EXPLORING THE RELATIONSHIP BETWEEN WORK LIFE BALANCE AND ORGANIZATIONAL COMMITMENT: AN EMPIRICAL STUDY

THESIS ABSTRACT
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Introduction

The pressures of work place and complexities of life have given place to the emergence of the concept of work-life balance. As issues of work-life integration increasingly come to the fore, the debate is shifting and is concerned with seeing how organizations can help employees maintain a good balance between workplace issues and family as well as social commitments. Work-life balance is the balance between the work and home regimes. The current explosion of attention in the work-family boundary has led to a number of concepts to clarify the relationship between these two spheres of life viz. work-family enrichment, work-family conflict, compensation, accommodation, segmentation, spillover and work-family integration (Barnett, 1998; Greenhaus & Beutell, 1985; Greenhaus & Parasuraman, 1999; Friedman & Greenhaus, 2000). One term widely cited in literature is work-life balance.

The American Society of Training & Development defined the concept of Work-Life Balance (WLB) as the degree to which members of an organization are able to satisfy their personal needs through their experiences in the organizations. It focuses on creating a human work environment where employees work cooperatively and add to organizational objectives (Byrne, 2005; Chhabra, 2010; Clutterback, 2003). Byrne (2005) describes work-life balance as juggling of five aspects of one’s life at any one point in time: work, family, friends, health and self. Clutterback (2003) defined work-life balance as awareness of different demands in relation to energy and time, ability to allocate the time and energy among different domains of work and life and then to apply and make choice.

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, social activities, voluntary work, personal development, leisure and recreation (Dundas, 2008). Work-life balance is based on the assumption of the separation of work from the private life and that ‘balance’ is achieved when there is equal division between the two (Khallash & Kruse, 2012). Employers are interested in satisfying demands related to employee work-life balance because of expected positive outcomes like job satisfaction,
organizational commitment, loyalty and retention (Forsyth & Polzer-Debruyne, 2007).

It was in the 1970s and 1980s when the subject of work-life balance expanded its roots in the Western countries. Various employee assistance programs were introduced by governments and companies in many countries in the 1970s (Pocock, 2003; Probert, 2002; Reed et al., 2003). A large number of employers focused on introducing child-care programs as a direct result of the growing number of women entering the workforce between 1970s and 1980s.

There exist a number of significant milestones for the work-life movement dating back to the 1960s. The 1980s saw the growth of corporate involvement in work-life issues. In 1982, several corporate organizations focused on improvement of women in professions and business. In 1983, IBM took the initiative of introducing provisions of child-care support services to reduce problems related to work-family imbalance (Pruitt & Christensen, 2005). Initially, this was in response to the requirements of working mothers, but later it has evolved to accommodate other segments as well.

Talking about the present state of initiatives towards work-life practices and policies, it is important to focus on forces that helped in evolving the field to its current state. A number of important catalysts have driven this movement viz. media attention, increase of women in professional roles, attempts to enhance reputation and corporate image and demands from employees (Harrington, 2007).

Researchers have studied work-life balance in relation with job satisfaction and organization commitment (Wallace, 2006; Davis & Hauston, 2006; Atkinson, 2011). Findings have suggested a positive relationship between work-life balance, job satisfaction and organizational commitment (Kim, 2014; Wayne et al., 2004). This implies that employees’ experience of work-life balance increases their job satisfaction and this leads to commitment towards the organization they work for.

**Work-life Balance in Higher Education Institutes**

Higher education is the key to success of any nation, as it boosts the economic potential of the nation leading to the development of human resource. Higher education sector is significant as it yields manpower for industries, develops
entrepreneurs and motivates young minds for research and development (Punia & Kamboj, 2013).

The responsibility of developing quality human resource rests on the shoulders of teachers of higher educational institutes. They recognize and convert the knowledge and energy of students in an efficient and effective manner. Teachers of higher education institutes thus, have a crucial role in nation building. Owing to increasing demands on institutes of higher education to supply well-trained quality manpower, teachers in these institutes have enormous challenges to face. Thus, work-life balance in the context of teachers becomes extremely important.

Work-life balance policies and programs support teachers of higher educational institutes as it can help strike a balance between their personal, professional and social life and eventually enhance their job satisfaction and commitment which finally leads to overall improvement of educational institutions (Singh, 2015).

Education is the backbone of every country and no doubt educational sector works as a supplier for other industries. While comparing higher education to primary and secondary education, it was found that higher education plays a vital role in the development of a nation’s economy (Hubbord, 2016). Primary education is the foundation stone of the entire education structure; whereas higher education is the career building and advancement stone of any country. The effectiveness and efficiency of education industry is directly dependent on employees especially on teachers and their work-life (Rosser, 2004). Education is potentially the utmost social equalizer and higher education plays a vital role and provides a very deep impact in creating culture, society and economic wellbeing of new generation (Near, 1989). Thus, teacher’s work-life balance is a necessary and indeed a key ingredient for improving the nation.

Faculty members of higher education institutions reported work-life imbalance (Kalimo & Hakanen, 2000). Work-life imbalance disturbs personal as well as their professional life. Work-life imbalance is a serious issue and needs to be resolved as it has serious impacts on the productivity it decreases employee loyalty, job satisfaction and commitment towards the organization, increases absenteeism and turnover intention (Borg & Riding, 2006). Both faculty as well as the management need to work together to resolve the issues of work-life imbalance, else it will have its
negative impact on the career and personal life of teachers (Hakanen et al., 2006). Faculty members have to do an enormous task of preparing the future citizens of the country and hence, their work-life balance is an issue of grave significance (Punia & Kamboj, 2013).

