Work Life Balance and Job Satisfaction - A Structural Equation Modeling

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ABSTRACT

Work-Life balance has its importance from ancient days and the concept is very old, from the day the world has been created. There was a drastic change that has occurred in the market of teachers and their personal profiles. There are tremendous changes in various families which have bartered from the ‘breadwinner’ role of traditional men to single parent families and dual earning couples. This study furnishes an insight into work life balance and job satisfaction of teachers working in School of Villupuram District. The sample comprises of 75 school teachers from Government and private schools in Villupuram District. The Study results that there is increasing mediating evidence in Work-life balance as well as Job satisfaction of teachers are not affected by the type of school in which they are working. Job satisfaction or Pleasure of life will be affected as a whole by Work life balance of an individual which is the main which can be calculated by construct of subjective well being.

1. INTRODUCTION

An Educational Institution is made up of people and its function through people. Without people, an Institution cannot exist. Teachers have two life spheres, i.e. personal sphere and work sphere. Personal spheres consist of marriage, family, kinship, neighbourhood, community, and Friendship. The work sphere means the action involving psychological or physiological efforts, executed in order to achieve an expected outcome. Teachers have to balance these spheres for better productivity. But, when we analyse ourselves, we identify that the balance is lost somewhere between work and life.

2. LITERATURE

Basavaraj and Arun (2016) studied work life balance of university employees. Descriptive and Explorative research methodology where in the efforts are made to focus on the factors affecting work life balance among the university employees and the information needed for the same is collected through Secondary Data. The study explains that whether employees are happy with their work life balance or not. In Result, the study identified the present employees/ work forces are not happy in their profession and environment. The current working circumstances are highly influenced by the adverse impact of globalization and high technological intervention. Hence, it becomes challenge to the employer or higher authority to attract and retain the qualified employees by proving all necessary facilities, which are help full to maintain the work life balance and become more productive and efficient. Factor affecting work life balance of employees can be understood from the two different perspectives. They are from the perspective of employer standard working hours, organizational culture and practices, In house medical assistance, Leave Policy, Relationships between Peers, Flexible Working Hours and from the perspective (Marital Status, Number of Dependents (Children and Elder), Skills and Abilities to manage relationship).
Neha and Prashant (2016) studied the work life balance of women working in education institution in the city Indore of Madhya Pradesh. The sample size for the present study was 150 which were collected from private education institutes. The statistical tools like Factor analysis, KMO (kaiser- meyer- olkin measure of sampling adequacy) and Barlett test (chi-square, Df, sig)were used for the analysisare the tools used for the study by using the software of SPSS 16.0 version (Statistical Package for Social Science) and MS Excel 2007. The result indicated that, the educational sector demanded the Teachers involvement in new scenario; hence women have to perform many responsibilities as compared to earlier time by providing extra working hours. So that women used to face almost same work life problems like women working of corporate sectors face and it results in some of the life adjustments by women which should be accepted by management of education institution and the working women families

WORK LIFE BALANCE AND JOB SATISFACTION

Work-life balance is a huge phenomenon which is multifaceted and deficient in a global definition. Greenhaus (2001) and team explains work-family balance as the “extent to which an individual is equally engaged in -and equally satisfied with- his or her work role and family role”. Job satisfaction is the sense of a teacher which he obtains by doing the job that fulfils all his expectations. While morale refers to the group concept that is an attitude of all the teachers towards institution, job satisfaction is also one of the attitudes of an individual teacher. Job satisfaction has been defined as a ‘saturated, happiest or positive emotional state which is an outcome of the appraisal of one’s work or job experiences.

3. OBJECTIVES

➢ To study the Demographic, Individual and Organisational factors influencing work life balance.
➢ To Study the influence of work life balance and outcome Job satisfaction through Structural Equation Modelling.

4. RESEARCH DESIGN

The study attempted to highlight descriptively in nature for the work life balance and Job Satisfaction of a School Teachers working in Villupuram District.

SAMPLE

75 school teachers from the teachers’ population in Villupuram district were selected by using a Disproportionate Stratified Random Sampling method.

