INVESTIGATING THE ORGANIZATIONAL FACTORS' AFFECTING WORK LIFE BALANCE OF TEACHERS': USING STRUCTURAL EQUATION MODELING (SEM) APPROACH

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Abstract

*This study set out to investigate the relationship between organizational factors and work life balance issues of teachers working in educational institutions. The study developed a model of work life balance and employing structural equation modelling (SEM) as the primary statistical technique to analyze the relationship among the constructs. Models were tested with path analysis using AMOS 23.0. To test specific relationships between organizational factors and work life balance, regression weights were examined (significance level was set at p<.05). Result showed that the most significant predictors were; work overload (t=3.882), organizational support (t=3.256), and co-worker support (t=2.128). There is a direct positive relationship among organizational support, co-worker support, and workload with work life balance indicating that as organizational support, and the co-worker support increases, so also the work life conflict decreases. The present research hypothesized that gender differences proved to be a significant predictor of WLB, results supported the hypothesis. Women have a higher levels of work life conflict than men (p-value; 0.004** < 0.05). In addition, the study contributes to the knowledge of WLB studies by identifying and assessing the impact of organizational factors that lead to WLB of teachers. Finally, human resource management professionals, management consultants, and policy makers may also use these results to level out the issues of WLB of teachers.*

Keywords: *Bangladeshi Teachers', Organizational Factors', Structural Equation Modeling (SEM), and Work Life Balance (WLB).*

1. INTRODUCTION

Work-life balance (WLB) refers to the maintenance of balance between work and family responsibilities so that role conflicts between them are reduced (De Cieri, et al., 2005). Individuals with healthy WLB experience less stress, and show greater satisfaction with life in

general compared to those with poor WLB (Hobson et al., 2001). A good work-life balance is defined as a situation in which workers feel that they are capable of balancing their work and non-work commitments, and, for the most part, do so (Barnett et al., 2001). Work life balance (WLB) is the separation between work life and personal life of an employee in the organization. Workers' everyday experiences showed that work and family are both sources of growth and support as well as burdens and strains (Crouter, 1984). The combination of ever-increasing demands at the workplace and the demands at home are causing imbalances in work-life (Doble and Supriya, 2010). WLB is advocated to achieve a more harmonious balance between their work responsibilities and their private responsibilities and personal interests and achieving balance needs to be considered from multiple perspectives (Ako, 2018).

Work-life imbalance has been found to have various negative consequences. One of them is that, it has been found to affect the employee's family relationship to the extent that it could cause work-family conflict (Alam, et al., 2009). When the employees' family relationship is affected, it could affect their concentration at work and consequently affect their performance. Besides that, Major et al. (2002) found that longer working hours (i.e. work-life imbalance) was significantly linked to depression and stress related problems. This finding is supported by the study of Kinman and Jones (2003), which showed that long working hours has an effect on employees' psychological (i.e. anxiety and depression) and physical wellbeing (i.e. coronary heart disease), and both these factors are linked with job stress in many occupations.

Currently, there are quite a large number of studies that have been done looking into the issue of work-life balance. Some of these studies examines factors that lead to the uptake of work-life programmers implemented by organizations (McCarthy et al., 2013), while others studied the factors affecting work-life balance (Syrek et. al., 2013). Most importantly, all these studies focused on factors that could improve the work-life balance of today's workforce, and all of them agreed that there are many factors that could influence it, and further research needs to be conducted discover other factors that could contribute to work-life balance. Hence, it is the objective of this study to fill this gap, and determine the relationship between several individual factors and organizational factors to work-life balance. Specifically, the current study focuses on the influence that job engagement, workload, and organizational support, has on work-life balance. The findings of this research would contribute to existing literature on work-life balance because it helps in understanding the role played by organizational factors in enhancing the workforce work-life balance.

