

TOWARDS DEVELOPING A THEORETICAL FRAMEWORK FOR MEASURING THE WORK LIFE BALANCE OF TEACHERS IN HIGHER EDUCATION

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ABSTRACT

Work Life Balance (WLB) is a concept that is important in all spheres of life whether it is political, economic or social as it has been associated with individuals, families and institutions. Work life balance is not only about families and childcare nor it is about working less, it's about working smart, giving whatever, you need for both work and home without jeopardizing one for the other and it's necessary for everyone whatever stage one is in life. Hence, there is a need to take into consideration various aspects of family and job and to ascertain to what extent the factors related to work and family help in the attainment of a good life. The building blocks of any society or country are teachers and the teaching profession. The present research paper aims to construct a theoretical framework with regard to WLB of people in the teaching area. The paper aims to identify the variables affecting the WLB of an individual and the variables which define the impact of WLB on individuals in teaching with regard to their life, family and organization with the support of existing literature. Identification of such variables and developing hypotheses thereupon would provide a better insight to understand the problems and expectations of teachers. The working environment and job requirements have become so complex now-a-days in colleges of higher education that the pressure on the teachers juggling with career growth to meet academic standards, has made it difficult for them to achieve work life

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balance. Measuring the factors affecting the work life balance of teachers in higher education with the help of theoretical framework has certain policy implications for those, who are constantly involved in developing strategies to combat the adverse work life balance situations.

Keywords: Work Life Balance (WLB), Conflict, Enrichment, Crossover, Quality of Life, Self Actualisation and Employee Engagement.

INTRODUCTION

Work and family have a strong influence over each other and because of this influence the study on work family interface is one of the most desired areas of research. It can be seen that the world of today is going through a phase of revolutionary innovations, technological advancements, accelerated growth, changes in structures of society and developments in every possible field. Such a fast pace of life with demands at both work and home has made it difficult for individuals to reconcile the needs of both work and family, as a consequence the work life balance of an individual is affected.

Work Life Balance (WLB) is a state of that equilibrium where the employment is such that it helps the employees to meet expectations of the family and their own life and the family support and individual conscience is such that it helps the employee to meet the employment expectations making it effective in both family and work areas.

Work life balance is an issue of concern due to globalization, changing nature of work, feminism, social family needs, fast pace of life, pressure at work to excel, moral obligations to look after family, increased use of technology, changing demographics and rise in living standards all leading to individuals striving for better work atmosphere and a contented family life. Major reasons of work life balance are female employment, feminism, higher unemployment of men and intensification of life. (Crompton & Lyonette, 2006; MacInnes, 2006; Pichler, 2009; Pines *et al.*, 2011 and Polkowska, 2016).

AIM OF THE PAPER

Dual earning couples face various responsibilities at both work and home. The stressors they confront and the rewards they perceive in their family system and work system contribute to their work life balance and this in turn effects their life and career. Although past research has a lot on relationships between work-family conflict, work-life balance and employee work attitudes, limitation in that research leaves theoretical and empirical gaps in our understanding of how work-family conflict together with a couple's interactions effects work-life balance (Green *et al.*,2011). The paper aims to identify the variables affecting the WLB of an individual in teaching among the dual earning couples and which variables define the impact of WLB on individuals in teaching with regard to their life, family and organization with the support of existing literature.

CONSTRUCTION OF THEORETICAL FRAMEWORK

An effort is made to identify the factors affecting (antecedents) WLB and the factors being affected by (Consequences) WLB after analysis of the available literature in the field of work life balance. The following sections discuss the various antecedents and consequences of work life balance.

Identification of Antecedents of WLB

This section aims to identify the variables affecting the work life balance of an individual.

The concept of work-family conflict was first taken up in 1964 by Wolfe *et al.* where they used the term inter-role conflict and asserted that when pressures in one role become incompatible with pressures from another role, inter-role conflict stems. Work-family conflict is gaining attention due to an increase in dual-earning households, single-parent families and elderly care giving (Moen *et al.* 2000). Work-family conflict is a form of role conflict between two domains viz. work and family.

