

**WORK LIFE BALANCE AND ORGANISATIONAL COMMITMENT  
OF SECONDARY SCHOOL TEACHERS IN KUBANG PASU  
DISTRICT**

A thesis submitted to the Graduate School in partial fulfillment of the  
requirement for the Master of Science, Universiti Utara Malaysia

By

ZUHaida BINTI ABDULLAH

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Othman Yeop Abdullah  
Graduate School of Business

Universiti Utara Malaysia

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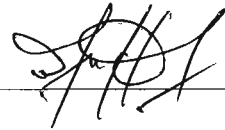
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## ABSTRAK

*Kajian ini dijalankan untuk melihat isu berkaitan dengan perseimbangan kehidupan kerja dan peribadi dan komitmen terhadap organisasi dalam kalangan guru yang berkhidmat di sekolah-sekolah menengah di daerah Kubang Pasu. Tujuan utama kajian ialah untuk mengenal pasti sebarang hubungan antara perseimbangan kerja dan peribadi dengan komitmen terhadap organisasi. Selain itu, ia juga bertujuan untuk melihat sejauh mana tahap perseimbangan dan dimension yang dominan. Terdapat tiga dimensi yang terlibat iaitu kehidupan peribadi mengganggu kehidupan kerja, kehidupan kerja mengganggu kehidupan peribadi dan kehidupan kerja/peribadi mendorong peningkatan (pemboleh ubah bebas) manakala komitmen terhadap organisasi adalah pemboleh ubah bersandar. Kajian ini dijalankan melalui kaedah kuantitatif di mana data dikumpul dengan menggunakan set borang soal selidik yang digunakan bagi mendapat maklumat balas daripada responden. Sampel kajian terdiri daripada 255 responden yang dipilih melalui kaedah persampelan secara rawak. Borang soal selidik yang mengandungi 46 item dengan 5 skala digunakan untuk mengukur pemboleh ubah bebas manakala 17 soalan digunakan bagi mengukur komitmen terhadap organisasi. Maklumbalas yang diterima dianalisa menggunakan perisian Statistical Package for Social Sciences (SPSS) versi 16.0. Statistik kekerapan dan peratusan dan ujian Pearson Correlation Coefficient telah dijalankan. Hasil kajian mendapati bahawa dimensi "WPLe" adalah dimension yang lebih dominan antara ketiga-tiga dimensi dan terdapat hubungan yang signifikan antara pemboleh ubah bebas dan pemboleh ubah bersandar di dalam kajian ini. Kajian ini mencadangkan agar dalam kajian akan datang skop kajian lebih diperluaskan.*

## ABSTRACT

*This study was conducted to gain view on the issues of work life balance and organizational commitment among secondary school teachers servicing in Kubang Pasu District. The main purpose of this study is to determine the relationship between work life balance and organizational commitment. Besides, this study also aims to determine the level of whether work life balance and which dimension is the most dominant dimension impacting the teachers. Three dimensions of work life balance, namely personal life interference with work (PLIW), work interference with personal life (WIPL) and work/personal life enhancement (WPLE) are involved in the study as the independent variables while organizational commitment is the dependent variable. This study was conducted through quantitative method where data is collected using questionnaires. Survey questionnaires were used in obtaining feedback from respondents. Samples of the research were secondary school teachers in Kubang Pasu District in Kedah State involving a total of 255 respondents chosen from simple random sampling. A 46 item questionnaire using a 5 point time relate scale was used to measure work life balance while a 17 item questionnaire was used to measure organizational commitment. The survey response was analyzed by using the Statistical Package for Social Sciences (SPSS) Version 16.0. Frequencies and percentage statistics were computed and Pearson Correlation coefficient was also carried out. The findings show that work/personal life enhancement is the most dominant dimension among the respondents, suggesting that the respondents perceive neither work interfere their personal life nor vice versa, and that there is a significant relationship between work life balance and their organisational commitment. For future research, it is suggested that the scope of the study be widen from the current study.*

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## **LIST OF ABBREVIATIONS**

WLB	Work Life Balance
OC	Organisational Commitment
PILW	Personal Life Interference With Work
WIPL	Work Interference With Personal Life
WPLE	Work/Personal Life Enhancement

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter forms and includes introduction of the subject of the study. It also provides a general explanation and overview for the entire research process. This research mainly focuses and analyses on worklife balance and organisational commitment of secondary teachers in Kubang Pasu District in Kedah. This chapter specifically discusses about the background of the study, the problem statement, research objectives, research questions, significance of the study, scope of the study, definition of terms, limitations of the study and organization of the remaining chapters .

#### **1.1 Backgroud of The Study**

Work Life Balance (WLB) has been an issue of concern for the last few decades. Despite being a relatively new body of thought, the existing studies on it remains broad. Often referred to as “work-life conflict” or “work-family conflict”, the concept of Work Life balance has been very much related to the globalization and the changing nature of work that have often

resulted in the fast pace, of change, intense pressure, constant deadlines, changing demographics, increased use of technology and the co existing virtual workplace. While there have been various interpretations of the term, the definition from the New Zealand Department of Labour Website (2007) that describes it as “.....effectively managing the juggling act between paid work and the other activities that are important to people is used in this paper.

According to Guest (2002), Work Life Balance or WLB has relevance for all individuals. Thus, this explains the fact that most working individuals often strive for better work atmosphere, improve family and personal life in achieving increased average income and rise in living standards. Echegaray, Cornish and Donnelly (2006) reported that according to a report written on behalf of global research organization ESOMAR, over two thirds of people across 23 different countries believe they lack work life balance and nearly half feel personally affected by the imbalance.

Balancing a successful career with a personal or family life can be challenging and input on a person's satisfaction in their work and personal life's roles (Broers, 2005). Mohd Noor, Stanton & Young (2009) stated that the ability to balance between workplace's needs and personal life's needs is perceived as an important issue among workers globally and academics in higher education institutions were not excluded. Messersmith (2007)

mentioned that work life imbalance can appear in various forms from the inability to remove oneself psychologically from the demands of the job to a blurring of the lines between work and home life (Boswell and Olson-Buchanan, 2007).

## **1.2 Background of the Problem**

In 2001, The Ministry Of Education Malaysia (MOE) introduced the Education Development 2001-2010, with the aim to develop individuals potential entirely in order to produce mankind who are emotionally, intellectually, spiritually and physically balanced as envisaged in the Philosophy of National Education; to promote creativity and innovation among students; to enhance knowledge, science and technology culture; to increase life long learning; to prepare an efficient and effective education system which can help achieve international standard; to become the educational centre that can provide excellent education and to increase Malaysia Education's prestige in international level (Education Development, 2001-2010). Hence, such a huge aim and expectation is undeniably placed on the shoulders of the real implementors, teachers who play important roles in the execution of such agenda.

However, society has often had misconceptions on teachers or specifically on teacher's workload whereby people think and perceive that teaching is an



easy job, mainly due to the long holidays and working hours. Claxton (1989), in contrast, mentioned that teaching is an occupation which is always demanding and challenging. According to Faridah Kassim and Zubaidah Aman (1988), teaching is attributed as an occupation that is always disclosed to high stress level. In a study “Occupational Stress faced by single and married female teachers” by On Lian Bing (1998), four major stress factors were identified: school climate, overload, salary and economic status and time and duty pressure. Reports from newspapers, National Union of the Teaching Profession (NUTP) and other teachers’ unions raised many grievances and dissatisfaction of teachers (The Sun, 1999). In the same report, Mr. N Subramaniam, the Secretary-General of the National Union of the Teaching Profession (NUTP), mentioned that there is a high evidence of burn out due to stress among teachers.

Former Deputy Chancellor of University of Technology Malaysia, Tan Sri ainuddin Wahid indicated that teachers’ obligation is heavy, reason being that, every teachers plays an important role in the development of attitude and personality of the future generation other than delivering knowledge and become a role model to their students all the time (Yaacob, 1985). Utusan Malaysia (2005) reported that Datuk Seri Hishamuddin Tun Hussein, the then the Minister of Education Ministry had revealed that teachers in Malaysia have been categorized as “stressful teachers” as they have to spend 74 hours per week to perform their jobs including 50.4 hours or 68 percent related to curriculum. Further, stress levels among teachers in Malaysia are

increasing and become worrying due to increasing teachers' workload (Abdul Muin Sapidin, 2005).

Recently, the Government has proposed to implement 9 hours a day teaching policy for school teachers. This new policy was planned to be implemented January 2012 onwards in four states – Melaka, Sarawak, Pahang and Johor and it will affect 5000 teachers from primary and secondary institutions. Under this new policy, morning school teachers are required to be in school from 7.30 am until 4.30 pm whereas afternoon school teachers are required to be on duty at 9.30am to 6.30 pm. Such an idea has caused much worries among teachers themselves as this will add more burden on their existing tasks. The National Union of the Teaching Profession (NUTP) urged the Government to revoke the nine hours a day teaching policy for school teachers, as it is believed to be unnecessary and impractical at the moment. The main issue here is many schools lack comfortable facilities for teachers.

Azizi , Shahrin and Tee (2007) identified pupil misbehaviour is the main source of teacher stress among technical teachers, followed by workload, time and resources difficulties, recognition and interpersonal relationship. This results are consistent with findings of Ramli (2003), Pratt (1978), Abdul Rahim (2002) and Mazlan (2002) which indicated that pupil misbehaviour is the main cause of teacher stress.

While heated debates on the issue whether teachers are overworked or that teaching is a stressful profession as many have such misconception in mind, mainly basing on the working hours of teachers and long holidays that teachers enjoy, it is believed that this study has very much relevancy on the current scenario. Much studies have been done on finding out the main sources of stress and coping strategies but little is done to find out whether teachers are able to enjoy worklife balance and whether it has any impacts on organisational commitment. To the knowledge of the research, no such study on worklife balance has ever been conducted on teachers, particularly those serving in Kubang Pasu District. Therefore, it is hoped that the results of the findings will add to the existing literature of related areas.

