

## Striking the Right Balance: Exploring the Influence of Organizational Commitment and Job Satisfaction on Teachers' Work-Life Balance

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### ABSTRACT

It is evident that a healthy work-life balance is crucial for teacher well-being and, ultimately, educational favorable outcomes. Prior studies have established the significance of job satisfaction and organizational commitment as key contributors to employee well-being across various professions. However, the specific nature of the teaching profession, with its unique demands and responsibilities, requires deeper exploration of how job satisfaction and organizational commitment interplay to influence teachers' work-life balance. This study investigated the potential impact of **organizational commitment (OC)** and **job satisfaction (JS)** on teachers' perceived **work-life balance (WLB)**. For Study purpose, 100 teachers were selected using convenient sampling from different educational institutions of DNH region and Questionnaire was used for primary data collection. According to the nature of data and interpretations required, appropriate statistical tools have been applied. The statistical tools such as Regression, Correlation and ANOVA test have been used to summarize the research findings. While both OC and JS exhibited statistically significant, **weak positive correlations** with WLB, the most important result was the **strong positive correlation** between OC and JS. This suggests that **understanding factors influencing OC could be key to improving both WLB and JS for teachers**. However, the regression model revealed a low explanation of variance ( $R^2 = 0.069$ ), indicating **other unexplored factors likely play a more significant role** in teachers' WLB.

Keywords: Work-life balance, Job Satisfaction, Organizational Commitment, Teachers

### INTRODUCTION

For educators, achieving a harmonious work-life balance is not just a personal choice; it is a cornerstone of sustainable teaching and excellence in educational field. Studies suggest that fostering well-being through balanced work life leads to a cascade effect of positive outcomes, which benefits both teachers themselves and also to the educational institutions they serve in. While work-life balance has received increasing attention these days in various professions, research specifically focused on the teachers and the factors influencing their ability to strike this essential balance which remains crucial. Recognizing the need for such focused research, this study delves into the question: **to what extent do organizational commitment and job satisfaction impact teachers' work-life balance?** Furthermore, acknowledging the potential interplay between these variables, the study explores the possibility of a mediating effect, where job satisfaction might influence the relationship between organizational commitment and work-life balance. By examining these connections, this research aims to spread light on the complex dynamics of teachers' work-life balance and identify potential leverage points for educational institutions to seeking to support their educators and generate a sustainable teaching workforce in the society. This study contributes to the existing body of knowledge by specifically focusing on teachers and their unique experiences with factors affecting work life balance. By understanding the factors influencing their work-life balance, educational institutions can develop rational strategies to foster a more supportive and well balanced work environment in organizations, ultimately leading to improved teacher well-being, job satisfaction, and ultimately, enhanced educational outcomes at all the levels. Throughout this paper, we provide deeper into the theoretical details of our hypotheses, present the research methodology used, and analyze the findings to offer valuable insights for both researchers and educational stakeholders.

### LITERATURE REVIEW

#### Work-Life Balance

Luan Nguyen Dinha(2020) examined the relationships between work-life balance, work stress, working conditions, relationship with supervisor, and employee engagement. The study found positive impact of work-life balance and work stress on employee engagement. Bhende Pravin, Mekoth Nandakumar, Ingalhalli Varsha, Reddy Y. V. (2020) found that

work-life balance was comprised of three dimensions: flexibility and time off, support and interpersonal relations, and leisure and personal development. The regression analysis showed a positive relationship between the quality of work life and work-life balance, indicating that an improvement in the quality of work life leads to an improvement in work-life balance. The study suggests that banks improving the quality of work life can lead to increased job satisfaction and productivity. Rosy Singh, Dr. Shalini Aggarwal (2020) observed various hindrances to achieving work-life balance, include time management challenges, stress, travel difficulties, conflicting responsibilities at work and home, lack of coordination, and high expectations from family and work. By developing strategies and setting priorities, individuals can better manage the challenges of balancing work and personal life. Arifa Akter, Mohammad Awal Hossen, Md. Nazrul Islam (2019) studied Impact of Work Life Balance on Organizational Commitment of University Teachers: Evidence from Jashore University of Science and Technology. The result shows that significant number of teachers perceived there is a positive impact of work life balance on the level of commitment towards their organization. Webber, Mardi; Sarris, Aspa; Bessell, Max (2010) showed that perceptions of a supportive Organizational culture were positively related to Organizational commitment and negatively related to work-life conflict and employees' intentions to leave. Further, the study result showed that employees' perception of Organizational culture was more strongly associated with the outcomes than the number of WLB initiatives used by employees.

