

The Role Of Work Life Balance In Job Satisfaction And Job Benefit

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ABSTRACT

This paper investigates the influence of job benefits on job satisfaction of Public and Private Business Schools in Pakistan. Further it also examines the mediating effect of Work Life Balance (WLB) on job satisfaction and job benefit relationship. A sample of 329 respondents is collected from Business Schools in Pakistan by using a structured questionnaire. The results show that there is a mediation effect of WLB on the relationship of job satisfaction and job benefit.

Keywords: Job Benefits; Job Satisfaction; Work life Balance; Business Schools

1. INTRODUCTION:

In Pakistan, business education has gained great popularity owing to the growing demands for improving the quality of services to satisfy the major stakeholder, the students. In response to this popularity, there is mushrooming of business schools in Pakistan in last couple of decades. Business Education got competitive since 1992, when there have been around seventy six universities that were providing programs in Business Education (Kaleem Ahmad, 2005). These institutions are working under Public and Private sector and are listed with Higher Education Commission of Pakistan (Lodhi, 2010). There are a few business schools from public and private sector which are providing quality in the limited context and are not able to effectively focus on quality of service delivery to the external customers (Qureshi, Mehmood & Sajid 2008).

The educational institutions need to strive to achieve balance between the education cost and the quality (Bragg, 1995). In order to meet the challenges of the future, the reform of the higher education could be unavoidable (Angelo, 1996). Especially, the business and management education plays a pivotal role in social uplift and triggering the entrepreneurial spirit in a society. The business schools face several challenges in terms of imparting quality education.

Faculty satisfaction is the most vital facet in university education. If features answerable for discontent will be distinguished and efforts should be made either to vary those circumstances or might cut back their impact on satisfaction, it clearly enhances faculty's performance. Therefore, it's necessary to review that what facet influence upon faculty's satisfaction. Explanation of this abstract study is to watch faculty's satisfaction at business schools in Pakistan. That is unconcealed by Herzberg motivation and hygiene factors and also the factors like personal life? The researchers created their efforts to focus on the problems of job satisfaction and work life balance in one in every of the developing countries, Pakistan. For this study the term employee work satisfaction are often outlined as an employee is claimed to be happy from his/her work once he/she feels comfort whereas operating within the organization. Whereas work life balance implies that a worker is well accomplishing his/her work and non work responsibilities (Anwar Ali Shah G. Syed¹, Nadeem Bhatti, Sabir Michael, Faiz M. Shaikh & Hina Shah 2012). Winefield et al. (2003) found that the bulk of lecturers complained concerning the conflict between work and residential commitments.

2. LITERATURE:

2.1 Job Benefits:

One of the interesting issues to faculty is employee job benefits. Hill, Lomas, and MacGregor (2003) and Pozo-Munoz (2000) argue about the critical role of teaching staff in the provision of high quality education. They have strong view that the teaching staff is at the heart of business school’s work specially in imparting knowledge. Employee edges have grown in importance over the past many decades. Employee benefits are the membership-based and nonfinancial rewards offered to create a center of attention and keep employees (Decenzo and Robbins, 2002). Along with the growing costs of employee benefits, the effects of such program have received more awareness. Over the last two decades, much research has explored issues related to effects of employee benefits at individual levels.

Few articles or case studies examined the impact of worker edges on firm productivity although several researchers stressed such effects (e.g. Beam and McFadden, 1988; Evers, Federico and Goldsmith, 1998; Steere and Laabs, 2000; Kurlander and Barton, 2003). As a result little statistical data is available relating to the contribution of employee benefits to productivity, specifically at business school level. Non-monetary job benefits are generally troublesome to spot and measures as a result of most of them are subjective, that is, they rely on personal preferences. However, these are real benefits since they boost faculty’s general well being and quality of life and, consequently, should be taken into consideration for a rational analysis of academic investment. A worker benefit is an “indirect financial compensation given to employees” (Dessler, 2000, p. 476).