Teachers are the pivot of higher educational system in any country and in an emerging country like India where economic development entirely depends upon the availability of well-informed, experienced and skilled human resources; the role of teachers assumes even more importance. In Indian culture, teachers are seen as the pillars of the society, who facilitate students to grow and to shoulder the responsibility of taking their nation ahead of others. Teachers need a good job environment, recognition, security, independence and respect. When these needs are not fulfilled, it leads to dissatisfaction. A dissatisfied teacher will not be able to make any positive contribution towards the growth of students. Hence, the factors which affect their efficient functioning need to be identified. In the present turbulent times, work-life balance has emerged as one of the most important factors affecting the satisfaction of teachers. If they experience work-life balance then they will be willing to stay with an organization and contribute significantly (Darling, 2003).

Rationale for the Study

Academicians and practitioners affirm that the implementation of work-life balance practices can help in achieving better organizational results. It can improve employee outcomes such as job satisfaction and commitment and can reduce turnover intentions (Amah, 2010).

Various studies have been carried out in the Indian context on work-life balance. However, researchers have argued that there are differences between the availability of work-life balance practices in companies and employees’ perceptions of access to such practices in India (Rai, 2010). Despite certain initiatives taken by the Government of India, work-life balance policies are not still taken seriously from the perspective of Indian employees (Punia, 2008).

Talking about the Indian scenario, Supriya (2010) highlighted work-life balance issues across gender and found that both men and women are experiencing work-life imbalance. Post liberalization of the Indian economy, many organizations have been
introducing various work-life balance policies and practices like part time work, work from home, flexi times and child care facilities. Yet a lot still needs to be done.

A number of studies in the Indian context have highlighted issues of relevance to Indian professionals. Reddy et al. (2010) found that factors like number of hours worked per week, the amount and frequency of overtime, inflexible work schedule, unsupportive supervisor and an inhospitable Indian work culture increases the likelihood of employees to experience conflict between their work and family roles. Rincy and Panchanatham (2011) revealed that role overload, dependent care issues, quality of health, problems, time management and lack of proper support from the family are the major factors causing imbalance in work and personal life. Santhi and Sunder (2012) found that supportive environment in the organization and provision of welfare measures play a primary role while alternative working time, child care and recreation play a secondary role in balancing work and personal life.

In the Indian society, which is still predominantly traditional, the role of women cannot be neglected when talking about work-life balance. Most working women are overburdened by their highly demanding housekeeping roles (Kumar, 2006; Rizvi & Gupta, 2009). This is in addition to taking care of an elderly dependent, spouse and children. In short, these needs make the role of working women highly complex. Indian women generally believe that an understanding spouse or family member is needed for a balanced as well as a successful life. Therefore, the social support network plays a critical role in attaining a satisfactory level of work-life balance among women employees (Mathew & Panchnathan, 2011).

Work-life balance needs have to be highlighted in academia as well, because the nature of the job requires teachers to wear several different hats including that of educator, researcher, mentor and advisor (Punia & Kamboj, 2013). Academicians spend large amount on their time at work as well as doing work from home (Gerstyl, 1971; Harry & Goldner, 1972). They fix vacations to their work by scheduling them to overlap with conferences or leaves (Gerstyl, 1971). Academicians, especially those who are growth oriented, voraciously read within and outside their discipline (Wilson & Gaff, 1975), and tend to mingle with other academicians of their interest and working styles (Bayer, 1973; Finkelstein, 1984). In this way, academicians have to work hard and have to maintain balance between work and family (Wilensky, 1960). Quality of education entails the design of work systems that enhance the working life
experiences of teachers, thereby improving commitment and motivation for achieving their goals. In this regard work-life balance is very important to teachers.

Teachers recognize and convert the knowledge and energy of students in an efficient and effective manner. There has been a growing emphasis by the Government of India on the upliftment of higher education system. The government has taken several initiatives in this direction like setting up of subsidiary bodies like National Assessment and Accreditation Council, National Board for Accreditation etc. for improving quality of education in the higher sector. All this has increased the pressure, work load and stress on teachers as the responsibility of developing quality human resource rests on the shoulders of teachers of higher educational institutes. To meet the emerging demands and standards, teachers are required to work hard and put in more hours. This often creates imbalances between their work and life. Very little has been done in the direction of improving teachers’ work-life balance (Peshave & Gujarathi, 2014). Emphasis on work-life balance policies and programs is expected to support teachers of higher educational institutes as it can help them strike a balance between their personal, professional and social life and eventually enhance job satisfaction and commitment which finally, leads to overall improvement of educational institutions (Singh, 2015). Thus, work-life balance in the context of teachers becomes extremely important. Hence, there is a need to study the dimensions of work-life balance among teachers of higher educational institutes in India.

The review of related literature shows that in the field of education there have been very few attempts to study the work-life of higher education teachers of India. Work-life balance is an important issue from the teacher’s point of view as it affects their job satisfaction, organizational commitment, performance, innovativeness and engagement etc (Punia & Kamboj, 2013). Therefore, the current study would be of strategic importance to educational institutions to identify the critical factors that could enhance teacher’s job satisfaction, commitment, and performance level.

**Research Objectives**

The study attempts to achieve the following objective:

*To validate the conceptual research model exploring the relationship between work-life balance and organizational commitment as well as to examine the mediating*
role of job satisfaction and the moderating role of demographic variables in the context of teachers of higher education institutes in India.