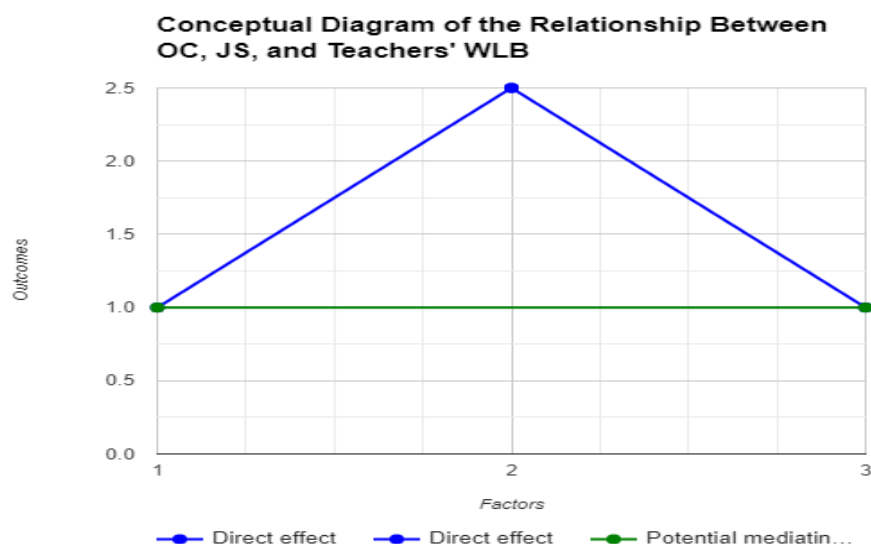
### **The Role of Organizational Commitment:**

Organizational commitment refers to an employee's emotional attachment and identification with their organization Meyer & Allen, (1991). Studies across various professions suggest a positive link between OC and employee well-being, including work-life balance Schaufeli & Bakker, (2004) Van Dick et al., (2010). Oyewobi, L.O., Oke, A.E., Adeneye, T.D. and Jimoh, R.A. (2019) revealed that there is a positive relationship between WLB and Organizational commitment, and that Organizational commitment mediates the impact of WLB on Organizational performance. The purpose of this paper was to evaluate the mediating role of Organizational commitment in the relationship between work-life balance (WLB) and Organizational performance of female construction professionals in the Nigerian construction industry. In the specific context of education, research indicates that teachers with higher levels of OC report greater job satisfaction, lower stress levels, and a stronger sense of well-being (Schaufeli & Enzmann, (1998) Kyriacou & Sutcliffe, (2003). However, limited research specifically investigates the link between OC and teachers' WLB, creating a gap this study aims to address. Oyewobi, L. O., Oke, A. E., Adeneye, T. D., Jimoh, R. A., Windapo, A. O. (2020) indicated that improvement in WLB was positively linked to both WLBs and organizational commitment, that the establishment of an organizational philosophy which enhances WLB through family-friendly policies is a recipe for organizational commitment, and that WLB is significantly related to WLB Policies, indicating that organizational commitment improves only when employees perceived a balance between work life and non work life.

