

EVOLVING A PSYCHOMETRIC INSTRUMENT TO MEASURE WORK LIFE BALANCE

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ABSTRACT

Education industry is a big contributor in Indian service sector in terms of providing employment and eventually contributes to the factor determining national GDP. In the continuation, issues and challenges related to Work life balance have been gaining attention as well. These issues have been observed to be more prominent in service sector.

However, various researchers and studies have developed few scales to measure work life balance but current study is an attempt to define a much elaborative and precise scale for the measurement of WLB in education industry. In present work, a 30 items scale defined under three factors is designed to measure WLB of academicians working in education industry. The data for the purpose was collected from a sample of 125 academicians working in private universities in Jaipur City. The reliability and validity of the scale has been tested by using Cronbach Alpha analysis.

Keywords: Work-life balance, psychometric, education industry.

INTRODUCTIONS

Today, globalization and liberalization have changed the current situation of employees working in various sectors in developed as well as developing countries. Every country is getting influenced by international trends and work life balance has turned out to be a major concern in focus. Problems and its consequences associated with work life balance are now gaining specific attention and various researchers as well as academicians are contributing their different perspectives related to professional as well as personal life (Tasnim et al. 2017).

Even government organizations have now started to give importance to WLB problems and practices and moreover are now working towards increasing the awareness of WLB among employers and employees (Chandra 2012). According to Yu (2014) even public debates have become an open platform to discuss work life balance as an important issue.

In addition to this, even society as a whole have seen dynamic changes in work and family concepts throughout the world. These changes are not only confined to socio-cultural domain but technological development have also led to improved living standard. However these

advancements and innovations also increase challenges, conflicts and stress on performance at work and expectations in personal life (Lambert et al., 2006). Due to these problems and issues, concept of work-life balance is emerging and being publically discussed as well. Not only discussions but researchers around the globe are studying this issue to gain new perspectives from different countries (Clark, 2000; Fisher, 2001; Greenhaus et al., 2003; Mathew and Panchanatham, 2009; 2010).

Collin and Shaw (2003) have defined the same term as balanced distribution of involvement and satisfaction of an individual at work and with family. Individuals who experience good work-life balance tends to distribute equal time and attention at work and non-work sphere. It depends on various factors like individual's personality, ideology, social life and status, motivation and desire towards life that affects his awareness and concern towards work-life balance. Organizations on the other hand can equally contribute to maintain this balance with incorporating faculties like flexi-timings, telecommunicating to work, work from home, in-house care centres etc. Davison (2012) in his study has highlighted the concept of overlapping of professional interaction and personal or social interaction. Although facilities like digital media, call conferences and social portals may provide ease of working but at the same time may lead to complete disaster in balancing work and life.

As a result, over the past few decades various researchers have developed instruments to measure work-life balance targeting different groups in different scenarios. Few to mention are Fisher (2001), Greenhaus et al. (2003), Hillet al. (2004), Huffman et al. (2004) and Hayman

(2005). Now mostly all the mentioned scales are developed in western countries and are reliable to be used in further studies. But when it comes to India, not only values, society structure, family relations are different but nature of jobs, working culture and work values are diverse in nature. Further to this, as per reviewed literature a 42 point scale instrument has been developed by V.M. Rincy and N. Panchanatham in 2010 to measure WLB which has been referred in the current study. However, present study considers different variables to design and validate the scale. In the support of study following hypotheses are designed and proposed for further validation:

H1: Job Satisfaction have no significant impact on Work-life balance;

H2: Career Advancement have no significant contribution in achieving WLB;

H3: Family to work conflict have no significant impact on Work-life balance

METHODOLOGY

Sampling and data collection

For the purpose of designing the Work-Life balance scale data has been collected through the process of convenient sampling from population of academicians working private universities in Jaipur City (Table 1). Various universities from city were taken into consideration after analysing the affiliations and requisites of being considered private university.

For the purpose of data collection random sampling method has been adopted and total of 125 employees were contacted for conducting the study. Structured questionnaire was used as a data collection tool sent via email/letter and personal mode. Questionnaires were sent

to a total of 220 respondents out of which 125 were returned with filled response. Open ended questions were avoided while designing the questionnaire to keep the response precise and streamlines.

After in depth literature review 30 statements were finalised under three categorical dimensions

which were able to justify and validate the issues related to Work-Life Balance. In order to check the reliability of the set statements, first a pilot survey was conducted on 15 people comprising HR professionals, academic experts and industry delegates from education industry.