### **1.3 Statement of The Problem**

Most research literature describe the intention and desire to combine and balance work and family matters at the same time as leading factor to role conflicts. Undeniably, the challenge in managing between work and family can be difficult and pose possible consequences to the individuals and organisations involved. Each of their roles, either men or women, impose demands requiring time, energy and also commitment. Some of the multiple roles that an individual has to juggle which most of the times simultaneously, are as a wife, mother, husband, father, employee and sons and daughters.

For many, juggling to bring about balance in work and life can be stressful and demanding. This is due to work and life are two important and critical domains that are not compatible and that there are usually conflicts between the two domains (Netrmeyer, et al 1996). Consequently, work and life balance has always been associated with a number of dysfunctional outcomes (Bacharach, Bamberger, and Conley, 1991), decreased family and occupational well-being (Kinnuen and Manuo, 1998), and job and life dissatisfaction (Netermeyer, Boles, and Mc Murrian, 1996).

Past literature review on work life balance and its possible outcomes were mostly done organisations or private companies other than schools. No studies have been done in the scope that the researcher is intending to. Thus, in this study, the researcher hopes to find out the prevalence of work life balance and whether or not work life balance has a significant relationship with organisational commitment among teachers of secondary school teacher in Kubang Pasu district.

#### **1.4 Research Objectives**

The followings are the objectives of the study :

1. To identify the prevalence of work family balance/imbalance among secondary school teachers in Kubang Pasu District.

2.To identify which dimension of work family balance is the most dominant dimension among secondary school teachers in Kubang Pasu District.

3.To determine the relationship between work family balance and organisational commitment among secondary school teachers in Kubang Pasu District.

### **1.5 Research Questions**

The followings are the questions of the study :

1. Is work life balance prevalent among secondary school teachers of Kubang Pasu district?
2. Which dimension of work life balance is the most dominant dimension among secondary school teachers of Kubang Pasu district?
3. Is there any significant relationship between work life balance and organisational commitment of secondary school teachers of Kubang Pasu District?

## **1.6 Hypotheses**

The specific hypotheses of the study are as follows :

H1 : Personal life interference with work (PLIW) is the most dominant dimension among secondary school teachers of Kubang Pasu district.

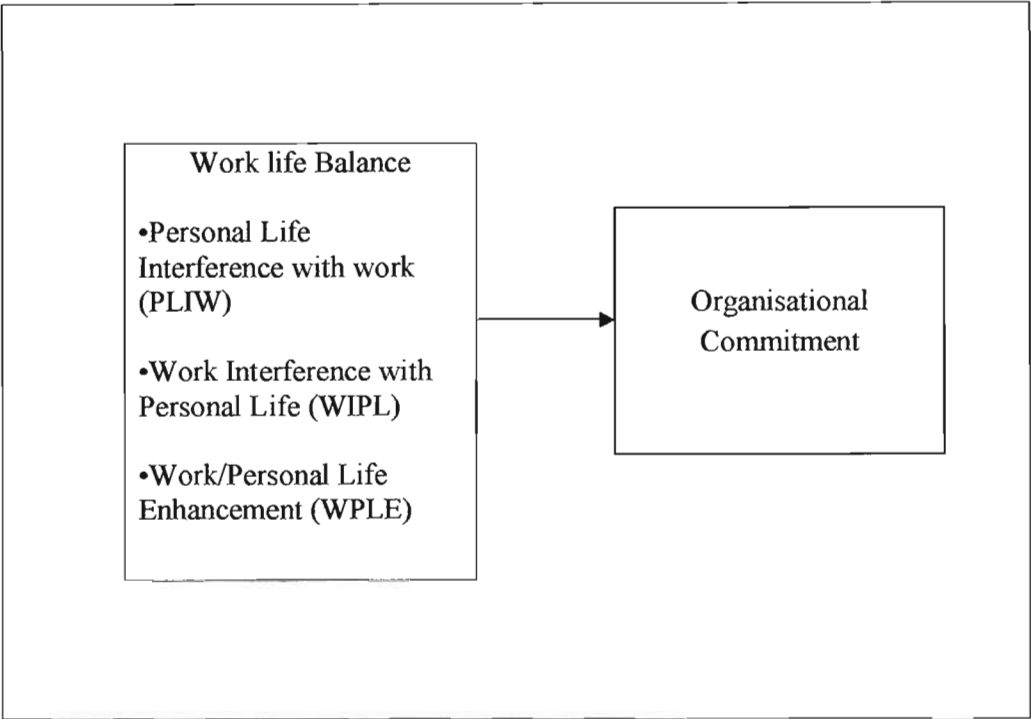
H2 : Work interference with personal life (WIPL) is the most dominant dimension among secondary school teachers of Kubang Pasu district.

H3 : Work/Personal life enhancement (WPLE) is the most dominant dimension among secondary school teachers of Kubang Pasu district.

H4 : There will be a significant relationship between worklife balance and organisational commitment of secondary school teachers of Kubang Pasu district.

**1.7 Theoretical Framework of Study**

The researcher has developed the theoretical framework based on Rincy and Panchanthan (2010).



*Note.* WLB = work life balance; WIPL=work intereferece with personal life; PILW= personal life interference with work life; WPLE= work/personal life enhancement; OC=organisational committment.

## **1.8 Scope of the Study**

The study was conducted with secondary school teachers in Kubang Pasu District. The teachers are those who are still serving in the government schools. Kubang Pasu District is the biggest district in the state of Kedah. The study was deemed to examine the relationship between work life balance and organisational commitment of the respondents.

## **1.9 Significance of the Study**

The findings of the study are deemed highly significant to the Ministry of Education of Malaysia at large. With the availability of the results of the study, it is hoped that The Ministry of Education of Malaysia will be able to understand whether teachers are experiencing the ideal level of work life balance and whether it has an impact on organisational commitment. The findings will also unleash the specific effects of the corresponding levels of work life balance and organisational commitment of the teachers. Thus, it is hoped that The Ministry of Education would consider the findings in coming up with further improvements and changes related to the career in future so as to attract more to join the teaching career. This study could also encourage



further studies on work life balance and its relationship to other domains in future.

#### **1.10 Definition of Key Terms**

Work Life Balance - refers to balance between work and family or life outside work (Yeandle, 2005). Fisher – McAuley, et al (2003) described it as a competition for both time and energy between the different roles filled by an individual. It may be considered unbalanced for an individual when the amount of time causes some sort of conflict or stress in other areas of life.

Personal life interference with work (PLIW)- refers to the “extent to which one’s personal life interfere with work” (Fisher, G., 2001)

Work interference with personal life (WIPL) – refers to the extent to which work interferes with personal life.” (Fisher, G., 2001)

Work/Personal life enhancement (WPLE)- refers to the “extent to which one’s personal life enhances work.” (Fisher, G., 2001)

Organisational Commitment – the employee’s behaviour intention to continuously work for the organisation rather than accepting another job that

may offer potentially better socioeconomics benefits. (Sheridan & Abelson, 1983)

Continuance Commitment – refers to “ the extent to which employee perceive that they have to stay with their employers because the costs of leaving are too high” (Feldman & Ng, 2008)

Normative Commitment – refers to “ the perceived obligation to stay with some connotations of moral imperatives to do so” (Feldman & Ng, 2008)

### **1.11 Limitations of the study**

This research has faced several limitations in the completion of this study. They are as follows:

#### **1.11.1 Generalizability of the Findings**

The population of this study consisted of teachers of secondary schools in Kubang Pasu District. Only 255 samples were managed to collect the data from the randomly selected schools in the district. Hence, the findings are only specific to the teachers of the teachers in respective schools in Kubang Pasu District and not to all teachers in Malaysia. However, the study may be

replicated to determine whether the findings apply to all teachers in Malaysia at the later stage.

#### **1.11.2 Time Constraint**

The researcher has limited time to establish a good research project. Time is limited to gain more information on the topic covered.

#### **1.11.3 Basic Assumptions**

The respondents in this particular research responded according to what they have experienced in actual school organization.

#### **1.11.4 Difficulty in Data Collection**

The researcher faced difficulties in the data collection due to several reasons. First is in getting in adequate number of respondents as samples of the study. Then , many respondents were reluctant and hesitant in participating in the study. Some of the reasons given were they were not interested in answering questionnaire and did not have much time to spare on attending the questionnaire claiming on the number of hours of teaching at school.

Some respondents exhibited personal biasness towards some questions based on their personal experiences, hence the data collected may not be entirely impartial. Some even did not take the survey seriously and answered the questions just for the sake of accomplishing the survey. Realizing this, the researcher encouraged the respondents to answer as honestly and as completely as possible. The researcher also requested the respondents to double check on the questionnaire to make sure that each and every question was completely answered. The researcher did not feel that understanding the items in the questionnaire would be a problem as the questionnaire was in dual language; English and Bahasa Melayu.

#### **1.12 Organization of Remaining Chapter**

The study is structured into five parts. Chapter one illustrates the issue discussed and also provides problem statement, research questions, objectives and scope of the study. It also highlights the significance of the study.

Chapter two covers the critical and relevant literature as well as past research related to the topic. It addresses the subject matter, present the discussion of the review relating to aspect work and family issue and the theoretical model of the study.

Chapter three presents the research method adopted in the study. It includes research population, sampling, instrumentation of questionnaire, data collection and data analyses procedures for conducting the study.

Chapter four explains the results of the survey research. It provides the complete findings on raw data of the research. The descriptive and statistics are presented with analysis and interpretation of results.

Chapter five presents the conclusion, implication and recommendations in relation to the topic. It sums up the findings with some suggestion for future research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents an overview of the subject of Work Life Balance, work life dimensions, organisational commitment and its dimensions, stress and teachers, instruments used for work life balance and organisational commitment as well the research model and hypotheses formulated in the study.