It has been discussed below:

Kossek *et al.* (2011) conducted a quantitative explanatory study on individuals employed at a university. The study found that family work conflict had a significant negative relationship with performance in both family and work roles as well as the individual's sense of well-being. The study indicated that where tolerance for sharing their family concerns at work decreased, the conflict between work and family increased.

The focus of the study by Frye *et al.* (2004) was on Work Family Conflict (WFC) and Family Work Conflict (FWC). It was found that the use of family-friendly benefits and reporting to a supportive supervisor had a significant consequence for WFC. The study concentrated on whether family-friendly policies, as were available assisted an employee in balancing one's work and family responsibilities.

Boyar *et al.* (2008) conducted a study to ascertain the effects of work demands and family demands on work and family conflict. It was found that there was a direct relationship of work demand with work interfering with family and there was also a direct relationship of family demand with family interfering with work. Marital status and family role conflict led to both family demand and work interfering with family.

Michel *et al.* (2011) conducted an exhaustive meta-analytic examination of WFC and its antecedents. Their results suggested that work role stressors, work role involvement, work social support and work characteristics are predictors of WFC. Family role stressors like family social support and family characteristics predict FWC.

Lee Peng *et al.* (2016) aimed to examine the influence of work-family conflict and work-family positive spillover on job satisfaction among healthcare professionals. It was found that only family work conflict had a significant negative relationship with job satisfaction and there was an insignificant relationship between work-family

conflict and job satisfaction. The ignorance of a more balanced work-life led to growing dissatisfaction among healthcare professionals.

Choudhary *et al.* (2016) studied work-family conflict and family-work conflict experienced by working couples. The study found that commuting distance had a significant positive correlation with work-family conflict and family-work conflict. The study concluded that work-family conflict was more prevalent than family work conflict among the officers.

Consequent upon the study of literature, the following hypotheses are developed:

H₀₁: There is no significant impact of Work Family Conflict on Work Life Balance of teachers in higher education.

H_{A1}: There is a significant impact of Work Family Conflict on Work Life Balance of teachers in higher education.

H₀₂: There is no significant impact of Family Work Conflict on Work Life Balance of teachers in higher education.

H_{A2}: There is a significant impact of Family Work Conflict on Work Life Balance of teachers in higher education.

Researches have examined positive interdependencies between work and family roles with self-report scales and analysing positive relationships between work-related and family-related variables known as Work Family Enrichment (WFE) and Family Work Enrichment (FEW) (Greenhaus *et al.*, 2006). Studies related to enrichment between work and family have been discussed below:

Greenhaus & Powell (2006) developed a theoretical model of the work-family enrichment process. Instrumented path as a resource had a direct instrumental effect on performance in another role. Since this process operated through positive effect this mechanism was termed as an affective path. The study found that the positive

effects in a role were moderators of the affective path.

Gareies *et al.* (2009) compared how work-family conflict and work-family enrichment might operate to protect well-being. Work-family enrichment and family work enrichment were more frequent than work-family conflict and family-work conflict. Work to family conflict and work to family enrichment contributed independently to mental health, life satisfaction, balance and partner relationship quality.

Jijena M *et al.* (2012) analysed the relationship between WFE and FWE with faculty job satisfaction. WFE had a significant positive correlation with job satisfaction whereas FWE had no relation to job satisfaction. Job satisfaction was found to have a significant positive relationship with organizational commitment. WFE was found to be a useful and important tool for promoting improvements in the job satisfaction of teachers.

Crain & Hammer (2013) reviewed the empirical research on predictors, outcomes and mechanisms linking work and family attitudes and behaviours through WFE. The study found that among work antecedents supervisor support and autonomy were examined to a great extent and among the non-work antecedent's family, community and recreation have been examined the most. They found that literature primarily supported a relationship between work related antecedents and WFE, rather than FWE.

Rastogi (2018) tested the associations between job crafting; work engagement and work family enrichment. Work engagement partially mediated the relationship between job crafting and WFE and fully mediated the relationship between job demands and WFE. It was found that mobilizing job resources of employees by job crafting and balanced job demand increased work engagement and led to improved work and family outcomes.