This study sought to investigate the factors affecting the work life balance of women teachers through the following research questions. Additionally, we explored the potential differences in the WLB of teachers with regard to gender differences. In order to achieve the main objective, following specific objectives have been identified:

- *To analyze the factors influencing the WLB of teacher in organizational settings.*

To attain this objective, the study incorporates an extensive literature review to identify gaps in the field of research into organizational settings. The present study provides recommendations for human resource professionals, management consultants, and academicians themselves to deal with the major WLB issues faced by Bangladeshi women teachers.

2. CONCEPTUAL MODEL AND HYPOTHESIS DEVELOPMENT

2.1 Organizational Support (OS) and Work-Life Balance (WLB)

OS refers to the extent in which an organization is supportive and sensitive to employees' needs to maintain WLB. OS is important because providing support means that firms value the contribution of their employees and cares for their employee's wellbeing (Eisenberger et al., 1986). A study of Smith and Gardner (2007) found that such effort has a positive impact on employees' WLB. Another study by O'Driscoll et al. (2003) found that employees who perceived their organization to be family-supportive utilized more family supportive programs in their workplace. Research has shown that WLB programs can be ineffective if supervisors are not in favors of them (Thomas & Ganster, 1995). Other research on manager support has reported that supportive managers are associated with higher utilization of WLB programs (Kirby & Krone, 2002). Behson, (2005) found managerial support to be positively related to WLB program utilization. Smith and Gardner (2007) also found evidence supporting a positive relationship between WLB program utilization and supervisor support. As many previous studies have found, perceived workplace support, perceived supervisory support, and work-schedule flexibility were associated with employees' perceived levels of work-life balance (Frye & Breaugh, 2004; Jang, 2009). Besides that, other literatures have also shown that OS has an effect on work-life balance, in which it moderates the relationship between various factors and work-life balance (Amarakoon & Wickramasinghe, 2010; Nasurdin & O'Driscoll, 2012). In short, organizational support was found to play an important role in the regulation and management of work-life balance. Therefore, OS is important factor which will facilitates WLB, and therefore it is hypothesized that:

> H_1: There is a significant positive relationship between OS and WLB.

2.2 Co- worker support (CS) and Work-Life Balance (WLB)

CS concerns support and sensitivity to fellow employees' family responsibilities. Kirby and Krone (2002) found that unsupportive co-workers did not want others to utilize WLB programs mainly because it led to increase in their personal work responsibilities. CS is important to manage work family conflict (Suresh & Kodikal, 2017) In relation to the relationship between CS and WLB program utilisation, researchers have found CS to be related to higher program utilization. For example, Kossek et al., (1999) found that managers with peers who used WLB

programs, utilized more programs themselves. Some researchers have found CS to have no influence on WLB programs utilization (Smith & Gardner, 2007). Therefore, it is hypothesized that:

H₂: *There is a significant positive relationship between CS and WLB.*

2.3 Work Overload (WO) and Work-Life Balance (WLB)

Previous studies have shown that here are many factors that could affect WLB. Some of the factors that have a negative impact on WLB, for example work overload (Virick, et al., 2007). Specifically, WO is one of the major factors that was said to influence work-life balance. WO describes a perception that one has too much to do (Leiter & Schaufeli, 1996). According to Yildirim and Aycan (2008) found that irregular work schedules and WO were the insignificant predictors of WLB. Having Work family conflict shown on impact on psychological health and job satisfaction (Sharma, et al., 2016). Over time work has also an impact on WLB. Furthermore, experience shows that when employees are overworked, they actually do not produce extra output. In fact, when employees were overloaded with work, they often get frustrated that their work-life balance seems to be non-existent. Therefore, it is expected that WO would be negatively and strongly related to WLB, and it is hypothesized that:

H₃: *There is a negative relationship between WO and WLB.*

2. 4. Control variable

Demographic variables, also named as external individual variables, are most often researched variables in the area of objective personal factors are the ones connected. Some of these variables are gender, age, family life, children, etc. Gender roles both directly influence perceived work life conflict and moderate the relationship between the working hours, time devoted to family, and perceived work life conflict (Carlson & Perrewé, 1999). Men and women who are engaged in fulltime professional employment on average spend fewer hours in family work such as household maintenance, childcare, shopping, and house cleaning than in their paid position (Carlson & Perrewé, 1999). Another study by Doble and Supriya, (2010) research proves that men work longer hours than women while women spend more time in work devoted to family. Additionally, since women are more present in house work and chores working women are faced with more demands and conflict than working men (McElwian et al., 2005; Robinson & Godbey, 1997). And, even though both genders find family as more important than work, women report higher rates of life interferences with work than do men (Netemeyer et al., 1996). Women report having levels of life work conflict higher than men (McElwian et al., 2005; Obradovic & Cudina-Obradovic, 2009; Sverko et al., 2002; Wiersma & Van der Berg, 1991). In other research men had lower levels of life work conflict than women (Aryee, Luk, Leung & Lo, 1999). Although, Rajadhyaksha and Velgach (2009) found no difference in levels of work life conflict among men and women, their research showed women were experiencing significantly higher

life work conflict than men. Contrasting to these results, other research shows no relationship among gender and work life conflict or life work conflict (Rice et al., 1992). Following this line of previous research, it is hypothesized that women will have a higher levels of work life conflict than men whereas; hypotheses is postulated as follows:

H_4: Men have a higher level of WLB than women.

Scholars have produced a considerable body of theoretical approaches to WLB and its typologies (Rantanen et al., 2011) and review literature (Raisinghani and Goswami, 2014; Poulose & Sudarsan, 2018; Fisher-McAuley et al., 2003) in the domain of WLB and the conceptual relationship between various variables and constructs which affect the work life balance policies in the organization. Several models have been propounded to explain the work family linkage (Fisher-McAuley et al.; 2003). A number of conceptual models of work life balance/work family conflict/work family enrichment have been proposed (Anafarta, 2011). Traditionally, one of the most studied concepts in the work-personal life issues is work-family conflict and extensive research in WLB measurement is based on work family conflict (Michel & Clark, 2009; Carr et al. 2008). This study seeks to gain a better understanding of selected organizational factors affecting the work life balance (see figure 1).
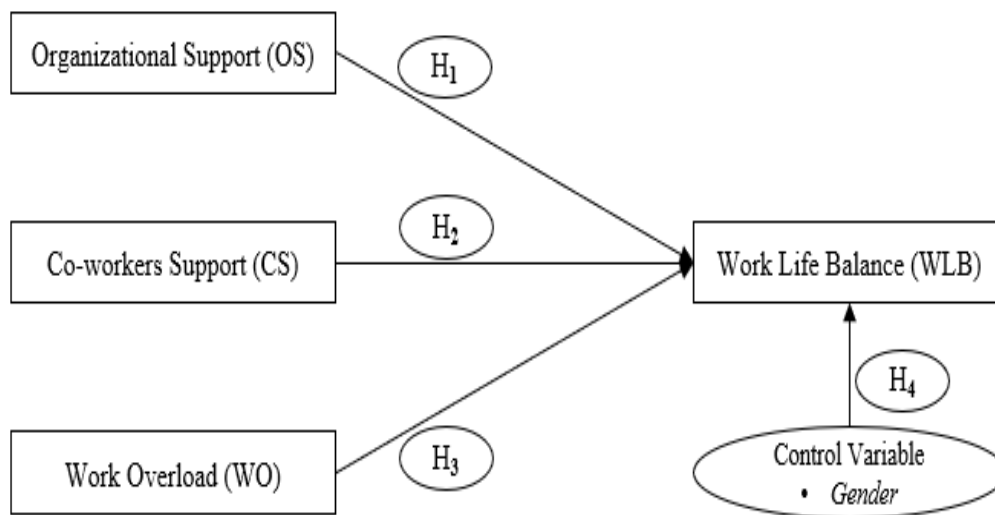

Figure 1: Research Model

3. METHODOLOGY OF THE STUDY

3.1 Measurements

All measures use five-point Likert scale. Organizational support is measured using 4 items, which is adapted from Eisenberger et al. (1997), work overload was measured by 3 items, which is adopted from Qureshi et al. (2012), co-workers support was measured using 4 items from

Thompson et al. (1999) on a 5-point Likert scale. Finally, work-life balance was measured using 3 items which is adopted from Schaufeli et al. (2002). To measure WLB, scale was used and various factors were identified from various similar studies carried out on teaching profession as well as on other profession.

