

# Impact of Dual Responsibilities on Job Satisfaction of Female Graduate Teachers: Insights from Kamrup Metro and Kamrup District, Assam

**Karabi Das<sup>1</sup> & Dr. Siba Ranjan Mahanta<sup>2</sup>**

<sup>1</sup>Assistant Professor, Rangia Teacher Training College, Rangia Kamrup & Doctoral Research Scholar, Dept. of Education, Mahapurusha Srimanta Sankaradeva Viswavidyalaya.

<sup>2</sup>Research Supervisor, Dept. of Education, Mahapurusha Srimanta Sankaradeva Viswavidyalaya

## **Abstract:**

Female graduate teachers in Assam occupy a pivotal position in expanding access and quality in school education while simultaneously managing substantial family responsibilities. This paper, drawing solely on secondary sources such as national and state statistical compilations (UDISE+, Economic Survey of Assam), district-level datasets, and existing literature, explores how dual work–family responsibilities shape job satisfaction among women teachers. Classic frameworks including Work–Family Conflict theory and the Job Demands–Resources model are applied alongside contemporary Indian evidence on work–life balance, teacher deployment, pupil–teacher ratio, and women’s educational and labour indicators. The analysis reveals that role overload, time-based and strain-based conflicts, administrative workload, and limited autonomy emerge as primary demand-side stressors, while supportive leadership, predictable schedules, professional development opportunities, and access to childcare or social support function as vital resources that buffer conflict and enhance satisfaction. Distinct contextual differences are noted: Kamrup Metropolitan, with its higher urban literacy and institutional density, presents challenges linked to administrative intensity and interactional demands, whereas the more dispersed schooling pattern of Kamrup district accentuates commuting difficulties and workload imbalances. Policy recommendations highlight the need for administrative de-burdening, rationalized teacher deployment, strengthened in-school resources, and gender-responsive measures such as flexible timings, transport facilities, and creches. The study acknowledges its limitation in relying exclusively on secondary data, underscoring the value of future primary research to validate and deepen these insights.

**Keywords:** work–family conflict, teacher job satisfaction, women teachers, Assam, UDISE+, Job Demands–Resources

## **1. Introduction:**

Teaching has long been recognized as a profession that attracts a significant proportion of women in India, a trend often described as the “feminization of teaching.” This development is not accidental but stems from deliberate policy initiatives to encourage women’s entry into

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the teaching workforce, motivated by the belief that female teachers can positively influence girls' enrolment, retention, and safety in schools. According to UDISE+ 2023–24, India has more than 9.8 million teachers, with women constituting a large share of this workforce, highlighting their central role in shaping the country's educational outcomes. The question of their job satisfaction and long-term retention thus becomes critical, not only for the teachers themselves but also for the effectiveness of the education system at large.

In Assam, the role of women teachers is particularly significant in bridging educational disparities. Kamrup Metropolitan, which includes the fast-growing urban centre of Guwahati, records the state's highest literacy levels and houses a dense network of schools. In contrast, Kamrup district represents a more rural–peri-urban profile, where commuting difficulties, dispersed school distribution, and uneven deployment of teachers present unique challenges. These contextual differences influence the demands placed on female graduate teachers as well as the resources available to them, thereby directly shaping their overall job satisfaction while balancing professional duties with family responsibilities.

## 2. Conceptual Framework:

### 2.1 Work–Family Conflict (WFC):

Greenhaus and Beutell's (1985) framework distinguish time-based, strain-based, and behavior-based conflicts between work and family roles. For teachers, time-based conflicts arise from lesson preparation, evaluation, and co-curricular duties; strain-based conflicts follow from emotional labour and classroom management; behaviour-based conflicts emerge when professional display rules clash with home-role expectations. WFC typically predicts lower job and life satisfaction unless buffered by resources.

Recent teacher-focused studies (India and abroad) reaffirm that WFC and its reverse (FWC) are associated with reduced job satisfaction, often mediated by emotional exhaustion or depleted psychological capital, aligning with Conservation of Resources logic.

### 2.2 Job Demands–Resources (JD-R) Model:

The JD-R model posits that **demands** (workload, role conflict, emotional demands) drive strain and burnout, while **resources** (autonomy, social support, feedback, development opportunities) fuel engagement and satisfaction. For female teachers, family support, flexible scheduling, and supportive leadership function as critical resources that mitigate WFC.