Integration of Constructs of both conflict and enrichment would help to significantly

assess the WLB of an individual. Hence the following hypotheses are framed.

H₀₃: There is no significant impact of Work Family Enrichment on Work Life Balance of teachers in higher education.

H_{A3}: There is a significant impact of Work Family Enrichment on Work Life Balance of teachers in higher education.

H₀₄: There is no significant impact of Family Work Enrichment on Work Life Balance of teachers in higher education.

H_{A4}: There is a significant impact of Family Work Enrichment on Work Life Balance of teachers in higher education.

Crossover occurs from one individual to his or her spouse. Crossover of negative emotions between spouses may affect organisational performance. Gender has an impact on one's stress and spouses' strain. There is a need to research the effects of Emotional Crossover (EC) on WLB.

Neff and Karney (2007) examined stress crossover and conditions that may facilitate crossover. A significant crossover effect was established for husbands and not for wives. It was established that an individuals' stress was an important factor constraining partners' ability to respond positively to their spouses' stressful circumstances. It was found that wives' stress played a particularly important role in shaping marital development.

Bakker *et al.* (2009) conducted a study to give an overview of theory and research on the crossover of well-being from employees to their partners and from employees to their colleagues. The study suggested that there is both spill-over and crossover of strain. The researchers suggested that job-demands may lead to work-family conflict which may lead to conflict with the partner.

Green *et al.* (2011) explained how partner reactions may affect a focal employee's

work attitudes.

It was found that work interfering with family behaviours were highly correlated with work to family conflict. The partner's negative emotional displays had no relation with focal employee's perception of the family to work conflict.

Pines *et al.* (2011) analysed job and couple Burnout in working sandwiched generation couples. It was found that for wives, the more important the work was, the less was their burnout. It was found that there was a positive correlation between job burnout and couple burnout. Job burnout was found to be higher than couple burnout among the couples in the study

Ferguson (2012) aimed to find out how the transmission of stress, coworker incivility from the workplace to the family domain mediated marital satisfaction, partner marital satisfaction and partner family to work conflict. It was found the stress transmission fully mediated the effect of incivility on the target's marital satisfaction and incivility negatively related to partner's marital satisfaction. The effect of incivility on partner family to work conflict was found to be significant. It was thus concluded that incivility negatively affected marital satisfaction and family to work conflict of the target's partner.

Based upon study of the literature the following hypotheses are framed:

H₀₅: There is no significant impact of Emotional Crossover on Work Life Balance of teachers in higher education.

H_{A5}: There is a significant impact of Emotional Crossover on Work Life Balance of teachers in higher education.

After the analysis of the literature WFC, FWC, WFE, FWE and EC have been extracted as the factors affecting WLB of an individual.

Identification of the Outcomes of WLB

This section aims to find out which variables are affected by WLB of an individual in teaching. Balance is the chief between work and family when regular life is not at work's expense and where aspirations and tasks in one area do not have a negative impact on aspirations in other areas. Work life balance is related to many factors like flexibility, supervisor support, working time, welfare activities, social security, family arrangements, children, unemployment, demographic changes, leisure-time, gender roles and wellbeing. (Dex and Bond, 2005; MacInnes, 2006; Smithson and Stokoe, 2005; Hardy and Adnett, 2002 and Noor, 2003).

WLB is expected to mediate the relationship between the antecedents and outcomes. When individuals are contended in their family and work domain, they experience increased WLB and this appraisal in turn is the mechanism through which antecedents predict outcome. WLB has been explored by the following studies:

Moen *et al.* (2000) examined the strategies used to manage work-life pressures, as well as how these strategies predict multiple measures of psychological life quality. It reported that when either or both spouses work long hours, men and women report high levels of work-life conflict, stress and overload. But when both spouses work regular hours or when one works for reduced hours and the other is a full time, men and women report lower levels of conflict, stress and overload. Men in two-earner families reported low levels of distress than women, as well as higher levels of coping or mastery.