The above objective can be seen in light of the following sub-objectives:

I: To develop validated measures of work-life balance, organization commitment and job satisfaction in the context of teachers of higher education institutes of India.

II: To explore the relationship between dimensions of work-life balance and organizational commitment in the context of teachers of higher education institutes in India.

III: To examine the mediating effect of job satisfaction in the relationship between dimensions of work-life balance and organizational commitment.

IV: To examine the moderating effect of demographic variables in the relationship between dimensions of work-life balance and organization commitment.

V: To develop further insights into the research model using qualitative data analysis.

Conceptual Research Model

In order to assess the hypothesized relationship, a conceptual research model was developed. Constructs of work-life balance viz. Positive Work Home Enhancement, Positive Home Work Enhancement, Home Experience and Work Experience were adopted from Geurts et al. (2005) and are treated as independent variable. Job satisfaction was treated as mediating variable and organization commitment was treated as dependent variable.
Research Hypotheses

Two sets of hypotheses were tested. The first set included hypotheses for direct effect as well as mediation effect. This involved testing three models viz. direct effect (M1), fully mediated (M2) and partially mediated (M3) structural models. Another set of hypotheses was for moderation analysis where moderating effect was checked.

Direct Effect Model M1

**M1:** Investigating the relationship between constructs of WLB viz: positive work home enhancement (PWHE), positive home work enhancement (PHWE), work experience (WE), home experience (HE) and organization Commitment (OC).

\[ H_1 : \text{Positive Work Home Enhancement (PWHE) has a direct and positive relationship with Organization Commitment (OC).} \]

\[ H_2 : \text{Positive Home Work Enhancement (PHWE) has a direct and positive relationship with Organization Committee (OC).} \]

\[ H_3 : \text{Work Experience (WE) has a direct and positive relationship with Organization Commitment (OC).} \]

\[ H_4 : \text{Home Experience (HE) has a direct and positive relationship with Organization Commitment (OC).} \]
Fully Mediated Model M2

M2: Investigating the full mediating role of job satisfaction (JS) between constructs of WLB (positive work home enhancement (PWHE), positive home work enhancement (PHWE), work experience (WE), home experience (HE) and organization Commitment (OC).

H\(_5\): Positive Work Home Enhancement (PWHE) has a direct and positive relationship with Job Satisfaction (JS).

H\(_6\): Positive Home Work Enhancement (PHWE) has a direct and positive relationship with Job Satisfaction (JS).

H\(_7\): Work Experience (WE) has a direct and positive relationship with Job Satisfaction (JS).

H\(_8\): Home Experience (HE) has a direct and positive relationship with Job Satisfaction (JS).

H\(_9\): Job Satisfaction (JS) has a direct and positive relationship with Organization Commitment (OC).

Partially Mediated Model M3

M3: Investigating the partial mediating role of job satisfaction (JS) between constructs of WLB (positive work home enhancement (PWHE), positive home work enhancement (PHWE), work experience (WE), home experience (HE) and organization Commitment (OC).

H\(_{10}\): Job Satisfaction mediates the relationship between Positive Work Home Enhancement (PWHE) and Organization Commitment (OC).

H\(_{11}\): Job Satisfaction mediates the relationship between Positive Home Work Enhancement (PHWE) and Organization Commitment (OC).

H\(_{12}\): Job Satisfaction mediates the relationship between Work Experience (WE) and Organization Commitment (OC).

H\(_{13}\): Job Satisfaction mediates the relationship between Home Experience (HE) and Organization Commitment (OC).
Moderation (Gender)

A: Investigating the moderating effect of gender on the proposed relationships between constructs of WLB (Positive Work Home Enhancement (PWHE), Positive Home Work Enhancement (PHWE), Work Experience (WE), Home Experience (HE) and Organization Commitment (OC)).

H_{14} : The relationship between Positive Work Home Enhancement (PWHE) and Organization Commitment (OC) is stronger for females than for males.

H_{15} : The relationship between Positive Home Work Enhancement (PHWE) and Organization Commitment (OC) is stronger for females than for males.

H_{16} : The relationship between Work Experience (WE) and Organization Commitment (OC) is stronger for females than for males.

H_{17} : The relationship between Home Experience (HE) and Organization Commitment (OC) is stronger for females than for males.

Moderation (Marital Status)

B: Investigating the moderating effect of marital status on the proposed relationships between constructs of WLB (Positive Work Home Enhancement (PWHE), Positive Home Work Enhancement (PHWE), Work Experience (WE), Home Experience (HE) and Organization Commitment (OC)).

H_{18} : The relationship between Positive Work Home Enhancement (PWHE) and Organization Commitment (OC) is stronger for married than for Singles.

H_{19}: The relationship between Positive Home Work Enhancement (PHWE) and Organization Commitment (OC) is stronger for married than for Singles.

H_{20} : The relationship between Work Experience (WE) and Organization Commitment (OC) is stronger for married than for Singles.

