225–241. [CrossRef]

177. Antoshchuk, I.A.; Gewinner, I. Still a superwoman? How female academics from the former Soviet Union negotiate work-family balance abroad. *Monit. Obs. Mneniya: Ekon. I Sotsial'nye Peremeny* **2020**, *155*, 408–435. [CrossRef]

178. Love, A.S.; Morris, D.; Sego, A. Navigating the Demands of Tenure-Track Positions. *Health Promot. Pract.* **2022**, *24*, 218–222. [CrossRef]

179. Su-Russell, C.; James, A.G. Chinese international scholars' work–life balance in the united states: Stress and strategies. *J. Int. Stud.* **2021**, *11*, 484–504. [CrossRef]

180. Lingard, H.; Turner, M. Exploring the relationship between bodily pain and work-life balance among manual/non-managerial construction workers. *Community Work Fam.* **2021**, *25*, 643–660. [CrossRef]

181. Warren, T. Work–life balance and gig work: 'Where are we now' and 'where to next' with the work–life balance agenda? *J. Ind. Relat.* **2021**, *63*, 522–545. [CrossRef]

182. Rosser, V.J. Measuring the Change in Faculty Perceptions over Time: An Examination of Their Worklife and Satisfaction. *Res. High. Educ.* **2005**, *46*, 81–107. [CrossRef]

183. Armstrong, J. Beyond 'juggling' and 'flexibility': Classed and gendered experiences of combining employment and motherhood. *Sociol. Res. Online* **2006**, *11*, 119–134. [CrossRef]

184. Ward, K.; Fagan, C.; McDowell, L.; Perrons, D.; Ray, K. Class transformation and work-life balance in urban britain: The case of manchester. *Urban Stud.* **2010**, *47*, 2259–2278. [CrossRef]

185. Marr, M.C.; Heffron, A.S.; Kwan, J.M. Characteristics, barriers, and career intentions of a national cohort of LGBTQ+ MD/PhD and DO/PhD trainees. *BMC Med. Educ.* **2022**, *22*, 304. [CrossRef]

186. Quinlan, M. A social partnership approach to work-life balance in the european union—The Irish experience. *J. Workplace Behav. Health* **2005**, *20*, 381–394. [CrossRef]

187. Brown, H.; Kim, J.S.; Faerman, S.R. The influence of societal and organizational culture on the use of work-life balance programs: A comparative analysis of the United States and the Republic of Korea. *Soc. Sci. J.* **2021**, *58*, 62–76. [CrossRef]

188. Dilmaghani, M.; Tabvuma, V. Fragile Families in Quebec and the Rest of Canada: A Comparison of Parental Work-Life Balance Satisfaction. *Popul. Res. Policy Rev.* **2022**, *41*, 695–728. [CrossRef]

189. Satpathy, I.; Patnaik, B.C.M.; Palai, D. Intricacies of multi generational workforce in construction sector: Review study. *Int. J. Civ. Eng. Technol.* **2018**, *9*, 77–82.

190. Ferdous, T.; Ali, M.; French, E. Use of flexible work practices and employee outcomes: The role of work-life balance and employee age. *J. Manag. Organ.* **2021**, *29*, 833–853. [CrossRef]

191. Jammaers, E.; Williams, J. Care for the self, overcompensation and bodily crafting: The work–life balance of disabled people. *Gend. Work Organ.* **2021**, *28*, 119–137. [CrossRef]

192. Windsor, L.C.; Crawford, K.F. Best Practices for Normalizing Parents in the Academy: Higher- and Lower-Order Processes and Women and Parents' Success. *PS: Political Sci. Politics* **2020**, *53*, 275–280. [CrossRef]

193. Sung, W. Improving Work Life Balance through the use of Smart Work Experience. In Proceedings of the Proceedings—2021 21st ACIS International Semi-Virtual Winter Conference on Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing, SNPD-Winter 2021, Ho Chi Minh City, Vietnam, 28–30 January 2021; pp. 163–166.