3.2 Questionnaire Design, and Sampling

In line with prior studies, we developed a five-point Likert-based questionnaire (ranging from 1, strongly disagree, to 5, strongly agree). This kind of scale avoids the central tendency bias because it adopts a scale of even numbers. More specifically, the questionnaire was divided into two parts. The first part was related to personal data (i.e., socio-demographic variables, such as age, level of educational, and marital status while the second part included questions concerning organizational support (OS), co-worker support (C), job engagement (JE), and work overload (WO). Of the 630 questionnaires distributed, 370 completed questionnaires were returned, yielding a response rate of 58.73%. A convenience sampling was used to recruit participants.

3.3 Data Analysis Techniques

The data for this study was gathered through survey method. To test the hypotheses; SEM; using AMOS 23.0 was conducted. SEM was conducted using the two-stage approach recommended by Anderson et al. (1988). The aim of the first stage is to specify the causal relationships between the observed variables and the underlying theoretical constructs while the aim of the second stage is to test the hypotheses that reflect the relationships between these theoretical constructs. The model fit was determined through goodness-of-fit indices.

4. DATA ANALYSIS

4.1 Demographic Characteristics of Respondents

4.1.1 Distribution of Respondents Age

Table1 summarizes the information about the distribution of age of the respondents. A total of 340 teachers took part in the study. The sample's age range varied from 25 to 51 and above years of old. It is seen that 25.00% (n=85) of respondents were in the age group of 25 and 30 years, 28.53% (n=97) of respondents were in the age group of 31 and 40 years, 27.35% (n=93) of respondents were in the age group of 41 and 50 years, and 19.12% (n=65) of respondents are included in the group of 51 and above years old. So, most of the respondents are from the middle-aged group. Finally, mentioned that 50% (n=170) were male and, 50% (n=170) were female teachers in sample for identifying the variation between WLB of the respondents.

Table 1: Distribution of Respondents Age

Variable	Description	Frequency	Percentage (%)
Age	25-30 Years	85	25.00

31-40 Years	97	28.53
41-50 Years	93	27.35
51 and Above	65	19.12

Source: Authors Calculations, 2019.

4.1.2 Distribution of Respondents Educational Qualifications

The summary output of educational qualifications of the 340 sample is shown in the table 2. The table shows that 16.18% (n=55) respondents have obtained higher secondary certificate, 27.94% (n=95) respondents have got graduate degree, 43.24% (n=147) respondents have obtained graduation and post-graduation degrees consecutively, and very few of them was other degree holder around 12.64% (n=43) in the distribution table.

Table 2: Distribution of Respondents Educational Qualifications

Variable	Description	Frequency	Percentage (%)
Educational Qualification	Higher Secondary	55	16.18
	Bachelor	95	27.94
	Masters	147	43.24
	Others	43	12.64

Source: Authors Calculations, 2019.

4.1.3 Distribution of Respondents Marital Status

Table 3 shows the output of 340 samples regarding their marital status. It is seen that out of 340 respondents, 30.88% (n=105) respondents are unmarried whereas 69.12% (n=235) respondents are married in the sample. Therefore, most respondents are married in the sample.

Table 3: Distribution of Respondents Marital Status

Variable	Description	Frequency	Percentage (%)
Marital Status	Single	105	30.88
	Married	235	69.12

Source: Authors Calculations, 2019.

4.2 Descriptive Statistics of the Variables

The descriptive statistics showed that the majority of participants indicate positive responses to the constructs that are measured in this study (Table 4). All means were greater than 4 for the independent variables (OS = 4.3440, CS = 4.4520, and WO = 4.4680) and for the dependent variables (WLB = 4.4600).