H_{21} : The relationship between Home Experience (HE) and Organization Commitment (OC) is stronger for married than for Singles.
**Sampling Procedure**

Determining the sampling procedure for the study involved taking into account all the steps that are typically involved in sampling design:

- Defining the target population
- Defining sampling unit
- Determination of sample frame
- Determination of sample element
- Selection of sampling technique
- Determination of sample size
- Execution of sampling process

**Target Population**

The present study was aimed at exploring work-life balance in the context of teachers in higher educational institutes in India. Target population for the present research included faculty members from institutes in India that offer management and engineering courses. Faculty members from MBA and BTech courses were selected as it was surmised that teachers in such professional courses face more challenging and demanding work scenarios as they need to keep up with the changing requirements of the market (Jacob, 2007.). Since institutes offering MBA and BTech courses cater to an ever-changing corporate landscape, teachers in these institutes are expected to be abreast with the latest developments in their respective fields. Thus, these teachers face highly challenging work demands. Therefore, a study on work-life balance in the context of teachers in MBA and engineering institutes was conceived as highly relevant.

Further, the two courses are quite similar in terms of academic rigor needed e.g. extended classes, regular assessments, projects, summer trainings, tight semester schedules, frequent student presentations, professional orientation etc. Thus, the expectations that faculty members need to fulfill are also quite high in both the streams.
Sampling Unit and Sample Frame

Since the study was aimed at getting responses from MBA and BTech teachers, institutes offering engineering and management education served as the sampling units for the study. There are several institutes that come under this category. Thus, the task of targeting the population was not an easy one.

Lists of institutes offering MBA and BTech were obtained from the website of All India Council for Technical Education (AICTE). AICTE is a national-level ruling body for technical education, under the Department of Higher Education, Ministry of Human Resource Development and Government of India. AICTE is responsible for coordination and planning of technical, engineering and management education system in India. The AICTE accredits graduate and postgraduate programs under detailed categories at Indian institutions. Thus the list of institutes obtained from AICTE was seen as the most authentic published source that could serve as the sample frame for the study.

Sampling Element

Sampling elements were the faculty members employed in the institutions offering MBA and BTech courses which were accredited by AICTE. Faculty members targeted were from both private and government institutes. Faculty members who are included in the sampling elements were from different grades (assistant professors, associate professors and professor) with different experience levels including both males and females.

Sampling Technique and Sample Size

Considering the vast expanse of India, it was practically not feasible for the researcher to cover these institutes spread across the country.

Due to the above cited constraint, it was deemed fit to carry out the study within the geographical limits of the states of Uttar Pradesh (U.P) and Delhi (located in northern region of India). Uttar Pradesh is the most populous state of India and is one of the largest in terms of geographical area covered (Census Report, 2011). According to sixth Economic Census (2013-14), UP is also one of the largest job generators. It
comes third in terms of total number of professional institutes. Delhi being the capital of India and employment hub for most of north Indians is an important center for management and engineering institutes and is constantly showing a rise in the number of such institutes. Delhi is now the dwelling place of major global and Indian companies, be it in the service or manufacturing sectors. Multinational companies from all over the globe see Delhi as an important business centre due to skilled manpower and labor resource. Delhi is considered as an important and major service provider in terms of management and engineering education in India.

As per the classification given by Sixth Central Pay Commission, Government of India (2006), the country has been divided into various categories of cities. This classification is done according to the rates of house rent allowance of the cities.

Earlier, the cities were classified as falling in A-1, A, B-1, B-2 and C categories. These categories have now been revised and buckled into more precise categories viz. A-1 to ‘X’; A, B-1 & B-2 to ‘Y’ and C & Unclassified to ‘Z’.

There are 14 cities in U.P. which are classified as ‘X’ and ‘Y’. Only ‘X’ and ‘Y’ category of cities were selected as those are seen as developed and logistically well connected. Also that majority of MBA and BTech institutes were also present in these cities. This also supports the selection of functionally equivalent sample as teachers from ‘X’ and ‘Y’ class cities are paid at par and thus, share comparable living standards. It is therefore assumed that they face similar work-life concerns.

In addition to Delhi, cities selected from UP were Noida, Allahabad, Kanpur, Bareilly, Lucknow, Agra and Aligarh. All these cities were classified as ‘Y’ class except for Noida that is categorized as ‘X’. Delhi is classified as ‘X’ class. Out of the 14 cities of U.P. falling in the considered category, every alternate city was selected and that led to final selection of 7 cities from where data was collected.

Keeping in mind the fact that the study was conducted in U.P. and Delhi which is itself very vast; geographical and logistics constraints warranted that the study be limited to only a select number of institutions offering MBA and BTECH courses. To select institutions offering MBA and BTECH courses in these cities, which were accredited to AICTE, systematic random sampling technique was deployed.

In all there were 302 such institutes. Every 5th institute was picked up from the list. Thus, in all, 60 institutes were targeted. Every 5th institutions offering MBA and
B.Tech courses was selected on the premise that 60 colleges would be covered in all from the sample frame. On the basis of an initial survey of institutes’ websites and other available published sources, it was surmised that on an average each institute had about 15-20 faculty members. Thus, in all about 900 respondents could be targeted all together from about 60 institutes. Assuming that such researches have a low to moderate response rate, it was expected that the final number of responses should be above 400. As the questionnaire contained 40 items, it was expected that the responses should be at least ten times the number of items. This was found to be a feasible number, considering the fact that the researcher proposed to use SEM technique for data analysis.

Teachers were selected from targeted institutes offering MBA and B.Tech programmes. All faculty members teaching in the institutes were covered. Faculty members working at different levels (assistant professors, associate professors and professors) with different experience, education, age, gender and marital status were thus included. This ensured that the sample covered the range of demographic characteristics included in the questionnaire.