Several professors believe that adequacy of benefits, distributive justice, job satisfaction and structure commitment are distinct, but much reticulated constructs. As an example, if one perceived fairness concerning the benefits that one received from one’s leader, this might cause higher job satisfaction and organizational commitment (Buffardi, Smith, O’Brien & Erdwins, 2002; Dickhart, 2005; William & Dreher, 1992). Although various studies are done, very little is thought concerning the mediating role of distributive justice in an organizational benefits program (Ismail & Boerhannoeddin, 2008; Royalty & Abraham, 2006; William, Malos & Arnold Daniel Palmer, 2002). Extant analysis in benefits management highlights that adequacy of benefits features has an important impact on individual attitudes and behaviors, particularly job satisfaction and organizational commitment (Barber, Dunham & Formisano, 1990; Belcher & Atchison, 1987; Miceli & Lane, 1991; William, 1995). The literature further helps to formulate next hypothesis:

H₁: The Job Benefits have significantly affect Job Satisfaction

$$J_s = \beta_0 + \beta_1 J_b + \varepsilon$$

where J_s stands for Job Satisfaction

2.2 Job Satisfaction:

It is a key part of general satisfaction that provides the human by necessary energy to provide him the power to perform and continue in his job. Additionally, it provides him the power to develop and initiate in his job. Job Satisfaction contributes peace of mind, relaxation to the worker and this result in increase his enthusiasm and focus in his work to initiate (Maher, 2004). Job Satisfaction additionally defines as a way of completeness and accomplishment stemming from work, this sense has nothing to try and do with cash or options, or maybe permission to go away. Feeling of relief that the worker has is stemming from the work itself (Odwan, 1999). In terms of definitions, there's no usually approved definition of teacher job satisfaction or of what constitutes teacher satisfaction though there may be some international trends like, the notion that academics are most appeased by matters intrinsic to the role of teaching: student accomplishment, serving to students, positive relationships with students and others, self growth and then on (Dinham and Scott, 2002; van den Berg, 2002).

In general, though, it's argued that context appears to be the foremost powerful predictor of overall satisfaction (Dinham and Scott, 1999, 2000a, 2000b). As Cherniss points out: “People will build their lives better or

worse however what they assume, how they feel and what they do they are doing are powerfully formed by the social contexts within which they live” (1995, p. 166, added emphasis. However, Hillebrand (1989), Steyn and van Wyk (1999), Theunissen and Calitz (1994), and van Wyk (2000) contend that contrary to expectations, academics expertise larger work satisfaction than was antecedently believed. The importance of satisfaction within the work doesn't belong that it causes in increase the productivity of the individual. It not essentially that the happiest individuals in their work are with high productivity, however the importance of satisfaction lies within the concept that people spend most of their time or most of their lives in work, and few of them have the choice to figure or not for economic reasons.(Locke, E. A. (1976).

2.3 Work Life Balance:

Work life balance refers to the effective management of multiple responsibilities at work, at home, and within the different aspects of life. It's a problem that's vital each to the organizations and to workers (Naithani, 2010). The term “work/life balance” was coined in 1986, though its usage in everyday language was noncontiguous for variety of years. Apparently, work/life programmes existed as early as 1930's. Before War II, the W.K. Kellogg Company created four six hour shifts to switch the standard 3 daily eight-hour shifts, and also the new shifts resulted in raised worker morale and potency (Lockwood, 2003).

Work/life Balance has additionally been explained as a state of equilibrium in which the needs of each person's job and private life are equal (Work-life balance, 2002, The Word Spy). Greenblatt (2002) represented work life balance as acceptable levels of conflict between work and non-work demands.

Numerous studies support the negative relationship between work-family conflict and job satisfaction (Anderson et al., 2002; Boles and Babin, 1996; Frye and Breugh, 2004; Kossek and Ozeki, 1998). Netemeyer et al. (1996) stated that work-family conjointly result different job connected variables i.e. worker structure commitment, job satisfaction and job turnover intention. Similarly, several studies results justify that skilled employee feel discontented when there's interference between job actions and family problems (Pasewark and Viator, 2006), however there are few studies, for instance Aryee et al., (1999) and Lyness and Thompson (1997), their studies results contradict with different study findings.