194. Piscopo, G.; Loia, F.; Adinolfi, P. Framing smart working in the Covid-19 era: A data driven approach. *Puntoorg Int. J.* **2022**, *1*, 156–177. [CrossRef]

195. Kotecha, K.; Ukpere, W.; Geldenhuys, M. The effect of family relationships on technology-assisted supplemental work and work-life conflict among academics. *Mediterr. J. Soc. Sci.* **2014**, *5*, 516–527. [CrossRef]

196. Kotecha, K.; Ukpere, W.; Geldenhuys, M. Technology and work-life conflict of academics in a South African higher education institution. *Mediterr. J. Soc. Sci.* **2014**, *5*, 629–641. [CrossRef]

197. Senarathne Tennakoon, K.L.U. Empowerment or enslavement: The impact of technology-driven work intrusions on work–life balance. *Can. J. Adm. Sci.* **2021**, *38*, 414–429. [CrossRef]

198. Ma, J.; Ollier-Malaterre, A.; Lu, C.Q. The impact of techno-stressors on work–life balance: The moderation of job self-efficacy and the mediation of emotional exhaustion. *Comput. Hum. Behav.* **2021**, *122*, 106811. [CrossRef]

199. Kakar, A.S.; Sauf, R.A.; Devadhasan, B.D.; Meyer, N.; Vetrivel, S.C.; Magda, R. Themediating role ofperson-job fit between work-life balance (Wlb) practices and academic turnover intentions inindia's higher educational institu-tions. *Sustainability* **2021**, *13*, 10497, https://doi.org/10.3390/su131910497; Erratum in *Sustainability* **2022**, *14*, 3827. [CrossRef]

200. Denny Christyanto, F.; Tricahyadinata, I.; Lestari, A.S.D. The Effect of Person-Job Fit And Work-Life Balance As Well As Job Involvement on The Performance of Employees of The Ombudsman of The Republic of Indonesia At The Representative Office. *Int. J. Sci. Technol. Manag.* **2025**, *6*, 629–635. [CrossRef]

201. UCU. *UCU Workload Survey 2016*; UCU: Urdaneta City, Philippines, 2016.

202. Lashuel, H.A. Mental health in academia: What about faculty? *eLife* **2020**, *9*, e54551. [CrossRef]

203. van Engen, M.L.; Bleijenbergh, I.L.; Beijer, S.E. Conforming, accommodating, or resisting? How parents in academia negotiate their professional identity. *Stud. High. Educ.* **2019**, *46*, 1493–1505. [CrossRef]

204. Paulitz, T.; Goisauf, M.; Zapusek, S. Academic way of life? On practical barriers of the work-life-balance concept in the academic field. *Osterreichische Z. Soziol.* **2016**, *41*, 319–337. [CrossRef]

205. Cabanac, G.; Hartley, J. Issues of work-life balance among JASIST authors and editors. *J. Am. Soc. Inf. Sci. Technol.* **2013**, *64*, 2182–2186. [CrossRef]

206. Kotini-Shah, P.; Man, B.; Pobee, R.; Hirshfield, L.E.; Risman, B.J.; Buhimschi, I.A.; Weinreich, H.M. Work-Life Balance and Productivity among Academic Faculty during the COVID-19 Pandemic: A Latent Class Analysis. *J. Women's Health* **2022**, *31*, 321–330. [CrossRef] [PubMed]

207. Klocker, N.; Drozdzewski, D. Career progress relative to opportunity: How many papers is a baby 'worth'? *Environ. Plan. A* **2012**, *44*, 1271–1277. [CrossRef]

208. Spar, D.L. *Wonder Women: Sex, Power, and the Quest for Perfection*; Sarah Crichton Books: New York City, NY, USA, 2013.