**The Condition of Sampling Equivalence**

It has been widely agreed that one of the most important issues in conducting behavioral research is that of sample equivalence (Craig & Douglas, 2000). According to Sin et al. (1999), it is vital to establish equivalence not only in research instrument but also in sampling procedure and data collection. Green and White (1976) claimed that sampling equivalence must be achieved by ensuring that the sample belongs to a comparable social class and cultural background.

Further, Van de Vijver and Leung (1997) suggest applying the concept of matched sample; it requires choosing samples which are similar and comparable on the variables considered for the study. In matched samples, it must be ensured that the sample is functionally equivalent i.e. the sample is drawn in a way so that it is equivalent in terms of demographic and cultural characteristics. When turning to sampling equivalence, at least three issues need to be considered: focus on geographical coverage, unit of analysis and sampling of individual respondents (Samiee & Jeoung, 1994; Reynolds et al., 2003).
As discussed above, the study focused on two prominent states of North India viz. Delhi and Uttar Pradesh. Both these states are geographically neighbors. Because of geographical proximity, these regions are seen as having small psychic distance and hence, are also seen as culturally similar, as suggested by Johanson and Paul (1975). As a result, the choice of the two states can be seen as fulfilling the condition of sampling equivalence.

Further the units of analysis were AICTE recognized institutes offering Btech and MBA courses. The sample elements included faculty members working at different levels in the institute. Since the two courses are quite similar in terms of academic rigor needed, as discussed above, the sample units and sample element fulfill the requirement of sample equivalence. They are seen to be functionally similar and comparable. By ensuring that the sample is equivalent and matched, the research tries to fulfill the condition of being methodologically rigorous.

**Questionnaire Administration and Data Collection**

Teachers were contacted personally by the researcher as well as through email and Google docs’ link. Addresses of the institutes/ email address of teachers were traced from AICTE’s or institutes websites. Firstly, it has been found in other studies that email surveys in India generate a very thin response rate (Budhwar & Sparrow, 1997). Hence, it was decided to direct the questionnaire also through physical interaction with the respondents.

Data was collected from the sample elements mostly by contacting them personally. This methodology has been used by other researchers in the area too (Randhawa, 2007). Most of the institutes were personally visited by the researcher and the teachers were contacted during their free time or in between breaks. To collect data from all those who couldn’t be contacted, due to their absence, questionnaires were sent to them through e-mails/ links. Permission was taken from the respective authorities before administering the questionnaire.
Measurement Model

At the beginning of the analysis, measurement model was assessed. Measurement analysis was performed on all six scales viz. all four dimensions of Work-life balance i.e. Positive Work-Home Enhancement (PWHE), Positive Home-Work Enhancement (PHWE), Work Experience (WE) and Home Experience (HE) as well as Job Satisfaction (JS) and Organization Commitment (OC). The variables are shown in Table 1.

Table 1: Variables/Measures Considered for the Study

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Work-life Balance (WLB)</th>
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<tbody>
<tr>
<td></td>
<td>Positive Work Home Enhancement</td>
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<tr>
<td></td>
<td>Positive Home Work Enhancement</td>
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<tr>
<td></td>
<td>Work Experience</td>
</tr>
<tr>
<td></td>
<td>Home Experience</td>
</tr>
<tr>
<td>Five point scale (strongly disagree to strongly agree) was used to test all the above constructs of WLB.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Organization Commitment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Five point scale (strongly disagree to strongly agree) was used to test OC.</td>
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</table>

<table>
<thead>
<tr>
<th>Mediating Variable</th>
<th>Job Satisfaction</th>
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<tbody>
<tr>
<td></td>
<td>Five point scales (extremely dissatisfied to extremely satisfied) was used to test JS.</td>
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</table>

<table>
<thead>
<tr>
<th>Moderating Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
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<tr>
<td>Income</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Marital status</td>
</tr>
<tr>
<td>Qualification</td>
</tr>
<tr>
<td>Working spouse</td>
</tr>
<tr>
<td>Number of dependents</td>
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<tr>
<td>Experience</td>
</tr>
</tbody>
</table>

In order to assess unidimensionality, reliability and validity, Confirmatory Factor Analysis (CFA) was carried out using LISREL 8.5.
**Unidimensionality**

CFA is used to test the fitness of data towards the hypothesized model. Measurement model was estimated using CFA for all six scales viz. PWHE, PHWE, WE, HE, JS and OC. Following scale refinement rules, acceptable and satisfactory values were generated. The GFI, AGFI, NFI, NNFI, CFI, SRMR and RMSEA were all close to desired values thus, confirming the condition of unidimensionality. OC, WE and HE were retained in the original form, whereas further refinement was done in PWHE, PHWE and JS after acceptable fit indices were obtained in CFA.

**Reliability**

Two types of reliability estimates were computed: (1) Indicator reliability and (2) Scale reliability (Malhotra & Dash, 2012).

The indicator reliability of the six scales used in the present study were high or close to the desired values. For estimating scale reliability, the researcher calculated the cronbach’s alpha as well as SEM construct-reliability and variance-extracted measures as suggested by Graver and Mentzer (1999). All values are acceptable indicating that scales are reliable.

**Validity**

There are three types of construct validity viz. convergent, discriminant and nomological validity which were assessed.