Vodyanoff (2005) analysed work and family environment fit to a cross-domain approach where work demands were compared with family resources and family demands were compared with work resources. The study found that within-domain demands and resources were characteristics in one domain which influenced performance in another domain, whereas boundary-spanning demands and resources influenced work and family domains interface.

The study by Pichler (2009) examined work-related and household or family-related causes of work-life balance. It was found that women reported higher levels of work-life imbalance than men. An overload of household work, the lack of flexibility concerning schedules of housework and the level of perceived stress in household-related tasks contributed significantly to the explanation of work-life balance.

Gani *et al.* (2010) examined if working women were able to combine their work and family. The study found that more educated women had a low degree of role conflict. The most common problem of working women was found to be intense physiological stress. Husband's behaviour was found to be of importance in resolving conflicts and in the performance of dual roles by women.

Odle (2012) highlighted the discrepancy between actual and desired time spent in work and family domains. The hours desired to spend in the family domain were significantly related to work-family balance and intention to leave and well-being. The study found that there was a negative correlation between actual work hours and work-family balance

Singh (2014) developed a reliable and valid scale to measure the work-life balance among the working professionals in north India. The study developed four factors namely work spill over in personal life (WSPL), personal life spill over in work (PLSW) work/ life balance enhances (WLBE) work/ life balance constrainers (WLBC). The scale had items measuring both time and strain-based conflict. It also accounted for behaviour-based conflict.

Pattusamy (2016) conducted a study to see the effect of work-family conflict on work-family balance and the effect of Work Family Balance (WFB) on satisfaction perceived by teaching faculty in their job & family roles. It was found that where WFC was lower, the WFB influenced job satisfaction & family satisfaction strongly but the effect of FWC on WFB and job & family satisfaction was found to be insignificant. There was a direct effect of WFB on job satisfaction.

Lappegard *et al.* (2017) studied the phases of gender revolution which emerged in 1960s. The study found that increasing involvement of women in paid activity across countries in the industrialized world is bringing a decline in male breadwinner / female home worker model. The study found that cross-national analysis underlines higher importance to structural differences as opposed to ideological differences.

We examine how dual earning couples manage the pressures of work and life, at various life stages and work conditions and how does it affect the psychological quality of life of the couples in the following paragraphs.

Marks *et al.* (1996) conducted a study on role balance and found that people who maintained more balance across their entire system of roles and activities scored lower on role strain and depression and scored higher on self-esteem, role ease and other indicators of well-being. The study reported that role balance should be first explored as a preferred pattern of role system organisation than role hierarchy. Role balance was found to be positively associated with greater role ease and less role strain. The study found a positive relationship between role balance and self-esteem. The study found no basis for concluding that role balance is a gendered phenomenon.

According to Vitters (2004) any individual constantly strives to achieve a life which is considered as a good life. Good life is not made by acquiring worldly materials. Good life is considered as a life where a human is in a state of mind where he feels happy at all times. According to stoics, happiness is when the whole life of an individual is harmonious but as per Aristotle, happiness is an activity, “activity of the soul in accordance with virtue”. Happiness is achieved when an individual is living with the spirit of one's true self. Human behaviour is such that it continuously keeps moving towards some mental goal representation and is thus affected by positive and negative emotions. Positive emotions are triggered when humans achieve or are likely to achieve the mental goal representations and where there is a loss to the goal it implies negative emotions and it has an impact on response to a situation.

Hughes (2006) empirically explained the quality of life moving beyond effect,

emotions and subjective evaluations and positive-negative dimensions of subjective feeling. The author emphasized that the ultimate benchmark for judging the quality of human life is variability in a variety of positive feeling states, particularly affect. The study commented that there is a slow evolution of a more explicitly multi-dimensional approach to life quality in the works of sociologists and this approach assumes that social factors are to be engaged, facilitated and explained in life quality.

Kumar (2016) what factors affect the quality of work-life of faculty members working in public and private sector universities in Punjab. It was found that faculty members get job satisfaction after performing their work. A correlation was found between the quality of work-life and work environment, working hours and safe working conditions.

