

Relationship Between Work-Family Balance Practices And Organizational Commitment Among Teachers At Universities Of Lahore, Pakistan

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Abstract

Thousands of administrators around the world use different strategies and policies to maintain teachers' well-being. Yet there is little research relating to work-family balancing practices and their impact on organizational commitment. This study shows that it is important for the administration to provide well-being practices to their teachers, as a result, they can maintain a balance between their work and home lives. Consequently, stress is reduced and teachers feel more committed to their work. The purpose of this survey study was to develop the rationale by identifying the relationship between working-family balancing practices among teachers in the universities of Lahore and their organizational commitment. We used a self-developed questionnaire to elicit responses from lecturers at Lahore's universities, and the data was 0.89% reliable. The article reflects on the potential of these practices for future research into the well-being of teachers and their dedication to their duties and suggests areas for further research including reasons for the unavailability of the benefits to some of the teachers in institutions.

Keywords: Work-family balancing practices, organizational commitment

1. Introduction and Literature Review

People today often struggle with balancing all roles and responsibilities in life, especially those related to work and family, in today's fast-paced world. International and national policy agendas have increasingly emphasized work-family balance and practitioners and academics are arguing about it. Maintaining the right balance between work and family life cannot be overstated in today's world (Patchen, 2003). Therefore, the quality of work and learner outcomes increase when these practices are used in any institution. Unquestionably, these practices affect job performance, direct and indirect absenteeism costs, costs associated with losing and replacing valued employees, customer satisfaction, and organizational commitment of teachers. A work-family balancing practice

selects benefits that facilitate balancing work and family lifecycle (Grandey, 2005). A variety of work-family balancing practices exist, including vacations, parental and family leave, flexible sick leave, child care, elder care, time off, educational subsidies, health and fitness benefits, flex time, compressed work weeks, job sharing, work sharing, telecommuting, employee assistance programs, domestic partner benefits, and insurance benefits (Allen, 2001). However, for the teachers in Pakistani universities, the issue of competing demands between work and home has become increasingly relevant due to the pressure of increasing workloads. As a result of workplace changes, more women are joining the labor force, the aging population is getting older, working hours have increased, and communication technology is enabling near-constant contact with

the workplace. Consequently, conflicts arise among individuals' multiple roles in response to these changes. Thus, the ability to balance workplace needs with personal needs is considered an important issue among workers (Stanton & Young, 2009). Taylor (2002) reports that work-family balancing practices often help companies achieve a competitive advantage. He argued that these practices usually enhance business performance in organizations. Organizations can increase employee satisfaction by implementing work-family balancing practices. As teachers' job satisfaction increases, the productivity and performance of the institution will improve (Armstrong, 2002).

Teachers at both public and private universities receive benefits packages designed by university administrations. According to Byrne (2005), issues related to this matter include: what benefits should be offered, which benefits will be most effective, and how the benefits will affect teachers. Work-family balancing practices are increasingly being implemented in institutions so that teachers can fulfill both their employment-related and personal responsibilities (Guest, 2002).

Organizational commitment is directly impacted by work-family balancing practices. In Abbott (2007), this undertaking is created when an extraneous interest is linked to a consistent line of activity through a side bet. According to Robbins and Coulter (2006), organizational commitment is the individual's view or perception of the organization, including loyalty and his/her view of holding a long-term relationship with it. Mowday (2008) defines organizational commitment as the degree to which an individual identifies with the organization and is involved. Judge (2001) states that elder care greatly impacts employee productivity and performance. This study found that such policies (work-family balancing policies) are positively related to organizational commitment and employee satisfaction. To increase the teachers' loyalty,

morale and organizational commitment, institutions can increase work-family balancing practices (Cantor, 2000).

There is evidence that family work practices increase commitment to an organization and productivity and performance. Absenteeism and turnover are negatively related to organizational commitment. In Glass and Estes (2002), organizational commitment is the bond that binds an individual to an organization. According to many leading scholars, the availability of work-family balancing policies, organizational commitment, and job satisfaction are significantly associated (Clay, 2011). The balancing measures positively correlated with organizational commitment, motivation and job satisfaction. In Pakistan, Nadeem and Abbas (2009) examined the relationship between work-family balancing benefits, organizational commitment, and employee job satisfaction. Work-family balance benefits are positively correlated with job satisfaction and organizational commitment management, whereas family-to-work interference, family-to-work interference, and stress negatively affect job satisfaction and organizational commitment.

In the education sector, another study by Dessler (2007) found a strong correlation between work-life balance and job satisfaction. The report suggested that teachers should be provided with more facilities, such as flexible working hours, job sharing, and childcare, in order to gain their organization's commitment. The study found that these programs help teachers to reduce their workload and to perform their duties and non-job activities effectively.