209. Ploszaj, A. Individual-level determinants of international academic mobility: Insights from a survey of Polish scholars. *Scientometrics.* **2025**, *130*, 2273–2290. [CrossRef]

210. Pribbenow, C.M.; Sheridan, J.; Winchell, J.; Benting, D.; Handelsman, J.; Carnes, M. The tenure process and extending the tenure clock: The experience of faculty at one university. *High. Educ. Policy* **2010**, *23*, 17–38. [CrossRef]

211. Bernhardt, J.; Recksiedler, C.; Linberg, A. Work from home and parenting: Examining the role of work-family conflict and gender during the COVID-19 pandemic. *J. Soc. Issues* **2022**, *79*, 935–970. [CrossRef]

212. Landmann, H.; Rohmann, A. Group-specific contact and sense of connectedness during the COVID-19 pandemic and its associations with psychological well-being, perceived stress, and work-life balance. *J. Community Appl. Soc. Psychol.* **2022**, *32*, 438–451. [CrossRef]

213. Pai, S.; Patili, V.; Kamath, R.; Mahendra, M.; Singhal, D.K.; Bhat, V. Work-life balance amongst dental professionals during the COVID-19 pandemic -A structural equation modelling approach. *PLoS ONE* **2021**, *16*, e0256663. [CrossRef]

214. Begum, A.; Shafaghi, M.; Adeel, A. Impact of Job Insecurity on Work–Life Balance during COVID-19 in India. *Vision* **2022**, *29*, 353–374. [CrossRef]

215. Vinberg, S.; Danielsson, P. Managers of micro-sized enterprises and COVID-19: Impact on business operations, work-life balance and well-being. *Int. J. Circumpolar Health* **2021**, *80*, 1959700. [CrossRef] [PubMed]

216. Ayar, D.; Karaman, M.A.; Karaman, R. Work-Life Balance and Mental Health Needs of Health Professionals During COVID-19 Pandemic in Turkey. *Int. J. Ment. Health Addict.* **2022**, *20*, 639–655. [CrossRef] [PubMed]

217. Sundari, M.N.D.; Wayan Gede Supartha, I.; Made Artha Wibawa, I.; Surya, I.B.K. Does work-life balance and organizational justice affect female nurses' performance in a pandemic era? *Probl. Perspect. Manag.* **2022**, *20*, 288–298. [CrossRef]

218. Yayla, A.; Eskici İlgin, V. The relationship of nurses' psychological well-being with their coronaphobia and work–life balance during the COVID-19 pandemic: A cross-sectional study. *J. Clin. Nurs.* **2021**, *30*, 3153–3162. [CrossRef]

219. Waqas, B.; Matushansky, J.T.; Thomas, C.; Lipner, S.R. Dermatologist work practices and work–life balance during COVID-19: A cross-sectional survey. *Int. J. Dermatol.* **2022**, *61*, e158–e162. [CrossRef]

220. Tejero, L.M.S.; Seva, R.R.; Fadrilan-Camacho, V.F.F. Factors associated with work-life balance and productivity before and during work from home. *J. Occup. Environ. Med.* **2021**, *63*, 1065–1072. [CrossRef]

221. Campo, A.M.D.V.; Avolio, B.; Carlier, S.I. The Relationship Between Telework, Job Performance, Work–Life Balance and Family Supportive Supervisor Behaviours in the Context of COVID-19. *Glob. Bus. Rev.* **2021**. [CrossRef]

222. Shirmohammadi, M.; Au, W.C.; Beigi, M. Remote work and work-life balance: Lessons learned from the covid-19 pandemic and suggestions for HRD practitioners. *Hum. Resour. Dev. Int.* **2022**, *25*, 163–181. [CrossRef]

223. Irawanto, D.W.; Novianti, K.R.; Roz, K. Work from home: Measuring satisfaction between work–life balance and work stress during the covid-19 pandemic in indonesia. *Economies* **2021**, *9*, 96. [CrossRef]

224. Tomei, M. Teleworking: A Curse or a Blessing for Gender Equality and Work-Life Balance? *Intereconomics* **2021**, *56*, 260–264. [CrossRef] [PubMed]