Table 4: Results of the Descriptive Statistics of the Variables

Construct	N	Mean	Std. Deviation
Organizational Support (OS)	340	4.3440	1.19976
Co-worker Support (CS)	340	4.4520	1.15457
Work Overload (WO)	340	4.4680	1.10538
Work Life Balance (WLB)	340	4.4600	1.19251

Source: Authors Calculations, 2019.

4.3 Reliability Analysis

Reliability is the degree to which measures are free from random error and therefore yield consistent results (Drost, 2011). To prove that, the reliability coefficient was run on SPSS for each set of constructs and the results are presented in Table 5, which shows the Cronbach's alpha (α) value for each variable. The result of this analysis shows that all of the constructs got high reliability and more than 0.80. Cronbach's value result varied between 0.806 and 0.911, and study instruments are appropriate and reliable.

Table 5: Results of the Cronbach's alpha (α)

Scale	Organizational Support (OS)	Co-workers Support (CS)	Work Overload (WO)	Work Life Balance (WLB)
No. of Items	4	3	4	3
Cronbach's alpha (α)	0.885	0.806	0.894	0.911

Source: Authors Calculations, 2019.

4.4 Results of the Measurement Model

The measurement model for this study is presented in Table 6. For evaluating the measurement model, items reliabilities are determined based on item loading, and it is recommended that all items have loadings between 0.5 and 1.0, (Hair et al., 2014). According to Fornell and larcker, (1981), convergent validity was assessed by examining the average variance extracted (AVE) and composite reliability (CR) of 0.70. Chin (1998) recommends that AVE of more than 0.5 and the CR of 0.7 or above are deemed acceptable. As shown in Table 6, all item loads a range from 0.808 to 0.984 into their respective construct, all AVE are above 0.5 and the CR values are more than 0.7. Therefore, it can be concluded that convergent validity has been established.

Table 6: Results of the Measurement Model

Constructs	Items	Loadings	CR	AVE
Organizational Support (OS)	OS-1	0.927	0.944	0.811
	OS-2	0.901		
	OS-3	0.959		
	OS-4	0.808		

Co-workers Support (CS)	CS-1	0.934	0.936	0.829
	CS-2	0.908		
	CS-3	0.889		
Work Overload (WO)	WO-1	0.839	0.944	0.810
	WO-2	0.989		
	WO-3	0.928		
	WO-4	0.834		
Work Life Balance (WLB)	WLB-1	0.914	0.942	0.843
	WLB-2	0.951		
	WLB-3	0.889		

Source: Authors Calculations, 2019.

Next, to address discriminant validity, the square root of the AVE is compared against the correlations of the other constructs, when the AVE extracted is greater than its correlations with all the other constructs, the discriminant validity has been established (Fornell & Larcker, 1981), and this is shown in Table 7. As shown in Table, all squares roots of the AVE are higher than the correlations between constructs and that definitely confirms adequate discriminant validity.

Table 7. Discriminant Validity of Construct

	Constructs	1	2	3	4
1	Organizational Support (OS)	**0.900**			
2	Co-workers Support (CS)	0.410	**0.910**		
3	Work Overload (WO)	0.321	0.489	**0.900**	
4	Work Life Balance (WLB)	0.380	0.211	0.671	**0.918**

Source: Authors Calculations, 2019.

4.5 Results of the Structural Model

After achieving the satisfactory fit of the measurement model, a structural model is to be tested. The structural model aims to specify which variable directly or indirectly influence the values of other variables in the model. Hence, the purpose of the structural model is to test the underlying hypotheses. As mentioned in Table 8, the hypotheses are presented in three causal paths to determine the relationships between the variables under consideration. The results of the structural model shown in Table 8.