Hence, we identified the following null hypotheses:

H₀₆: The relationship between WFC and Quality of life will not be mediated by perceptions of WLB.

H_{A6}: The relationship between WFC and Quality of life will be mediated by perceptions of WLB.

H₀₇: The relationship between FWC and Quality of life will not be mediated by perceptions of WLB.

H_{A7}: The relationship between FWC and Quality of life will be mediated by perceptions of WLB.

H₀₈: The relationship between WFE and Quality of life will not be mediated by perceptions of WLB.

H_{A8}: The relationship between WFE and Quality of life will be mediated by perceptions of WLB.

H₀₉: The relationship between FWE and Quality of life will not be mediated by perceptions of WLB.

H_{A9}: The relationship between FWE and Quality of life will be mediated by perceptions of WLB.

H₀₁₀: The relationship between EC and Quality of life will not be mediated by perceptions of WLB.

H_{A10}: The relationship between EC and Quality of life will be mediated by perceptions of WLB.

Realisation of one's true potential was administered by Maslow (1971). Maslow called it self-actualisation. Some of the characteristics of self-actualisation as discovered by Maslow were superior perception of reality, increased acceptance of self and others, increased spontaneity and problem centering, greater autonomy and desire for privacy, richness of emotional reaction, a more democratic character structure and increased creativity. A balanced life of a teacher would help him or her to achieve certain characteristics of self-actualisation.

West (1972) discussed measures to achieve self-actualization by teachers. A significant number of teachers want to grow and their quest for success depends upon the nature of their work environment. The researcher suggested that barriers that obstruct self-actualization cannot be allowed to be retained in education as they are harmful for both individuals and organization.

Caprio (1997) highlighted grass-roots movement taking place in professional development that would lead to an improvement in teaching effectiveness. The movement was related to the creation of teaching-learning centres and centres for teaching excellence, faculty development by whatever name it is called. The author highlighted that these centres form and adopt the objective that were best suited to their organization.

The article by Dodd (2001) talks about reflections on teaching and teacher education. The challenging task was found to convert theory into classroom teaching. The researcher claimed that feedback was important to make small changes to the classes. The author concluded that effective teaching does not make one an effective teacher and the key to self-actualized teaching is a reflection on practice.

Lucal (2014) researched that neoliberalism is a critical public issue influencing the private troubles of college students and teachers. The study revealed that the main aim of privatization of education is to shift the responsibility of funding. Hence in the US students are going into greater debts to study in college and to pay those debts students are working more hours, dearing them with less time to study. Talking from the perspective of teachers the study found that contingent faculty members composed half of all education faculty so when full-time teachers are few but students are more there is more work for fewer people to do.

The study by Jena & Thengal (2017) was conducted to find out the levels of self-actualization, socio-economic status and job-satisfaction of university and college teachers. It was found that college teachers had a moderate level of self-actualization than University teachers. There was a high level of self-actualization amongst college teachers concerning their socio-economic status in comparison to university teachers.

Hence, the following null hypotheses are identified:

H₀₁₁: The relationship between WFC and Self-actualised teaching will not be mediated by perceptions of WLB.

H₀₁₁: The relationship between WFC and Self-actualised teaching will be mediated by perceptions of WLB.

H₀₁₂: The relationship between FWC and Self-actualised teaching will not be mediated by perceptions of WLB.

H_{A12}: The relationship between FWC and Self-actualised teaching will be mediated by perceptions of WLB.

H_{O13}: The relationship between WFE and Self-actualised teaching will not be mediated by perceptions of WLB.

H_{A13}: The relationship between WFE and Self-actualised teaching will be mediated by perceptions of WLB.

H_{O14}: The relationship between FWE and Self-actualised teaching will not be mediated by perceptions of WLB.

H_{A14}: The relationship between FWE and Self-actualised teaching will be mediated by perceptions of WLB.

H_{O15}: The relationship between EC and Self-actualised teaching will not be mediated by perceptions of WLB.

H_{A15}: The relationship between EC and Self-actualised teaching will be mediated by perceptions of WLB.

Employee engagement does not talk about only being satisfied in an organisation but goes beyond and relates it to commitment one develops for an organisation and pride one feels to be a part of that organisation.