#### **2.1 Review of Related Literature**

##### **2.1.1 Definition of Work Life Balance**

Definitions and explanations on the concept of work life vary. In its broadest sense, work life balance is defined as a satisfactory level of involvement or “fit” between the multiple roles in a person’s life. Defining the concept is a complex task, as it can be viewed from the meaning of “work”, “life” and

“balance” (Deery, 2008). Dundas (2008) mentions that work life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development and leisure and recreation. Greenhouse, Collins and Shaw (2003) define it as the extent to which an individual is equally engaged in –and equally satisfied with – his or her work role and family role. Clarke, Koch & Hill (2004) suggests that work life balance is generally associated with equilibrium, or maintaining an overall sense of harmony in life. Virick, Lily & Casper (2007) states that employees who experience high work life balance are those who exhibit similar investment time and commitment, to work and non work domains.

### **2.1.2 Work life Issues**

Most of the research on work life issues has been conducted in Western societies (Ahmad, 1996) like European countries, US, Canada and many others. Literature on work life issues is vast, branching out in a number of themes. The studies focused on worklife often circulate around factors influencing it, its relationship with job satisfaction, conflicts and family satisfaction/life satisfaction, strategies in coping and gender differences. Consequences of work family conflict on satisfaction with work, family and life have clearly deposited in the model of work family conflict.

(Kopelman, Greenhaus & Connolly, 1983). Negative relationships have been found between work-family conflict and job satisfaction as well as between work-family conflict and family satisfaction (Aryee, 1992; Greenhaus & Kopelman, 1981.; Parasuraman et al.,; Pelck, Staines, & Lang, 1980). However, positive relationships have been found between job satisfaction and life satisfaction (Bamundo & Kopelman, 1980; Burke & McKeen, 1988; Rice, Near, Hunt 1980) and between family satisfaction and life satisfaction (Campell, Converse & Rodgers, 1976; Kopelman et al, 1983; Lee, 1978).

Work family conflict is most commonly defined as “ a form of interrole in which the role pressures from the work and family domains are mutually incompatible in some respect” (Greehouse & Beutell, 1989). While some studies questioned whether the pattern of this incompatibility are the same for women and men, Lambert (1990) proposed that gender differences pertaining the issue must be studied in depth. A study by Aminah Ahmad (1996) on “Work-Family Conflict Among Married Professional Women in Malaysia” indicate that work family conflict was of interest to the organisations where the Malaysian women were employed and to the women themselves because it can lead to reduced job satisfaction and hence to reduced life satisfaction. There were two hypotheses concerning gender differences in domain sources conflict, which were flexibility and salience. The former hypothesis predicts that the work domain is a greater source of conflict than the family domain for both women and men while the latter



predicts that the family domain is a greater source of conflict for women than the work domain and the work domain a greater source of conflict for men than the family domain. However, Evans & Bartolome (1984) claims that work domain is less flexible than work domain is less flexible, so work affects family life more than reverse and there is no gender differences. According to Cooke & Rousseau (1984), conflict is found greater from the domain that is more salient to the person's identity, which suggests that women have the tendency to experience more conflict from the family domain and men from the work domain.

The industrialised world had changed the traditional family pattern with the father being the breadwinner, mother as the homemaker and where both have very clearly defined roles (Nieva, 1985; Burley, 1995; Lewis and Cooper, 1995; Burke, 1997). Now, both women's and men's family roles are changing dramatically. As well as women, more men are valuing shorter working hours and would trade income for shorter hours to spend time with family and achieve a more balanced life (Lewis and Cooper, 1995). Such changes in family structures are likely to affect the experiences of women and men differently with the trends expected to be more marked for women (Cowerman, 1989; Burley, 1995; Lewis and Cooper, 1995; Burke, 1997). It has found by Demo and Acock (1983) that regardless of employment status, women perform two or three times more household tasks than their partners.

Several studies have examined the relationship between work family conflict and job performance, job satisfaction and organisational commitment with mixed results. Job performance as one of the direct consequences of work family conflict has been examined by Aryee (1992) who used a self rated measure of work quality and found that it was related to job-parent conflict but not to job-spouse or job-homemaker conflict. Frone et al. (1997) also found a significant relationship using a self-rated measure of job performance. Karatepe and Sokemen (2006) in a study among frontline hotel employees found a significant negative relationship between both work-family conflict and family-work conflict with job performance.

A study by E. Kent Malone ( 2013) that focused on job satisfaction, work-life balance, and organizational commitment among women employed in the U.S. construction industry found that there were differences in the respondents' commitment over different time intervals, as well as in their satisfaction with employer benefits based on whether or not they had children under 21 living at home. Factors that led to the most job satisfaction were good working relationships with coworkers and peers; respect and fair treatment from superiors; challenges on the job; feeling of accomplishment, and feeling valued as an employee. Factors that ranked the highest in affecting organizational commitment were job-fit to their individual skills, flexibility and balance between work and personal time, feeling valued as an asset to their company/employer, and availability of

opportunities for advancement. Based on these results, employers will be better able to select initiatives that will help them promote employee work-life balance.

The consequences of not having a good mix or balance and integration of work and non work roles are obvious and highlighted in many studies. Employees who experience increased stress due to work/life conflicts and decreased perceptions of control over their work and non work demands are less productive, less committed to, and satisfied with their organisation and more likely to be absent or leave the organisation (Adams, 1996; Boles & Babin, 1996; Frye & Breugh, 2004). Individuals experiencing interference between work and personal lives are also significantly more likely to suffer from reduced psychological well-being and physical health ( Grant – vallone and Fisher, 1998). In one study, people who experienced life work conflict were nearly 30 times more likely to suffer from a mood disorder such as depression, 10 times more likely to have anxiety disorder and 11 times more likely to have substance-dependence disorder (Frone, 2000).

On the other hand, employees with lower levels of worklife conflicts report higher job satisfaction overall (Boles et al, 2001). Khairunneezam (2011) in his study among Academics in Malaysian Public Higher Education Institution found that perceived work-life balance satisfaction was correlated negatively with the intention to leave the organisation among

academics. The results of the simple mediation analysis indicate that job satisfaction and organisational commitment are partial mediators for the relationship between work-life balance and intention to leave the organisation.

Various workers (Frone, Russel, & Cooper, 1992; Gutek, Searle, & Kupa, 1991; Rice, Near, & Hunt 1990) have studied the influences of different counteracting factors on work family issues and they also proposed certain common dimensions for the work life balance concept. According to them, work family imbalance could arise due to reasons originating either from work or family domains. The situation may be either work interferes with the resources allocated to the personal life (family domain)(WIPL) or personal life (family) interferes with the resources allocated to the work domain (PLIW). It was Payton-Miyazaki and Brayfield (1976) who came up with the third dimension of work life balance which is work/personal life enhancement (WPLE) wherein they consider work as a socialising force and workers learn skills, values and expectations, social philosophies, and so forth. These workers will then carry over these qualities to the family. Zedeck (1992) and Fisher (2001) also referred WPLE, the extent to which one's personal life is enhanced by work and vice versa.

On the contrary, Greenhouse and Buetell (1985) and Netemeyer et al. (1996) suggested that there were three forms of work family balance, namely time-based, strain-based, and behaviour-based.

- a. Time-based – It refers to the challenge of balancing the time demanded by family with work or non-work activities. This is reflected in a life of a working individual who works more or longer hours and had little time or energy left to themselves and family. This particularly happens to one who does not hold strong family values and occur more on women because housework and childcare present the second shift for married women in dual families. It may also occur when role pressures stemming from the two different domains compete for the individual's time (e.g. requiring employees to work late with little notice might make it difficult for employees to meet family obligations).
- b. Strain-based – It refers to when stress from one section lead to other section. Relationship problem, financial difficulties, loss of a loved ones are some of the top list of non work stressors. Stress at work also spills over to an employee's personal life and often becomes the foundation of stressful relations with family and friends. Strain-based conflicts occurs when the strain experienced
- c. in one role domain interferes with effective performance of role behaviours in the other domain. A father or a sick child, for

instance, may not be able to focus on his job responsibilities, thus leading him making mistakes in his work.

- d. Behaviour-based – This particularly occurs when an individual is expected to do different work and non work roles. This negative effect will occur in the form of lowered moral, diminished motivation, reduced productivity and increased burn out and turnover. It often stems from incompatible behaviour demanded by competing roles. For example, a manager in a financial services firm might be expected to be aggressive, unemotional and hard driving, but these same behaviours in the family domain most likely lead to conflict with family members.

### **2.1.3 Work Life Benefits**

By maintaining healthy worklife, organization are able to promote a positive working environment and at the same time, retain good employees (Pillinger, 2007). Further, CIPD.com (2008) reported some other benefits or positive outcomes of work life balance or employees which include :

- a) “higher productivity and competitiveness”

- b) increased flexibility and customer service, for example to cover for absence and holidays
- c) raised morale, motivation, commitment and engagement
- d) reduced absenteeism
- e) improved recruitment and retention of diverse workforce
- f) wanting to become an “employee of choice”
- g) meeting legal requirements

One of the many theories to explain how work can actually interfere with family life is based on spillover theory, which emphasizes that people in higher demanding jobs “experience substantially higher levels of negative spillover from work into their lives off the job – jeopardizing their personal and family well being”. Almost 90 percent of more than 69 millions American parents with children under the age of 18 are employed (Fredriksen-Goldsen & Scholarch, 2001), and “dual-income families are....characterized as being overextended, overworked, overwhelmed and over the top” (Gambles, Lewis, & Rapoport, 2006). The number of families headed by single parents has increased 25 percent since 1990, to more than 7.5 million households. These trends show that it is even more important that scholars analyze ways to alleviate conflicts resulted from work and life imbalance. By constructing better solutions in work and life balance, working parents, be it single or not, can learn how to manage work and

family domains effectively. Bruton (2006) has confirmed that most parents (89%) thought that job satisfaction results in improved home life quality, and that their children learned good values because of their parents' paid (74%).