### **The Influence of Job Satisfaction:**

Job satisfaction refers to an individual's positive emotional evaluation of their job (Spector, 1997). Similar to OC, studies consistently demonstrate the positive association between JS and employee well-being, including work-life balance (Burke & Greenglass, 2018, Wright & Cropanzano, 2000). Research on teachers specifically suggests that job satisfaction is inversely related to stress levels and positively associated with well-being and organizational commitment (Skaalvik & Skaalvik, 2014, Beijaard et al., 2014). While these studies establish the importance of JS for teachers' well-being, further research is needed to explore the specific link with their WLB, particularly examining potential mediating effects of other factors. The relationship was confirmed between the analyzed constructs ie. employee work-life balance is positively related with organizational pride and job satisfaction Mas-Machuca, M., Berbegal-Mirabent, J. & Alegre, I. (2016). This review highlights the importance of exploring the relationship between OC, JS, and teachers' WLB. While existing research demonstrates the individual contributions of OC and JS to teacher well-being, limited studies delving into their specific impact on WLB remain less explored. This study aims to address this gap, investigating the direct and potential mediating effects of these factors on teachers' perceived work-life balance. By elucidating these relationships, the study will offer valuable insights for both researchers and educational stakeholders seeking to support teachers and create a more sustainable teaching environment.

## Proposed Conceptual Model



This model explains the complex relationship between teachers' Organizational Commitment (OC), Job Satisfaction (JS) & Work-Life Balance (WLB). It proposes a potential mediating effect of JS on the relationship between OC and WLB.

**Direct Effects:** The model suggests that high OC (feeling connected to the school) and high JS (enjoying their work) can directly lead to better WLB. **Mediating Effect:** However, the model also proposes that JS might play a mediating role. This means that even if OC is high, if teachers are not satisfied with their jobs, it might not render to good WLB. In contrast, high JS could potentially makeup for lower OC, leading to better WLB regardless of less commitment to the organization. This model highlights the importance of taking into consideration both OC and JS when looking at teachers' WLB. By understanding these complex dynamics

## RESEARCH METHODOLOGY

In order to understand the relationships between organizational commitment (OC) and job satisfaction (JS) on teachers' perceived work-life balance (WLB) the survey was conducted in the educational institute of Dadra and Nagar Haveli. The instrument used for the survey was the questionnaire equipped with questions on 5 point likert scale on Work life balance, organizational commitment and job satisfaction. For the survey the criteria were that the respondents should be male or female teaching in educational institutes of this region. The survey was conducted among 100 respondents. The data collection was done with convenient sampling technique.

## RESEARCH OBJECTIVES:

### Primary Objective:

- To investigate the relationships between organizational commitment (OC) and job satisfaction (JS) on teachers' perceived work-life balance (WLB).

### Secondary Objectives:

- To examine the strength and significance of the hypothesized relationships between OC, JS, and WLB for teachers.

### Sample:

The target population will be teachers working in various educational institutions of Dadra and Nagar Haveli. A representative convenience sample of teachers were taken through online platforms through professional networks with educational institutions.

### Data Collection:

A self-administered online survey was distributed to the target sample. Respondents were assessed on items on a 5-point Likert scale. The scale's reliability was adequate (Cronbach's  $\alpha=0.975$ ) for work life balance scale. Organizational commitment and job satisfaction scale was also measured with a 5-point Likert scale developed from literature review and after experts review. The scale's reliability was adequate (Cronbach's  $\alpha=0.989$ ,  $\alpha=0.899$ ).

**Data Analysis:**

**Descriptive statistics:** To examine the characteristics of the sample and distribution of variables.

**Correlation analysis:** To assess the relationships between OC, JS, and WLB.

**Regression analysis:** To test the hypothesized direct and indirect effects.

By following this research methodology, the study objective to gain valuable insights into the complex interplay between organizational commitment, job satisfaction, and work-life balance for teachers was tried to analyze.

**Formulation of Hypothesis**

From the existing literature and the growing body of research on work-life balance, this study investigates the following key hypotheses:

**H1:** There is a positive association between teachers' **organizational commitment** and their perceived **work-life balance**.

**H2:** There is a positive association between teachers' **job satisfaction** and their perceived **work-life balance**.

**Data Analysis & Interpretations**

The data analysis for the research is conducted on MS excel and SPSS. Various test like Reliability, Validity, Descriptive statistics, regression and correlation was conducted for the analysis.