According to Christensen (2011), universities struggle with work-life balance. To remain competitive, universities must develop strategies that facilitate faculty balance between work and life activities in light of a heavy workload.

1.1 Statement of the problem

In this study, we examined the relationship between work-family balancing practices and organizational commitment among teachers at public and private universities in Lahore. It is possible for workers to reduce their stress levels and manage their workload by maintaining a healthy balance between work and home life. Persons experience a work-family balance misalignment or conflict when they do not have enough time or energy to fulfill their work and family responsibilities. Many teachers find it difficult to maintain a balance between their work and home lives. Consequently, they are not able to focus fully on their work and to be productive.

1.2 Objectives of the Study

In order to achieve the following objectives, the study was conducted:

1. Examine the work-family balance practices at universities.

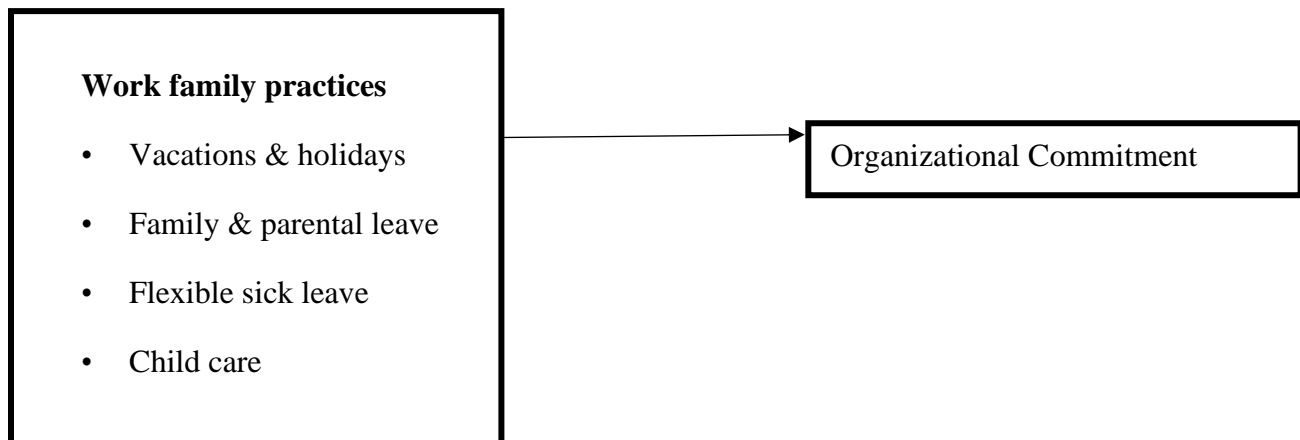
2. Exploring the relationship between work-family practices and organizational commitment at Lahore's universities.

1.3 Delimitations of the Study

Under the supervision of the Higher Education Commission of Pakistan, the scope of the research was limited to the general universities in Lahore. Furthermore, this study focused on only one dependent variable, organizational commitment.

2. Theoretical Framework of the Study

This conceptual framework demonstrates the relationship among work-life balance practices organizational commitment



This study investigated an existing phenomenon without manipulating its treatment, it was a descriptive study. Data was collected through a survey. As stated in the Higher Education Commission (2016), there are 33 universities in Lahore, out of which 13 are public universities and 20 are private universities. The study's population consisted of lecturers who are performing their duties in the universities of Lahore. This study was conducted using a two-stage random sampling technique. Out of 33

universities, 50% were selected from government and private institutions. This method led to the selection of seven public universities and five private universities. There are 4559 faculty members in public universities and 3331 in private universities. A total of 350 teachers were randomly selected in the second stage. Frankle and Wallen (2012) also suggested that a sample can be large in survey studies. If the population exceeds five thousand, a sample can be taken of four hundred and more keeping in view limited

time and resources (Gay, Mills, & Airasian, 2011). In addition to personally visiting the universities in Lahore, the author used email and posts to collect data from the rest of the universities. A total of 89.48% of instruments were responded to, including 92.19% of private sector teachers and 87.5% of public sector faculty members (n = 399).

3.1 Instrumentation

Since there were two variables at stake in this study, we used two types of instruments to gather data. All tools were based on a five-point Likert scale.

3.2 Work-family Balancing Practices Scale

In order to identify the prevailing work-life balancing practices at universities, 28 items were adapted. Several of these items were derived from the Prezeosi scale of the Organization Diagnostic. An expert panel reviewed the scale for content validity. There were hardly any changes proposed to these instruments by the

experts. These adjustments were made to the questionnaire. Additionally, a pilot test confirmed the questionnaire's reliability, which was 0.86.