Natalie & Ibolya (2009) have discussed and recognized the positive and negative impact of spillover. Spillover is generally not only discussed in terms of positive relationship but also the possibility of having negative impacts (Piotrkowski, 1978). However, according to Brunton (2006), positive spillover has received less research attention.

Referring to an article by Natalie & Ibolya (2009) too, a number of factors relating to the work environment have been found to be associated with negative work family spillover. Stress and long working hours can have a negative impact on family life as parents are unable to allocate the necessary time and energy to maintain family relationship.

#### **2.1.4 Organisational Commitment (OC)**

Commitment has been defined as the willingness to expend personal, temporal and psychological resources on behalf of a particular domain (Mowday, Porter, and Stears, 1982). They also explained that organisational



commitment as the extent to which an individual identifies and is involved with his or her organisation and/or is unwilling to leave it. Swailes (2002) states that organization commitment refers to the employees' emotional attachment to, identification with, and involvement in the organization. While Opkara (2004) mentions that organizational commitment is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher.

According to Meyer and Allen (1984), organisational commitment is a psychological state that characterises the employee's relationships with the organisation and has implications for the decision to continue membership in the organisation. Taylor, Audia and Gupta (1996) think that organisational commitment as an obligation toward the organisation and it is natural that the organisation expects employeeed to be committed in return for a range of benefits and support it renders toward them.

Hall, Scheider and Nygren (1970) define organizational commitment as the "process by which the goals of the organizations and those of the individual become increasingly integrated and congruent". Sheldon (1971) defines organizational commitment as an attitude or an orientation towards the

organizations, which links or attracts the identity of the person to the organizations. Salancik (1977) defines organizational commitment as “a state of being in which an individual becomes bound by actions to beliefs that sustains activities and involvement”. Porter, Steers, Mowday and Boulian (1974), define organizational commitment as “the strength of an individual’s identification with and involvement in a particular organization”. They characterize it by three psychological factors: desire to remain in an organization, willingness to exert considerable efforts on its behalf and belief in and acceptance of its goals and values hold.

#### **2.1.5 Dimensions of Organisational Commitment**

Hyde and Roy (2006) identified four dimensions for organisational commitment, namely belongingness, job satisfaction, optimism, and quality of work life. Hartoq, Hoogh and Keegan (2007) observed more helping and compliance behaviour among employee having a strong sense of belongingness while Jones and Lathlean (2008) argued that belongingness has an intuitive appeal and since human beings are social creatures, the need to belong and be accepted are fundamental psychological needs.

Job satisfaction and commitment would be induced when there is innovative and supportive organisational culture (Lok and Crawford, 2004). The

concept is made further clearer by Wright and Corpanzano (2007) who define job satisfaction as the psychological and well being of the worker. They also mention that a happy worker would have a higher job performance and possibly higher job retention too.

As for the third dimension of organisational commitment which is optimism, Segerstorm and Nes (2006) view that optimists could persist upon pursuing goals and may have beneficial consequences such as protection against negative effect and greater likelihood of goal attainment. Greesa, Wellmana, and Laissiterb (2009) had demonstrated that for high priority goals, optimistic individuals would indeed increase goal engagement and would be more likely to attain their goal relative to individuals low in optimism. Lawler (1982) suggest a number of legislative and public policy approaches to improve quality of work life since the practices is very much limited due to monetary preferences of employers.

Meyer and Allen (1991) hold that organizational commitment is a multidimensional construct comprising three components: affective, continuance and normative. Affective commitment has been defined as an employee's emotional attachment to identification with and involvement in the organization. Employees with a strong affective commitment will remain in the organization because they want to. Continuance commitment

on the other hand has to do with one's awareness of the costs associated with leaving the present organization. Employees whose commitment is in the nature of continuance will remain in the organization because they have to. The third component, normative commitment has to do with feeling of obligations to the organization based on one's personal norms and values. Employees whose commitment to the organization is said to be of the normative type remains in the organization simply because they believe they ought to. The factor structure of Allen and Meyer's (1996) organizational commitment scale has been examined in several studies. Some of these studies include measures from all the three components (affective, continuance, and normative) whilst others focus only on affective commitment measure and/or continuance commitment measure. Studies have provided empirical support to demonstrate that the components are indeed distinguishable from one another (Dunham, Grube & Castaneda, 1994).

#### **2.1.6 Stress**

Stress affects commitment. Due to stress, university administrators have been reported to be a misfit, having poor coping ability, and consider changing jobs (Blix & Lee, 1991). Boice & Myers (1986) also reported that academic heads of departments in US and UK were suffering from stress because of having to work long hours. Australian deans and heads were also reported to have worked four or five hours longer than their academic

colleagues between the year 1977 to 1999 (Harman, 2002). Chairpersons also have been reported as being unappreciated by their faculty despite advocating for them (Boice & Myers, 1986). Academic administrators reported the feeling of unhappiness in their job (Northern Arizona University, 2005). In a recent study conducted by Viljoen and Rothman (2009) on the academic and non-academic staff of a South African university, stress about control and resources & communications contributed to low organizational commitment. Whereas, stress about work-life balance, overload, control, aspects of the job, and pay & benefits contributed to low individual commitment. In other study, Donald et al. (2005) showed how organization can control the commitment of its employee by showing their commitment to them first.

Stress also affects their physical health and psychological. As mentioned by Sheridan and Abelson (1983), increased levels of job tension in the current job may lead to the employee quitting to avoid the stressful work environment.

Though stress is unavoidable in our society but direct action, seeking instrumental support and resignation (Hall, Viola, Chater & Willson, 2006) can mitigate its consequences and impacts. Impacts of high stress entails low organizational commitment, which directly contribute to voluntarily termination of employees (Parasuraman, Alutto, 1994) and may lead to low overall firm's performance (Ton, Huckman, 2008). Meyer and Allen (1998)

relate comfort, competence and status related experience to organizational commitment and specifically competence – related experience is most important one. They further state that positive early work experience results in high affective commitment. Chusmir (1982) findings revealed that both women and men respond in the same manner to job commitment, but women reactions to certain variables are different. Further the researcher explores three independent variables i.e. sex role conflict, satisfaction of needs and work commitment that can influence their job commitment. Elangovan, (2001) conducted a research which revealed that the higher the degree of stress, the lower is the level of satisfaction and thereby decreased organizational commitment.

#### **2.1.7 Teachers, Workload and Stress**

Since the performance of schools is usually determined by the state of teachers' psychological well-being and their commitments (Yucel, 2008), one question that arises is with regard to the number of teachers who are actually willing to go over and above their call of duty, especially in secondary schools in Malaysia. This is based on several reports related to teaching profession such as the issues on commitment to teaching, turnover intention and burnout. In 2005, the National Union of Teaching Profession (NUTP) conducted a survey among 9,000 primary, secondary and technical school teachers and it was revealed that 67% of Malaysian teachers suffered from stress. In a recent research conducted by Segumpan and Bahari (2006)

among 1209 teachers from 14 secondary schools in Malacca, it was found that 57.2% of the respondents had high stress level with respect to students' misbehavior. Hence, it could be concluded that the reason why some teachers in schools are not performing that is because they are suffering from burnout. This is in line with Yucel's (2008) suggestion that the level of burnout can explain why some teachers failed to demonstrate Organisational Citizenship Behaviour.

Teaching has been proven as a stressful job based on previous studies. Sveinsdottir, Gunarsdottir, and Fridriksdottir (2007) reported that the working environment for teachers is highly stress-provoking. Teacher stress is defined as an uncomfortable feeling, negative emotion such as anger, anxiety and pressure which originated from their work (Maslach & Jackson, 1984). Teachers have to cope with their task to give knowledge; as well as to educate students to be good citizens. With the increasing demand from students and parents, as well as the job requirement made by Malaysia's Ministry of Education, the stress levels are steadily increasing. Teachers in Selangor and Kuala Lumpur areas have been categorized as 'stressful teachers' since they have to spend 74 hours per week in teaching, as well as involved in curriculum activities (Abdul, 2005).

Stress is most likely to occur in situations where; demands are high, the amount of control in an individual is low, and there is limited support or help available for the individual. When a body receives stressor, it can increase the stress level. Victorian research indicates that stress levels

amongst school principals are high and attributable to aspects of the role, such as workload management burdens (Saulwich, 2004). These findings are similar to those reported in New Zealand (Hogden, 2005). Smithers (1989) revealed a deeply discontented profession, with one in three teachers feeling 'trapped' and wishing to 'escape'. There is no evidence that the situation has improved. Travers and Cooper (1996) for example, report that 66% of their sample of teachers had actively considered leaving the profession in the previous five years. And the situation for headteachers may be even worse. Troman (1998) cites the National Association of Head teachers which reports that four out of five headteachers in England are opting for early retirement and reporting burnout in their forties.

#### **2.1.8 Scales**

Various instruments were developed to measure the Work life Balance of different target groups in different context. Those scales include those developed by Fisher (2001), Greenhaus et al (2003), Hill et.al (2004), Huffman et.al (2004) and Hayman (2005). Majority of them were developed on the basis of the western societal and work concepts. Most of these instruments are having good validity and reliability in the societal context in which they were developed.



## 2.2 Models of work life balance and Organisational Commitment

There are five main descriptive model of people's work life balance.