**Convergent Validity**

Convergent validity measures the degree to which items of one variable are correlated (Kaplan& Sacuzzo, 1993). For convergent validity, Anderson and Gerbing (1988) recommended that all the t-values should exceed 2. In the present case too, the t-values of items in each scale were more than the prescribed limit, it ranges from 5.56 to 18.85, which is an indication of high convergent validity. In addition to t-values, GFI, NFI, NNFI are also used an indicators of convergent validity. In the present case, all values are acceptable thereby, showing convergent validity.
**Discriminant Validity**

Discriminant validity is the degree to which two theoretically alike concepts are unrelated. Since GFI values of all scales in CFA is above 0.90 (the recommended value), it can be interpreted that items do not load on another construct, that they converge highly and therefore, are discriminant. Thus, strong GFI values are indicative of both evidence of convergent as well as discriminant validity.

**Nomological Validity**

Nomological validity refers to the level to which the scale correlates as predicted in theory (Hair *et al.*, 2008; Malhotra & Dash, 2011). When the nomological validity was assessed for the six study scales, it was found that all correlation values in case of the scales considered in the present study were positive and moderate, thus giving evidence of nomological validity. Table 2 shows summarization of indices and measures that were used for assessment of reliability and validity.

**Table 2: Reliability and Validity of the Scales**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range of Indicator Reliability (0-1)</td>
<td>Scale Reliability</td>
</tr>
<tr>
<td></td>
<td>Cronbach alpha &gt;=0.6</td>
<td>Constructs reliability (CR) &gt;=0.5</td>
</tr>
<tr>
<td>PWHE</td>
<td>0.09-0.7</td>
<td>0.664</td>
</tr>
<tr>
<td>PHWE</td>
<td>0.13-0.7</td>
<td>0.631</td>
</tr>
<tr>
<td>WE</td>
<td>0.4-0.9</td>
<td>0.648</td>
</tr>
<tr>
<td>HE</td>
<td>0.3-0.5</td>
<td>0.632</td>
</tr>
<tr>
<td>OC</td>
<td>0.3-0.7</td>
<td>0.807</td>
</tr>
<tr>
<td>JS</td>
<td>0.3-0.7</td>
<td>0.679</td>
</tr>
</tbody>
</table>

**Structural Model**

Model assessment was done using SEM capabilities of LISREL 8.50. Mediation analysis was done where Job Satisfaction (JS) was treated as mediator. Three different conceptual research models were tested viz. direct effect (M1), fully mediated (M2) and partially mediated (M3) structural models. In the direct effect model, the direct link between independent and dependent variables is measured. Fully mediated model
(M2) assumes that independent variables have no direct effect on the dependent variable but affect the intervening variable i.e. Job Satisfaction (JS) which, in turn, affects the endogenous variable i.e. Organization Commitment (OC). In case of partially mediated model (M3), both indirect and direct effects (through mediating variable i.e. Job Satisfaction) of independent variables on the dependent variable is analysed. Mediation analysis was carried out as suggested by Baron and Kenny (1986). Fit indices of all three M1, M2 and M3 model gave acceptable values. Thus, it can be concluded that the data fits the structural models.

Moderation analysis of the conceptual model was carried out to assess the moderating role of demographic variables. To begin with moderation analysis, correlation between the proposed moderators and study variables was carried out as suggested by Green et al. (2006). The values, except in case of gender and marital status, were indicating weak correlation with the study constructs. Thus, it was concluded that only two moderating variables viz. gender and marital status had a significant and positive correlation with the study variables and consequently these two were included in the structural model. Fit indices for both gender and marital status show acceptable range of values.

In M1 (Direct Effect Model), it has been found that the independent variables are related with the outcome (except in case of WE and OC). PWHE, PHWE, WE and HE is used as the criterion variable in a regression equation and OC as a predictor, this step establishes that there is an effect that may be mediated. Thus, keeping in mind Baron and Kenny’s (1986) approach, it can be stated that the structural model for direct effects fits the data well.

Exhibit 2 represents the Direct Effect structural model (M1).
In M2 (Full Mediation Model), it has been found that the independent variable is related with the mediator. PWHE, PHWE, WE and HE are used as the independent variable in a regression equation and JS as a Mediator. This step establishes that there is a relationship between independent variable and mediator. Thus, the second step is proved i.e. independent and dependent variables are related according to Baron and Kenny (1986).

Exhibit 3 represents the Fully Mediated Model (M1).
In partial mediation model (M3), it has been found that job satisfaction partially mediates the relationship between the independent and dependent variables in the study. Thus, that it can be concluded that there were mixed results as far as the role of mediator in the structural model is concerned.

Exhibit 4 represents the Partially Mediated Model (M3).
Table 3 shows fit indices of the three models.

<table>
<thead>
<tr>
<th></th>
<th>GFI</th>
<th>$X^2$</th>
<th>DF</th>
<th>$X^2$/DF</th>
<th>AGFI</th>
<th>CFI</th>
<th>IFI</th>
<th>AIC</th>
<th>CAIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>0.863</td>
<td>1682.47</td>
<td>367</td>
<td>4.58</td>
<td>0.837</td>
<td>0.824</td>
<td>0.825</td>
<td>1708.84</td>
<td>2084.64</td>
</tr>
<tr>
<td>M2</td>
<td>0.854</td>
<td>2153.77</td>
<td>516</td>
<td>4.17</td>
<td>0.831</td>
<td>0.811</td>
<td>0.812</td>
<td>2143.42</td>
<td>2580.020</td>
</tr>
<tr>
<td>M3</td>
<td>0.858</td>
<td>2029.38</td>
<td>512</td>
<td>3.96</td>
<td>0.835</td>
<td>0.825</td>
<td>0.826</td>
<td>2078.01</td>
<td>2536.70</td>
</tr>
</tbody>
</table>