**Reliability and Validity test****Table: 1** Reliability test of Work Life Balance

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	100	100.0	<b>.975</b>	16
	Excluded <sup>a</sup>	0	.0		
	Total	100	100.0		

**Table: 2** Reliability test Organizational Commitment

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	100	100.0	<b>.939</b>	5
	Excluded <sup>a</sup>	0	.0		
	Total	100	100.0		

**Table: 3** Reliability test Job Satisfaction

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	100	100.0	<b>.899</b>	4
	Excluded <sup>a</sup>	0	.0		
	Total	100	100.0		

**Interpretation:**

Reliability is the measure of internal consistency of the construct in the study. A construct is reliable if the Alpha value is greater than .70 (Hair et al., 2013). Construct reliability was assessed using Cronbach's Alpha. The result revealed that the satisfaction from work life balance with 16 items ( $\alpha = .975$ ) were found reliable and summarized in table 1. The result of other two construct revealed that the organizational commitment and job satisfaction with 5 and 4 items ( $\alpha = .939$ ,  $\alpha = .899$ ), were found reliable and summarized in the table 2 and table 3.

**Validity Test:**

Significance level is 0.05 ie. 95%. Almost all the values in the correlation table for all items of both the construct are below 0.05. Obtained values in Pearson correlation is greater than the critical value (table value 0.205 to 0.197) and is highly significant, so we can say questions are valid.

**Descriptive Statistics****Table 4:** Grouping Items of Constructs

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Work life balance	100	1.00	2.73	1.8773	.39602
Organizational Commitment	100	1.00	4.20	2.3520	.83321
Job satisfaction	100	1.00	4.25	2.3350	.73445
Valid N (listwise)	100				

**Interpretation**

The data consists of three variables: Work life balance, Organizational Commitment, and Job satisfaction. All variables have 100 valid observations. The values range from 1.00 to 4.25. The mean values are 1.8773, 2.3520, and 2.3350 for Work life balance, Organizational Commitment, and Job satisfaction, respectively. The standard deviations are 0.39602, 0.83321, and 0.73445, respectively, indicating that Organizational Commitment has the most variability.

**Regression**

The study seeks investigate the effect of Organizational commitment and Job Satisfaction on work life balance of teaching professionals

**H1:** There is significantly positive impact of organization commitment on work life balance

**H2:** There is significantly positive impact of Job Satisfaction on work life balance

**Table 5**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 <sup>a</sup>	.069	.049	.38641
a. Predictors: (Constant), organizational commitment, Job satisfaction				

**Table 6**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.067	2	.534	3.574	.032 <sup>b</sup>
	Residual	14.484	97	.149		
	Total	15.551	99			
a. Dependent Variable: Work life balance						
b. Predictors: (Constant), organizational commitment, Job satisfaction						

**Table 7**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.550	.130		11.958	.000
	Job satisfaction	.130	.101	.241	1.288	.201
	organizational commitment	.012	.089	.024	.130	.897
a. Dependent Variable: Work life balance						

**Interpretation**

The dependent variable (work life balance) was regressed on predicting variable of Organizational commitment and Job Satisfaction. Overall, the ANOVA table shows that the regression model is statistically significant (p-value = 0.032), meaning that at least one of the independent variables (OC or JS) has a statistically significant effect on the dependent variable (WLB). However, the model only explains a small amount of the variance in the data (R-squared = 0.069, not

shown in the table). In general, an R-squared value of less than 0.10 indicates that the model does not explain much of the variance in the data.

However, if we see the **Individual effects**:

The coefficient table shows the results of a linear regression model that predicts the dependent variable WLB from two independent variables: OC and JS.

**Organizational commitment:** The F-statistic for organizational commitment is 3.574 with a p-value of 0.032. This means that OC has a statistically significant effect on WLB. However, the direction and magnitude of this effect cannot be determined from the ANOVA table alone. Looking at the coefficients in the regression model to understand how changes in organizational commitment are associated with WLB.

**Job satisfaction:** The ANOVA table does not show an F-statistic or p-value for Job satisfaction. This is because the model likely includes an intercept term (the constant), which makes Job satisfaction redundant. In other words, the effect of Job satisfaction is captured by the intercept term.