([www.workdesignsolutions.biz,2005](http://www.workdesignsolutions.biz,2005))

“The *Segementation* model states that work and life outside of work are mutually exclusive such that one sphere does not impact the other. The *Spillover* model states that work and life are interdependent and therefore influence each other. The *Compensation* model states thatewhere a person has growing frustration in one life domain (e.g. family), they will reduce time and energy spent in that role. That leads to an increase in time and energy dedicated to a second life domain (e.g. work) in an effort to compensate for the lack of rewards or for disagreeable experiences in the first life domain (e.g. family). The *Instrumental* model states that one sphere of influence puts emphasis on the other. The *Conflict* model states that each sphere has multiple demands, thus requiring individualsto prioritize and make choices that can lead to conflict.

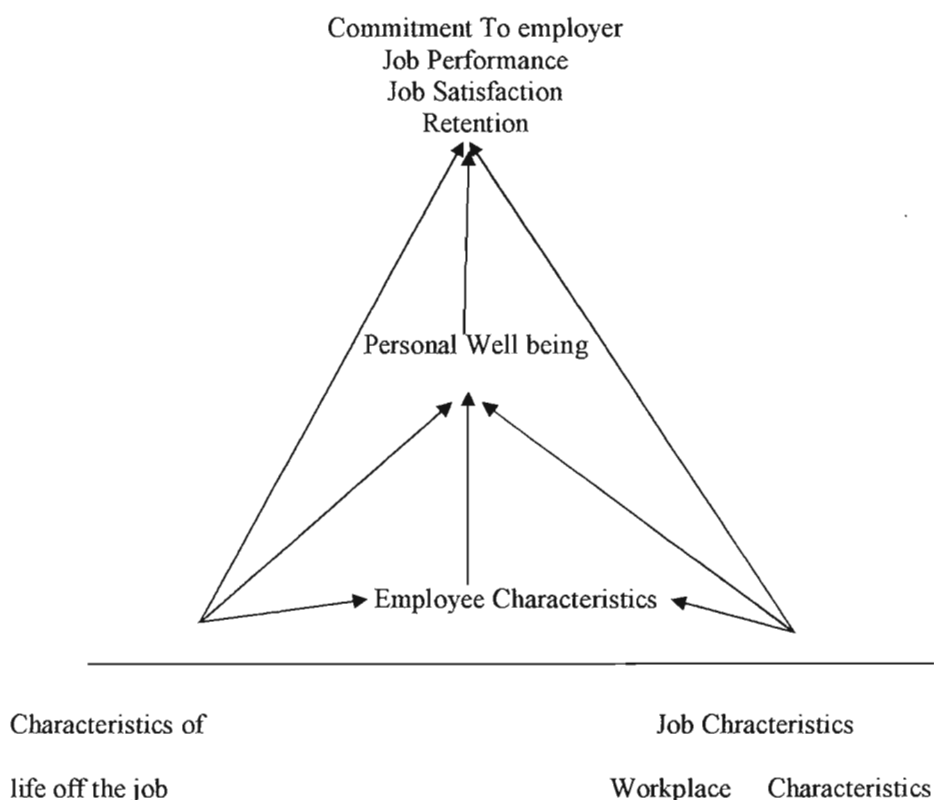
The need to find a way of conceptualising the issues in the study and supporting the range of issues involved in the research questions led to the adoption of the following model developed by Bond (1998) (Figure 1). Incorporated in this model are the major issues that need to be addressed in an analysis of work/life balance. It allows a consideration of:

1. determinants
2. nature of balance, and
3. consequences of work/life balance.

Indeed, the choice of this model responds to the calls for work/life research to examine the pathways of influence between work and non-work and the mechanisms that influence the interface between work and non-work (Geurts, 2002). The chosen model also incorporates elements of a more recent theoretical model—*Work-family Enrichment Model* (Greenhaus & Powell, 2006), referred to in the literature review, particularly the issue of pathways on influence between work and non-work

**Figure 1. Model of Causal Pathways Connecting Work and Personal Life**

(Source: Bond, Galinsky & Swanberg, 1998)



### **2.3 Conclusion**

This chapter presents reviews on the previous related studies. It provides the different scope of study, the concept of work and family balance and organisational commitment as well the variables involved. It also presents the different findings on the topic.

## **CHAPTER 3**

### **METHODOLOGY**

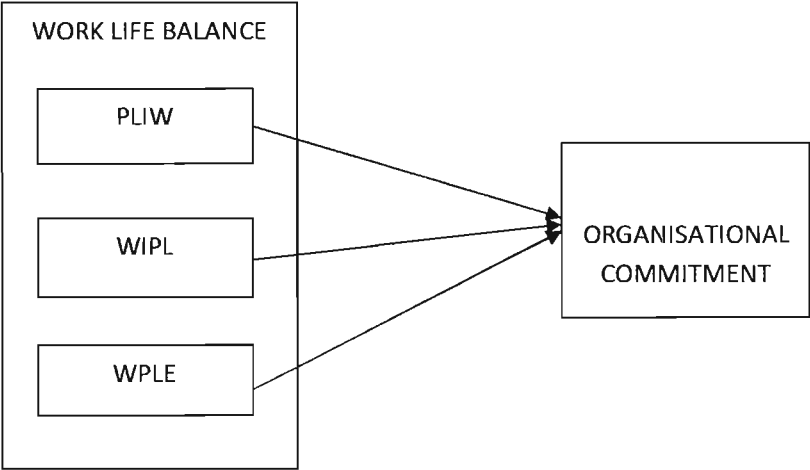
#### **3.0 Introduction**

This chapter describes the methodology that would be employed in the study to determine work life balance an organisational commitment. A questionnaire survey will be used in this study. The independent variable is work life balance experienced by teachers which is divided into three dimensions, namely work interference with personal life, personal life interference with work, and work enhancement/personal enhancement and the dependent variable is organisational commitment.

#### **3.1 Research Framework**

The research framework depicted below is developed based on literature review and research problems. Figure 3.1 as shown below show the research framework for this study. The model focuses on worklife balance and its dimensions as the independent variables and organisational commitment , the dependent variable.

**Figure 3.1 Research Framework**



Note : PLIW = Personal Life Interference with work, WIPL = Work interference with personal life, WPLE = Work/Personal Life Enhancement

**3.2 Research Design**

The reserach design is aguideline to the reseacher to ensure the process of collecting, analyzing and interpreting of data that can be done systematically. The survey design was selected because this is the best method to describe existing characteristics of a large group of people. This research design was chosen as it is the way to get information from the people. As time is critical in conducting the survey, the survey design was the appropriate way to administer stadardized questions to the respondents. A survey can be defined as a widely method of instrument of gathering

scientific information. This sections includes type of study, unit of analysis, time horizon, population, sample size and sampling technique in particular.

### **3.2.1 Type of study**

The research design for the study is descriptive in nature and was conducted to find out relationship between work life balance/conflict and organisational commitment. Quatitative data gathering methods was employed.

### **3.2.2 Study Framework**

The conceptual framework is developed from the literature review which draws the relationship between work life balance and organisational commitment among teachers in Kubang Pasu District.

### **3.2.3 Population , Sample and Sampling Technique**

The population for the study comprises the teachers who are currently teaching in Kubang Pasu district. As to date, as stipulated in the official website of Education Department of Kubang Pasu District, the total number of teachers teaching is 3000. Respondents will be selected using a simple

random sampling technique of the vast population. Sekaran ( 2000) states that simple random sampling is appropriate when the generalizability of the findings to the whole population is the main objective of the study.

The sample size is determined by applying decision model of Krejcie and Morgan (1970) who simplified size decision. As for the study, a total of 300 questionnaires were distributed and 255 questionnaires were managed to be collected to be used as the sample for the study.

The schools were selected randomly and by convinience sampling. Below are the schools intended to be included in the study:

1. Sekolah Menengah Kebangsaan Jitra
2. Sekolah Menengah Kebangsaan Pulau Nyior
3. Sekolah Menengah Kebangsaan Seri Mahawangsa
4. Sekolah Menengah Kebangsaan Bukit Kayu Hitam
5. Sekolah Menengah Kebangsaan Changlun
6. Sekolah Menengah Kebangsaan Tuanku Anum
7. Sekolah Menengah Kebangsaan Permatang Bonglai
8. Sekolah Menengah Kebangsaan Bandar Baru Darulaman
9. Sekolah Menengah Kebangsaan Tanjung Pauh.

Since other schools in other areas in the district are not included in the study, therefore the results of the study may not represent the whole

population of teachers in Malaysia. However, future research may fill the gap by carrying the same study in other settings to see whether there is any significant differences or similarities.

**3.2.4 Unit of Analysis**

The unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage (Sekaran, 2004). In this study, the unit of analysis is individuals comprising of teachers teaching in secondary government schools in Kubang Pasu District in the state of Kedah.

Table 3.1

**Statistics on Number of Teachers in Kubang Pasu District**

EMIS Data as at 29-02-201

Secondary Schools

Type of School	No of School	No Of Teachers	No of Non Teachers	No of Enrolment
SMK	17	1386	231	17413
SBP	3	192	76	1984
SMA	2	53	10	620
TOTAL	22	1631	317	20017



**(ppdkubangpasu.com)**

SMK = National Secondary Schools

SBP = National Boarding Schools

SMA= Secondary Islamic Schools

### **3.2.5 Research Instrument**

There were two instruments and a demographic section used for the study. The first section of the questionnaire consists of 6 items intending to extract information pertaining to gender, age, number of years of teaching, education level, marital status and no of children. The first instrument used is WorkLife Balance Scale that was developed by Rincy and Panchstham (2010). The 42 item questionnaire reveals the work life balance of the teachers in Kubang Pasu District. Adopted from "Psychometric Assessment of an Instrument Designed to Measure Worklife Balance" of Hayman (2005), the chosen scale was used over other scales because of its relevancy for participants who do not have family responsibilities but still may experience work impinging on their personal life. The scale measures whether the participants currently feel that they have a balance between work and life.