225. Stankevičiūtė, Z.; Kunskaja, S. Strengthening of work-life balance while working remotely in the context of COVID-19 pandemic. *Hum. Syst. Manag.* **2022**, *41*, 221–235. [CrossRef]

226. Vuga Beršnak, J.; Humer, Ž.; Lobe, B. Characteristics of pandemic work–life balance in Slovenian military families during the lockdown: Who has paid the highest price? *Curr. Sociol.* **2021**, *71*, 866–886. [CrossRef]

227. Hjálmsdóttir, A.; Bjarnadóttir, V.S. "I have turned into a foreman here at home": Families and work–life balance in times of COVID-19 in a gender equality paradise. *Gend. Work Organ.* **2021**, *28*, 268–283. [CrossRef]

228. Yerkes, M.A.; Remery, C.; André, S.; Salin, M.; Hakovirta, M.; van Gerven, M. Unequal but balanced: Highly educated mothers' perceptions of work–life balance during the COVID-19 lockdown in Finland and the Netherlands. *J. Eur. Soc. Policy* **2022**, *32*, 376–392. [CrossRef]

229. Lonska, J.; Mietule, I.; Litavniece, L.; Arbidane, I.; Vanadzins, I.; Matisane, L.; Paegle, L. Work–Life Balance of the Employed Population During the Emergency Situation of COVID-19 in Latvia. *Front. Psychol.* **2021**, *12*, 682459. [CrossRef]

230. Xu, S.; Kee, K.; Mao, C. Multitasking and Work-Life Balance: Explicating Multitasking When Working from Home. *J. Broadcast. Electron. Media* **2021**, *65*, 397–425. [CrossRef]

231. Wan Mohd Yunus, W.M.A.; Badri, S.K.Z.; Panatik, S.A.; Mukhtar, F. The Unprecedented Movement Control Order (Lockdown) and Factors Associated With the Negative Emotional Symptoms, Happiness, and Work-Life Balance of Malaysian University Students During the Coronavirus Disease (COVID-19) Pandemic. *Front. Psychiatry* **2021**, *11*, 566221. [CrossRef]

232. Aczel, B.; Kovacs, M.; Van Der Lippe, T.; Szaszi, B. Researchers working from home: Benefits and challenges. *PLoS ONE* **2021**, *16*, e0249127. [CrossRef]

233. Matulevicius, S.A.; Kho, K.A.; Reisch, J.; Yin, H. Academic Medicine Faculty Perceptions of Work-Life Balance before and since the COVID-19 Pandemic. *JAMA Netw. Open* **2021**, *4*, e2113539. [CrossRef]

234. He, S.Y.; Chen, X.; Tao, S. Long commutes, work-life balance, and well-being: A mixed-methods study of Hong Kong's new-town residents. *J. Plan. Educ. Res.* **2025**, *45*, 135–147. [CrossRef]

235. Emre, O.; De Spiegeleare, S. The role of work–life balance and autonomy in the relationship between commuting, employee commitment and well-being. *Int. J. Hum. Resour. Manag.* **2021**, *32*, 2443–2467. [CrossRef]

236. Rathnaweera, D.; Jayathilaka, R. In employees' favour or not?—The impact of virtual office platform on the work-life balances. *PLoS ONE* **2021**, *16*, e0260220. [CrossRef]

237. Kaltsa, V.-S. An empirical analysis of teleworking and its impact on work engagement. MSc Thesis, University of Macedonia, Thessaloniki, Greece, 2022.