5. DATA ANALYSIS: STRUCTURAL MODELLING

The conceptual model of this work studies and the relationships can be analyzed through Structural Equation Modelling wherein the relationship among independent variables is also tested to verify as to whether the different attributes taken for study are influencing job satisfaction of teachers through their work-life balance with interrelationships among them.
El_Mean – Emotional Intelligence; Atti_mean – Attitude; Stres_mean– Stress Management;
Flex_mean – Flexible working arrangement; Commit_mean – Organizational Commitment;
WLC_mean – Work-life conflict; WLB_mean – Work-life balance; JOB_mean – Job satisfaction

The results of the above conceptual model shows the Chi-square value of 18.975, with p = .089,
GFI = 0.992; AGFI = 0.970; CFI = 0.995, TLI = 0.986 and RMSEA = 0.033. The goodness of fit
values indexes propose the norms of a high-fitting model are fully satisfied reasonably.
The regression weights of the parameters used in the model are appended in the following table
4.62 along with its significance in this model.

**REGRESSION WEIGHTS OF PARAMETERS IN STRUCTURAL MODEL**

<table>
<thead>
<tr>
<th>PARAMETERS</th>
<th>ESTIMATE</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLB_mean &lt;--- Atti_mean</td>
<td>-0.418</td>
<td>0.051</td>
<td>-8.209</td>
<td>.000*</td>
</tr>
<tr>
<td>WLB_mean &lt;--- Flex_mean</td>
<td>0.300</td>
<td>0.042</td>
<td>7.081</td>
<td>.000*</td>
</tr>
<tr>
<td>WLB_mean &lt;--- WLC_mean</td>
<td>0.252</td>
<td>0.034</td>
<td>7.404</td>
<td>.000*</td>
</tr>
<tr>
<td>WLB_mean &lt;--- Type</td>
<td>-0.001</td>
<td>0.023</td>
<td>-0.031</td>
<td>0.976</td>
</tr>
<tr>
<td>JOB_Mean &lt;--- EI_Mean</td>
<td>0.294</td>
<td>0.039</td>
<td>7.63</td>
<td>.000*</td>
</tr>
<tr>
<td>JOB_Mean &lt;--- Atti_mean</td>
<td>0.367</td>
<td>0.063</td>
<td>5.861</td>
<td>.000*</td>
</tr>
<tr>
<td>JOB_Mean &lt;--- Commit_mean</td>
<td>0.445</td>
<td>0.039</td>
<td>11.36</td>
<td>.000*</td>
</tr>
<tr>
<td>JOB_Mean &lt;--- Type</td>
<td>-0.006</td>
<td>0.024</td>
<td>-0.261</td>
<td>0.794</td>
</tr>
<tr>
<td>JOB_Mean &lt;--- WLB_mean</td>
<td>-0.185</td>
<td>0.041</td>
<td>-4.509</td>
<td>.000*</td>
</tr>
</tbody>
</table>

Significant at 1% level of significance
TABLE NO 1

It can be noted from the above model that the relationship between Work-life balance and the
attributes Attitude, Flexible working arrangement, Work-life conflict are significant at (p < .001) 1
per cent level of significance.
The various hypotheses set in the model are tested for their validity and the result is reproduced in the following table:

**TABLE NO 2**

<table>
<thead>
<tr>
<th>HYPOTHESIS TESTING OF FACTORS IN THE MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HYPOTHESIS</strong></td>
</tr>
<tr>
<td>Work-life balance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Work-life conflict</td>
</tr>
<tr>
<td>Type of school</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Type of school</td>
</tr>
</tbody>
</table>

* Significant at 1% level of significance

**TABLE NO 3**
The above table proves that the low p-value (< .01) for the pairs of factors verify that the null hypotheses of no relationship between each pair of factors is strongly rejected at 1 per cent level of significance and it is done that there is a significant positive relationship between each pair of factors in the above table.

**FINDINGS OF STRUCTURAL EQUATION MODELLING**

The work-life balance of teachers is significantly affected by the factors Attitude, Flexible working arrangement and Work-life conflict. About 22 per cent of variation in the work-life balance of teachers is explained by the factors Attitude, Flexible working arrangement and Work-life conflict. The job satisfaction of teachers was significantly affected by the factors Organizational commitment, Emotional intelligence and Attitude of teachers.