Fisher-Mc Auley, Stanton, Jolton and Gavin (2003) original scale was also used to assess the three dimensions of worklife balance namely; work interference with personal life (WIPL), personal life interference with work (PLIW) and work/personal life enhancement (WPLE). This scale consists of 17 items with higher Cronbach alpha values for the three factors of 0.93 for WIPL, 0.85 for PLIW and 0.69 for WPLE. The 46 items will measure work interference with personal life (WIPL), personal life interference with work (PLIW) and lastly, the work/personal life enhancement (WPLE).

A 5 point time related scale will be used (e.g. 1=Never, 3=Sometimes, and 5=Very often). The rationale behind the use of such time scale is reflected in Hayman's research (2005) that points out that time based stem is recommended the respondents who have the same time frame while responding to each item. Hayman (2005) also stated that the scale had acceptable reliability estimates.

The study used a 17 item questionnaire in a 7 point Likert scale revised by Lee, Allen and Meyer (2001). The Scale measures the three components of organisational commitment (OC) namely; affective, continuance and normative. With a total of 17 items, the instrument is designed to measure Affective Commitment (AC) whereas Continuance Commitment (CC) and Normative Commitment (NC). For the purpose of this study, the questionnaire has been restructured per item and the test has been adapted for Asian respondents. The questionnaire by Lee et.al (2001) rated Cronbach's

alphas of 0.86 for Affective Commitment, 0.76 for Continuance Commitment and 0.83 for Normative Commitment. The questionnaire has confirmed good psychometric properties in terms of validity and consistency.

### **3.3 Sources of the Data**

#### **3.3.1 Primary Data**

Primary data is information that first obtained by the researcher of the related information. In undertaking this research, the researcher distributes a set of questionnaires (dual language) to the teachers in the schools in Kubang Pasu District.

Quantitative approach has been personally administered by hand to the heads of the schools who then passed the questionnaire to the teachers. In this study, basic data from the primary market population collected directly from the population. It is original source and unbiased information.

#### **3.3.2 Secondary Data**

Secondary data refers to the information gathered by someone than the researcher conducting the current study. For this research, researcher gathered the secondary data from journals, academic report, book and statistical data.

### **3.4 Data Collection and Administration**

A questionnaire survey was conducted to examine and investigate the work life balance and its relationships with organisational commitment and its dimensions among teachers in Kubang Pasu District. Prior to that, permission letter was sent to the Education Department Of Kedah State to acquire permission for the research. Permission was also asked from the The Education Department of Kubang Pasu District. After permission was granted, the personally administered questionnaires was then distributed to the teachers personally through the Principals of the selected schools and the respondents were given some time to answer the questions. Respondents were told that all responses would be treated confidentially. Questionnaires were then collected by the school management and the researcher personally collected all questionnaires.

### **3.5 Measurement**

This research measures independent and dependent variables. The independent variable is worklife balace and dependent variable is organisational commitment. Apart from that, the socio demographic characteristics for all respondents were also measured. For the purpose of carrying this study, the questionnaire was adopted from original sources and some modifications were made to suit the context of the research.

### **3.5.1 Measurement Variables for Demographic Characteristics**

#### **(Section A)**

This section consists of socio demographic information of the respondents. These include information on gender, age, marital status, academic level, number of dependents And number of years of teaching. For this section, the respondents had to put at tick (/) at the appropriate items except for one item that asked for the number of dependent or children where they would have to fill in with a number.

### **3.5.2 Measurement Variables for Worklife balance (Section B)**

According to Sekaran et.al, (2009), interval scale helps to compute the means and the standard deviation of the responses on the variables. This section covers the extent to which the respondents perceived their balance between work and life.

For this section, the researcher used an interval scale from 1 (Never) to 5 (Very often):

1 = Never

2=Seldom

3=Sometimes

4=Often

5=Very often

### **3.5.3 Measurement Variables for Organisational Commitment**

#### **(Section C)**

This section also used interval scale. With the interval scale ranging from 1 (strongly Disagree) to 7 (Strongly Agree), this section measures the degree of organisational commitment based three different dimensions of the respondents.

1=strongly disagree

2=disagree

3=slighlty disagree

4=neither agree nor disagree

5=slightly agree

6=agree

7=strongly agree

### **3.6 Data Analysis Techniques**

Three hypotheses are generated in the study. Then, by using the SPSS software, all research questions undergone certain analyses. Pearson Correlation was used to see the relationship between the independent and

dependent variable. Data collected were analysed using the Statistical Packages For The Social Science (SSPS 16.0).

### **3.7 Conclusion**

This chapter has outlined the introduction, research framework and research design that consists of type of study, unit of analysis, population, sample size and sampling design. Then this chapter outlines the sources of data, data collection method, measurement and data analysis technique. This chapter serves as a guide in conducting this research since the research design and procedures from one stage of the research to another are discussed.

## **CHAPTER 4**

### **FINDINGS**

#### **4.0 Introduction**

This chapter presents the findings of the study. It contains the demographic characteristics of the respondents and shows the relationship between the variables studied.

#### **4.1 Findings**

##### **4.1.1 Demographic Characteristics**

A total of 255 respondents was used the sample of the study. Frequency distributions are obtained for all demographic characteristics and also for the dependent and independent variables by using SPSS Version 16.0.

##### **a) Frequency Distribution (Gender)**

Table 4.1 below represents the frequency distributions of 255 respondents in this study according to their gender. It shows that a total of 186 or 72.9% are female and 69 or 27.1% male respondents.



**Table 4.1*****Frequency Distribution (Gender)***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	69	27.1	27.1	27.1
	Female	186	72.9	72.9	100.0
	Total	255	100.0	100.0	

**b) Frequency Distribution (Age)**

The result of age distribution in Table 4.2 below indicates that the greatest number of the respondents are in the range of 36 years old to 45 years old (43.5%), followed by respondents aged 46-56 (27.2%). Respondents that aged between 26-35 was 27.2% and the lowest 1.6% of them aged 25 and below.

**Table 4.2*****Frequency Distribution (Age)***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-below	4	1.6	1.6	1.6
	26-35	69	27.2	27.2	28.8
	36-45	111	43.5	43.5	72.3
	46-56	71	27.7	27.7	100.0
	Total	255	100.0	100.0	

**c) Frequency Distribution ( Number of Teaching Years)**

Table 4.3 below shows the frequency distribution of respondents on the number of teaching years. It shows that majority of them or 44.3% have 11-20 years of teaching experience, followed by 1-10 years that is represented by next higher percentage 35.7%. Only 51 respondents out of 255 had 21-33 years of teaching experience (20%).

**Table 4.3**

***Frequency Distribution (Number of Teaching Years)***

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	91	35.7	35.7	35.7
11-20	113	44.3	44.3	80.0
21-33	51	20.0	20.0	100
Total	255	100.0	100.0	

**d) Frequency Distribution (Academic level/Education)**

Table 4.4 reveals the frequency distribution on the respondents' academic level or education. It shows that 189 respondents or 74.1% have degree while 12.5% of the respondents hold a diploma. The same percentage (6.7%) is shared by college and masters.

**Table 4.4*****Frequency Distribution (Academic Level/Education)***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College	17	6.7	6.7	6.7
	Diploma	32	12.5	12.5	19.2
	Degree	189	74.1	74.1	93.3
	Masters	17	6.7	6.7	100.0
	Total	255	100.0	100.0	

**e) Frequency Distribution (Marital Status)**

Table 4.5 next represents the frequency distribution on the respondents' marital status. Out of 255 respondents, 88.2% are married while 11% are single and 0.8% or only 2 are widow or widower.

**Table 4.5*****Frequency Distribution (Marital Status)***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	28	11.0	11.0	11.0
	Married	225	88.2	88.2	99.2
	Widow/er	2	0.8	0.8	100.0
	Total	255	100.0	100.0	

**f) Frequency Distribution ( No of Dependent)**

The number of dependents of the respondes is as suggested in table 4.6. It shows that 52 respondents and 51 respondents have 3 and 4 children respectively.14.5% or 37 of them do not have any children while 13.2% have between 5-9 children.

**Table 4.6**  
*Frequency Distribution (No of Dependent)*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	37	14.5	14.5	14.5
1	39	15.3	15.3	29.5
2	41	16.1	16.1	45.9
3	52	20.4	20.4	66.3
4	51	20.0	20.0	86.3
5	18	7.1	7.1	93.3
6	12	4.1	4.1	98.0
7	3	1.2	1.2	99.2
8	1	0.4	0.4	99.6
9	1	0.4	0.4	100.0
Total	255	100.0	100.0	

**4.1.2 Determination on the mean of Personal Life Interference with Work (PILW)**

The highest of 2.54 was attributed to the item of “I could have concentrated more in my work, if I were free from my family burden”. Meanwhile, the lowest score was attributed to the item “ Due to my pre-occupation with

societal activities, I find it difficult to complete work in time” with a value 1.69. The result is as shown below:

**Table 4.7**

**Determination on the Mean of Personal Life Interference With Work (PILW)**

No	Items	Mean
1.	I cannot concentrate in my work due to the dependent care issues at home.	2.05
2.	Due to the role overload at home, I am physically tired to discharge my work responsibilities.	2.12
3.	The stress originating from my personal/family life make me unable to concentrate on my work.	1.93
4.	Many times I have to postpone things at work due to demands on my time at home.	1.94
5.	I could have concentrated more in my work, if I were free from family burden.	2.54
6.	I find it too tired to perform my work after discharging all my personal/family responsibilities.	2.04
7.	My work suffers as I am metally worried about my dependent issues at home.	1.80
8.	The needs and demands of my family members interfere with my work related activities.	1.93
9.	I cannot discharge my duties properly at work place due to my personal/family problems.	1.71
10.	Due to my preoccupation with societal activities, I find it difficult to complete work in time.	1.69
	TOTAL	1.9750