## 3. Research Objectives:

- i. To synthesize, the key determinants linking dual (work–family) responsibilities to job satisfaction among female graduate teachers.
- ii. To interpret how district-level education and gender indicators in Kamrup Metropolitan and Kamrup shape these determinants and, by extension, job satisfaction.

## 4. Research Methodology:

This study is based exclusively on secondary sources of data to analyze the impact of dual responsibilities on the job satisfaction of female graduate teachers in Kamrup Metropolitan and

Kamrup districts of Assam. Relevant information was gathered from official statistical reports such as UDISE+ (2023–24), the Economic Survey of Assam, district statistical handbooks, and reports from Samagra Shiksha. In addition, peer-reviewed journals, books, and published studies on work–family conflict, job satisfaction, and women in teaching were reviewed.

## **5. Context: Kamrup Metro and Kamrup:**

### **5.1 Demography, Literacy, and Urbanization:**

Kamrup Metropolitan district, home to Guwahati city, represents the most urbanized part of Assam with a literacy rate significantly above the state average. The concentration of educational institutions, better infrastructure, and accessibility to public services create a dense schooling network that reduces the physical distance between schools and residences. However, rapid urbanization also brings challenges such as traffic congestion, high cost of living, and limited time for family responsibilities, all of which can intensify the work–family conflict faced by women teachers. In contrast, Kamrup district displays a rural–peri-urban profile where schools are geographically dispersed and commuting often involves long distances, limited transport facilities, and infrastructural constraints. Although rural communities may offer stronger kinship support systems for childcare and household management, the lower literacy levels and fewer professional opportunities can restrict women teachers' career progression. These demographic and literacy differences shape the context of job satisfaction and dual responsibilities across the two districts.

### **5.2 Schooling and Teacher Deployment:**

According to UDISE+ and Samagra Shiksha records, Assam has witnessed steady improvements in pupil–teacher ratios (PTRs) over the past decade, reflecting efforts to strengthen the teacher workforce. However, despite these gains, challenges of uneven distribution and deployment persist. Reports have indicated that while certain urban schools in Kamrup Metro experience an adequate or even surplus number of teachers, several rural schools in Kamrup district operate with acute shortages, and in extreme cases, some schools reportedly function without any full-time teachers. Such imbalances distort workload patterns overcrowded classrooms in understaffed schools or excessive administrative duties in better-staffed but highly populated urban schools. Samagra Shiksha's district "Basic Data" further reveals that Kamrup Metro, due to its higher density of institutions, places heavier emphasis on administrative responsibilities, meetings, and co-curricular activities. Conversely, teachers in Kamrup often struggle with travel time, multi-grade teaching, and limited access to professional resources, collectively affecting job satisfaction.

## **6. Synthesis of Determinants from Secondary Literature:**

### **6.1 Demand-Side Stressors that Depress Job Satisfaction:**

Job satisfaction among female graduate teachers is deeply influenced by a range of demand-side pressures that arise from both the structural conditions of the education system and the personal realities of balancing family responsibilities. When professional expectations escalate without corresponding institutional support, the likelihood of work–family conflict intensifies. In Assam, particularly in the districts of Kamrup Metro and Kamrup, these stressors manifest

in multiple forms, shaped by urban density, rural dispersion, and administrative practices. The following are key stressors that reduce teachers' overall sense of fulfillment and motivation.