3.3 Organizational Commitment Survey (OCS)

We utilized Spector's (1994) Organizational Commitment Survey (OCS) after ethical considerations to address the second variable of the study. In the OCS, nine aspects of organizational commitment are evaluated and the reliability was 0.85.

4. Data Analysis

In order to analyze the data quantitatively, descriptive statistics such as frequency counts were provided by SPSS. Statistical analysis techniques were used to analyze descriptive and inferential data. In inferential statistics, it was observed that there is a positive correlation between work-family balancing practices and organizational commitment based on Pearson product-moment correlation (Pearson r).

Table: 1 Teacher gender in Lahore universities

	Frequency	Percent
Female	91	25
Male	259	75

As shown in table 1, out of 350 respondents, 75.2 % (259) were males and 25.8 % (91) were females.

Table: 2 Universities of Lahore's teachers' qualifications

	Frequency	Percent
Post.Doc	5	1.2
Ph.D	171	41.7
M.Phill	174	51.7

The table shows that 51.7% (174) of the 350 respondents have completed a M.Phil.'s, 41.7%

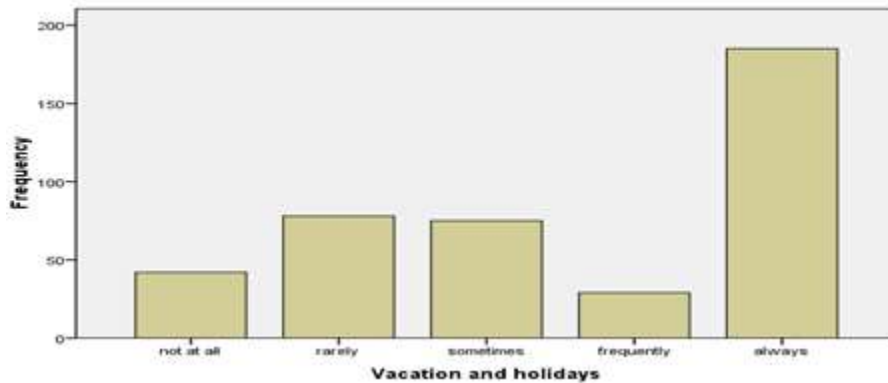
(171) have completed a Ph.D., and 0.2% (5) have post-doctoral degrees.

Table: 3 Practices of work-family balance in universities of Lahore

	Frequency	Percent
Not one	41.9	10.2
Infrequently	77	19.0
Occasionally	75.1	18.3
Repeatedly	29.3	7.1
Continually	126	45.1

Table 3 indicates that university teachers are more than often interested in vacations and holidays (the benefits that organizations offer to reduce stress). Based on the findings, 10.2% (42) of the 350 people do not enjoy the benefit, while 19.1% (77.1) of the 350 people rarely enjoy it,

18.3%(75) of the 350 people occasionally enjoy the benefit, 7.1%(29) of the 350 people frequently enjoy the benefit, 45.1%(126) always enjoy vacations and holidays from universities, while 0.2% (1) did not answer. This is shown in the graph as follows:

**Figure: 1. Shows histogram of teachers who enjoys holidays****Table: 4 Parental Leave and Work-Family Balancing in Universities**

	Frequency	Percent
No one	16.2	3.9
Infrequently	40	9.8
Occasionally	68.1	16.6
Often	59.3	14.4
Constantly	166.8	55.1

In Table 4, university teachers are entitled to family and parental leaves (benefits an organization offers its employees, such as maternity leave and family care). Among the 350 participants, 3.9% (16) never enjoy the benefit, 9.8% (40) rarely do, 16.6% (68) occasionally

enjoy the benefit, 14.4% (59) frequently enjoy the benefit, and 55.1% (167) always enjoy the benefits from the universities. 0.2% (1) of respondents did not answer. This is shown in the graph as follows:

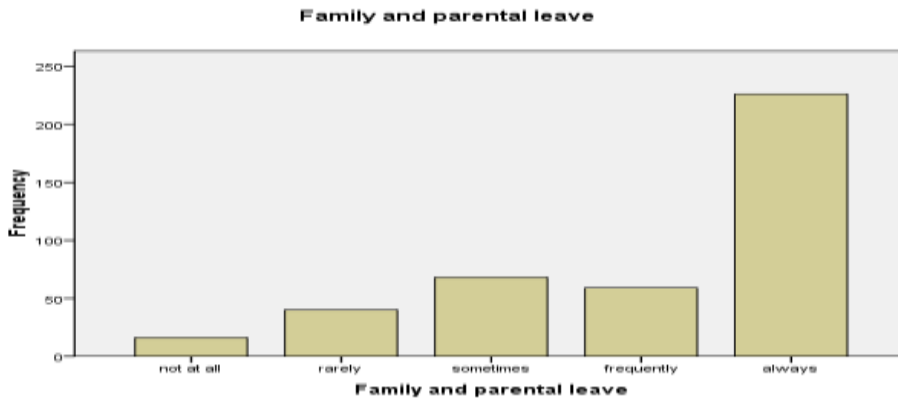


Figure: 2. Shows histogram of teachers who enjoys family and parental leave

Table: 5 Sick Leave Practice in Lahore Universities

	Frequency	Percent
Not one	39	9.5
Infrequently	67.1	16.3
Occasionally	56.9	13.9
Often	43.6	10.7
Constantly	142	49.3

According to Table 5, university teachers frequently have access to sick leave (sick leave is provided when an individual is unable to perform their duties due to illness). It was found that 9.5%(39) of the 350 participants do not receive the benefit, 16.3%(67) of the 350 participants rarely utilize the benefit, 13.9%(57) of the 350

participants sometimes receive the benefit, 10.7%(44) of the 350 participants frequently receive the benefit, and 49.3%(142) always receive the benefit of university sick leave. There are 0.2 % (1) people who do not respond to the question. The graph illustrates this behavior as shown in Figure 3.

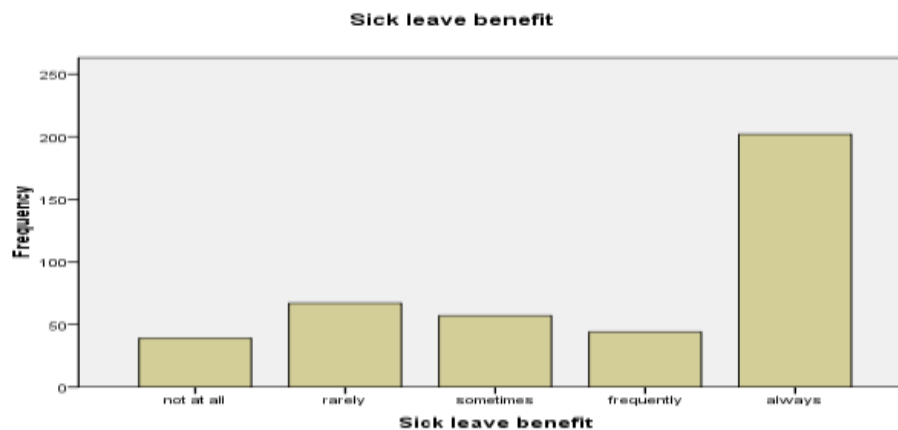


Figure: 3. Shows histogram of teachers who enjoys sick leave benefits

Table: 6 Child Care Advantage in Universities

	Frequency	Percent
Not one	78.1	19.0
Infrequently	46.2	11.2
Occasionally	48.9	12.0
Often	55.2	13.4
Constantly	121.9	44.1

It is evident from the table that university teachers enjoy the child care option more than sometimes (it is a benefit offered by employers to reduce employee stress regarding child care). In the study, 19.0% (78) of the 350 participants never enjoyed the benefit, 11.2% (46) of the 350 participants rarely enjoyed the benefit, 12.0%

(49) of the 350 participants occasionally enjoyed the benefit, 13.4% (55) of the 350 participants frequently utilized child care and 44.1% (122) always benefited from child care, and 0.2% (1) did not respond. The following graph illustrates the following:

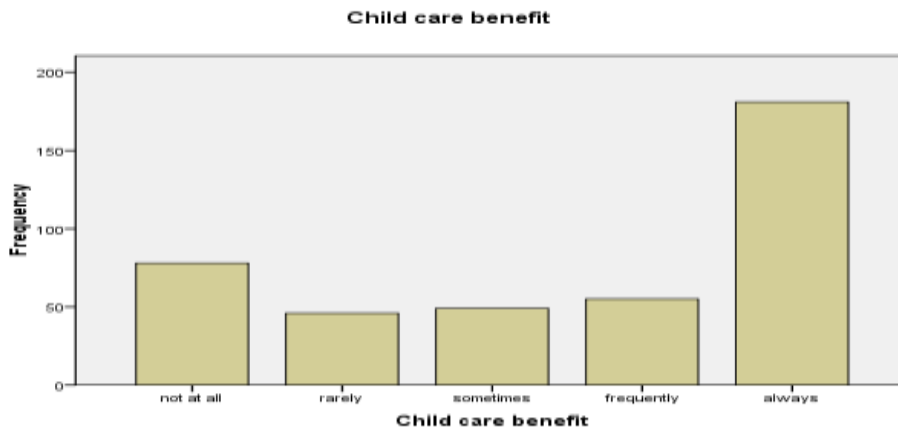


Figure: 4. Shows histogram of teachers who enjoys child care benefit

Table: 7 Correlation between holidays and vacations and organizational commitment of teachers at universities