Table 1: Details of Demographic Profile of surveyed Respondents

Demographic Variable	Category	No. of Respondents
Age	18-30 Years	44
	31-40 Years	59
	41-50 Years	15
	> 50 Years	7
Marital Status	Un-married	32
	Married	89
	Divorced	4
Highest Qualification	Graduation	7
	Post-graduation	82
	PhD	31
	M.Phil.	3
	Any Other, Specify	NA

Lastly, the design of questionnaire was kept very comprehensive and comprised three sections in total. First two explains the socio-demographic profile of the respondents and third has the 30 statements (Table 2) measuring Work-Life balance of the chosen sample. At the end, reliability of the proposed instrument is assessed using Cronbach Alpha Coefficient (Cronbach 1951).

A five point Likert Scale (stating 1= strongly agree, 3= neutral, 5= strongly disagree) was used to design the measuring instrument. The overall assessed value was considered the significant Work-Life balance index and was considered as a dependent variable for evaluating the various other measurements in the scale.

Statistical Analysis

The 30 items selected for designing WLC index of academicians working in private universities in Jaipur City were factor analysed using principal components analysis with varimax rotation method (Table 3).

Karl Pearson Coefficient of Correlation method was used to determine the existing correlation between the variables considered for the scale. To determine the magnitude and characteristic

of relationship between variable, regression analysis was used.

Profile of the respondents

All the surveyed respondents were academicians working in private universities in Jaipur City. A brief summary of the socio demographic profile of the respondents is recorded for interpretation in the Table 1.

Table 2: Mean ratings of work life balance scale

Item No.	Items	Mean	SD
Item 1	The physical conditions (lighting, space, arrangement of materials) under which I work and basic amenities (restrooms, staff rooms, canteens) provided to me are satisfactory	2.70	1.081
Item 2	I believe that people in my organization, for the most part, work well together	2.150	.6708
Item 3	Mybosses and colleagues are cooperative, helpful and inspiring people for better and sincere work	2.55	.945
Item 4	My present salary is compatible with the work load allotted to me	3.55	1.234
Item 5	On the basis of experience, I am paid the same or nearly the same as others who do the same kind of job	3.65	1.309
Item 6	I feel remuneration policy of this organization is better when compared withmany other in the industry	3.20	.894
Item 7	I feel that, in due course of time, my employer may replace me with other worker who is willing to do my job for less money	2.45	1.572
Item 8	The level of job security offered by my organization is more than that offered by competitors	2.95	.999
Item 9	My current position ispermanent and safe and I feel my performance is evaluatedfairly	3.60	.995
Item 10	Organization Benefits like medical insurance, life insurance etc. provided by my organization adequately meet my personal needs	4.00	.795

Item 11	The incentives and rewards granted for good work time to time by the management are appreciable	2.75	.851
Item 12	At my job the inbuilt programs for recreation & entertainment like picnics, outings variety are significant	2.75	.851
Item 13	Being a faculty member in my current organization gives me enough opportunities and time to pursue developmental activities	2.75	1.118
Item 14	Job promotions in this organization are fair and are based on performance and merit	3.45	.945
Item 15	My job responsibilities contribute to my professional development	2.60	1.188
Item 16	FDP's are important for individual development of an academicians	1.85	.745
Item 17	This organization has provided me with training opportunities enabling me to extend my range of skills and abilities	2.10	1.119
Item 18	My work pays for any work related training and development I want to undertake	2.60	1.046
Item 19	I feel quitting my job as am not able to manage with job responsibilities and personal life	3.10	.912
Item 20	Current work arrangements have acted as a barrier in taking up further education and training courses	2.75	1.070
Item 21	Inability of working beyond office hours is unavoidable in normal course of life, which slows down the progression in career growth	2.85	.933
Item 22	It is difficult to concentrate at work because of family responsibilities and commitments	2.85	1.424
Item 23	Due to family activities, I have to make changes to my plans for work-related duties	3.50	.889
Item 24	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime	3.70	.923
Item 25	My family member's co-operates in balancing my family life and work life	1.70	.657
Item 26	My family understand my job demands and supports me in different circumstances	1.70	.657
Item 27	I can rely on my family to make sure my personal responsibilities are handled when I have unanticipated work demands	2.45	.945

Item 28	I miss family and social occasion because of extended work schedule	2.25	.910
Item 29	The amount of time my job takes up makes it difficult to take time out for physical fitness	2.35	1.040
Item 30	The amount of time my job takes up makes it difficult for me to get sufficient time for myself, my family, relatives and friends	2.55	1.050

Note: Five-point scale was used for rating the WLB instrument ranging from 1 = Strongly Agree, 3 = Neutral to 5 = Strongly Disagree; a = the highest mean among all items; b = lowest mean among all items.