Table 8: Results of the Structural Model

Hypothesis	Relationship of Path			β-value	t-value	p-value	Comments
	IV	Path	DV				
H₁		OS---> WLB		0.211	3.256	0.000**	Supported
H₂		CS ---> WLB		0.125	2.128	0.002**	Supported

| H_3 | WO---> WLB | 0.462 | 3.882 | 0.000** | Supported |
| H_4 | Gender (CV)---> WLB | 0.119 | 1.976 | 0.004** | Supported |

Source: Authors Calculations, 2019.
Note: CV = Control Variable; Gender

OS was found positively and significantly related to WLB (β_1 = 0.211, t = 3.256, p; 0000** < 0.05), thus supporting H_1. In addition, CS (β_2 = 0.125, t = 2.128, p; 0000** < 0.05), and WO (β_3 = 0.462, t = 3.882, p; 0000** < 0.05) were found positively and significantly related to WLB. Finally, men have the higher level of WLB than women (β_4 = 0.119, t = 1.976, p; 0000** < 0.05), The results presented in Table indicate that the hypotheses H_2, H_3, and H_4 are statistically significant. Thus, all of these hypotheses are supported.

5. DISCUSSIONS

WLB is not only the responsibility of the employees, but also of the employers. Organizations also must take care of their employees by helping them maintaining a healthy balance between their personal and professional life. In other words, organizational must provide the needed support for the employees to maintain work-life balance. Results of this research showed that socio-demographic variable like gender proved to be significant. It seems that men and women teachers perceive work life conflict at differently. Results of the data revealed that women were reporting higher levels of work life conflict because of females were mostly staying at home and raising children (Obradovic & Cudina-Obradovic, 2009). Some newer research showed that the importance of work grew in women life and started causing work life conflicts (Jelusic & Maslic Sersic, 2005; Obradovic & Cudina-Obradovic, 2009). Prior research including gender as a predictor of work life conflict did not show conclusive results. Some researchers showed that men are more prone to work life conflict than women (Carlson & Perrewé, 1999; Loscocoo 1997) while others showed women were more prone to work life conflict (Doble & Supriya, 2010; Robinson & Godbey, 1997). There were numerous researches showing no gender difference in experiencing work life conflict (Rajadhyaksha & Velgach, 2009; Wesley & Muthuswamy, 2005). The present research hypothesized that gender differences will prove to be a significant predictor of WLB, results supported the hypothesis. A study of Slišković and Seršić (2011) reports that employees tended to be more dissatisfied with existing HR policies which were ineffective rather than being dissatisfied with the absence of policies. It is also important to come up with organizational models that are capable of supporting an adequate balance between work and family, intervening for instance in workloads and work pace (Cortese et al., 2010). Thus, organizations need to target both men and women teacher with their good practices to ensure lower levels of work life conflict. Although the levels of work life conflict might be the same, it is important not to forget that male and female teachers might have different needs and employer's approach needs to adapt to their needs. The present study showed that organizational

factors can better predict levels of WLB. Organizations can play a significant role in WLB among the teachers with their organizational culture and practices.

6. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The study will contribute to the knowledge of WLB studies by identifying and assessing the impact of factors that lead to WLB of individuals. Additionally, this paper also attempts to explore possible scope for further research in the area for achieving better modelling and accurate estimations of WLB among teachers towards ensuring higher performance. The present study discussed only organizational related factors and got good inputs in the form of significant predictors of WLB. But study completely ignored the presence of Family Work Conflict (FWC) and influence of various family related and individual factors. Further studies can be carried out in this focus to establish family and individual related predictors of WLB among the teachers. This study was a scale development study; therefore, self-reporting is another limitation in this study which is connected with a use of questionnaire as a research tool. Since all of the measures in the questionnaire were taken at the same time from participants. Future research might consider multiple methods (e.g. interviews, observations) or multiple sources (employee, employee's boss, employee's co-workers') in order to get more objective results. Finally, an important limitation of the present study which needs to be taken into account while reflecting upon the findings is that the participants were merely selected from the capital city. In order to be able to generalize the results to a wider population, a larger group of participants should be involved in future studies.

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