Around 59 per cent of variation of job satisfaction is explained by the factors Organizational commitment, Emotional intelligence and Attitude of teachers. There is a low negative relationship between work-life balance and job satisfaction of teachers, about 59 per cent of variation in job satisfaction is explained by indirect effect of factors through work-life balance; the factors Emotional intelligence, Organizational Commitment and Attitude of teachers are directly affecting job satisfaction, whereas the factors Flexible working hours and Work-life conflict have indirect effect on job satisfaction through work-life balance of teachers.

The attitude of teachers related negatively with their work-life balance and Flexible working arrangement/Work-life conflict have a related positively with work-life balance. This implies that if the teachers have a positive or favourable attitude towards their work, they may spend more time and involved in their work, which may at times affect their family life. If the teachers are permitted to work in flexible hours, it will allow them to spend enough time with their required and especially at the time required by their family. The attributes Attitude of teachers, Emotional intelligence, and Organizational commitment have a significant positive relationship with their job satisfaction. This implies that if the teachers have a positive or favourable attitude towards their work, they will be satisfied on their job even though their work-life balance is slightly affected; also more the emotional intelligence of teachers, more is their job satisfaction; furthermore, if the teachers are committed towards the organization in which they may spend more time and involved in their work, which may at times affect their family life. Also if the teachers are permitted to work in flexible hours, it will allow them to spend enough time with their required and especially at the time required by their family. Neither work-life balance nor job satisfaction of teachers is affected by the type of school in which they are working. The levels of satisfaction of teachers on their work-life balance as well as on their job do not vary much with respect to the school in which they are working. The attributes Work-life Conflict, Flexible work arrangement and Attitude have direct effect on Work-life balance of teachers; Work-life conflict and Flexible working arrangement have a positive effect while the Attitude has a negative effect on work-life balance.

The attributes Organizational Commitment, Emotional Intelligence, Attitude and Work-life balance have a direct effect on the job satisfaction of teachers. The attributes Organizational commitment, Emotional intelligence and Attitude have positive effect while the attribute Work-life balance has a negative effect on job satisfaction of teachers. The attributes Work-life conflict, Flexible working arrangement and Attitude of teachers have also indirectly affecting job satisfaction through their work-life balance. The factors Work-life balance as well as Job satisfaction of teachers are not affected by the type of school in which they are working, i.e., the work-life balance of teachers.
working in Government school, Aided school and Private schools are same; also the job satisfaction of teachers is same irrespective of the school in which teachers are working.

6. RECOMMENDATIONS

It is suggested that the teachers should develop a favourable attitude towards their work and must love their profession which will ultimately raise their of work-life balance level and derive sole-satisfaction from their work. Different approaches to work-life balance: the schools can include leave arrangements in their work-life balance policy for emergency situations to provide presently. They are as follows:

- **Flexi-time** – The basic challenge in Education sector is that the schools cannot adopt the complete flexi time working system. But this option has been recently adopted by some private institutions. This can very well be implemented in other institutions as well.
- **Job-sharing** – instead of having one full time teacher, the same job can be shared by two people on a part-time basis. Such an arrangement will ensure to a certain extent, balance in work-life.
- **Sponsoring family, friendly activities like picnics/outing etc.** – arranging the family picnic and outing trips once a year, will also enhance the friendly relations among the teachers which would certainly benefit the development of inter-personal relationships.
- **Time management workshops** - Arranging work-shops on time management once in a year will also help these teachers to understand and prioritize different activities on and off the job.
- **Arranging Stress** – Conducting management and Meditation work-shop frequently will help the over-stressed teachers to cope up with the present health related issues.
- **Job-related training** - Frequent job oriented training programs will enable them the intricacies of the job and improve the teacher’s skill in handling the work and students.

Behavioural modeling technique helps to improve interpersonal competence through that teacher can overcome stress and attitudinal problem. This is an effective technique which improves the associations between superior-subordinate, because issues resulting out of parents- students-Teachers – Management relations are common in Schools.

7. REFERENCES