Allen (2001) examined the global employee perception regarding, how family supportive is the work organisation of employees? It was found that family-supportive organizational perceptions responses explained the significant amount of unique variance associated with work-family conflict, job satisfaction, organisational commitment and turnover intention above and beyond the variance explained by supervisor support and family-friendly benefits provided by organisations.

Saks (2006) tested a model of the antecedents and consequences of job and

organization engagements based on social exchange theory. Job and organization engagements predicted job satisfaction, organizational commitment and intention to quit. It was also found that organization engagement was a much stronger predictor of all the outcomes than job engagement. Employee engagement partially mediated the relationship between antecedents and consequences.

Shuck (2011) conducted a broad review of employee engagement literature using a multidisciplinary approach using literature from various fields. He proposed that a multi-dimensional approach affects thoughts, emotions and behaviours of humans and further three domains of engagement namely cognitive, emotional and behavioural were discussed by the researcher.

Klassen *et al.* (2012) explored the validity of the Utrecht Work Engagement Scale (UWES) among 853 practising teachers from Australia, Canada, Hongkong, Indonesia and Oman. It was found that there was a significant but modest correlation between engagement and years of experience. The relationship between teachers' gender and engagement showed no overall effect on gender. Teachers' engagement at work was related to the satisfaction they derive from teaching and to their expectations about quitting the profession.

Mehta *et al.* (2013) studied the dimensions of employee engagement with the help of the review of the literature. The organizations have to promote factors that contribute to the positive effect of engagement and create a work environment which would make the employees a valued resource of an organization. It was found by the review, that higher levels of employee engagement led to improved employee commitment and involvement towards respective jobs.

Basit *et al.* 2015 conducted a study on a range of staff of higher education institutes (HEI) to analyse employer engagement and employee as a learner. The study found that some respondents perceived theoretical knowledge as the essence of Higher education, researchers argued that work-based learning is taught by higher education staff.

Work life balance is one of the drivers of employee engagement and its essential to find out the effect of WLB on employees' engagement with the organisation.

Hence, we identified the following null hypotheses:

H_{O16}: The relationship between WFC and Employee Engagement will not be mediated by perceptions of WLB.

H_{A16}: The relationship between WFC and Employee Engagement will be mediated by perceptions of WLB.

H_{O17}: The relationship between FWC and Employee Engagement will not be mediated by perceptions of WLB.

H_{A17}: The relationship between FWC and Employee Engagement will be mediated by perceptions of WLB.

H_{O18}: The relationship between WFE and Employee Engagement will not be mediated by perceptions of WLB.

H_{A18}: The relationship between WFE and Employee Engagement will be mediated by perceptions of WLB.

H_{O19}: The relationship between FWE and Employee Engagement will not be mediated by perceptions of WLB.

H_{A19}: The relationship between FWE and Employee Engagement will be mediated by perceptions of WLB.

H_{O20}: The relationship between EC and Employee Engagement will not be mediated by perceptions of WLB.

H_{A20}: The relationship between EC and Employee Engagement will be mediated by perceptions of WLB.

The Quality of life, self-actualised teaching and employee engagement have been identified as variables being affected by the antecedents mediated by WLB of individuals in teaching.

IMPORTANCE OF THE STUDY

The changes in the societies and economies with globalisation have unfolded a new cultural prototype of family, communities, gender, work and career. Understanding the mechanism by which people respond to changing demands and opportunities can be a basis for taking action in reshaping careers, gender roles, family strategies and life course to better suit the emerging work and family configurations. Work environment or conditions at work, spouses' circumstances, conflicts of work and family as well as support from work and family are important considerations in understanding the strains, conflict and overloads of workers in dual earner families. Work life balance is the cause of low fertility, population ageing and other consequences related to it affecting individuals' family and work that is why policy makers are interested in this type of research so that they can match the expectations of the populations with the demand of economy and control the causes of work life imbalance (Fleetwood, 2007; MacInnes, 2006; Dey, 2006 and Pines *et al.*, 2011).

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