### 4.1.3 Determination On the Mean of Work Interference With Personal Life (WIPL)

The highest score of 2.26 was shared equally and attributed to 3 items which were “ The tiresome demands of work do not allow me to lead to personal life that I like”, “ I came home from work too late to look after the family roles” and “My work makes me too tired to look after the family roles”. The lowest score of 1.78 was attributed to the item “ The rigid and non supportive nature of my principal/senior teachers, I face difficulties in personal life”. The results are shown below:

**Table 4.8**  
**Determination of the Mean of Work Interference With Personal Life (WIPL)**

No	Items	Mean
1.	Due to increasing work demands, I have to postpone/neglect many of my personal/family needs	2.35
2.	The stress originating from my work drastically diminishes the happiness of my family	1.91
3.	As I am busy with my work, I cannot give proper care and attention to my children.	1.98
4.	As I have spent more time in my work domain, I often fail to fulfill my family responsibilities.	2.07
5.	The demands rising from my work make personal life stressful.	2.19
6.	I face difficulties in personal due to my profession/work	1.91
7.	Due to the non-cooperative nature of my principal/senior teachers, I face difficulties in personal life.	1.89

8.	The rigid and non supportive nature of my principal/senior teachers made my family life a difficult one.	1.78
9.	My spouse feels uncomfortable due to my preoccupation with work.	1.87
10.	Due to my work load, I fail to give proper attentions to my dependent at home.	2.03
11.	In view of the nature of my work, I find it increasingly difficult to take care of my older parents/in laws.	2.03
12.	I find it difficult to meet my personal and family life and work demands.	2.04
13.	The tiresome demands of work do not allow me to lead to personal life that I like.	2.26
14.	I came home from work too late to look after the family roles.	2.26
15.	I have health issues arising due to the increasing work demands.	2.20
16.	I do not have proper sleep due to my busy work schedule.	2.24
17.	My work makes me too tired to look after my personal/family obligations.	2.26
18.	Quite often I have to miss out important family/social functions due to my preoccupations with the work.	2.24
	TOTAL	2.0839

#### 4.1.4 Determination of the Mean Work/Personal life Enhancement (WPLE)

For the Work/Personal Life Enhancement, the highest score of 3.76 was attributed to the item “ My family life gives me energy and better mood to perform my duties at work place” and the lowest score was attributed to the item “ My Principal and colleagues have a difficult time accommodating my work schedule” with a value at 2.36. The results are shown as below:

**Table 4.9****Determination of the Mean Work/Personal Enhancement (WPLE)**

No	Items	Mean
1.	My job keeps my personal/family life enjoyable.	2.93
2.	My work provides me enthusiasm and happiness to pursue my personal/family roles.	3.07
3.	My work contributes to the positive development of my personal personality.	3.76
4.	My work give me ample opportunities to get rid of the tensions arising from personal/family life.	3.12
5.	My exposure and interaction at work helps to provide proper care to my dependent.	3.37
6.	My work schedule helps me to plan and execute my family activities regularly.	3.33
7.	The culture and punctuality at work help me to do my personal/family role properly.	3.49
8.	My family life gives me energy and better mood to perform my duties at work place.	3.79
9.	My family responsibilities and experience make me punctual and responsible at work.	3.74
10.	The experience of managing my family provide me better skills at work.	3.70
11.	Due to the supportive nature of my family members, I am able to relieve tensions originating from work.	3.93
12.	The family life increases my self esteem at work.	3.95
13.	My personal life helps me to be more dedicative and sincere at work.	3.95
14.	My Principal and colleagues have a difficult time accommadating my work schedule.	2.36
15.	The experience I gained at work makes me a better parent/spouse.	3.74
16.	The interaction and concepts prevailing in the family life makes my relationship with my pricipal and colleagues more cordial.	3.73
17.	My personal/family life has helped to improve my interpersonal skill in the workplace.	3.76
18.	My work/profession has no role in the miseries I suffer in my personal.	2.98
	<b>TOTAL</b>	<b>3.48167</b>



#### **4.1.5 Total Means Score**

According to Table 4.8, the highest score of 3.4817 was attributed to Work/Personal Life Enhancement Dimension (WPLE). Meanwhile, the lowest score was attributed to Personal Life Interference with Work (PLIW) at the value of 1.9750. Work interference with Personal Life Dimension (WIPL) also scored low at 2.0839. The low levels of interference recorded in both PLIW and WIPL and the high level of interference recorded by WPLE suggest an interpretation that respondents experience higher level of work life balance.

These findings show that the respondents in this study did not experience poor work and family balance in their life but rather experienced balanced and enhanced work and family life. Neither work nor family interference has resulted in an imbalance in their life. Rather, they experience work and personal life enhancement, indicated by the highest score recorded, compared to the other two dimension. In summary, the respondents have a good quality work and life balance.

**Table 4.10**

**Total Means Score For the WorkLife Balance**

Dimensions	Total of Mean Score
Personal Life Interference With Work (PILW)	1.9750
Work Interference With Personal Life (WIPL)	2.0839
Work/Personal Life Enhancement (WPLE)	3.4817

**4.1.6 Results of Organisational Commitment**

**Affective Commitment Dimension**

Results for affective commitment showed that 66.2% generally agreed (12.9% slightly agreed, 39.2% agreed and 14.1% strongly agreed) that “ I would be very happy to spend the rest of my career in this school” while 12.9% was neither agreed nor disagreed. 70.6% generally agreed (22.4% slightly agreed, 45.1% agreed and 3.1% strongly agreed) that “ I enjoyed discussing my school with people outside it” and 12.5% said they were neither agreed nor disagreed. As 19.2% felt neither agreed nor disagreed, 50.3% generally agreed (20.8% slightly agreed, 27.5% agreed and 2.0% strongly agreed) that “I really feel as if this schools’s problems are my own.

Meanwhile 63.5% (37% agreed, 22.4% slightly agreed and 3.5% strongly agreed) that “ I think I could easily become as attached to another school as

Meanwhile 63.5% (37% agreed, 22.4% slightly agreed and 3.5% strongly agreed) that “ I think I could easily become as attached to another school as I am to this one. 79.2% generally disagreed that “ I do not feel like “a member of the family” in this school while only 10.2% felt neither agreed nor disagreed. For “ I do not feel “emotionally attached” to school showed that 64.7% generally disagreed (32.5% disagreed, 17.9% strongly disagreed and 17.3% slightly disagreed) but 15.3% neither agreed nor disagreed. A total of 76.1% generally agreed with 47.8% out of it agreed that “The school has a great deal of personal meaning for me”. Lastly, results on “ I do not feel a strong sense of belonging to this school” showed that a total of 68.3% generally disagreed and 16.5% were neither agreed nor disagreed.

### **Continuance Commitment**

Results for this dimension showed that 57.6% generally disagreed ( 23.1% strongly disagreed, 25.1% disagreed and 9.4% slightly agreed) that “ I am not afraid of what might happen if I quit my job in this school without having another one lined up” and 25.1% were neither agreed nor disagreed. 56.1% generally agreed (20.4% slightly agreed, 31.4% agreed and 4.3% strongly agreed) that “ I would be very hard for me to leave my job in this school right now even if I wanted to. Majority (63.1%) agreed that “ Too much of life would be disrupted if I decided to leave my job in the school right now (19.6% slightly agreed, 31% agreed and 12.5% strongly agreed). However, 47.8% disagreed that “It would be costly for me to leave my job in this school in the near future” while 20.4% neither agreed nor disagreed.

69.4% generally agreed (42% agreed, 18.8% slightly agreed and 8.6% strongly agreed that “ Right now, staying with my job in this school is a matter of necessity as much as desire”.

### **Normative Commitment**

Result for “ I believe I have too few options to consider should I decide to leave my job in this school” showed that 53.7% generally agreed (18.8% slightly agreed, 31.8% agreed and 3.1% strongly agreed ) and 22.7% felt neither agreed nor disagreed. However, only 48.2% agreed that “ One of the few negative consequences of leaving my job in this school would be the scarcity of available alternative elsewhere while 30.3% disagreed and 21.6% neither agreed nor disagreed. 50.2% generally agreed (20.8% slightly agreed, 23.9% agreed and 5.5% strongly agreed) while 20.4% neither agreed nor disagreed that “One of the major reasons I continue to teach in this school is that leaving would require considerable personal sacrifice; another place may not match the overall benefits I have here”. Findings on “ If I had not already put so much of myself into this school, I would consider working elsewhere” recorded that almost the same percentage on agreement and disagreement. 31.8% disagreed to it, 39.2% agreed while 29% showed neither agreed nor disagreed.

As a whole, the results on all dimensions of organisational commitment suggested that there is a strong organisational commitment among the secondary school teachers in Kubang Pasu District.

**4.1.7 Relationship between Work Life Balance and Organisational Commitment**

As mentioned, the study was conducted to determine on the prevalence of work life balance and its relationships to organisational commitment. Thus , Pearson Correlation analysis was used to determine whether there is any relationship between work family balance and organisational commitment. Results are as depicted in tables below:

**Table 4.11**

Descriptive Statistics			
	Mean	Std. Deviation	N
Balance commitment	2.6074	.45751	255
	4.1407	.65053	255

**Table 4.12**

**Pearson Correlation Between WorkLife Balance and Organisational Commitment**

Correlations		Balance	commitment
Balance	Pearson Correlation	1	.143*
	Sig. (2-tailed)		.022
	N	255	255
Commitment	Pearson Correlation	.143*	1
	Sig. (2-tailed)	.022	
	N	255	255

\*Correlation is significant at the 0.05 level (2-tailed)

Based on Table 14.11, it shows that there is a significant relationship between worklife balance and organisational commitment. The result on Pearson Correlation analysis shows that ( $r=.143$ ,  $p<0.05$ ). Thus, there is a significant relationship between the two variables. The fourth hypothesis is accepted.