238. Bhat, Z.H.; Yousuf, U.; Saba, N. The implications of telecommuting on work-life balance: Effects on work engagement and work exhaustion. *ResearchSquare*, 11 May 2022, PREPRINT (Version 1); [CrossRef]

239. Metselaar, S.A.; den Dulk, L.; Vermeeren, B. Teleworking at Different Locations Outside the Office: Consequences for Perceived Performance and the Mediating Role of Autonomy and Work-Life Balance Satisfaction. *Rev. Public Pers. Adm.* **2022**, *43*, 456–478. [CrossRef]

240. Rodríguez-Modroño, P.; López-Igual, P. Job quality and work–life balance of teleworkers. *Int. J. Environ. Res. Public Health* **2021**, *18*, 3239. [CrossRef]

241. Austinson, M. *Teachers' Use of Boundary Management Tactics to Maintain Work-Life Balance*; Northwest Nazarene University: Nampa, ID, USA, 2022.

242. Ágota-Aliz, B. Flexible working practices in the ICT industry in achieving work-life balance. *Stud. Univ. Babes-Bolyai Sociol.* **2021**, *66*, 29–50. [CrossRef]

243. McKee, H.; Gohar, B.; Appleby, R.; Nowrouzi-Kia, B.; Hagen, B.N.M.; Jones-Bitton, A. High Psychosocial Work Demands, Decreased Well-Being, and Perceived Well-Being Needs Within Veterinary Academia During the COVID-19 Pandemic. *Front. Vet. Sci.* **2021**, *8*, 746716. [CrossRef]

244. Ashencaen Crabtree, S.; Esteves, L.; Hemingway, A. A 'new (ab)normal'?: Scrutinising the work-life balance of academics under lockdown. *J. Furth. High. Educ.* **2021**, *45*, 1177–1191. [CrossRef]

245. Charoensukmongkol, P.; Puyod, J.V. Influence of transformational leadership on role ambiguity and work–life balance of Filipino University employees during COVID-19: Does employee involvement matter? *Int. J. Leadersh. Educ.* **2021**, *27*, 429–448. [CrossRef]

246. Demir, A.; Budur, T. Work–life balance and performance relations during COVID 19 outbreak: A case study among university academic staff. *J. Appl. Res. High. Educ.* **2022**, *15*, 449–472. [CrossRef]

247. Erro-Garcés, A.; Urien, B.; Čyras, G.; Janušauskienė, V.M. Telework in Baltic Countries during the Pandemic: Effects on Wellbeing, Job Satisfaction, and Work-Life Balance. *Sustainability* **2022**, *14*, 5778. [CrossRef]

248. Wolor, C.W.; Nurkhin, A.; Citriadin, Y. Is working from home good for work-life balance, stress, and productivity, or does it cause problems? *Humanit. Soc. Sci. Lett.* **2021**, *9*, 237–249. [CrossRef]

249. Lamprinou, V.D.I.; Tasoulis, K.; Kravariti, F. The impact of servant leadership and perceived organisational and supervisor support on job burnout and work–life balance in the era of teleworking and COVID-19. *Leadersh. Organ. Dev. J.* **2021**, *42*, 1071–1088. [CrossRef]

250. Hammer, E. Preface: Developing an Organization Through Work Life Balance-Driven Leave. *Adv. Dev. Hum. Resour.* **2021**, *23*, 99–105. [CrossRef]

251. Caringal-Go, J.F.; Teng-Calleja, M.; Bertulfo, D.J.; Manaois, J.O. Work-life balance crafting during COVID-19: Exploring strategies of telecommuting employees in the Philippines. *Community Work Fam.* **2022**, *25*, 112–131. [CrossRef]

252. Peake, L.J.; Mullings, B. Critical Reflections on Mental and Emotional Distress in the Academy. *ACME Int. J. Crit. Geogr.* **2016**, *15*, 253–284. [CrossRef]

253. Adams-Hutcheson, G.; Johnston, L. Flourishing in fragile academic work spaces and learning environments: Feminist geographies of care and mentoring. *Gend. Place Cult.* **2019**, *26*, 451–467. [CrossRef]