- i. **Time based Overload:** Teachers face extensive workloads beyond classroom teaching. Lesson planning, evaluating assignments, participating in co-curricular activities, and frequent parent-teacher interactions extend the workday significantly. Additionally, compliance reporting and data entry requirements imposed by educational authorities consume valuable time. For female teachers with household responsibilities, this overlap creates constant time scarcity, leaving little opportunity for rest or family engagement, thus lowering job satisfaction.
- ii. **Strain-based conflict:** Emotional labour is inherent in teaching, involving classroom management, addressing diverse student needs, and maintaining professional composure under stress. Such strain often drains the physical and emotional energy required for household duties and caregiving roles. Over time, this role conflict contributes to exhaustion, stress, and a diminished sense of professional accomplishment, worsening dissatisfaction.
- iii. **Administrative intensity and paperwork:** The requirement to maintain multiple registers, compile performance records, and provide data for UDISE+ and other assessment systems creates an additional administrative burden. Without clerical or digital support, teachers often perceive these tasks as encroaching on instructional time, reducing autonomy and professional control. Female teachers in particular may find this paperwork more stressful when combined with family responsibilities, amplifying their work-life imbalance.
- iv. **Commute and safety concerns:** Geographical and infrastructural constraints present distinct challenges in the two districts. In Kamrup district, teachers frequently travel long distances to reach rural schools, often on inadequate transport networks, leading to fatigue and safety concerns, especially for women. Conversely, in Kamrup Metro, urban congestion and traffic delays extend commuting hours. Both scenarios reduce time available for family care, disrupt work-life fit, and contribute to job dissatisfaction.
- v. **Mismatched deployment:** Despite improvements in the overall pupil-teacher ratio, distribution remains uneven. Some rural schools in Assam report acute teacher shortages, forcing existing staff to handle multi-grade classrooms and heavier teaching loads. On the other hand, certain urban schools may have a surplus of teachers but increased administrative and co-curricular demands. This mismatch creates inequitable workloads and a sense of unfairness, leading to frustration and declining morale among female teachers.

For unmarried teachers, job satisfaction depends largely on fair treatment, inclusion, and recognition. They are often expected to take extra duties under the assumption of fewer personal constraints, which can lead to hidden forms of role overload. Conversely, unmarried women tend to invest more in professional development and mentorship activities, highlighting how autonomy and learning opportunities can serve as critical satisfaction drivers for this group.

## 6.2 Resource-Side Enablers that Elevate Job Satisfaction:

While the pressures of dual responsibilities can create significant strain, research also highlights the presence of supportive resources that enhance teachers' resilience, motivation, and satisfaction. According to the Job Demands–Resources (JD-R) model, access to adequate resources does not merely offset workplace stressors but actively strengthens engagement and performance. For female graduate teachers, especially those balancing professional and family obligations, the presence of enabling conditions such as leadership support, predictable scheduling, professional growth opportunities, and community networks can play a transformative role in improving job satisfaction. In the contexts of Kamrup Metro and Kamrup districts, these resource-side factors are particularly significant in addressing district-specific challenges.

- i. **Supportive leadership and collegial climate:** School leaders and administrators who foster an inclusive, empathetic, and participatory environment directly influence job satisfaction. Supportive leadership enhances teachers' sense of autonomy, recognizes their contributions, and provides emotional reassurance. Collegiality among peers creates a cooperative climate where teachers can share workloads, exchange ideas, and access informal support. Such environments buffer the impact of work–family conflict and promote a greater sense of professional commitment.
- ii. **Predictable, family-friendly scheduling:** Flexible and predictable scheduling policies significantly ease the burden of dual responsibilities. For instance, administrative decisions to adjust school timings during extreme weather conditions (such as heat waves) reflect a sensitivity to teachers' wellbeing. When school systems institutionalize family-friendly practices, including timely communication of schedules and avoidance of last-minute assignments, female teachers can better coordinate household and caregiving duties, leading to improved job satisfaction.
- iii. **Professional development (PD) and career progression:** Opportunities for training, workshops, and skill enhancement provide intrinsic motivation and professional efficacy. Teachers who engage in continuous learning feel valued and empowered, which positively impacts their satisfaction levels. In India, studies indicate that educators who access PD programs and see a clear pathway for career advancement report greater enthusiasm and reduced burnout. For women in particular, PD opportunities enhance self-confidence and professional identity, enabling them to balance their dual roles with a sense of achievement.
- iv. **Childcare and social support:** Access to reliable childcare either through school-based crèches or nearby facilities reduces the conflict between professional and caregiving roles. In addition, strong kinship networks, spousal support, and community solidarity function as informal yet powerful enablers of work–life balance. For teachers in rural Kamrup, extended family structures often step in to assist with child-rearing, while in Kamrup Metro, the availability of paid childcare or organized facilities may provide relief. Such supports mitigate family-to-work conflict and allow teachers to remain more focused and satisfied at work.

v. **Reasonable PTR and rationalized workload:** Improvements in the pupil-teacher ratio (PTR), as reported nationally, contribute directly to manageable class sizes and reduced teaching stress. When workloads are distributed equitably through rationalized deployment, teachers are better able to devote attention to both professional and personal responsibilities. Balanced workloads reduce the likelihood of burnout, improve classroom interactions, and leave teachers with sufficient time for family commitments. Ensuring fair PTRs across both urban and rural schools in Kamrup is thus central to sustaining job satisfaction among female graduate teachers.