Mean ratings of the items in the work life balance scale

Among the items under study, “My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime” was rated highest with a mean of 3.70. Whereas, “My family member’s co-operates in balancing my family life and work life” & “My family understand my job demands and supports me in different circumstances” scored the lowest mean rating of 1.70” which implies family to work conflict plays an important role in balancing work and personal life and moreover employees are aware of these issues leading to a stretch in the work and personal life.

Item No.	Factor Loading	Factor Name	Factor Mean	Cronbach Alpha
Item 1	.904	Job Satisfaction	3.025	.728
Item 2	.961			
Item 3	.980			
Item 4	.925			
Item 5	.942			
Item 6	.863			
Item 7	.926			
Item 8	.955			
Item 9	.874			
Item 10	.936			
Item 11	.857			
Item 12	.937			

Item 13	.961	Career Advancement	2.677	.796
Item 14	.935			
Item 15	.959			
Item 16	.962			
Item 17	.874			
Item 18	.966			
Item 19	.978			
Item 20	.912			
Item 21	.945			
Item 22	.951	Family to Work Conflict	2.561	.703
Item 23	.959			
Item 24	.991			
Item 25	.940			
Item 26	.912			
Item 27	.948			
Item 28	.991			
Item 29	.966			
Item 30	.920			

Over the period of time, various instruments have been designed and deployed to measure work-life balance of employees in different geographical locations and Reiter (2007) has published a detailed literature on several available instruments. Mostly every scale under his published review is a reliable and validated with high Cronbach Alpha Coefficients but practical implementation of these scales in Indian context to measure work-life balance in education industry is very difficult. The barrier in adopting these scales ranges from attributes of the understudy population, working conditions, family status and structure to the societal organization. When it comes to Indian context, this situation or these barriers get even more

complicated due to distinctiveness in society and family. As Indian society primarily is male dominated and concept of joint family is still indulged in system, this changes the entire social setup under which former scales have been developed.

With due time, Indian economy flipped and inadequate financial problems started to flourish in Indian families. Such situation forced women to become a part of earning source so as to fulfill the household demands in financial aspect. Activities once considered to be a duty of men became joint responsibility to a couple and women began to contribute in diversified spheres of life. Women in global scenario have left remarkable accomplishments to be

counted and remembered for. Now they have become an important contribution towards nation's development and growth. Even after these tremendous development and changes traditional aspects of Indian culture are still intact and moreover are nurturing. Taking care of old age parents, quality education of children, personal as well as family needs are few to mention that are considered as primary concerns at times. In the same way, working environment as well as culture in industries are also evolving (Khatri and Budhwar, 2000; OECD, 2004). While considering all the above mentioned changes and scenarios, employees in Indian education industry are facing work issues and phenomenal imbalance in their work life as well as personal life. Hence, it is very important to induce a specific instrument in education sector in India. For developing the instrument in current study Fisher (2001), Greenhaus et al. (2003) and Hayman (2005) have been constantly referred and used for the study.

In the presented study, method of factor analysis is used with principle component method for extraction by varimax value resulting in three factors. All three factors are having greater than (>1) eigen value and factor loading is more than .5. This has been considered on the basis of study described by Hair et al. (2005) which states that all the factors with eigen value greater than 1.0 and factor loadings greater than .5 can be considered in measuring instrument. After verifying the instrument on the basis of dimension, reliability of the variables was evaluated by using Cronbach Alpha coefficients. The result of alpha values were more than the minimum value of 0.7 (Cronbach, 1951).

The resulting Cronbach alpha values of the final three factors are as follows:

Job Satisfaction: .728

Career Advancement: .796

Family to work Conflict: .703

After analysing the factor loading and reliability index a final schedule of 30 items resulted this is defined in three factors measuring work-life balance of academicians working in private universities in Jaipur city. Further, detailed questionnaire explains various statements to evaluate the final three factors. The present study can be taken further to measure the work-life balance in various augmented sectors and both work life and personal life can be explored extensively.

In the nutshell, the developed scale of 30 items explored in three factors is an attempt to measure work-life balance of academicians in education industry. The proposed instrument holds adequate reliability and tested validity. Not only this instrument is capable of measuring work life balance but also is able to provide details about employee's awareness as well as perception towards the issue. Apart from measuring work life balance this tool further may help to evaluate the efficiency and effectiveness of various policies and provisions designed by organization in order to support as well as promote work life balance among employees. This will eventually help higher management and HR personnel to understand the problems better and to find appropriate solutions for the same. The present study contributes to the existing literature available in reference to work-life balance which in extension leaves a scope to analyse and understand the bridge between work life and personal life of an employee.

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