Further, it can be seen that the fit indices of the partially mediated model (M3) are better than the fully mediated model (M2). Based on the fit indices and hypotheses testing, it can be interpreted that job satisfaction partially mediates the relationship between the independent and dependent variables in the study. Thus, that it can be concluded that there were mixed results as far as the role of mediator in the structural model is concerned.
Table 4 shows results of hypotheses testing

<table>
<thead>
<tr>
<th>Model</th>
<th>Hypothesis</th>
<th>β Values</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct effect</td>
<td>H₆</td>
<td>0.11</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₇</td>
<td>0.02</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₈</td>
<td>0.23</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₉</td>
<td>0.22</td>
<td>Accepted</td>
</tr>
<tr>
<td>Full Mediation</td>
<td>H₁₀</td>
<td>-0.05</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₁</td>
<td>0.00</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₂</td>
<td>0.15</td>
<td>Accepted</td>
</tr>
<tr>
<td>Partial Mediation</td>
<td>H₁₃</td>
<td>0.49</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₄</td>
<td>0.00</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₅</td>
<td>-0.05</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₆</td>
<td>-0.07</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₇</td>
<td>-0.07</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>Moderation</td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td>0.51</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₈</td>
<td>0.04</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₁₉</td>
<td>-0.07</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₀</td>
<td>-0.07</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₁</td>
<td>0.53</td>
<td>Accepted</td>
</tr>
<tr>
<td>Married</td>
<td>Single</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td>0.47</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₂</td>
<td>0.04</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₃</td>
<td>0.12</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₄</td>
<td>-0.03</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>H₂₅</td>
<td>0.18</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Qualitative Analysis

Qualitative analysis of data was carried out using the idea of thematic interpretation and analysis suggested by Attride-Stirling (2001). The reason behind using the thematic analysis is its flexibility and in-depth understanding of data (Hsieh & Shannon, 2005). At the time of questionnaire administration, an open ended question viz: “List down any one aspect of work-life balance that you think is most important” was provided to the respondents.

The responses generated through the open ended question were coded and grouped into common themes. Several themes and subthemes were thus generated related to work-life balance. In order to provide a more systematic and robust frame of reference, it was essential to examine the themes in light of the already validated
research constructs. A review of the themes indicated that they could be related to the research constructs and model used in the present study. Thus, the themes were retrofitted into the conceptual research model used for the quantitative data analysis in the present study. Responses to the open ended question helped in extending the idea of the original constructs that were used in present research viz: Positive Work-Home Enhancement, Positive Home-Work Enhancement, Work Experience, Home Experience, Job Satisfaction and Organization Commitment.

On the basis of qualitative analysis, it was found that the responses generated were found to be a reflection of the famous Demands-Resources model (Bakker, Demerouti, DeBoer, & Schaufeli, 2003). The evolved Work-Home Demands-Resource model can be seen as an extension or elaboration of the original research model considered in the present study. The analysis of the qualitative data generated new ideas that helped in further extending the model. Thus, the original conceptual model tested through quantitative analysis was extended after the qualitative analysis to incorporate the theme of Work-Home Demands–Resources model. A new model/research framework was generated that assimilates the findings of both quantitative and qualitative analyses. Exhibit 5 illustrates the new proposed model that emerged out of the analysis.
Discussion

Pichler (2009) has suggested that WLB is the concept that includes both work and life component but most of the researchers lay more emphasis on work component and neglect the component of home. WLB contains many ingredients and it is better to measure it through constructs which include items related to both work and life. In the present study, WLB was treated as independent variable and was measured through four constructs of both work and life viz. Positive Work-Home Enhancement (PWHE), Positive Home-Work Enhancement (PHWE), Work Experience (WE), and Home Experience (HE).

When the conceptual models (direct effect, full mediation and partial mediation) were tested, majority of the hypotheses were accepted thus, corroborating with previous research evidences. It may be emphasized that hypotheses which were not accepted do not indicate that they are rejected. Leading researchers (Hoyle, 1995; Hox & Bechgar, 1999; Mburu, 2014) have suggested that when deploying SEM for theory
testing any non-acceptance of hypotheses suggests that the hypothesized relationships need to be explored and tested in future research in order to understand the reason of their non-acceptance.

The results of direct effect model showed that all the hypotheses were accepted except the relationship between work experience and organizational commitment. Work Experience (WE) was treated as one of the dimension of work-life balance. Three items were included in the construct related to Amicable Work Pressure, Work Control and Work Support. It should be noted that constructs and items used in the study were adapted from frameworks developed in the Western context. Since the present study was carried out in India, the prevailing dynamics could be different from the Western context and hence, the hypotheses may not be fully supported.

In the full mediation model, all the hypotheses were accepted. This shows that constructs of work life balance viz. Positive Work-Home Enhancement, Positive Home-Work Enhancement, Work Experience, and Home Experience which were used as the independent variable had direct and positive relationship with Job Satisfaction. Hypotheses also showed that Job Satisfaction (the mediator) affects the dependent variable Organizational Commitment.

In partial mediation model, it was hypothesized that job satisfaction plays mediating role between the constructs of work-life balance and organizational commitment. The results of the structural model for mediation were mixed. Job satisfaction played a mediating role in the relationships between constructs of work-life balance and organizational commitment thus, corroborating with previous studies (Near & Sorcinelli, 1986; White, 1999, Saltzstein et al. 2001). It was found that the mediating role of Job Satisfaction was not strong in case of the relationship between Positive Work-Home Enhancement and Organizational Commitment and also between Work Experience and Organizational Commitment.