H₂: There is a significant relation between work life balance and job satisfaction.

$$J_s = \beta_0 + \beta Wlb + \epsilon$$

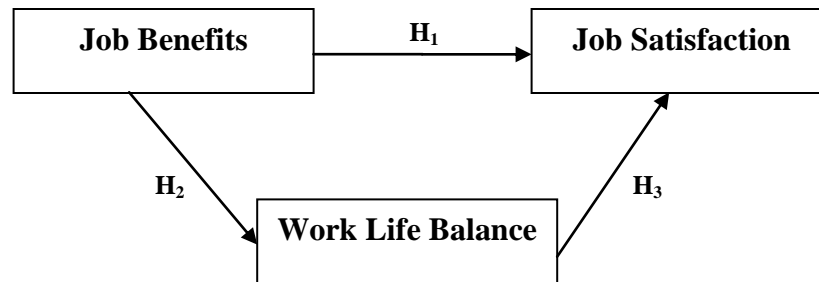
The researchers created their efforts to focus on the problems of job satisfaction and work life balance in one amongst the developing countries like Pakistan. Rising trends in manpower diversity, structure restructuring and addition of ladies within the manpower increased the demand for the work life balance practices to be adopted by the organizations. Hunjra et al (2010) examined a relationship of job autonomy, team work atmosphere and leadership behavior with job satisfaction and investigates the most important determinants of job satisfaction in Pakistani banking sector. Malik et al (2010) examined a relationship of work life balance/ work life conflict and job satisfaction in a sample of MBBS doctors in Pakistan. In another study Malik et al (2010) stated a positive and vital relationship of job satisfaction and work family balance. Ghazali et al (2007) suggested that the job satisfaction might be enhanced by reforms in service structure and simply by offering better wage package.

The research formulates following hypothesis:

H₃: Work life balance plays a mediating role between job benefit and job satisfaction

$$J_s = \beta_0 + \beta_1 J_b + \beta_2 Wlb + \epsilon$$

2.4 Conceptual Frame Work:



3. RESEARCH METHODOLOGY:

3.1 Study Sample:

The data is collected through a structured questionnaire from full time and part time academic faculty of both male & female in Public and Private Business Schools. First this research found the list of public and private Business Schools from HEC list of universities and then randomly selected 19 universities as a sample. Two strata are made of public & private sector business schools about 10% of the total number of faculty members are then selected from each strata. From total 350 respondents a Final sample of 329 respondents is used for the analysis.

4. ANALYSES:

This section outlines the results obtained from analysis of relationship between the variables of study. The descriptive statistics includes the demographic characteristics of the samples to obtain primary information about the respondents. For this purpose frequencies and percentages are determined. Inferential statistics are also performed to test the proposed hypothesis and then conclusions are drawn based upon the analyses.

4.1 Frequency Analysis:

Table 1: Frequency Analysis:

Demographic Items	Percent
Full-time	61.5
Part-time (50-90% of full-time hours)	28.2
Part-time (less than 50% of full-time hours)	6.4
Gender	
Male	52.4
Female	47.0
Business Schools	
Public	58.2
Private	41.8
Designation	
Professor	11.2
Assistant Professor	14.8
Associate Professor	15.4
Lecturer	54.8
Research Associate	3.6
Age	
Below 30	30.9
30-40	49.1
40-50	13.6
Above 50	6.4
Marital Status	
Single	35.2
Married	58.8
Divorced	2.4
Widow	3.7
Salary	
Below 25	12.4
25 – 50	55.6
50-100	19.4
100-150	1.2
150-200	.6
Above 2001	1.1
Education	
Post Doc.	5.5
PhD.	15.5
M. Phil / MS	46.7
Masters	32.2
Experience	
Less than 1	11.5
1-4	45.5
5-9	25.2
10-15	9.4
Above 15	8.4

Table 1 indicates the frequency distribution of the demographic characteristics of the respondents.

4.2 Descriptive statistics for Variables

This section underlines the descriptive statistics for variables as job benefits, faculty performance, job satisfaction and work life balance.