## 7. District-Sensitive Interpretation:

Unmarried women teachers in Kamrup Metro experience nuanced pressures. Urban institutions often rely on them for additional administrative or extracurricular tasks, considering their supposed schedule flexibility. However, such expectations can result in fatigue and decreased work satisfaction. Moreover, urban social contexts occasionally perpetuate stereotypes that undervalue single women's emotional and social lives. Encouraging equitable task allocation and peer support systems can substantially improve their wellbeing.

### 7.1 Kamrup Metropolitan:

Kamrup Metropolitan, anchored by Guwahati, represents the most urbanized and institutionally dense district of Assam. This urban context provides both opportunities and challenges for female graduate teachers who juggle professional and domestic roles. While access to facilities, professional networks, and childcare is relatively better, the pace of urban schooling with its competitive expectations, frequent events, and higher parental involvement creates unique stressors that influence job satisfaction. The determinants of satisfaction here must therefore be understood through the dual lens of urban intensity and resource availability.

- i. **Higher institutional density and workload intensity:** The clustering of schools in Kamrup Metro reduces average travel time for teachers, minimizing the fatigue associated with long commutes. However, this density also translates into heavier administrative and co-curricular demands. Urban schools often host frequent competitions, celebrations, workshops, and parent-teacher meetings, which expand the scope of responsibilities beyond classroom teaching. Teachers thus face heightened time-based conflicts as professional obligations spill over into personal and family time.
- ii. **Female literacy and heightened role salience:** Kamrup Metro records the highest female literacy rate in Assam, which correlates with stronger professional aspirations and greater participation in dual-earner households. For women teachers, this translates into a heightened salience of both professional and domestic roles. They are expected to excel in their careers while maintaining active caregiving responsibilities at home. This dual expectation increases the importance of predictable schedules, empathetic leadership, and organizational flexibility as key determinants of job satisfaction in the district.
- iii. **Urban service access as supportive resources:** Urban infrastructure offers greater access to resources such as professional development programs, healthcare facilities,

and childcare centres. When available within reasonable cost and distance, these services function as powerful enablers that mitigate work–family conflict. For instance, participation in skill-building workshops enhances professional identity, while proximity to reliable childcare allows women teachers to fulfil caregiving duties without constant anxiety. However, disparities in affordability and uneven access within urban neighbourhoods mean that these potential resources are not uniformly experienced, making their effective provision central to sustaining job satisfaction.

In rural Kamrup, unmarried women teachers confront a different reality. They may face long commutes, limited housing near schools, and social stigma attached to living independently. Despite fewer family-related duties, the lack of community acceptance and social isolation can adversely affect morale. Institutional efforts such as accommodation support, safety measures, and local sensitization can make a significant positive difference.

## 7.2 Kamrup District:

In contrast to the urban concentration of Kamrup Metropolitan, Kamrup district reflects a predominantly rural and peri-urban profile. The spatially dispersed nature of habitations and schools introduces unique challenges for female graduate teachers who must balance professional duties with household responsibilities. While infrastructural gaps and deployment mismatches often intensify workloads, the embeddedness of teachers in rural communities can also provide compensatory forms of social support. Understanding job satisfaction here requires recognizing the interplay of structural constraints and community-based resources.