254. Pahal, P.; Lippmann, S. Building a better work/life balance. *Curr. Psychiatry* **2021**, *20*, E1–E2. [CrossRef]

255. Foster, S. Let's get the work-life balance right. *Br. J. Nurs.* **2021**, *30*, 873. [CrossRef]

256. Askari, R.; Rafiei, S.; Akbari, R.; Ebrahimi, E.H.; Dehghani, A.; Shafii, M. The relationship between work-life balance and quality of life among hospital employees. *Int. J. Healthc. Manag.* **2021**, *14*, 436–440. [CrossRef]

257. Ali, M.J. Work-life balance: Choose wisely. *Semin. Ophthalmol.* **2022**, *37*, 415–416. [CrossRef]

258. Ahmad, N.A. Respecting Work-Life Balance While Achieving Success. *Tech. Innov. Gastrointest. Endosc.* **2021**, *23*, 281–284. [CrossRef]

259. Duong, N.; Bollipo, S.; Repaka, A.; Sebastian, S.; Tennyson, C.; Charabaty, A. When burn-out reaches a pandemic level in gastroenterology: A call for a more sustainable work-life balance. *Frontline Gastroenterol.* **2021**, *12*, 440–443. [CrossRef]

260. Tran, Y.; Liao, H.H.; Yeh, E.H.; Ellis, L.A.; Clay-Williams, R.; Braithwaite, J. Examining the pathways by which work-life balance influences safety culture among healthcare workers in Taiwan: Path analysis of data from a cross-sectional survey on patient safety culture among hospital staff. *BMJ Open* **2021**, *11*, e054143. [CrossRef] [PubMed]

261. Anderson, S.H.; Moe, J.S.; Abramowicz, S. Work–Life Balance for Oral and Maxillofacial Surgeons. *Oral Maxillofac. Surg. Clin. N. Am.* **2021**, *33*, 467–473. [CrossRef] [PubMed]

262. Taylor, L.S. Work-Life Balance in the Pharmaceutical Sciences: More Essential Than Ever Today. *Mol. Pharm.* **2021**, *18*, 3649–3651. [CrossRef] [PubMed]

263. Fukuzaki, T.; Iwata, N.; Ooba, S.; Takeda, S.; Inoue, M. The effect of nurses' work–life balance on work engagement: The adjustment effect of affective commitment. *Yonago Acta Medica* **2021**, *64*, 269–281. [CrossRef]

264. Pattnaik, T.; Samanta, S.R.; Mohanty, J. Work Life Balance of Health Care Workers in the New Normal: A Review of Literature. *J. Med. Chem. Sci.* **2022**, *5*, 42–54. [CrossRef]

265. Raiber, L.; Boscher, C.; Fischer, F.; Winter, M.H.J. Work–life balance as a strategy for health promotion and employee retention: Results of a survey among human resources managers in the nursing sector. *Pravent. Und Gesundheitsforderung* **2021**, *16*, 242–248. [CrossRef]

266. Shalkow-Klincovstein, J.; Porras-Hernandez, J.D.; Villalpando, R.; Olaya-Vargas, A.; Esparza-Aguilar, M. Academic paediatric surgery and work-life balance: Insights from Mexico. *Semin. Pediatr. Surg.* **2021**, *30*, 151023. [CrossRef] [PubMed]

267. Coffeng, T.; Coffeng, P.; van Steenbergen, E. Enthusiastic in balance: Support of the work-life balance to promote performance and ambition. *Tijdschr. Voor Bedr.—En Verzek.* **2021**, *29*, 8–13. [CrossRef]

268. Akanni, A.A.; Oduaran, C.A. Person-job fit and work-life balance of female nurses with cultural competence as a mediator: Evidence from Nigeria. *Front. Nurs.* **2022**, *9*, 81–86. [CrossRef]

269. Hung, D.Y.; Mujal, G.; Jin, A.; Liang, S.Y. Road to Better Work-Life Balance? Lean Redesigns and Daily Work Time among Primary Care Physicians. *J. Gen. Intern. Med.* **2021**, *37*, 2358–2364. [CrossRef]