Table 2: Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
JS	326	1.83	5	3.2382	0.56356
JB	316	0.84	5	2.681	0.73194
WLB	319	1.25	5.1	3.3094	0.49326
Valid N (list-wise)	306				

Table shows that the mean score of faculty on job satisfaction is 3.2382 with standard deviation of 0.56356. The mean score of respondents on work life balance is 2.6810 with standard deviation of 0.73194. Standard deviation shows the variability of values around mean. Standard deviation of 0.73194 shows that on the average, data values are varying by 0.73194 from mean. The mean score of respondents on job benefits is 3.3094 with standard deviation of 0.49623.

4.3. Measuring Reliability

According to Sekaran (2003) instrument having value of Cronbach’s alpha >0.7 is highly reliable. The study has used SPSS 16 to measure reliability of the instrument. The results generated by SPSS are given below.

Table 4: Reliability

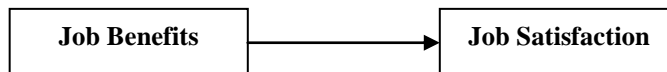
No.	Variables	Number of items	Cronbach’s alpha
1	Job Benefits	19	0.859
2	Job Satisfaction	6	0.56
3	Work life Balance	21	0.75
4	Total	46	0.723

Table 3.1 indicates that job benefits and work life balance are highly reliable as alpha value > 0.05 but job satisfaction is not highly reliable but it is acceptable because alpha value is < 0.05 and the overall value of the Cronbach’s alpha = 0.723. This study finds that the instrument used for the study is highly reliable.

4.4. Regression Analyses:

Regression analyses are used to investigate the effect of job benefits on job satisfaction.

(a) Model:



$J_s = 2.816 + 0.152J_b$ -----Eq. (1)

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	0.039	0.036	0.54968

a. Predictors: (Constant), JB

Table 6: ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	3.821	1	3.821	12.647	.000 ^{***}
	Residual	93.968	311	0.302		
	Total	97.789	312			

***significant at 0.5 level(2-tailed)

a. Predictors: (Constant), JB

b. Dependent Variable: JS

Table 7: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.816	0.119		23.682	.000***
	JB	0.152	0.043	0.198	3.556	.000***

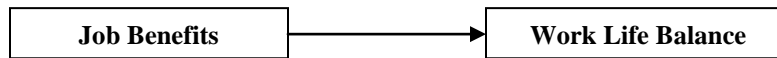
***significant at 0.5 level(2-tail)

a. Dependent Variable: JS

So we accept H₂: The job benefits have an impact on faculty performance.

The regression predicting the relationship of job benefits and job satisfaction is statistically significant because the (p-value = 0.00) is less than 0.05. Coefficient of determination r² = 0.039, shows that 3.9% of the variation in job benefits is determined by job satisfaction which also indicates that the model is significant.

(b) Testing the relationship between job benefits and work life balance:



$$WLB = 2.748 + 0.212JB \text{-----Eq. (2)}$$

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 ^a	0.098	0.096	0.47264

a. Predictors: (Constant), JB

Table 9: ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.491	1	7.491	33.535	.000 ^{a***}
	Residual	68.581	307	0.223		
	Total	76.072	308			

***Significant at 0.5 level (2-tailed)

a. Predictors: (Constant), JB

b. Dependent Variable: WLB

Table 10: Coefficients^a

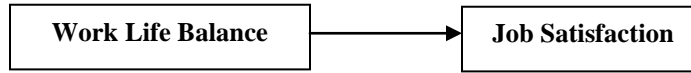
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.748	0.102		26.961	.000***
	JB	0.212	0.037	0.314	5.791	.000***

***Significant at 0.5 level (2-tailed)

a. Dependent Variable: WLB

The regression predicting relationship of job benefits and work life balance is statistically significant because the (p-value = 0.00) is less than 0.05. Coefficient of determination r² = 0.098 shows that 9.8% of the variation in job benefits is determined by work life balance which also indicates that the model is significant. The results support the hypothesis.