It should be noted that majority of pioneering studies in the area have been carried out in the West. The conceptual model of the study and its research constructs were adapted from studies carried out in the Western world where workplace dynamics are entirely different from Indian context. Indian dynamics are different when compared to West. Employees in India face different set of challenges related to working conditions, workplace infrastructure and support systems (Vishwanath &
Working conditions are different in the West where most organizations now provide some form of support mechanism for work-life balance (Poku, 2014). Since studies on work life balance in India are in their exploratory stages, more valid frameworks are needed to be developed to portray the Indian conditions. Secondly, results of mediation analysis may not be fully supported as there may be the existence of other mediating variables in the relationship in the Indian context that need to be explored in future research.

Further, gender was treated as a moderator with the assumption that the relationship between Work-life Balance and Organizational Commitment was expected to be stronger in case of females than for males (Anne & Dulk, 2012; Bacik & Drew, 2006; Mayo et al. 2011). However, in the present study gender did not emerge as a strong moderator as hypothesized. This implies that the perceptions of males and females vis-à-vis the study constructs were found to be almost similar. Previous researches have emphasized that teaching is a field where female faculty members are usually found to face lesser gender based discrimination and negative experiences as compared to corporate sector and hence, the role of gender as a differentiator may not be as pronounced (Antecol & Clark, 2001; Willness et al. 2007). Further, it may be emphasized that teaching demands and pressures on both male and female teachers are similar unlike the corporate context where job demands vary for males and females.

Marital status was also treated as a moderator and the relationship was expected to be stronger in case of married respondents than for singles. Results of hypotheses testing as well as fit indices values support the role of marital status as a moderator between dimensions of work-life balance and organizational commitment. Thus, it can be concluded that in the Indian context marital status plays a vital role as moderator in the relationship between dimensions of work-life balance and organizational commitment.

Findings of qualitative analysis of the data support the famous Job Demands-Resources (JDR) model. The qualitative data analysis thus, generated new ideas that helped in further extending the model. This extended model can be seen as a reflection of Job Demands-Resources model. Thus, the original conceptual model tested through quantitative analysis was extended after qualitative analysis to incorporate the theme of Work-Home Demands-Resources model. Since the new
model highlights issues specific to higher education teachers in the Indian context, in future research these new items can be included with an intention to carry out research in Indian dynamics.

**Implications of the Study**

Based on the study, the following implications may be pointed out for researchers, academicians, managers and administrative authorities of management and engineering institutes:

**Theoretical Contributions**

This study attempts to inflate the margins on information related to dimensions of work-life balance (*Positive Work-Home Enhancement, Positive Home-Work Enhancement, Work Experience* and *Home Experience*), job satisfaction and organizational commitment. Another significant contribution of the study is development and refinement of scales for measuring dimensions of work-life balance, job satisfaction and organizational commitment. Qualitative analyses of data helped generate new ideas and provide richness to the existing study. After conducting the qualitative analysis, the original conceptual model was extended to incorporate the theme of work-home Demands-Resources model. This extended model can be used as a robust framework that assimilates the findings of both quantitative and qualitative analyses.

A good quality work-life balance results in the wellness of the faculty and also enhanced student behavior. Thus, college authorities need to focus on the above aspects of job satisfaction in order to enhance teaching quality and student performance. Authorities may incorporate these ideas to provide work-life balance to teachers. Proper balance should also be maintained between extra-curricular activities, workload distribution and leisure time and so as to enhance academic excellence.

The present research addresses an important societal concern by exploring the dimensions of work-life balance, job satisfaction and organizational commitment. Government and authorities have to realize the vital role that teachers of professional courses like management and engineering play. As discussed above, teachers face
greater workload and work demands due to increased emphasis on improving quality of education. If teachers experience imbalance in their work-life domain that will adversely affect the students. These higher level educational institutes play the crucial role of developing the human resources of a nation. They provide high skill manpower to the market and add to the GDP of the country. Thus, work-life balance, job satisfaction and organizational commitment of teachers are issues of larger societal ramifications and need special attention.

**Limitations**

Although efforts were made to adopt a sound methodology in the present study, however it could have suffered from certain limitations. Simon and Goes (2013) concluded that no matter how well any study is conducted and constructed, it will have limitations and there will always be scope for improvement. Although efforts were made to reduce chances of response bias during the study, the findings may still be treated with caution as chances of bias are always present in such studies. The study is based on single cross-sectional design; a longitudinal design is advisable as the relationship gets manifest with time. This study was conducted on a limited sample i.e. teachers of MBA & B.Tech, the perceptions of other teachers could not get reflected. Due to geographical constraints, the study focused only on a limited area. It was not possible to cover the entire length and breadth of the country as India is a vast land.

**Future Research Directions**

Following future research directions can be pointed out:

- Kelloway (1998) has suggested that such scale modifications which were empirically generated must be cross validated as well. Thus, there is a need to further test the instrument’s unidimensionality, reliability and validity in different contexts.
- Future researchers may carry out the research on other sampling elements drawn from other streams of study in higher education.
The original conceptual model was extended after qualitative analysis to incorporate the theme of Work-Home Demands-Resources model. This extended model can be carried forward in future research.

- Longitudinal study design is recommended for future research.
- Comparative studies across different states/regions of India can also be carried out keeping in mind the concept of functionally equivalent sample.

The findings not only merge the precincts of the existing body of knowledge but will also facilitate researchers to use validated scale effectively in the future.