## **4.2 CONCLUSION**

This chapter presents and discusses the findings for the study. Based on the result obtained, it shows that there is a significant relationship between worklife balance and organisational commitment. The next chapter will discuss on the implications, recommendations and suggestion for future research.

## **CHAPTER 5**

### **DISCUSSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the findings that will be discussed referring to the objective of this study. In addition, conclusion and recommendation of the study are also included for further research.

The main objective of this study was to determine whether secondary school teachers of Kubang Pasu district are experiencing work life balance/imbalance, which dimension of work life balance has the most impact and to determine whether there is any relationship between worklife balance and organisational commitment.

#### **5.1 Overview of the Findings.**

The research has been conducted on secondary school teachers in Kubang Pasu district. A total of 255 teachers were used as sample of the study. The

questionnaire consisted of three sections; Section A (Demographic Background Section), Section B (Work Life Balance) and Section C (Organisational Commitment). The first instrument used is WorkLife Balance Scale that was developed by Rincy and Panchstham (2010). The 46 item questionnaire reveals the work life balance of the teachers in Kubang Pasu District. Adopted from "Psychometric Assessment of an Instrument Designed to Measure Worklife Balance" of Hayman (2005), the chosen scale was used over other scales because of its relevancy for participants who do not have family responsibilities but still may experience work impinging on their personal life. The scale measures whether the participants currently feel that they have a balance between work and life.

Fisher-Mc Auley, Stanton, Jolton and Gavin (2003) original scale was also used to assess the three dimensions of worklife balance namely; work interference with personal life (WIPL), personal life interference with work (PLIW) and work/personal life enhancement (WPLE). This scale consists of 17 items with higher Cronbach alpha values for the three factors of 0.93 for WIPL, 0.85 for PLIW and 0.69 for WPLE. The 46 items will measure work interference with personal life (WIPL), personal life interference with work (PLIW) and lastly, the work/personal life enhancement (WPLE). To measure organisational commitment, the study used a 17 questionnaire by Lee, Allen and Meyer (2001) that had high validity and consistency.



## **5.2 Discussion**

The primary goal of the study is to investigate the relationship between worklife balance and organisational commitment. Prior to that, the researcher seeks to find out whether work life balance is prevalent among secondary school teachers of Kubang Pasu district besides exploring which dimension of work life impact them the most. Four hypotheses were developed based on these.

### **5.2.1 Personal life interference with work (PLIW)**

The hypothesis is :

*H1 : Personal life interference with work (PLIW) is the most dominant dimension affecting secondary school teachers of Kubang Pasu district.*

The result of the study indicates that PLIW scored the lowest score (1.9750) out the three dimensions of work life balance, thus suggesting that the respondents do not see their personal life being interfered by work. Therefore, hypotheses 1 is rejected.

### **5.2.2 Work interference with personal life (WIPL)**

The hypothesis is :

*H2 : Work interference with personal life (WIPL) is the most dominant dimension affecting secondary school teachers of Kubang Pasu district.*

The mean score recorded for this dimension (Work Interference with personal life) was slightly higher than the first dimension (Personal life interference with work), that is at 2.0839. This may suggest that secondary school teachers of Kubang Pasu district do not feel that their work being interfered by their personal life. Therefore, hypothesis two is also rejected.

### **5.2.3 Work/Personal Life Enhancement (WPLE)**

The hypothesis is :

*H3 : Work/Personal life enhancement (WPLE) is the most dominant dimension on secondary school teachers of Kubang Pasu district.*

The result shows that Work/Personal life enhancement dimension (WPLE) recorded a mean score of 3.4817, the highest among the three dimension.

This may suggest that the respondents regard that both work and personal life do not interfere each other and that, in fact they complement each other to lead to life enhancement. Therefore, hypothesis 3 is accepted.

#### **5.2.4 Work life balance and organisational commitment**

The hypothesis is :

*H4 : There will be a significant relationship between work life balance and organisational commitment.*

The result showed that the level of work life balance is significant on organisational commitment. The result on Pearson Correlation analysis shows that ( $r=.143$ ,  $p<0.05$ ) . Thus the fourth hypothesis is accepted.

### **5.3 Recommendations**

The results of this study is seen as a turning point to provide more complete understanding of work and life balance. Teachers are important individuals in the field of education. With the implementation of new and different policies by the government at large and by the heads of the schools in ensuring excellence and educational improvement, teachers are constantly under pressure to perform their responsibilities and roles. In carrying their duties, conflicts may arise. It is important to ensure that the society and the stakeholders and in particular teachers themselves are aware of the level of work life balance experienced.

Work life conflict is an important issue that needs to be resolved due to its negative outcomes such as absenteeism, intention to leave organisation, job dissatisfaction that are detrimental to all stakeholders in education. Organization can play its role in mitigating conflicts among its unit members by recognizing any issues pertaining to work and family. At school level, teachers often have to meet demands by the School Heads to do extra work besides teaching during their official working hours. Giving extra classes after school hours, organizing and incharging co curricular activities for students and many others can definitely cause stress. Therefore, organization can help reduce conflicts and stress by may be

introducing flexi work arrangement, for example , so that teachers can better intergrate work and life matters.

Organisations need to be able to recognize issues pertaining to work and family as failing to do would likely cause potential conflicts. In the case where organisations do realize that conflicts arise, counseling and consultation to teachers in relation to family care concern may be beneficial. Many a times that we see individuals would try not to get into others' problems personally so as to avoid unwelcomed interference. However, such act of getting involved with others' problems or issues should not be seen as negative interference if it is for the benefits of the organization. The organizations or the schools may have a program that offer advice services to help alleviate problems and concerns with balancing familial and work domains. It can be a program that offers advices to teachers on how to tend to work demands and family obligations without neglecting one or the other. This can help to reduce psychological strain faced by the teachers.

Child care issues for teachers can sometimes be a hindrance in the attainment of organisational commitment due to long working hours. Female teachers are often at a disadvantage in terms of promotions and other opportunities in their teaching career. The long working hours in

teaching is one of the main stumbling blocks to promoting equality between mothers and fathers in terms of caring responsibilities and labour market opportunities. Many women teachers are restricted to part time teaching because the long hours associated with full time teaching are incompatible with the long hours that their partners work, either in teaching or in other sectors of the economy. This restricts the father's ability to take part in caring for their child and the mother's availability to take up opportunities for promotion. Women continue to take responsibility for child care and having children therefore has a far greater negative impact on the promotion prospects of women rather than men. This is partly because the peak time for promotions coincides with the main child bearing and caring years. Thus, it is suggested that workload of female teachers be reduced in order to promote gender equality

Some private employees are better off as their organization provide a Child Day Care Support Program, for instance. Teachers face problem in their child care and in the education sector in Malaysia, there is no support program that could help solve such problem. Hiring maid is not a popular choice by many as it often leads to other problems. Many resort to sending their children to private child care centers located at a different place. Thus, it is recommended that on site care center be set up within school compound in order to promote better work and life arrangement.

Undeniably, women make up the most number of teachers in service compared to men. Female teachers have more roles to play compared to male teachers as they have to juggle between household chores and their professional commitment . Thus, ability to manage time wisely is essential in ensuring quality work life balance so as to ensure organisational commitment. Quality time spent in the family must be practised by teachers too in order to avoid such negative impact as divorce, poor relationship.

Highly-committed teachers often find it hard to say no to demands by their own colleagues and find themselves involved in all kinds of working groups and extra-curricular activities; they can become over-involved in pastoral care issues beyond the limits of their responsibility. Each of these things is valuable, highly rewarding and motivating. However, add it all up and teachers can find themselves spinning too many plates and dropping a few. Hence, therefore there should be justified and defined limits between responsibilities and moral obligations. But of course at the same time, teachers would have to be able to refrain themselves from confronting with conflicts with their colleagues after rejecting demands.

teachers and Generation Y's teachers beside adding in more variables such as race, pay, position, childcare issues and others.

## **5.5 CONCLUSION**

Teachers are the backbone in education. They are the ones who play major roles in the process of realizing education change and transformations. However, teaching is a challenging, at times exhausting, profession to work in. Combining it with parental responsibilities, or any other kind of caring responsibilities can be too much for some teachers. One way of improving morale and motivation for a school policy to promote flexible working and be supportive of reasonable requests for time off. No doubt teachers have to juggle with multiple roles such as employees, parents, caretakers and parents. Failing to effectively balance between work and life would lead to conflicts, thus causing several negative outcomes as as personal well being, complicated marital relationship, job dissatisfaction, poor organisational commitment. According to Mathis and Jackson (2002), balancing work and family is one the human resource management challenges in the new millennium.

Sturges and Guest (2004) who studied on graduates concluded their research stating that although graduates seek work/life balance, their concern for



career success draws them into a situation where they work increasingly long hours and experience an increasingly unsatisfactory relationship between home and work. This implies an idea that though work and life balance exist, we should never underestimate that there are potential consequences resulted from struggles in balancing between the two. To be precise, it should never be disregarded that work/non-work conflict is inevitably linked to hours worked, the state of the psychological contract and organisational commitment. Therefore, any organization wherein employees are servicing should emphasize the role of organisations' policy and practice in helping to manage the relationship between work and non-work and the development of organisational commitment.

In relation to this study, though the findings of this study did show any alarming result to suggest that teachers are experiencing severe work life imbalance, it is highly recommended that the government carry out more studies related to work life balance and the conflicts resulted from it that might be faced by teachers in order to come up with new policies and support programs for teachers so that more friendly and flexible working culture is created. Apart from that, Teacher's Unions have an important role to play in the establishment of family-friendly practices in the workplace too. Accordingly, unions can become advocates of employee work-life balance by undertaking campaigns to raise awareness of work-life issues and include work-life provisions such as flexible work arrangements and

family-friendly benefits in negotiations during the collective bargaining process.

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