270. Gomes, G.; Seman, L.O.; De Montreuil Carmona, L.J. Service innovation through transformational leadership, work-life balance, and organisational learning capability. *Technol. Anal. Strateg. Manag.* **2021**, *33*, 365–378. [CrossRef]

271. Luturlean, B.S.; Prasetio, A.P.; Anggadwita, G.; Hanura, F. Does work-life balance mediate the relationship between HR practices and affective organisational commitment? Perspective of a telecommunication industry in Indonesia. *Int. J. Learn. Intellect. Cap.* **2021**, *18*, 154–172. [CrossRef]

272. Duffy, A. Identities, academic cultures, and relationship intersections: Postsecondary dance educators' lived experiences pursuing tenure. *Res. Danc. Educ.* **2020**, *21*, 188–208. [CrossRef]

273. Iddagoda, A.; Hysa, E.; Bulińska-Stangrecka, H.; Manta, O. Green work-life balance and greenwashing the construct of work-life balance: Myth and reality. *Energies* **2021**, *14*, 4556. [CrossRef]

274. Ravenswood, K. Greening work–life balance: Connecting work, caring and the environment. *Ind. Relat. J.* **2022**, *53*, 3–18. [CrossRef]

275. Panojan, P.; Perera, B.A.K.S.; Dilakshan, R. Work-life balance of professional quantity surveyors engaged in the construction industry. *Int. J. Constr. Manag.* **2022**, *22*, 751–768. [CrossRef]

276. Raj Lakshmi, R.K.R.; Oinam, E. Impact of Yoga on the Work-Life Balance of Working Women During COVID-19 Pandemic. *Front. Psychol.* **2021**, *12*, 785009. [CrossRef]

277. Iremeka, F.U.; Ede, M.O.; Amaeze, F.E.; Okeke, C.I.; Ilechukwu, L.C.; Ukaigwe, P.C.; Wagbara, C.D.; Ajuzie, H.D.; Isilebo, N.C.; Ede, A.O.; et al. Improving work-life balance among administrative officers in Catholic primary schools: Assessing the effect of a Christian religious rational emotive behavior therapy. *Medicine* **2021**, *100*, e26361. [CrossRef]

278. Ogakwu, N.V.; Ede, M.O.; Amaeze, F.E.; Manafa, I.; Okeke, F.C.; Omeke, F.; Amadi, K.; Ede, A.O.; Ekesionye, N.E. Occupational health intervention for work–life balance and burnout management among teachers in rural communities. *J. Community Psychol.* **2022**, *50*, 2923–2937. [CrossRef]

279. Althammer, S.E.; Reis, D.; van der Beek, S.; Beck, L.; Michel, A. A mindfulness intervention promoting work–life balance: How segmentation preference affects changes in detachment, well-being, and work–life balance. *J. Occup. Organ. Psychol.* **2021**, *94*, 282–308. [CrossRef]

280. Sarcona, A.; Lucas, L.; Dirhan, D. Faculty Development: Exploring Well-Being of Educators. *Acad. Exch. Q.* **2022**, *26*, 1–7.

281. Steketee, A.; Chen, S.; Nelson, R.A.; Kraak, V.I.; Harden, S.M. A mixed-methods study to test a tailored coaching program for health researchers to manage stress and achieve work-life balance. *Transl. Behav. Med.* **2022**, *12*, 369–410. [CrossRef] [PubMed]

282. Amin, K.P.; Griffiths, M.D.; Dsouza, D.D. Online Gaming During the COVID-19 Pandemic in India: Strategies for Work-Life Balance. *Int. J. Ment. Health Addict.* **2022**, *20*, 296–302. [CrossRef]

283. Joseph, D. "I did not know what to expect": Music as a means to achieving work-life balance. *Res. Stud. Music Educ.* **2021**, *43*, 161–178. [CrossRef]