- **(Constant):** The coefficient for the constant term is 1.550, with a p-value of 0.000. This means that even when both organizational commitment and Job satisfaction are zero, there is a predicted average value of 1.550 for Work life balance. This is statistically significant, meaning that it is unlikely to be due to chance.
- **Job Satisfaction:** The coefficient for JS is 0.130, with a p-value of 0.201. This means that for each one-unit increase in JS, the predicted value of WLB increases by 0.130, on average. However, this effect is not statistically significant at the 5% level, meaning that we cannot be confident that it is not due to chance.
- **Organizational Commitment:** The coefficient for OC is 0.012, with a p-value of 0.897. This means that for each one-unit increase in OC, the predicted value of WLB increases by 0.012, on average. However, this effect is not statistically significant at the 5% level, meaning that we cannot be confident that it is not due to chance.

#### Correlation:

**Table 8**

Correlations				
		Work life balance	organizational commitment	Job satisfaction
Work life balance	Pearson Correlation	1	.230*	.262**
	Sig. (2-tailed)		.022	.009
	N	100	100	100
organizational commitment	Pearson Correlation	.230*	1	.852**
	Sig. (2-tailed)	.022		.000
	N	100	100	100
Job satisfaction	Pearson Correlation	.262**	.852**	1
	Sig. (2-tailed)	.009	.000	
	N	100	100	100
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

#### Interpretation

A correlation coefficient of 0 indicates no linear relationship between the two variables. A correlation coefficient of 1 indicates a perfect positive linear relationship, and a correlation coefficient of -1 indicates a perfect negative linear relationship. The significance level of a correlation coefficient tells you whether the observed correlation is likely to be due to chance. A significance level of 0.01 means that there is only a 1% chance that the observed correlation is due to chance.

In Table 8 the correlations between the three variables Work life balance, organizational commitment, and Job satisfaction is shown.

- WLB and OC have a weak positive correlation of 0.230, which is significant at the 0.05 level (2-tailed). This means that as the value of WLB increases, the value of OC tends to increase as well, but the relationship is not very strong.
- WLB and JS have a weak positive correlation of 0.262, which is significant at the 0.01 level (2-tailed). This means that as the value of WLB increases, the value of JS tends to increase as well, but the relationship is not very strong.
- OC and JS have a strong positive correlation of 0.852, which is significant at the 0.01 level (2-tailed). This means that there is a very strong positive relationship between these two variables. As the value of OC increases, the value of JS tends to increase as well, and vice versa.

## FINDINGS

- There is a statistically significant positive relationship between the constant term and Work life balance, but there is no evidence of a statistically significant relationship between Job satisfaction or organizational commitment and Work life balance.
- Positive Correlations: All three variables demonstrated positive correlations, meaning that higher levels of each were associated with higher levels of the others.
- Strength of Relationships: However, the strength of these correlations varied significantly. The relationship between OC and JS was the strongest (0.852), indicating a shared influence. Both OC and JS had weaker, but still positive, correlations with WLB (0.230 and 0.262 respectively).

## CONCLUSION

The provided correlation matrix reveals interesting relationships between the three variables: Work life balance, organizational commitment, and Job satisfaction. Both Work life balance and Job satisfaction exhibit weak, but statistically significant, positive correlations with organizational commitment, indicating that higher values of organizational commitment tend to be associated with slightly higher values in the other two variables. However, the most striking finding is the strong positive correlation between organizational commitment and Job satisfaction, highlighting a pronounced tendency for these two variables to move in tandem. This suggests that understanding the factors influencing organizational commitment might be key to explaining variations in both Work life balance and Job satisfaction.

While the regression model statistically predicts Work life balance, it explains very little of its variance ( $R^2 = 0.069$ ). Although organizational commitment has a statistically significant effect, its impact is weak based on the coefficient value (0.012). Moreover, Job satisfaction has no statistically significant effect on Work life balance. This suggests that there might be other, unexplored factors that have a stronger influence on Work life balance, and the current model needs further improvement to provide a more comprehensive explanation.

**Practical implications:** This study provides a view those organizations which seeking to improve teacher well-being should focus on increasing both OC and JS. Since JS has a strong connection to both OC and WLB, it may be a particularly important to target for interventions. However, promoting WLB directly could also be beneficial, even if its individual correlations with OC and JS are fragile.

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