Variable	M	SD.	N	r value	Sig.
Holidays and vacations	3.579	1.466	349	.566	.000
Organizational commitment	3.80	1.037	348		

A correlation has been found between vacations and holidays among university teachers in Lahore and organizational commitment. Organizational commitment has a statistically significant

correlation with employees' vacations and holidays ($r = .566, p = 0.05$). Lahore universities have positive impacts on teachers' organizational commitment.

Table 8 Correlation between Parental & Family Leave benefit and organizational commitment of teachers in universities

Variable	M	SD.	N	r value	Sig.
Family & Parental Leave	4.0733	1.208	349	.50	.000
Organizational commitment	3.8064	1.037	348		

According to the table below, family and parental leave benefits are correlated with organizational commitment among teachers in Lahore universities. The relationship between organizational commitment and family and

parental leave is statistically significant ($r = .50$, $p = 0.05$). This study concluded that the organizational commitment of teachers in Lahore universities is positively correlated with family and parental leave.

Table: 9 Correlation between Sick Leave advantages of teachers in universities

Variable	M	SD.	N	r value	Sig.
Sick Leave advantage	3.74	1.447	349	.570	.000
Organizational commitment	3.80	1.037	348		

As shown in the following table, organizational commitment and sick leave benefits are related in Lahore universities. Employees' organizational commitment and sick leave benefits are

statistically significant ($r = .570$, $p = 0.05$). Among teachers at the universities of Lahore, sick leave benefits are positively correlated with organizational commitment.

Table: 10 Correlation between Child Care assistance and organizational commitment of teachers in Lahore universities

Variable	M	SD.	N	r value	Sig.
Child Care benefit	3.52	1.582	349	.534	.000
Organizational commitment	3.80	1.037	348		

The table indicates a correlation between Child Care benefits and teachers' organizational commitment. It is evident that there is a statistically significant relationship between employees' organizational commitment and Child Care Benefits ($r = .534$, $p = 0.05$). A positive relationship has been established between the Child Care benefit and the organizational commitment of teachers at Lahore universities.

5. Discussion

This chapter reveals the outcomes of the data collected from this descriptive correlational study. This quantitative descriptive study was designed to determine the prevailing work and

family balancing practices of universities situated in Lahore. It was also designed to determine the relationship of these benefits with organizational commitment. Findings showed that having these balancing practices in place at a university can be seen as a way to reduce stress and pressure, as well as giving teachers a sense of belonging to the university.

It was found that 52.2% of the teachers who responded to the study were provided with the facility of vacations and holidays, but 47.8% were not provided with the facility. The organizational commitment of teachers in the universities of Lahore is statistically significantly correlated with this benefit ($R = .566$, $p < .05$). Of

the teachers who have responded, 69.5% have access to family and parental leave, and 30.5% do not and correlation with organizational commitment is significant positive. ($r = .50$, $p < .05$). In addition, it has been noted that other benefits have also had a significant positive effect on the level of commitment of teachers to their duties as well.

6. Conclusion and Future Direction

In this study, the substantive objectives were to identify university teachers' work-family balancing practices and analyze the relationship between work-family balancing practices and organizational commitment. Organizations can achieve work-life balance by implementing these practices and as a result of these practices, employees are able to resolve conflicts related to their work and family life. The study shown that who get these benefits have a positive and significant relationship with their organizational commitment and this balance is an important aspect to consider, and an employer must create an environment in which its employees can become committed to the organization.

As a result, it is prescribed that in order to implement work-family balancing policies in institutions, barriers and hurdles should be examined and there is a need for more research in this area, which can be linked to work-life balance programs in the workplace. It is possible to conduct future studies that include other aspects of commitment and determine whether there is a relationship between these practices and organizational commitment. Institutes are required to devote considerable effort to establishing a pleasant-sounding environment that fosters teamwork, co-worker relationships, and effective and efficient leadership.

Despite the fact that this study made use of a purely quantitative approach, future research may employ a variety of research structures, including

qualitative perspectives. Furthermore, this type of study may be conducted in various situations, such as populations, localities, and others.

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