284. Marques, V.C.; Berry, G.R. Enhancing work-life balance using a resilience framework. *Bus. Soc. Rev.* **2021**, *126*, 263–281. [CrossRef]

285. Bakelants, H.; Van Droogenbroeck, F.; Chambaere, K.; Vanderstichelen, S.; De Donder, L.; Deliens, L.; De Gieter, S.; De Moortel, D.; Cohen, J.; Dury, S. A compassionate university for serious illness, death, and bereavement: Qualitative study of student and staff experiences and support needs. *Death Stud.* **2023**, *48*, 442–453. [CrossRef]

286. Vanderstichelen, S.; Dury, S.; De Gieter, S.; Van Droogenbroeck, F.; De Moortel, D.; Van Hove, L.; Rodeyns, J.; Aernouts, N.; Bakelants, H.; Cohen, J.; et al. Researching Compassionate Communities From an Interdisciplinary Perspective: The Case of the Compassionate Communities Center of Expertise. *Gerontologist* **2022**, *62*, 1392–1401. [CrossRef]

287. Isgro, K.; Castañeda, M. Mothers in U.S. academia: Insights from lived experiences. *Women's Stud. Int. Forum* **2015**, *53*, 174–181. [CrossRef]

288. O'Brien Katharine, R.; Martinez Larry, R.; Ruggs Enrica, N.; Rinehart, J.; Hebl Michelle, R. Policies that make a difference: Bridging the gender equity and work-family gap in academia. *Gend. Manag. Int. J.* **2015**, *30*, 414–426. [CrossRef]

289. Schiebinger, L.; Henderson, A.D.; Gilmartin, S.K. *Dual-Career Academic Couples: What Universities Need to Know*; Stanford University: Stanford, CA, USA, 2008.

290. Ward, K.; Wolf-Wendel, L. *Academic Motherhood: How Faculty Manage Work and Family*; Rutgers University Press: New Brunswick, NJ, USA, 2012.

291. Banik, G. Strategies and techniques for new tenure-track faculty to become successful in Academia. In Proceedings of the ASEE Annual Conference and Exposition, Conference Proceedings, New Orleans, LA, USA, 26–29 June 2016.

292. Erren, T.C.; Mohren, J.; Shaw, D.M. Towards a good work-life balance: 10 recommendations from 10 Nobel Laureates (1996–2013). *Neuro Endocrinol. Lett.* **2021**, *42*, 135–149. [PubMed]

293. Kimmie-Dhansay, F.; Shea, J.; Amosun, S.; Swart, X.; Thabane, L. Perspectives on academic mentorship, research collaborations, career advice and work–life balance: A masterclass conversation with Professor Salim Abdool Karim. *Afr. J. AIDS Res.* **2022**, *21*, 86–91. [CrossRef]

294. Bendell, J. Deep adaptation: A map for navigating climate tragedy. *Inst. Leadersh. Sustain. (IFLAS) Occas. Pap.* **2019**, *2*, 1–31.

295. Bendell, J. Replacing Sustainable Development: Potential Frameworks for International Cooperation in an Era of Increasing Crises and Disasters. *Sustainability* **2022**, *14*, 8185. [CrossRef]

296. Jonathan, L.; Bendell, J. *Ethical Implications of Anticipating and Witnessing Societal Collapse: Report of a Discussion with International Scholars*; Institute for Leadership and Sustainability (IFLAS) Occasional Papers; Cumbria University: Carlisle, UK, 2022; Volume 9.

297. Rashmi, K.; Kataria, A. Work–life balance: A systematic literature review and bibliometric analysis. *Int. J. Sociol. Soc. Policy* **2021**, *42*, 1028–1065. [CrossRef]

298. Fan, Y.; Potočnik, K.; Chaudhry, S. A process-oriented, multilevel, multidimensional conceptual framework of work–life balance support: A multidisciplinary systematic literature review and future research agenda. *Int. J. Manag. Rev.* **2021**, *23*, 486–515. [CrossRef]