(c) Testing the relationship between work life balance and job satisfaction:



$$J_s = 1.697 + 0.465WLB \text{-----Eq. (3)}$$

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412 ^a	0.17	0.167	0.50976

a. Predictors: (Constant), WLB

Table 12: ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	16.706	1	16.706	64.291	.000 ^{***}
	Residual	81.595	314	0.26		
	Total	98.302	315			

***Significant at 0.5 level (2-tailed)

a. Predictors: (Constant), WLB

b. Dependent Variable: JS

Table 13: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.697	0.194		8.748	.000 ^{***}
	WLB	0.465	0.058	0.412	8.018	.000 ^{***}

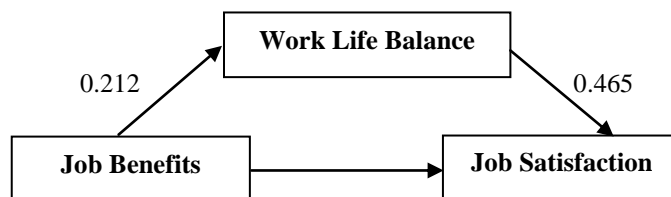
***Significant at 0.5 level (2-tailed)

a. Dependent Variable: JS

So we accept our H₂: work life balance has a significant relationship with job satisfaction.

The regression predicting relationship of work life balance and job satisfaction is statistically significant because the (p- value = 0.00) is less than 0.05. Coefficient of determination r² = 0.170, shows that 17.0% of the variation in work life balance is determined job satisfaction.

(d) To test the mediation effect of work life balance in relation with job benefits and job satisfaction:



The following formula is involved in the calculation of values for a Sobel test for the significance of meditation:

$$\frac{ab}{\sqrt{(b^2 S.E_a^2) + (a^2 S.E_b^2)}}$$

where a is the regression coefficient for the relationship between the job benefits and work life balance, b is the regression coefficient for the relationship between work life balance and the job satisfaction, S.E_a is the standard error of the relationship between job satisfaction and work life balance, and S.E_b is the standard error of the

relationship between work life balance and job satisfaction.

$$J_s = \beta_0 + \beta_1 J_b + \beta_2 WLB + \varepsilon \text{-----Eq. (4)}$$

The fourth condition of Baron and Kenny (1986) test of mediation is not met as job benefits is still significantly affects job satisfaction. Hence, the study states that work life balance does not fully mediate the relationship of job benefit and job satisfaction. The results show that the first three conditions of Baron and Kenny (1986) test are met and fourth condition is not met. Table indicates that coefficient of job benefits is still statistically significant, so partial mediation of work life balance is identified. To test significance of this partial mediation, Sobel test (1982) is applied. Dependent variable; i.e., whether the indirect effect of the independent variable on the dependent variable through the mediator variable is significant.

Sobel Test to investigate significance of partial mediation Table:

Table 14: Sobel Test

A	B	S.Ea	S.Eb	Sobel Test Statistics	Two Tailed Probability
0.212	0.465	0.037	0.058	4.661	0.000***

***significant at 0.01 level (2-tailed)

So we accept H₃: Work life balance plays a mediating role in relation between job benefits and job satisfaction.

Table indicates that partial mediation of work life balance in relationship of job benefits and job satisfaction is significant.

5. CONCLUSIONS:

The results of this study have shown that Work life balance does mediate the relationship between the job benefits & job satisfaction of faculty in both Private and Public Business schools of Punjab. It means the solely job benefits such as pay, insurance, medical leave etc. cannot guarantee job satisfaction (Sadiq, 2007). Unless, the set of benefits provide a good personal and professional life balance, that is of no use as people will remain less satisfied or dissatisfied, leading to low level of faculty performance.

The old adage "you get what you pay for" tends to be true when it comes to staff members. If individuals believe in that they are not compensated well, they will be unhappy. In general, this sector (Business Schools) in our country provides less compensation as compared to other sectors. Business schools of Punjab may offer comparable salaries and benefits to keep compatible faculty members, which will result in increase performance.

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