- i. **Spatial dispersion and commute burdens:** Schools in Kamrup district are scattered across villages and semi-urban clusters, increasing the average commuting distance for teachers. For female teachers, this not only consumes valuable time but also raises concerns about safety and punctuality, particularly during monsoons or in areas with limited transport connectivity. Longer commutes often reduce the time available for family obligations and exacerbate fatigue, thereby heightening work–family conflict. The possibility of multi-grade teaching in smaller, dispersed schools further adds to the academic and emotional demands placed on teachers.
- ii. **Deployment mismatches and workload unevenness:** Like many rural districts in Assam, Kamrup faces selective teacher shortages and surpluses across schools. State-level surveys and media reports highlight instances of schools with no teachers at all, which results in uneven workload distribution when teachers are reassigned or left to manage multiple classes. For female teachers, this creates strain-based conflict, as the pressure of covering gaps reduces autonomy and job satisfaction. The unevenness also undermines morale, particularly when teachers in remote or understaffed schools feel disadvantaged compared to colleagues in better-staffed areas.
- iii. **Community support as a buffering resource:** Despite structural challenges, Kamrup's rural character offers an important counterbalance through stronger community and kinship networks. Informal childcare provided by extended family members or supportive neighbors helps teachers manage caregiving responsibilities during school hours. Community recognition and respect for the teaching profession

can also serve as intangible motivators, reinforcing professional identity. These social resources, while not eliminating the demands, create a buffer that reduces the negative impact of workload pressures and fosters a sense of belonging, which is crucial for sustaining job satisfaction.

By incorporating the experiences of unmarried women, the discourse around dual responsibilities becomes more inclusive. Although they do not manage family–work conflicts, they navigate workplace biases, loneliness, and overwork stemming from institutional assumptions about availability. Their satisfaction often depends on organizational equity, collegiality, and recognition rather than family-friendly policies alone. Thus, job satisfaction for unmarried teachers is closely tied to psychological and professional empowerment

## **8. Discussion:**

The findings of this study reaffirm that job satisfaction among female graduate teachers cannot be understood in isolation from the dual responsibilities they shoulder at both work and home. The literature consistently frames this through the Work–Family Conflict (WFC) and Family–Work Conflict (FWC) pathways, whereby excessive demands in one domain spill over and impair functioning in the other. Emotional exhaustion, role strain, and reduced psychological capital are frequently reported mediators that erode satisfaction when teachers face sustained overload. The Job Demands–Resources (JD-R) model is particularly useful in interpreting these dynamics, as it highlights that reducing demands alone is insufficient; strengthening resource pathways through autonomy, supportive leadership, career opportunities, and family-friendly policies is equally vital for sustaining motivation and satisfaction.

In Kamrup Metropolitan, the urban concentration of schools reduces commuting difficulties but simultaneously raises administrative intensity, frequent parent–school interfaces, and co-curricular obligations. These factors create significant time-based conflict for women balancing caregiving responsibilities. Yet, the same urban context also provides opportunities for professional development, access to childcare facilities, and better healthcare resources that, if leveraged effectively, can buffer the strain and enhance job satisfaction.

By contrast, Kamrup district presents challenges of spatial dispersion, commuting burdens, and multi-grade teaching, all of which heighten WFC. Teacher shortages in certain schools amplify workloads, undermining morale and satisfaction. Nevertheless, rural community structures offer social support, including informal childcare and kinship-based assistance, which partially offset these demands. This underlines the importance of context-sensitive policies where rationalized deployment, provision of transport facilities, and workload adjustments can significantly improve satisfaction in rural settings.

At a macro level, improving Pupil–Teacher Ratios (PTRs) across India, as highlighted in national statistics, is encouraging. Yet, the persistence of school-level mismatches suggests that aggregate gains may conceal local inequities. Furthermore, Assam’s relatively high female literacy, combined with low female labour force participation, reflects the structural “double burden” women face. Thus, gender-responsive human resource policies flexible scheduling, childcare provision, and administrative relief measures are necessary to enhance both job satisfaction and long-term retention of female teachers in the region.

## 9. Policy and Practice Implications:

### 9.1 Manage Demands:

Addressing demand-side pressures is central to improving the job satisfaction of female graduate teachers, as excessive workload and role conflicts directly undermine their work-life balance. Effective strategies must target structural bottlenecks such as administrative burden, uneven deployment, and travel challenges.

- i. **De-burden administrative workload:** Teachers often spend long hours on non-teaching tasks like UDISE+ entries, assessment reporting, and maintaining duplicative registers. Providing clerical or digital support, along with streamlined reporting mechanisms, would restore time for core teaching and reduce role overload.
- ii. **Rationalize deployment:** Persistent shortages in some schools and surpluses in others result in uneven workloads. Continuous monitoring, transparent transfers, and rationalized postings can distribute teaching responsibilities equitably, ensuring teachers are not overstretched.
- iii. **Travel-time reduction:** In both urban congestion and rural dispersion, commuting erodes time and energy. Cluster-based timetabling, transport facilities, or priority postings nearer to residence especially for women with caregiving duties can meaningfully reduce fatigue and conflict, promoting satisfaction.

### 9.2 Strengthen Resources:

Alongside reducing demands, strengthening resources is critical for sustaining female teachers' job satisfaction in Kamrup Metro and Kamrup District. A resource-enriched environment not only offsets work-family conflict but also promotes motivation, resilience, and professional growth.

- i. **Leadership and collegial climate:** Principals and school heads play a pivotal role in shaping teacher morale. Training leaders to provide constructive feedback, grant autonomy, and encourage teamwork fosters a positive school climate.
- ii. **Predictable, flexible scheduling:** Administrative policies that allow predictable school hours, flexible entry/exit windows, or timing adjustments during extreme weather help teachers balance professional and family responsibilities.
- iii. **Professional development with workload protection:** Teachers benefit most from PD when workload is adjusted. Scheduled PD days with substitute cover and recognition through micro-credentials enhance learning and career progression.
- iv. **Childcare support:** Piloting on-site or linked childcare in urban clusters, with community-based solutions in rural areas, directly eases family-work strain.
- v. **Wellbeing supports:** Peer support circles and counselling access help build resilience and psychological capital, reducing the negative impact of dual-role stress.

## 10. Limitations:

This study, while grounded in secondary evidence, has several limitations that must be acknowledged.

- i. **Secondary-only evidence:** The analysis draws entirely on published data and literature, without fresh surveys or interviews. Contextual insights are therefore inferred through theoretical lenses such as JD-R and WFC, limiting empirical precision.
- ii. **Data granularity:** District-level tables often aggregate across diverse school types and locations. As a result, nuances such as specific commute distances, class sizes in remote schools, or school-level scheduling burdens remain underexplored.
- iii. **Causal attribution:** The paper proposes plausible pathways linking dual responsibilities with job satisfaction but cannot claim causal validation in the absence of primary field data.
- iv. **Temporal gaps:** Secondary sources may not fully capture the most recent dynamics, such as post-COVID changes in workload or digital reporting practices.
- v. **Regional generalizability:** Findings drawn from Kamrup Metro and Kamrup may not directly apply to other districts with different socio-economic contexts.
- vi. **Unmeasured socio-cultural norms:** Factors like gender norms within households, informal community expectations, or spousal employment are not fully captured in available data but strongly shape women teachers' experiences.

This highlights that both married and unmarried women experience work-related strain, albeit in different forms. Unmarried women face professional overextension and social scrutiny, while married women balance competing domestic and occupational expectations. Policies for female teachers should therefore adopt a holistic approach, promoting gender equity, safe working environments, and recognition for all women regardless of marital status.

## 11. Conclusion

The analysis of female graduate teachers in Kamrup Metro and Kamrup district underscores that job satisfaction cannot be understood in isolation from the dual responsibilities these women shoulder professional and domestic. Applying the Job Demands-Resources (JD-R) framework and insights from Work-Family Conflict (WFC) literature, the study reveals how contextual factors shape the balance of pressures and supports. In Kamrup Metro, urban density results in greater institutional clustering and enhanced access to professional services such as training, childcare, and healthcare. Yet, the same environment generates higher administrative intensity, frequent parental interface, and event-driven duties, which intensify time-based conflicts. Conversely, in Kamrup district, spatial dispersion and selective shortages increase commute burdens and multi-grade teaching pressures. Here, informal community networks and kin-based childcare act as buffers, although uneven deployment remains a critical challenge.

Across both districts, the evidence highlights that reducing unnecessary demands such as excessive paperwork, unbalanced postings, and unmanaged commute burdens while

simultaneously strengthening resources like supportive leadership, predictable scheduling, rationalized workloads, and professional development opportunities, is essential to sustaining teacher motivation and retention. Ultimately, gender-sensitive HR policies, informed by both macro indicators and micro realities, are vital for ensuring that female graduate teachers can thrive professionally while managing household responsibilities. Future research must integrate school-level primary data to validate these inferences and design precise interventions.

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